

School inspection report

21 to 23 October 2025

OneSchool Global UK Bristol Campus

Station Road

Wanswell

Berkeley

Gloucestershire

GL13 9RS

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. Leaders and managers have the appropriate knowledge and skills required for their roles. The school's core values and ethos are visible in all aspects of school life. Governors provide effective oversight through frequent, unannounced visits, weekly meetings and scrutiny of all aspects of school life. Leaders ensure that the requirements of the Standards are met consistently.
2. Leaders know and understand the information that they must make available to parents and relevant external agencies. However, the most up-to-date policies, including the safeguarding policy, were not available on the school's website at the start of the inspection. Additionally, inaccurate data from historic public examinations in the sixth form was published on the website, showing A-level outcomes that were inflated by comparison to the results achieved by pupils. The accurate and up-to-date information was provided and loaded to the school's website during the inspection.
3. The curriculum covers all the required areas of learning and leaders successfully ensure the curriculum is well planned and resources are provided. The school's 'learning to learn' philosophy effectively promotes pupils' independent study and essential life skills. Teaching enables good progress of pupils in Years 3 to 6 and, in some subjects, for older pupils. However, some teaching does not make use of assessment to identify precisely what pupils know and can do. When this occurs, some older pupils in some subjects do not receive the quality of guidance and feedback that allows them to make the progress of which they are capable. This includes in some subjects in the sixth form.
4. Leaders provide a limited number of enrichment activities. Leaders provide some trips, visits and opportunities to engage in experiences. However, these are relatively limited in number and scope for the age, aspirations and abilities of pupils. Consequently, pupils do not have opportunities to develop a wide range of skills outside of lessons.
5. The school successfully supports pupils' emotional and physical wellbeing and mental health development. Leaders invest in supporting pupils' wellbeing. Pupils behave well across the school and take responsibility for their actions. The anti-bullying strategy is highly effective where leaders undertake rigorous investigation and timely action. Pupils are mature, respectful and articulate.
6. The curriculum successfully prepares pupils for life in British society. Pupils of all ages are keen to take on leadership roles and to contribute positively to the school community. The active promotion of important values is evident throughout the curriculum and school ethos. The school encourages mutual respect for different cultures and beliefs, notably through the personal, social, health and economic education (PSHE) programme. Careers guidance is appropriate and well planned, enriched by an annual careers day and business engagement.
7. There is an effective safeguarding culture established by leaders. Staff training, including through regular scenario-based training, ensures that they are vigilant to any signs of concern among pupils. Procedures for identifying and reporting concerns are clear and effective. Leaders collaborate well with external agencies when required. Leaders use a thorough understanding of contextual risks faced by pupils, particularly online, to provide a detailed online safety education programme. The school ensures appropriate recruitment procedures are in place for all adults before they work with pupils.

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 required policies are up to date on the school's website
- ensure that results from public examinations are accurately published on the school's website
- introduce a wider programme of extra-curricular activities so that pupils broaden their skills and experiences
- ensure that teachers consistently use precise assessment information and provide effective guidance to the oldest pupils so that these pupils can apply their learning and make the progress of which they are capable, including in the sixth form.

