

## School inspection report

25 to 27 February 2025

### **OneSchool Global UK Tewkesbury Campus**

Gloucester Road  
Tewkesbury  
GL20 7DG

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. The proprietor has a clear vision for the school to develop 'life-ready' pupils. The governors monitor the activities of the school through a range of formal and informal meetings and visits. However, their oversight has not ensured that the school consistently meets the Standards.
2. Leaders do not ensure that all pupils make good progress. From Year 9, some lessons are replaced by remote teaching and self-directed learning. The teaching methods and activities in these lessons are not consistently effective in developing pupils' knowledge and understanding to enable them to make progress. Additionally, pupils who study their A-level courses over a shorter timeframe than normal achieve results that are below the national average.
3. The school has not consistently informed the local authority of extended periods of unauthorised absence or changes to the admission register in line with statutory guidance.
4. Leaders do not ensure that the local authority is consistently informed when pupils have extended unauthorised absence or leave at non-standard times. Other aspects of safeguarding procedures are generally robust. Suitable checks are made on adults before they begin working with pupils.
5. Leaders identify pupils who have special educational needs and/or disabilities (SEND). Teachers follow individual education plans to support pupils who have SEND. In some lessons, teachers adapt activities and resources effectively so pupils can readily access the curriculum, although this is not consistent across the curriculum.
6. Leaders promote a set of behaviours and attributes to develop pupils' character. Leaders promote the school's ethos through assemblies and tutor sessions. As a result, pupils develop confidence and understand the importance of taking responsibility for their own learning.
7. In lessons, pupils learn the importance of respect for each other. They behave well towards each other and understand the negative impacts of discrimination on the grounds of gender, faith and other characteristics. Pupils gain a secure sense of morality and understand the difference between right and wrong.
8. Lessons, visiting speakers and self-study programmes provide pupils with information to plan their next steps beyond school. They learn to apply for jobs, direct their own activities and manage their finances. Pupils are introduced to options for future careers within the community. Any pupils that are struggling to plan their next steps are offered additional support.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not all met.
- Standards relating to the quality of education, training and recreation are not all met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not all met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not all met.

### Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively, so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- teaching methods and activities are effective so that all pupils make good progress
- staff consistently inform the local authority of unauthorised absence and changes to the admission register as required by the statutory guidance.

### Recommended next steps

Leaders should:

- ensure that the school's website includes all required information so that it gives a clear and accurate picture of the school.
- develop supervision of remote teaching and self-directed learning so that these teaching methods are more effective in promoting pupils' progress.

## Section 1: Leadership and management, and governance

9. The proprietor and governors gain knowledge of the school through regular visits, meetings and detailed reports. They have recently appointed suitably qualified and experienced staff to senior roles and have put in place appropriate training and support. However, their oversight has not ensured that the school consistently meets the Standards.
10. Leaders do not monitor the quality of remote teaching and self-directed learning to ensure that these teaching methods are effective and that all pupils make good progress. The decision of leaders to condense sixth-form teaching into four terms has not ensured that pupils make good progress between GCSE and A level.
11. Local governors and school leaders work together to evaluate the school's provision through a systematic review of the school's effectiveness in a range of areas. This process has led to a number of recent changes to improve the learning environment in the school, for instance by introducing silent study areas in the learning centre.
12. Local governors and school leaders share a clear vision of the school's aim to develop 'life-ready' pupils who know how to learn. Leaders emphasise the importance of pupils developing independence in their learning. Leaders do not always ensure that pupils are able to use their independent study time to have a positive impact on their progress.
13. Leaders know their pupils well and use this knowledge effectively to identify risks that they may face. Leaders have a secure understanding of the local area and any emerging risks. They put detailed policies and procedures into place which cover the operations of the school and meet statutory guidance. The majority of these are understood by staff and implemented effectively. The admissions and attendance policies are not consistently implemented.
14. Parents are kept informed about what is happening in the school through weekly newsletters which cover the full range of the school's activities. Information on individual pupils is communicated regularly in annual reports or more frequent communication where appropriate. The school's website contains a range of useful information. At the time of inspection, the website did not contain all the required previous inspection reports. This was remedied on inspection.
15. Leaders take into account the needs of different groups of pupils. Regular audits of the school's accessibility take place which inform plans to improve access for pupils who have disabilities. Any improvements identified are implemented in a timely manner. The school meets the requirements of the Equality Act 2010.
16. Leaders seek the views of parents regularly and use this to inform their decision-making. There is a clear process for parents to raise any concerns and leaders act promptly to resolve any issues. Leaders learn lessons from any trends and, if necessary, respond accordingly.

