

School inspection report

30 September to 2 October 2025

OneSchool Global UK York Campus

Bishopthorpe Road

York

YO23 2QA

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 maintains effective oversight of the school's educational activities. The regional team and local governors scrutinise reports, visit the school and canvas the views of staff and pupils. They know the school well and ensure that leaders fulfil their responsibilities.
2. Leaders have a clear vision for the school and implement this effectively to support pupils' learning and development. Leaders evaluate all aspects of the school's provision. Where necessary, they respond with appropriate action.
3. Leaders and teachers provide parents with information about different aspects of the school's activities and their child's progress. At the start of the inspection the school's website did not include the required reports of previous inspections. This was rectified during the inspection.
4. The school's well-planned curriculum enables pupils to learn and develop. Teachers help pupils to plan and organise their own learning as part of the school's 'learning to learn' framework. Teachers monitor pupils' progress carefully, provide effective feedback to help pupils improve and arrange additional support for pupils where necessary. Pupils make good progress from their starting points.
5. Leaders provide pupils with extra-curricular experiences where they can apply what they have learnt in lessons and enhance their creative, social and physical skills. Younger pupils achieve this across a broad range of activities; however, there are fewer extra-curricular activities for older pupils, and this limits the opportunities they have to apply and develop their skills.
6. Pupils benefit from an appropriate physical education (PE) curriculum to support their physical and mental health. In PE lessons pupils improve their physical fitness and sporting skills, and develop a healthy approach to competition. The curriculum for personal, social, health and economic education (PSHE) teaches pupils to adopt healthy habits such as staying hydrated.
7. Leaders promote the school's values of respect, care and compassion successfully. Pupils treat each other with kindness and consideration. Teachers reward positive behaviour and take appropriate action in response to any behaviour that falls below expectations.
8. Pupils develop a good understanding of the wider world. Through online and in-person links with other OneSchool campuses, pupils acquire a sense of their place within the wider Plymouth Brethren community. They explore the local area on school trips and learn about British history and contemporary culture in lessons.
9. The programme of careers education is woven into the curriculum. A variety of lessons, activities and careers fairs give pupils the knowledge they require to choose and apply for jobs. Older pupils learn personal and business-related financial skills to prepare them for their adult lives.
10. Leaders maintain a robust safeguarding culture. Regular training ensures that staff understand their responsibilities and the actions they should take if they have a concern about a pupil or another adult. Leaders carry out appropriate checks on all adults who work in the school.

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 the school's website includes previous inspection reports so that it provides a clear and accurate picture of the school
- develop the extra-curricular activities programme for older pupils so they have more opportunities to enhance their learning and develop their creative, social and physical skills.

Section 1: Leadership and management, and governance

11. The proprietor oversees the educational activities of the school effectively. The proprietor's regional team visits the school regularly to carry out audits for each aspect of the school's operations. The team works with leaders to identify areas for development and to check that leaders' actions improve pupils' educational experience. Local governors meet weekly with senior leaders. They visit the learning centre and speak to pupils and staff. This enables them to understand the school's work and provide leaders with appropriate challenge and support.
12. The proprietor, local governors and school leaders share a vision for the ethos and aims of the school. The aim of giving pupils the discipline of 'learning to learn' at the same time as upholding the values of the Plymouth Brethren community guides decision-making and means that the proprietor, leaders and staff work together effectively. Pupils understand leaders' expectations, and this supports their learning and development.
13. Leaders undertake rigorous self-evaluation across all areas of the school. They scrutinise data on pupils' attainment, progress and behaviour to identify areas for development. Where necessary they make appropriate changes, for instance changing the time of year at which pupils take IGCSEs to give pupils more time to study for their A levels.
14. The proprietor and leaders take a strategic approach to risk management. They are systematic in identifying any risks to pupils and take effective action in response. Leaders promote a culture in which staff are vigilant around risks to pupils and share any concerns promptly. Where necessary, leaders work closely with local agencies to provide additional support for pupils.
15. A well-organised suite of policies and supporting documents provides a clear structure for the running of the school. Many of these policies are developed by the proprietor and appropriately adapted by leaders to the local needs of the school. These are accessible to staff, parents and pupils and staff implement them effectively to promote pupils' wellbeing.
16. The school's website provides parents with a range of useful information on the school's operations. Teachers provide parents with regular reports on their child's progress. Leaders communicate regularly with parents so that they understand their child's experience at the school. At the start of the inspection the reports of previous inspections were not available on the school's website. This was rectified during the on-site inspection. Leaders share appropriate information with the local authority, for instance they participate in annual reviews for pupils who have an education, health and care plan (EHC plan) and provide information relating to the use of any associated funding.
17. Leaders consider carefully how to make the school accessible and inclusive. They implement a detailed accessibility plan which includes actions to make sure that all pupils can access the school's physical environment, curriculum and information. Leaders provide equal opportunities for male and female pupils, for instance ensuring comparable levels of participation in the school council and pupils' leadership positions. The school meets the requirements of the Equality Act 2010.
18. Leaders provide a suitable complaints policy and follow this closely. They respond promptly to any concerns from parents and maintain detailed records of these concerns alongside any action taken. Leaders and local governors review these records to identify any trends and respond appropriately.

