

School inspection report

23 to 25 January 2024

OneSchool Global UK Salisbury Campus

The Hollows

Wilton

Salisbury

SP2 0JE

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. School leaders, overseen by the proprietorial body and by a team of local governors, place the core values of respect, care and compassion, integrity, responsibility and commitment at the centre of the life of the school. They have a clear and ambitious vision to educate their pupils to be 'life ready' whilst living out these values. As a result, pupils have a secure sense of wellbeing and are happy in school.
2. Leaders provide pupils with a suitable curriculum which is modified to cater for pupils' individual needs as required. All governors and leaders seek to develop pupils' skills of self-directed learning through a centralised curriculum, lesson content and approaches to learning across all OSG schools. Teaching can be face-to-face or virtual learning, delivered by teachers in other schools in the group. This approach enables a wider range of subject choices for pupils at GCSE and A Level.
3. Due to the carefully planned curriculum and lesson activities pupils make good progress from their starting points. Those pupils who have special educational needs and/or disabilities (SEND) are supported highly effectively so that they often achieve beyond their predicted grades. Pupils of all ages are typically diligent and focused when learning independently.
4. Teachers and learning support assistants provide effective support in lessons, many of which are characterised by self-directed learning. In a small minority of lessons, teachers are prepared less well, not as secure in their subject knowledge. As a result, pupils are not as engaged and this limits their short-term progress.
5. Leaders create an environment in which pupils show high levels of respect for each other and for adults in their community. Pupils are clear that discrimination is unacceptable, and they understand that everyone is different and yet shares a common humanity. Work in citizenship and in personal, social, health and economic education (PSHE) is instrumental in assisting pupils to understand the diversity and values of British society.
6. School leaders and governors are committed to educating pupils for their future lives as active members of the community to which they belong. From an early age they are taught the skills which will enable them to be useful in the workplace. The school provides economic education within PSHE and other subjects and there is an effective programme of careers education directed at understanding future educational opportunities and the world of work.
7. Leaders ensure that safeguarding procedures are robust and they demonstrate high levels of vigilance in following up any concerns they have about pupils. There is effective oversight of safeguarding procedures by the proprietor.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that all teachers prepare lessons effectively and have secure subject knowledge so that the pupils make consistent progress.

Section 1: Leadership and management, and governance

8. The proprietorial body, local governors and the school's leadership team successfully manage the educational and site developments of the school. They have recently developed an independent learning classroom space for primary age pupils. Leaders self-evaluate and respond effectively to any identified contextual risks such as those associated with the technology for self-directed learning. Proprietors, local governors and leaders liaise carefully with each other and as a result change is successfully managed to the benefit of pupils.
9. Leaders and all staff demonstrate the school values of respect, integrity, care and compassion. Pupils understand their importance and follow these values in their relationships with each other. Consequently, pupils flourish in this caring environment. Leaders fulfil their responsibilities regarding the Equality Act and a suitable accessibility plan is in place. The school makes appropriate adjustments in its provision for its pupils with specific learning needs including those with an education, health and care (EHC) plan.
10. The proprietorial body, working through a series of committees, oversee policies and their implementation. They require school leaders to report regularly on their areas of responsibility and challenge them appropriately. This effective oversight is successful in ensuring that Standards are met consistently.
11. Leaders and managers have an appropriate risk assessment policy in place. Risk assessments are carried out and routinely reviewed in areas such as pupil welfare, educational visits, safer recruitment, specialist classrooms and site safety. This includes suitable vigilance and an awareness of risk around the arrival and departure of pupils in school minibuses.
12. Safeguarding procedures reflect current guidance and are robust. They are well understood by staff and oversight by the proprietor is effective.
13. The proprietorial body, local governors and school leaders have been instrumental in developing the innovative programme for self-directed learning, which is now in place across the school. All pupils in primary and secondary settings access a centralised curriculum. Lesson plans with tasks matched to pupils' ability enable pupils to access their own learning independently. Consequently, pupils take responsibility for their own learning from an early age, developing independence and maturity.
14. Leaders and managers implement an effective complaints procedure, respond within suitable time frames and keep an effective log of formal complaints. Informative reports of pupils' progress are regularly provided for parents and the school publishes key school-related information on its website.