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

17. Standards are not met consistently with respect to pupils' progress and attendance procedures.
- 18. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

## Section 2: Quality of education, training and recreation

19. Leaders have implemented an appropriate range of curriculum subjects throughout the school, providing opportunities for pupils to gain a range of skills and knowledge. In the sixth form, pupils currently follow a shortened course of study which lasts for four terms. Pupils achieve below national averages in A-level examinations. Pupils achieve broadly in line with national averages at the end of Year 6 and below national averages in GCSE. Overall, pupils in the senior school do not make good progress in their subjects.
20. In the primary years there is a focus on developing pupils' English and mathematical skills. This focus is supplemented by a range of themes which encourage cross-curricular learning and develop pupils' scientific and artistic skills. Science lessons include practical elements and pupils are able to hypothesise and communicate their ideas in writing. Pupils are articulate in discussions and confident in listening to their peers and responding to their ideas.
21. Teaching takes place through a mix of in-person lessons, remote teaching and self-directed learning. Where lessons are taught in person, teachers use effective teaching methods and activities to ensure pupils make good progress. Science lessons use a mixture of presentations, group work and individual writing tasks to develop pupils' knowledge consistently during lessons. However, where teaching takes place with a remote teacher or through self-directed learning, the teaching methods and activities are not consistently effective. In French, which is taught remotely, the teaching does not lead to good progress by pupils over time.
22. From Year 9, pupils study a compulsory core of IGCSEs and additional subjects of their choice. After taking their IGCSE examinations pupils choose from a wide range of Level 2 and Level 3 courses. The majority of pupils in Year 12 study the Extended Project Qualification, which gives them the opportunity to pursue their own areas of academic interest and develop research skills. Pupils who achieve below expected standards in mathematics and English at IGCSE are provided with additional support.
23. The embedding of technology into the curriculum enables pupils to develop secure digital skills. For younger pupils, computing is integrated across the curriculum. They are confident in accessing information online and taking part in remote tutorials. Older pupils learn to use computers for real-world tasks such as managing cashflow in a business.
24. School leaders have recently developed a comprehensive framework to monitor pupils' performance and progress throughout the school. This information is now used to identify pupils who need extra help and put in place strategies to support pupils who may be falling behind. Where this support has been put in place, pupils' work is beginning to show improvement, but this is not consistent across subjects.
25. Leaders use diagnostic testing and observations by teachers to identify pupils who have SEND. In some lessons, teachers adapt their teaching and make effective use of teaching assistants where necessary, although this is not consistent across all lessons. In English lessons, additional scaffolding is provided so that pupils can access more challenging tasks.
26. A range of recreational activities take place throughout the school day. These enable pupils to develop a wide range of skills and knowledge and provide opportunities for them to enjoy activities beyond the planned curriculum. Pupils play recreational football and explore the local area in hiking

club. Others develop their communication skills by learning sign language or challenge themselves by practicing for mathematics competitions.

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

27. The standard relating to teaching is not met as not all teaching methods and activities are used effectively and pupils do not consistently make good progress.