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

19. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

20. The comprehensive and carefully planned curriculum is well matched to pupils' ages and abilities. Pupils from Year 3 to Year 6 study the core subjects of English and mathematics alongside cross-curricular assignments which develop pupils' scientific, human, social and creative knowledge and skills. Older pupils study a three-year IGCSE course and can select their choice of practical and creative subjects. Pupils in Year 12 and Year 13 choose from a range of qualifications including Level 2 and 3 vocational courses and A-level options.
21. Leaders monitor the quality of teaching carefully. Pupils learn in classrooms up to IGCSE and are then taught in national online lessons. Leaders assess the quality of teachers' planning and provide clear feedback to teachers on how to improve. This, alongside regular staff training, means that teaching is effective and pupils make good progress.
22. Teachers know their pupils well and use this knowledge to design resources that are well adapted to pupils' current level of attainment. In mathematics lessons, teachers use well-chosen activities to ensure that pupils understand core concepts before providing opportunities to practise these skills. Pupils apply their mathematical skills in different subjects. For instance, they calculate measurements in design and technology (DT) lessons, and in Year 12, they analyse business data as part of their careers education. Teachers promote pupils' literacy and speaking skills in English lessons and through extended projects across the curriculum. Pupils are articulate and able to give detailed written responses to extended assignments.
23. Leaders and teachers encourage pupils to organise their own learning activities in line with the school's 'learning to learn' framework. Younger pupils chose from a range of 'bronze', 'silver' and 'gold' options when undertaking tasks. Teachers guide pupils in this choice and ensure that pupils complete tasks with an appropriate level of challenge to move their learning on. Pupils throughout the school make effective use of independent study time. Pupils use form time to record their plans and progress in paper planners or using online tools. Teachers monitor pupils' independent work thoroughly to ensure that pupils use this time well. Pupils develop independence in their learning as a result.
24. Pupils develop their creative and aesthetic knowledge and skills throughout the curriculum. Younger pupils choose how to respond to their cross-curricular assignments, for instance by writing stories, producing artwork or completing factual reports. Older pupils produce high-quality work in art and DT lessons, which demonstrates what they have learned.
25. Leaders employ a robust system for monitoring pupils' attainment and progress. Teachers carry out formal assessments on a half-termly basis to check what pupils know and can do. Teachers identify any pupils who are falling behind and give these pupils extra help to catch up quickly. Teachers provide pupils with constructive and supportive written and verbal feedback, so they know their current level of attainment and how to improve.
26. Leaders use standardised testing and teachers' careful observations to identify any pupils who have special educational needs and/or disabilities (SEND). They use this information to develop pupils' individual learning plans (ILPs) which are shared with staff and regularly reviewed. Teachers adapt their lessons appropriately to meet pupils' needs and make suitable use of additional resources such

as reading pens. Where necessary, teachers liaise with external specialists to provide additional support for pupils.

27. Pupils access a range of activities outside of lessons which provide them with opportunities to apply what they have been taught and develop their personal and social skills. Pupils take part in musical and dramatic events and develop confidence in performing in front of others. They learn about horticulture in gardening club. Younger pupils build on their musical skills in recorder club and learn strategy and tactics when playing board games. However, the range of extra-curricular activities is narrower for senior pupils, and they have fewer opportunities to develop and enhance their knowledge and skills as a result.