The extent to which the school meets Standards relating to leadership and management, and governance

15. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

16. Leaders provide a suitable and age-appropriate curriculum which is supported by detailed schemes of work. It is delivered centrally through an online platform which provides lesson plans and relevant resources. Pupils are adept at following written instructions and use their digital devices with ease to 'orientate, navigate and explore' through the tasks they are set. Teaching and learning support staff are available to provide appropriate monitoring and support. Pupils work at their own pace and choose activities which are suitable for their ability. They receive regular and effective feedback. Overall, pupils make good progress.
17. Older pupils studying GCSE and A-Level courses are taught online in groups with pupils from other campuses and often by teachers located in other schools. Their lessons are introduced by the teacher with activities which pupils then work through either individually or in small groups. In these ways pupils acquire effective study skills as they direct their learning themselves.
18. In most lessons, teachers are confident in their subject knowledge and fully engage their pupils in the learning process, giving them pertinent feedback. However, in a small minority of lessons teachers prepare less effectively and are not so confident in the subject matter. In these lessons the progress of some pupils is therefore less consistent.
19. Leaders track pupils progress carefully and recently identified numeracy as an area for improvement in the primary school. The *120 day sprint initiative* successfully improved numeracy across the whole ability range by providing clearly identifiable targets within enjoyable activities over a short period. Pupils who have specific learning needs are carefully identified. For new pupils, contact is made with their families before the pupils arrive in school. In this way the school ensures that suitable provision for them is in place. The special educational needs co-ordinator (SENCo) organises and monitors their programmes of study and works closely and effectively with teachers and learning support assistants. As a result, many pupils achieve above their predicted levels. Pupils, including those with higher prior attainment, extend their learning by completing further challenging tasks. Some of these are set for them in collaboration with staff during their individual study sessions.
20. In national standardised tests and at GCSE most pupils achieve in line with or better than their expectations. In the sixth form, whilst pupils continue to make good progress, A-Level examination results show that some pupils do not always achieve their predicted outcomes. There is some variation year on year and across subjects. Pupils who complete Extended Project Qualifications (EPQ) achieve results which are above those expected. The school analyses its results carefully and is putting in place strategies to support teachers and help pupils improve, including individual study sessions which are well matched to the pupils' needs.
21. Leaders put in place programmes to improve pupils' public speaking, debating and communication skills; for example, that of the London Academy of Music and Dramatic Arts (LAMDA), which all pupils follow. As a result of these programmes pupils debate effectively and speak confidently to groups of pupils and adults. Pupils develop their creative and practical skills successfully in art, food and nutrition and design and technology. For instance, Year 9 pupils confidently created drawings in the style of different artists, made bread rolls with flavoured butter and created an electrical circuit to power a game. Pupils display well-developed skills across a wide range of sports including football, cricket, badminton and basketball. The focus on digital skills and remote learning has enabled pupils to use technology effectively as a learning tool.

22. Leaders provide a selection of extra-curricular activities which include outdoor sport and indoor activities such as chess and board games as well as academic enrichment activities such as a science and technology club and a book club. Pupils discover new interests and develop them in these activities. The school has two choirs and a band which perform periodically for the community and pupils have achieved success beyond school in regional sports days and international debating competitions between all schools in the OSG network.