Section 1: Leadership and management, and governance

8. Governors conduct regular, detailed and structured visits to school to assess and quality assure the work of leaders. These are supplemented by weekly meetings and other unannounced visits. Governors review a range of information related to the school's work on areas such as the quality of learning, pupil achievement, pastoral care, health and safety, safer recruitment and child protection. Where there are follow up actions, governors are proactive in reviewing information including through follow-up visits to check that required steps have been taken. Governors check that leaders have the necessary skills and knowledge to fulfil their roles and that the requirements of the Standards are met consistently.
9. Leaders are knowledgeable and skilled. They make decisions in the best interests of pupils. They successfully prioritise and embed the school's core values and ethos. The proprietor body's values of integrity, care, respect, responsibility and commitment are interwoven and promoted through all school activities, displays, morning briefings and the language used by staff and pupils. The school's 'OSG aware' programme supports pupils' understanding of important topics, including those related to these core values, and their mental health and wellbeing, through the relationships and sex education (RSE) curriculum. Pupils are taught clearly about what is not acceptable and how to raise concerns, should they arise.
10. The school actively promotes pupils' wellbeing through a range of activities. The designated safeguarding lead carries out safeguarding training with staff every week. Staff are aware of the responsibilities associated with their roles. Younger pupils have access to a worry box to express their concerns. Tutors know their pupils well and are vigilant during tutor time to identify where pupils might need help or guidance, including related to personal organisation. Leaders work closely with external agencies, when needed, to ensure that pupils who need it receive effective specialist support.
11. Leaders have a systematic approach to risk management. They maintain close oversight of all potential issues. This oversight ensures that contextual risks are successfully managed. Leaders proactively consider potential unforeseen consequences. Leaders ensure the school site is well maintained. Areas of higher risk are suitably well managed. A range of detailed risk assessments are in place, including those for on- and off-site activities, curriculum and individual specific risks. These assessments are regularly reviewed by leaders and overseen by governors. Governors attend dedicated risk management meetings regularly.
12. Leaders use a range of information to identify what they do well and where provision could be better for pupils. For example, leaders conduct regular checks to ensure the quality of teaching and curriculum delivery through review of learning walks and assessment information. Feedback and training are provided to teachers which is specific and focused on improvement. Leaders have also identified relative weaknesses in the progress and achievement of some pupils in the sixth form. As a result, they have acted to review the curriculum timing and content to support the delivery of the curriculum to the oldest pupils.
13. Leaders provide and implement a clear complaints policy. Formal and informal complaints receive a timely response and are resolved appropriately in line with the school's policy. Leaders know the full range of information that must be made available to parents and external agencies and choose to make this available through the school's website. Several of the school's most up-to-date policies

were not correctly published on the school's website at the start of the inspection visit. The school information related to A-level examination outcomes was also inaccurate and displayed higher results than were achieved by pupils. The correct information and policies were uploaded to the school's website during the inspection.

14. Leaders ensure that parents and relevant external agencies are provided with specific information about individual children, as required. The progress of pupils is regularly reported to parents through comprehensive reports and parents' evenings. Leaders are well aware of their responsibilities to report to the local authority on a regular basis, regarding any pupils who have an education, health and care plan (EHC plan) including information related to funding and finance. Leaders inform the local authority about any pupils who join or leave the school at non-standard transition points.
15. The school has a detailed accessibility plan and meets the requirements of the Equality Act 2010. The school's ethos, core values and curriculum actively promote the expectations of the Equality Act, and this is embedded in the school's approaches across all of their work, including their actions related to behaviour, bullying and any instances of unkind or discriminatory behaviour.