**28. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

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

29. Leaders set clear expectations of behaviour, and these are communicated in assemblies and by staff in lessons. This gives pupils clear direction on how to approach their life in school. Pupils understand the school's ethos. Pupils understand that they are expected to become increasingly self-directed and take ownership of their actions.
30. The school has a suitable policy for attendance. Leaders monitor daily attendance carefully. Attendance records are analysed for patterns and the school takes effective action to support pupils whose attendance is a cause for concern. However, leaders do not consistently report pupils who have an unauthorised absence of ten consecutive school days to the local authority, as they are required to do.
31. Lessons in personal, social, health and economic (PSHE) education develop pupils' understanding of how to keep themselves well, for example by learning about the risks of drugs and alcohol. Pupils learn to identify and respond to risks, including coping with peer pressure in Year 5 and avoiding illegal drugs in Year 9. Older pupils learn about the characteristics of positive relationships including reproductive health. Lessons incorporating relationships and sex education (RSE) meet the statutory guidance.
32. Teachers and volunteers from the local Brethren community promote the discussion of moral issues, often grounded in real-life scenarios. Pupils learn about different religions and cultures and develop a respect for difference alongside their own Christian faith. These discussions help pupils to develop an understanding of the diversity of faiths in the UK and beyond.
33. Pupils behave well and respect each other. A clear behaviour policy is implemented consistently and effectively by staff. Where any instances of poor behaviour occur, staff respond with a restorative approach. This approach encourages pupils to understand the harm done to others by poor behaviour and take action to repair relationships in response. This helps pupils to take responsibility for their own behaviour and recognise the importance of living by the school's values. Any rare instances of bullying are dealt with promptly and effectively.
34. Leaders promote pupils' physical health during physical education (PE) lessons and lunchtime activities. Pupils learn the foundations of keeping fit and develop skills in a range of sports including badminton, netball and tennis. Older pupils make use of other local facilities during PE lessons to improve their swimming and take part in track and field sports. Teachers track pupils' performance against a range of expected fitness standards and provide feedback on how to improve. Pupils learn about eating healthily and maintaining a balanced diet.
35. Older pupils take on a variety of leadership roles within the school. Leaders encourage them to act as role models around the school and support younger pupils through a mentoring programme. Older pupils also organise events for the school community such as running quizzes, enabling them to develop leadership skills and grow their self-confidence.
36. The recently developed learning centre, combined with attentive supervision, creates an environment which encourages independent learning in a communal setting. Regular checks of the site by staff with appropriate health and safety training ensure that the site is well maintained, and



that any risks are carefully managed. Fire safety equipment is tested frequently, and regular drills ensure that pupils know what to do in the event of a fire. There is appropriate accommodation for any pupils who require medical treatment. There are an appropriate number of trained first aiders and any medical incidents are dealt with effectively and suitable records are kept.

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

37. The standard related to managing attendance is not met.

**38. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

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

39. Pupils develop a clear sense of the Brethren community. Links with other OneSchool Global campuses are extensive and varied, resulting in pupils having a sense of being part of a larger community than just their immediate school. Individual campus' achievements are celebrated in assemblies and there is a friendly sense of competition between campuses which is enhanced through the house system. Individual achievements are recognised across the group, developing pupils' self-confidence.
40. Social and cultural education is delivered through PSHE lessons and the citizenship GCSE. These lessons address key themes in British society such as how parliament works and democracy. Pupils learn about multicultural Britain and the harm caused by prejudice and discrimination, for instance by looking at the experiences of women through history. Teachers engage pupils in current events in lessons and tutor time. Pupils are able to speak thoughtfully about the environmental and economic impacts of recent global wildfires.
41. Preparing pupils for the workplace is a central aim of the school and a variety of programmes support this. Pupils gain an understanding of legal structures and the balance of rights and responsibilities through the study of employment rights and consumer protection. Older pupils study topics such as productivity and project management, developing useful skills for the workplace.
42. Leaders prioritise preparing pupils for their future careers. Younger pupils learn about different career options in PSHE lessons. Older pupils take part in 'business breakfasts' to learn about different options and understand their options within the community. Pupils learn how to apply for jobs, write a curriculum vitae and present themselves well at interviews, giving them confidence in their next steps. Specialist support is available for any pupil who may be at risk of not being in education, employment or training when they leave school, to ensure that they have a plan in place.
43. Pupils develop their economic knowledge through a well-planned course of study. Pupils learn about finance and managing money in PSHE lessons. Older pupils also complete a course in 'career fundamentals' which provides them with the skills necessary to thrive beyond school. This self-study course further develops pupils' economic education with sessions on financial life-skills.
44. Leaders have established a student-led culture of fundraising and charitable work. Pupils seek to make a positive contribution to their community. They take part in a range of projects in the locality, for instance supporting local food banks.