The extent to which the school meets Standards relating to the quality of education, training and recreation

23. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

24. Pupils' wellbeing is central to leaders' planning. A comprehensive programme of PSHE is in place which also incorporates the required elements of relationships and sex education (RSE). It is delivered effectively across all age ranges and includes opportunities for pupils to discuss a variety of issues which affect them. As a result, pupils demonstrate an appropriate understanding of the factors which shape everyone's identity such as gender and sexuality. Pupils show care and compassion for each other and display respect for everyone, including those of different faiths and ethnicity.
25. Leaders ensure that the school reflects the Christian ethos of the Plymouth Brethren Community. Pupils demonstrate high levels of spiritual awareness and an understanding of the ways this can be expressed in different faiths.
26. The proprietor and school leaders prioritise digital and remote learning and as a result pupils gain confidence through their self-directed learning. They develop an understanding of what learning approaches work best for them. Learning alongside pupils from different campuses builds friendships among pupils in different schools, which are beneficial for their learning and personal development. Both primary and secondary age pupils demonstrate high levels of confidence and self-esteem. They are articulate and comfortable when talking to their peers and adults.
27. Pupils understand and meet leaders' high expectations and behave very well. On the rare occasions where behaviour falls short of the high standards set, or an incident of bullying occurs, appropriate and proportionate action is quickly taken. Pupils value the school's restorative approach to resolving any issues.
28. School leaders have implemented several approaches to monitor pupils' emotional wellbeing and support their mental health. Regular surveys ask pupils about their wellbeing and attitudes. Any pupils who enter a low score are immediately followed up and receive appropriate support. As a result, pupils feel well supported by teaching staff and their tutors. If required, the school provides clinical psychologists.
29. Leaders place a high value on pupils' physical wellbeing and have ensured a wide variety of different sports are available to pupils of all ages. The provision of appropriate indoor and outdoor facilities and of staff who are skilled in coaching means that pupils develop high levels of skill in sports, such as football, cricket, basketball, netball and badminton. Pupils strive for excellence in their sporting skills and they also value being able to partake in sporting activities during their free time at break and lunchtime.
30. The proprietor ensures that appropriate policies are implemented effectively to ensure a healthy and safe school environment that is appropriately managed to minimise any risks from fire. Facilities and arrangements to administer first aid are appropriate. Pupils are effectively supervised onsite and when arriving at and leaving the school. A suitable admissions and attendance register is maintained and the school monitors pupil absence appropriately. Pupils who leave or join at non-standard points are reported to the local authority.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

31. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

32. The proprietor and school leaders provide a curriculum, which promotes the values inherent in British society such as the rule of law, democracy and tolerance. Through their work in PSHE and in GCSE citizenship all pupils acquire an age-appropriate understanding of the way British society works. They have a clear understanding of appropriate behaviour and show respect for the law and for all communities, faiths and cultures. Pupils actively engage in democratic processes by helping to elect school leaders from the pupil body and by using a variety of ways to make their views known and effect change. Recently pupils have canvassed views and created a petition to send to OSG central office to request they reinstate sports competitions between different campuses.
33. Leaders prioritise economic education so that pupils are equipped to take part in the business world when they leave school. Suitable content is found within subjects such as mathematics, economics and business studies, geography and PSHE. The school organises enterprise days, which provide opportunities for pupils to develop business skills such as marketing and operating budgets. In practical subjects such as design technology, costing of resources is part of the planning for any given project.
34. There is suitable careers provision within PSHE throughout the senior school which is focused on the likely future pathways that pupils will follow. Much of the provision is tailored to individuals so that, for instance, pupils with SEND are given a high priority of introductions to possible employment opportunities. This ensures that their skills and needs can be well matched. Careers provision includes opportunities to carry out work experience in community businesses who also provide workshops and interview practice for pupils. Information about wider opportunities of tertiary level courses is provided and many pupils go on to acquire further qualifications in, for example, business management or accountancy when they leave school.
35. School leaders demonstrate a commitment to responding to the needs of others in society within the UK and further afield and, as a result, pupils engage readily with charitable causes here and abroad. Their contacts with pupils across the world in the OSG family of schools and the inclusion of global perspectives as an A Level choice for some pupils improves their understanding of global issues such as climate change and poverty. The school supports the work of the *Rapid Response Team*, a community-based initiative which responds to crises across the world. Pupils also choose and raise funds for other charities. Each December sixth-form pupil leaders organise the school's *Winterfest* celebration where all pupils work together in groups to create stalls for selling items to the community. Pupils benefit from a spirit of corporate endeavour whilst raising money for a variety of causes.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 36. All the relevant Standards are met.**