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

16. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

17. Leaders invest in ensuring that pupils are provided with a well-planned and well-sequenced curriculum. The curriculum plans precisely the skills and knowledge that pupils need to become increasingly independent in their learning, including through the school's 'learning to learn' curriculum. This curriculum starts with the youngest pupils who are well supported to develop a rich understanding of their foundational knowledge in reading, writing and mathematics. This understanding supports pupils to apply their learning to early research and planning for project work. As they get older, pupils can choose GCSE qualifications, A levels, and Cambridge technical qualifications (CTECs).
18. Typically, teachers implement the curriculum effectively. They are knowledgeable about the subjects and skills that they teach. They are often creative in their approach to encouraging pupils to think and apply their learning independently. For example, they make effective use of open-ended and investigative tasks. They use an appropriate array of high-quality resources to deliver the curriculum and ensure that pupils can access their learning. Staff are well trained in the school's chosen approach to deliver some teaching through online systems. Teachers use online applications effectively to share resources, set, receive and respond to pupils' assignments and support pupils to understand the learning goals that they need to achieve.
19. Pupils are hardworking and diligent in their learning. Teachers support pupils to use independent study time effectively. Through the curriculum, pupils learn to use a range of sophisticated technological equipment effectively to complete projects. Through practical lessons, pupils apply their theory in practice, such as in design technology lessons, where pupils apply their knowledge of hygiene and nutrition skills through practical cookery lessons. Pupils are highly aware of their learning goals for the day.
20. Leaders have implemented an appropriate assessment framework to track pupils' progress. In some subjects, teaching uses this assessment information precisely to identify what pupils know and can do. Teachers use this information to adapt lessons and provide guidance and feedback to pupils about what they are doing well, and where they need to improve. This is supporting pupils to understand how to apply their learning in more complex ways, and with greater success. In Years 3 to 6, and for older pupils in subjects such as English, history and citizenship, this is leading to pupils making secure and sustained gains in their learning and achieving well over time.
21. However, in some subjects such as mathematics and French, teachers are not using assessment information to provide sufficient high-quality and precise guidance and feedback to older pupils. These pupils do not develop a specific understanding about how to improve or apply their learning. As a result, they do not learn as well in lessons or make the progress over time of which they are capable. In some Year 12 subjects, teachers and leaders have not used assessment accurately to identify how pupils are faring, and been overgenerous in their assessment of how well pupils are learning. As a result, some pupils in the sixth form have not made the progress of which they are capable in their examinations.
22. Pupils who have special educational needs and/or disabilities (SEND) have their needs appropriately identified in a timely way. Leaders provide teachers with strategies and guidance about how best to support pupils, through the school's individual learning plans (ILPs) which detail pupils' specific needs. Most teaching provides effective support for pupils to access the curriculum alongside their

peers and learn effectively. Leaders routinely review the provision in place for pupils to ensure that it is effective. Where needed, small group sessions with specialist teachers provide effective targeted literacy and numeracy support to pupils in addition to their lessons.

23. Although there were no pupils who speak English as an additional language (EAL) at the time of the inspection, leaders are well prepared to support any pupils who arrive in the early stages of learning English. They have appropriate provision to support any future pupils to develop important linguistic skills.
24. Leaders provide a programme of trips, visits and opportunities so that pupils, including those in the sixth form, engage in experiences. However, these are relatively limited in number and scope. For example, pupils in the sixth form do not have the opportunity to lead or be involved in a programme of clubs or societies. This restricts the wider social and cultural development of pupils of all ages.

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

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

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

26. Leaders invest in supporting pupils' wellbeing and mental health. For example, leaders encourage use of structured tutor time to help pupils make plans. They prioritise taking actions that support pupils' self-esteem and self-confidence. They provide a range of unique opportunities that pupils engage with enthusiastically. For example, pupils make regular and effective use of the system of tutorials so that teachers help support their learning and wellbeing.
27. The school provides a well-planned and extensive education programme focused on pupils' personal and health wellbeing. There is a well-taught PSHE curriculum where pupils receive weekly lessons. This curriculum is supplemented by the school's own 'OSG aware' sessions that provide teaching related to statutory RSE content, covering topics such as healthy relationships, consent and sexual health. These sessions are carefully planned, and make effective use of a wide range of resources. Staff employ a range of strategies to assess pupils' understanding of the content. Pupils engage with enthusiasm in PSHE lessons and gain confidence in discussing and debating the content sensitively and maturely, in an age-appropriate way.
28. The curriculum effectively encourages spiritual and moral understanding. In history lessons, pupils learn about the Holocaust and human migration. Through moral science experiments in lessons, pupils of all ages learn to engage in ethical discussions. Pupils engage in debates and are encouraged to reflect on their identity. Pupils demonstrate spiritual understanding, for example through engagements in projects like 'Songs of Ourselves' in which they reflect their own identity through music and poetry. Reports to parents include grading of pupils on their personal attributes.
29. Pupils benefit from the school's approach to behaviour management. The school's approach to helping pupils to accept and take responsibility for their actions is well embedded. Staff are well trained in procedures and approaches, which are underpinned by an effective behaviour policy. Leaders ensure that staff are consistent in the application of this approach. This guides pupils to behave responsibly. Staff and older pupils model positive behaviour and relationships. Pupils know they are expected to be good role models to each other and younger pupils. This helps them learn from any mistakes they make. As a result, pupils behave well and learn appropriately from any mistakes that they make.
30. The anti-bullying policy and strategy are effective and proactively managed by leaders. Pupils are taught through the curriculum about the different forms of bullying and how to identify and report them. They have a variety of ways to communicate any concerns they might have, including anonymously. For example, pupils in the younger years have a worry box that staff monitor. When incidents occur, they are dealt with quickly and sensitively by staff. Bullying logs are detailed and held electronically. Leaders monitor this information to identify individuals or groups of pupils that may need additional support or help.
31. The school premises and accommodation are effectively maintained to contribute to the safety of pupils. Leaders maintain a thorough oversight of health and safety practices, which are implemented effectively, including those related to fire risk. Curriculum areas, such as science and cooking rooms and DT workshops, are appropriately managed and resourced. Pupils understand the relevant safety features in the spaces in which they learn. Staff supervise pupils effectively at all times. There are