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

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

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

29. Leaders are clear about the OneSchool values of respect, care and compassion, and they promote these throughout the school. Staff model these values in their interactions with pupils and as a result pupils demonstrate these values too.
30. Staff teach pupils to reflect on their own physical and mental wellbeing when they plan their day. Younger pupils consider 'how full is my bucket?' and older pupils complete weekly self-assessments of their wellbeing. Pupils develop self-knowledge and learn how to keep themselves well. Pupils also reflect on how their own wellbeing affects the way they present themselves and treat others, for instance, during their interactions at breaktime.
31. Pupils learn about how to keep themselves physically healthy throughout the curriculum. The PE curriculum helps pupils understand the importance of physical fitness, for instance by completing the daily mile and playing sport at lunchtime. Pupils develop physical skills through, for example, playing football or throwing the javelin. Pupils compete with other OneSchool Global schools at sports days or in online fitness competitions. Pupils learn to work together as a team and approach competition in a positive and constructive manner. Pupils use a healthy habits tracker to reflect on their levels of physical activity.
32. The wide-ranging curriculum for PSHE includes the statutory requirements for relationships and sex education (RSE). This curriculum sensitively meets the needs of the pupils and respects the beliefs within their community. Younger pupils learn how to manage friendships and potential conflict. Older pupils learn age-appropriate content, including the changes that occur during puberty, the features of healthy relationships, and consent. Leaders communicate openly with parents about the RSE curriculum and parents are able to withdraw their child from some sessions in line with regulations.
33. The school's clear behaviour policy is implemented consistently by staff. Staff emphasise positive behaviours through the 'student persona', and pupils receive regular rewards for displaying characteristics such as self-direction, diligence and living the school's values. Staff respond promptly and appropriately when pupils do not follow leaders' expectations for how they should behave. As a result, pupils behave well in lessons and during independent study time.
34. Leaders ensure an effective anti-bullying strategy is in place. During PSHE lessons and assemblies, pupils learn the characteristics and impact of bullying, including online bullying. Pupils know they can report any concerns to staff in person or through their online platform. Staff deal with any rare instances of bullying quickly and appropriately.
35. The school council and the pupil leadership team provide opportunities for pupils to develop their leadership skills. Pupil leaders help to organise a range of events and initiatives. The school council, drawn from each year group in the school, maintains an open dialogue with school leaders. Pupils develop confidence and the ability to refine and articulate their ideas.
36. The school premises are carefully designed to promote and support the school's emphasis on self-directed learning. Lessons take place in classrooms which surround the learning centre so that

younger pupils quickly learn what self-directed learning means in practice. Staff maintain the premises to a high standard and create a welcoming environment for pupils.

37. Leaders promote a robust approach to health and safety throughout the school. Staff make active use of an online system to report any health and safety concerns and staff responsible for maintenance respond promptly. Staff use established systems to maintain and test equipment, including fire-fighting apparatus. Regular drills for lockdown and fire evacuation mean that pupils understand what to do in an emergency.
38. Leaders maintain appropriate records of admission and attendance. Staff follow clear processes for identifying and recording any absence. Leaders monitor pupils' attendance closely. In rare instances where a pupil's attendance falls below expectations the school provides appropriate support for pupils and their families. Leaders inform the local authority promptly about any extended absence and regarding any pupils who join or leave the school at non-standard times.
39. A suitably equipped medical room provides an area to support pupils when they become unwell or are injured. An appropriate number of staff complete first aid training. This ensures that there are always trained staff available to support pupils. Staff accurately record any accidents or treatment given and share this information with parents.