Safeguarding

37. The proprietor ensures that suitable arrangements are in place to safeguard and promote the welfare of pupils. A suitable safeguarding policy is effectively implemented.
38. Leaders ensure that staff are suitably trained on induction and that they receive regular updates through annual training and weekly informal updates. Senior staff with safeguarding responsibilities are appropriately trained at the advanced level. The proprietor provides effective oversight including an annual review. The designated safeguarding lead provides half termly reports on safeguarding to the proprietor. Local governors are also suitably trained for their role.
39. Staff understand how to report any concerns, and they do so promptly. The school has trained staff in the importance of reporting any low-level concerns or allegations about colleagues. They would do so without hesitation. Staff are knowledgeable about safeguarding procedures and the contextual risks of their school. They understand the importance of monitoring pupil attendance and demonstrate a secure understanding of the risks of extremist behaviour.
40. Safeguarding leaders keep comprehensive and secure records of any pupils of concern and liaise effectively with children's services and the local authorities in which pupils live. They refer any concerns they have promptly and follow advice given to ensure the pupils' safety. The school has correct procedures in place to respond to and record any incidents of child-on-child abuse.
41. School leaders ensure that pupils are well educated about the risks of online activity. The school delivers guidance in an age-appropriate way throughout the school. Leaders ensure that effective filtering and monitoring systems are in place. Pupils of all ages feel safe in school.
42. The school is aware of its duties to inform staff about the dangers of extremism. Staff undertake appropriate training and there is a suitable prevent risk assessment in place.
43. School leaders ensure that recruitment checks on staff, governors and volunteers are appropriately carried out and a suitable single central record of appointments is maintained.

The extent to which the school meets Standards relating to safeguarding

- 44. All the relevant Standards are met.**

School details

School	OneSchool Global UK Salisbury Campus
Department for Education number	865/6037
Registered charity number	1181301
Address	OneSchool Global Salisbury The Hollows Wilton Salisbury SP2 0JE
Phone number	01722 741910
Email address	salisbury@uk.oneschoolglobal.com
Website	www.oneschoolglobal.com/campus/united-kingdom/salisbury
Proprietor	OneSchool global UK
Chair of OneSchool Global UK	Mr Adrian Diffey
Headteacher	Mrs Magrieta Roelofsz
Age range	7 to 18
Number of pupils	200
Date of previous inspection	3 to 4 October 2019

Information about the school

45. OneSchool Global UK Salisbury Campus is an independent co-educational day school situated in the village of Wilton near Salisbury. It is registered with the DfE as a school of Special Religious Character educating the children of families who are members of the Plymouth Brethren Christian Church Community.
46. The school is part of the OneSchool Global UK group, whose trustees are the proprietor of the school, supported by a local governing body known as the Campus Administration (CA) Team. The chair of the CA Team is a member of the board of trustees. A regional principal supports the trustees and the CA Team in overseeing the running of the school.
47. Since the previous inspection, a new junior learning centre has been created and the current campus principal was appointed in January 2020.
48. The school has identified 29 pupils as having special educational needs and/or disabilities (SEND). Three pupils in the school have an education, health and care (EHC) plan. No pupils speak English as an additional language.
49. The school states that its aims are to provide a safe and caring environment, to cater for each individual pupil's needs and to provide an education in which values of integrity, care and compassion, respect, responsibility and commitment are upheld by all members of its community. The objective is that pupils acquire the discipline of learning how to learn and develop their full potential, while upholding the Christian teachings and beliefs which underpin the Plymouth Brethren Community.

Inspection details

Inspection dates

23 to 25 January 2024

50. A team of three inspectors visited the school for two and a half days.

51. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and an assembly
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussion with a group of governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to facilities for physical education
- scrutiny of samples of pupils' work with pupils and subject leaders
- scrutiny of a range of policies, documentation and records provided by the school.

52. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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