appropriate arrangements for first aid and the medical care of pupils. Staff receive regular and appropriate training to fulfil their full range of responsibilities.

32. There is a well-planned and effectively taught physical education (PE) curriculum. Pupils' physical health is developed through weekly PE lessons and a competitive sports programme, including an annual competitive sports activity day. Pupils participate with enthusiasm in non-curriculum days throughout the year as they compete with other schools in a range of sports. Pupils enthusiastically compete on behalf of their own house, with pupils in the same houses in different schools.
33. The school's admission and attendance systems are effectively maintained. The admission register contains all required information. Leaders work closely with relevant external agencies, including the local authority, when there are concerns about pupils' attendance. They ensure that they inform the local authority when pupils join or leave the school at non-standard transition points.

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

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

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

35. Leaders effectively provide opportunities for all pupils to take on responsibilities and contribute positively to the community. Pupils gain experience of democracy in action, through applying for, and being elected to, leadership roles. Older pupils act as positive role models and develop essential skills in planning and leadership. Pupil leaders successfully organise a range of fundraising charitable activities, such as an annual Macmillan Coffee Morning and raising funds for local charities, such as the River Severn Lifeguards. Through these, pupils learn to be supportive of both national and local charities. Pupils of all ages learn about the importance of civic responsibility.
36. Through the curriculum, pupils are taught to understand important concepts such as equality, the role of democracy and elections, the role of Parliament and governments, and the place of the laws, police, courts and the justice system. In PSHE lessons, younger pupils readily identify how respect for each other contributes to positive friendships. Pupils identify how they would take responsibility for putting things right if they made a mistake within a friendship. In a discussion about British values, Year 5 and 6 pupils debate the importance of identity in the context of mandatory identity cards. In Years 10 and 11 all pupils complete the citizenship GCSE qualification. This curriculum is enhanced through trips, visits and visiting speakers. The school's curriculum and ethos successfully prepare pupils for life in modern British society.
37. Pupils learn about key aspects of finance and economic management through a carefully considered course of study. Younger pupils develop their understanding of how money and finance work in an age-appropriate way. Lessons on saving and using money responsibly inform pupils about the economy and financial management. As they get older, pupils learn about the labour market, the economy, and personal finance through PSHE lessons.
38. Pupils are supported effectively in their preparation for life beyond school. The school's 'learning to learn' programme teaches pupils to manage their own time and learning. The curriculum provides age-appropriate ongoing teaching about the work of work. Leaders develop enterprise opportunities in school which allow pupils to apply their learning in practice. Careers advice is broad and varied, involving opportunities to speak to a wide range of business leaders from employment settings. Careers days and 'business breakfasts' inform pupils about CV writing and post-18 employment, education and training pathways. Personalised guidance as pupils get older helps them to be well informed about their next steps in education, training and employment.
39. Through a range of subjects, activities and opportunities, pupils are taught about the importance of respect for people from a range of varied backgrounds, beliefs, cultures and lifestyles. The PSHE programme enables pupils to consider legal rights and responsibilities and the importance of the Equality Act 2010. The curriculum is underpinned by the school's core values of integrity, care, respect, responsibility and commitment. These values are reflected in the language of staff and in displays throughout the campus.
40. The school is effective at actively promoting principles of right from wrong. The school's approach to helping pupils take responsibility for their actions is embedded in the behaviour policy and process. Pupils of all ages learn about responsibility in an appropriate and effective way. Staff, through modelling the behaviours that they expect and through explicit teaching, constantly promote pupils'

social skills and interaction. Pupils learn to collaborate, work harmoniously and interact positively with each other and with staff.