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

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

## Safeguarding

46. Leaders do not have appropriate oversight with regard to admissions and the potential for pupils to go missing from education. Leaders have sometimes failed to share the required information with the local authority when pupils leave at non-standard transition times.
47. Leaders promote a culture where staff recognise small concerns early and provide support or take action to prevent these concerns developing further. They ensure that staff see safeguarding as a priority in the school.
48. Safeguarding leaders understand the contextual risks for pupils in the school. They attend regular meetings with local safeguarding partners, including a number of different local authorities. Further training is provided at safeguarding conferences for the school group, which provides updated information and guidance.
49. Leaders with responsibility for safeguarding have implemented effective training for staff working in the school. At weekly meetings, leaders share current concerns either about individual pupils or recent national or local themes. Staff are knowledgeable about safeguarding, for example about how to recognise the signs of abuse.
50. Where staff have concerns about a pupil they use the school's reporting systems effectively. Leaders respond promptly and effectively to any reports of concerns. Where necessary, leaders work effectively with local agencies to support pupils. There are comprehensive records of safeguarding concerns which are stored confidentially.
51. Staff understand the importance of reporting any concerns they have about adults and feel comfortable following these processes. A suitable log of low-level concerns about adults is kept. Where concerns are raised about an adult, leaders take appropriate action, including through consultation with local safeguarding officers where appropriate.
52. The school teaches pupils how to keep themselves safe, including when online. Effective monitoring and filtering systems are in place and staff respond promptly to any access to inappropriate material.
53. The school carries out the required safeguarding checks before adults begin working or volunteering on site. The required information is recorded accurately in a single central record (SCR) of appointments.

### The extent to which the school meets Standards relating to safeguarding

54. The standard relating to safeguarding is not met. Leaders have failed to report pupils who leave at non-standard times and pupils with ten consecutive school days of absence to the local authority.
- 55. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

## Schedule of unmet Standards

### Section 1: Leadership and management, and governance

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR <sup>1</sup> Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

### Section 2: Quality of education, training and recreation

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 1, paragraph 3	The standard in this paragraph is met if the proprietor ensures that the teaching at the school –
3(a)	enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
3(c)	involves well-planned lessons and effective teaching methods, activities and management of class time.

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

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 15	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024

### Safeguarding

The following Standards in this section of the Framework are not met.

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<sup>1</sup> The Education (Independent School Standards) Regulations 2014 ('ISSR')

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.

## School details

<b>School</b>	OneSchool Global UK Tewkesbury Campus
<b>Department for Education number</b>	916/6078
<b>Registered charity number</b>	1181301
<b>Address</b>	OneSchool Global UK Tewkesbury Campus Gloucester road Tewkesbury Gloucestershire GL20 7DG
<b>Phone number</b>	01452 417722
<b>Email address</b>	tewkesbury@uk.oneschoolglobal.com
<b>Website</b>	<a href="http://www.oneschoolglobal.com/campus/united-kingdom/tewkesbury/">www.oneschoolglobal.com/campus/united-kingdom/tewkesbury/</a>
<b>Proprietor</b>	OneSchool Global UK
<b>Principal</b>	Mr Christopher Reynolds
<b>Age range</b>	7 to 18
<b>Number of pupils</b>	135
<b>Date of previous inspection</b>	23 to 25 February 2022

## Information about the school

1. OneSchool Global UK Tewkesbury Campus is a co-educational day school located on the southern edge of Tewkesbury, Gloucestershire. The school recently relocated from Gloucester. The junior and senior sections of the school now operate on a single campus.
2. OneSchool Global is a registered charity which operates 23 campuses serving families of the Plymouth Brethren Christian Church. The day-to-day running of the school is delegated to the campus principal, who took up his post in September 2024. Local governors, known as the campus administration team, support the proprietorial body's oversight. The lead campus administrator, who acts as a local chair of governors, is new in post this academic year.
3. The school has identified 23 pupils as having special educational needs and/or disabilities (SEND). A small proportion of pupils in the school have an education, health and care (EHC) plan.
4. The school has identified no pupils as speaking English as an additional language (EAL).
5. The school states that its aims are to uphold the values of integrity, care and compassion, respect, responsibility and commitment. The school aims for pupils to acquire the discipline of learning how to learn while upholding Christian teachings and beliefs.

## Inspection details

### Inspection dates

25 to 27 February 2025

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

57. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- discussions with the chair and other local governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

58. 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](http://www.isi.net)**.

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For more information, please visit [isi.net](http://isi.net)