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

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

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

41. Pupils develop a secure understanding of who they are as individuals and as part of the global Plymouth Brethren community. Regular assemblies, shared online lessons and events such as 'national recognition day' enable pupils to be actively involved in this national and global community. Geography and history lessons provide opportunities for pupils to understand different cultures and ways of life. They learn the risks of stereotypes and the impact of discrimination, for instance Islamophobia. Pupils discuss global news in form time and are aware of global events.
42. The school's ethos encourages pupils to take responsibility for their actions. Teachers support pupils to make their own decisions in their learning and activities. Pupils reflect on the impact of these decisions on themselves and others. In PSHE lessons, pupils extend this thinking to consider their impact on society and how they should live their lives. Pupils develop a clear moral understanding of right and wrong.
43. The citizenship programme teaches pupils about Britain's social and political history. Regular trips, such as to local museums and mines, develop pupils' knowledge of their local area. Pupils understand the role of government and the functioning of democracy. They put this understanding into practice by creating manifestos and campaigning for election to the school council.
44. Pupils understand the differing circumstances of others and their responsibility towards their local community. Pupils carry out research about the charities they wish to support, learning about social issues such as homelessness and disability. Pupils plan fundraising activities and raise awareness amongst the school community, for instance by sharing the story of their sponsored guide dog.
45. Leaders ensure that pupils are well prepared for their next steps. Pupils in the junior school take part in a 'transition week' to prepare them for their move to the senior school. A peer mentoring programme supports pupils once they make that move. Older pupils learn how to cope in new environments and how to manage potentially stressful situations so that they are confident to move on from school. Staff provide appropriate information and support for pupils moving on to higher education.
46. Pupils have access to up-to-date careers guidance through the curriculum and a variety of regular events. The PSHE curriculum provides pupils with a range of skills such as how to write a curriculum vitae and how to manage meetings. Pupils learn how to plan their career path and consider different employment options in relation to their life goals. Staff teach pupils about presentation skills for interviews and pupils practise these skills when employers visit the school for careers fairs.
47. Leaders recognise that the development of pupils' financial understanding is essential for their future lives. Economic education is woven throughout the curriculum. Younger pupils learn about profit when raising money for charity, for instance when making cakes to sell. Older pupils learn about saving and managing money, including loans and credit. Before leaving the school, pupils are taught about more sophisticated financial matters such as investing and planning a pension.

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

48. All the relevant Standards are met.

Safeguarding

49. Leaders prioritise safeguarding and ensure that it is managed effectively. Leaders with responsibility for safeguarding complete regular training so they are equipped to carry out their roles and responsibilities. They ensure that staff receive appropriate safeguarding training, including when they first join the school. Regular termly updates and weekly training sessions help staff to maintain their knowledge about safeguarding matters. As a result, staff are confident in following the school's safeguarding procedures, including how to report a concern about an adult.
50. The positive relationships between pupils and teachers mean that pupils are confident to share their concerns with adults. They do this in person or through the red button on their learning dashboard. When pupils do raise concerns, staff respond quickly and appropriately.
51. Staff make effective use of the school's online reporting systems to register any concerns about pupils. The safeguarding team responds promptly to these concerns and takes effective action. They maintain close links with local agencies, including children's services, and make appropriate referrals where necessary. Leaders maintain detailed logs of any safeguarding issues that arise and the actions they take in response.
52. During assemblies and PSHE lessons, pupils learn how to keep themselves safe, including when online. Leaders adapt the content taught in response to any national or local trends. Leaders ensure effective filtering and monitoring of the school's internet connection and respond promptly to any inappropriate usage.
53. Leaders ensure that all mandatory checks on adults are satisfactorily completed before they begin work or volunteering activity at the school. Leaders accurately record these checks in a suitable single central record of appointments (SCR).
54. There is robust oversight of safeguarding. Leaders monitor the safeguarding logs and respond effectively to any emerging patterns. Leaders meet regularly with local governors to keep them informed of any safeguarding matters. The proprietor arranges regular audits to check the effectiveness of the school's safeguarding procedures, including safer recruitment.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	OneSchool Global UK York Campus
Department for Education number	816/6012
Registered charity number	1181301
Address	OneSchool Global UK York Campus Bishopthorpe Road York YO23 2QA
Phone number	01904 663300
Email address	gill.tinsley@uk.oneschoolglobal.com
Website	www.oneschoolglobal.com/campus/york
Proprietor	OneSchool Global UK
Chair	Mr Warren Burgess
Headteacher	Mrs Gill Tinsley
Age range	7 to 18
Number of pupils	12 15
Date of previous inspection	18 to 20 May 2022

Information about the school

56. OneSchool Global UK York is a co-educational day school located in the hamlet of Middlethorpe to the south of York. OneSchool Global UK 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. Local governors, known as the campus administration team, support the proprietorial body's oversight.
57. The school has identified 15 pupils as having special educational needs and/or disabilities (SEND). A small number of pupils in the school have an education, health and care plan (EHC plan).
58. The school has identified no pupils as speaking English as an additional language.
59. 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

30 September to 2 October 2025

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

61. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- 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 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.

62. 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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