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

41. All the relevant Standards are met.

Safeguarding

42. The school maintains a robust culture of safeguarding. Safeguarding leaders are regularly trained to an appropriate level. They ensure that policies and procedures are appropriate, in line with statutory guidance and available, via the school's website. The designated safeguarding governor reviews the effectiveness of safeguarding arrangements regularly to check on the effectiveness of leaders' work.
43. Leaders ensure that new staff and volunteers receive appropriate induction training before they start working with pupils. Staff training is updated routinely and regular scenario-based training is a weekly priority, including the contextual risks and challenges facing pupils in and beyond the school. These arrangements ensure staff vigilance and prompt action in protecting pupils from harm. Staff refer their concerns, including about pupils and adults, appropriately using the school's electronic system.
44. Safeguarding leaders take prompt and appropriate action in response to all concerns raised. Where needed, leaders work effectively with external agencies to safeguard pupils and act promptly upon any advice received. Leaders also review their safeguarding records to identify wider trends, patterns or concerns that indicate that individuals or groups of pupils need further support, for example through education in the curriculum.
45. Appropriately trained leaders implement safer recruitment procedures effectively. Leaders ensure that all pre-employment checks are made on adults before they start working with pupils. Leaders ensure the single central record of appointments (SCR) accurately records the checks of all staff and volunteers.
46. Pupils are taught how to keep themselves safe. They are provided with, and taught about, the multiple ways that they can raise any concerns that they have. Safeguarding leaders send regular newsletters to parents to keep them informed regarding sources of external help. Suitable internet filtering and monitoring procedures are in place, and the safeguarding team monitor alerts closely and respond immediately when necessary.
47. Pupils are effectively taught how to keep themselves safe online through lessons dedicated to online safety, which include information about online grooming, and healthy relationships. They receive a regular programme of assemblies and discussions and pupils are reminded about safe searches when researching online. Personal, social, health and economic education lessons effectively reinforce this learning every week. Pupils demonstrate confidence in how to use safe searches online. They know how to report any concerns.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	OneSchool Global UK Bristol Campus
Department for Education number	916/6002
Registered charity number	1181301
Address	OneSchool Global Bristol Campus Station Road Wanswell Berkeley Gloucestershire GL13 9RS
Phone number	01453 511282
Email address	bristol@uk.oneschoolglobal.com
Website	www.oneschoolglobal.com/campus/united-kingdom/bristol
Proprietor	OneSchool Global UK
Chair	Mr Warren Burgess
Headteacher	Mr Robert Naylor
Age range	7 to 18
Number of pupils	115
Date of previous inspection	18 to 20 June 2022

Information about the school

49. OneSchool Global Bristol Campus is a co-educational day school located in Berkeley, Gloucestershire for pupils aged 7 to 18 years old. The school is owned by OneSchool Global UK. Some trustees also take on roles on the school's local governing body. The school serves families of the Plymouth Brethren Christian Church (PBCC). Since the previous inspection, an acting headteacher and a new chair of the local governing body have been appointed.
50. The school has identified 13 pupils as having special educational needs and/or disabilities. No pupils have an education, health and care plan.
51. No pupils speak English as an additional language.
52. The school states its aims are to develop pupils' full potential and acquire the discipline of learning how to learn while upholding Christian teachings and beliefs. The truth and authority of the Holy Bible and strong family values underpin the commitment of the school to provide quality in every facet of education, in a safe and caring environment.

Inspection details

Inspection dates

21 to 23 October 2025

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

54. Inspection activities included:

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

55. 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

CAP House, 9-12 Long Lane, London, EC1A 9HA

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