

School inspection report

25 to 27 November 2025

OneSchool Global UK Biggleswade Campus

The Oaks

Potton Road

Biggleswade

Bedfordshire

SG18 0EP

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 use effective monitoring and self-evaluation to gain a thorough understanding of the school's strengths and areas for development. They prioritise the wellbeing of pupils in the decisions that they take.
2. The proprietor maintains efficient oversight of the school. They are well supported by the expertise of the OneSchool Global team who bring specialist advice and support in specific areas of the school's work. Governance structures and systems enable the proprietor to ensure that leaders fulfil their responsibilities effectively. Leaders have a strategic approach to the management of risk and take effective and appropriate action to mitigate the risks identified.
3. Teachers successfully implement leaders' curriculum and educational approaches. Pupils benefit from well-developed resources and the expertise of a wide range of staff. The curriculum is complemented by a small but growing co-curricular programme. Pupils benefit from a range of physical activities at lunchtime and breaktimes but the opportunities to support and develop pupils' recreational skills and interests are limited.
4. Pupils develop skills in their writing and speech and communicate eloquently. They listen to each other sensitively and develop a wide range of knowledge, skills and understanding. They display committed attitudes to learning. However, teaching in mathematics is less structured than in other areas of the curriculum and consequently, the youngest pupils' progress in developing numeracy and mathematical skills is less well pronounced.
5. Leaders systematically monitor and support pupils' emotional, physical and mental health. The personal, social, health and economic education (PSHE) and relationships and sex education (RSE) programmes are comprehensive and effective. Leaders implement clear policies and procedures to ensure positive behaviour and prevent bullying. Leaders have a systematic approach to the management of health and safety, including fire protocols. Appropriate first aid is readily available when required.
6. Pupils are well equipped and prepared to make financial decisions. They understand the importance of tolerance and respect for others including those whose values are different from their own faith. The careers education programme enables them to make informed choices about their next steps.
7. The school has established rigorous oversight of safeguarding practices at the school. Staff understand and implement the school's procedures for reporting any safeguarding concerns that might arise. Leaders act in a timely way to support pupils. The school carries out recruitment checks as required by current statutory guidance and these are recorded appropriately. Pupils learn how to keep safe, including when online.

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:

- strengthen the teaching of mathematics so that the youngest pupils make the progress of which they are capable
- develop the range and choice of recreational activities available to pupils.

Section 1: Leadership and management, and governance

8. Leaders and managers have the required knowledge and skills to fulfil their responsibilities effectively. They collectively have an accurate view of the effectiveness of the school and areas for further development. They are methodical and detailed in their self-evaluation which informs their strategic school development planning. This planning prioritises pupils' wellbeing in all areas of the school's provision.
9. The proprietorial body assures itself that the Standards are met by frequent and thorough auditing of the school's practice and procedures. They promote school improvement effectively through this systematic approach. The proprietorial body receive detailed reports, regularly visit the school and scrutinise documentation. They provide appropriate challenge and support to leaders.
10. Leaders foster effective links with external agencies to promote the wellbeing of pupils. They maintain an effective working relationship with local safeguarding partners and mental health services. The school ensures that they liaise with appropriate specialist services to review the provision for any pupils with an education, health and care plan (EHC plan), providing information to local authorities related to funding and finance. They also inform the local authority of any pupils who join or leave the school at non-standard transition points.
11. Parents receive reports which provide them with information about their child's attainment, progress, attitudes to learning and the extent to which pupils exhibit the personal qualities which are embodied in the school's values and ethos. These reports consistently provide steps for pupils to improve their performance. Required information about the school, including its aims and ethos, is made available to parents, largely through the school's informative website.
12. Leaders implement an appropriate complaints policy. They manage any complaints appropriately and keep thorough records of these and any actions taken by the school in response. Complaints are dealt with within the timeframes and approaches stated in the school's policy.
13. Leaders have a comprehensive and robust approach to risk management. They have an effective understanding of physical, welfare and safeguarding risks and respond with urgency and diligence to mitigate areas of potential risk when these are identified. Risk assessments identify potential risks thoroughly and detail appropriate steps taken to reduce or remove these. Leaders systematically monitor risk assessments to check their continued effectiveness.
14. Leaders have developed a detailed accessibility plan that includes actions to facilitate access to the curriculum and facilities for those with a disability. For example, the school has provided training for staff in Makaton to improve accessibility for pupils who have special educational needs and/or disabilities (SEND). The school fulfils its duties under the Equality Act 2010.

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 broad and balanced curriculum, which plans to provide the youngest pupils with important foundational knowledge in reading, writing, speaking and listening, and as they get older, to study a range of qualifications at GCSE and A level. Leaders use the well-established specialist expertise and curriculum planning of the OneSchool Global community. Curriculum planning is highly detailed providing teachers with clear instructions about the content, concepts and skills that pupils must learn. 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.
17. Teachers deliver the curriculum effectively. They use precise and targeted questioning to help pupils think more deeply about their learning and apply their knowledge in more complex ways. They use a range of approaches to assessment to check on what pupils know and can do. Teachers know pupils well and take account of pupils' individual needs and prior learning when planning their lessons.
18. Teachers are skilled in supporting pupils' oracy and literacy skills. Teachers provide pupils with time to discuss and extend learning through debate and in-depth questioning. In subjects, such as English and history, pupils express themselves eloquently, both in writing and in speech and talk confidently in front of an audience. Pupils listen to one another, supporting, adding or challenging each other's thoughts and views with confidence.
19. Many teachers are skilled in delivering leaders' numeracy and mathematics curriculum. The oldest pupils develop their numeracy skills and readily apply this understanding to more complex tasks, such as when using formulae to create graphs in science. However, the teaching of mathematics to younger pupils does not ensure that pupils acquire this fluency as quickly as they should. Consequently, pupils often make repeated mistakes in addition and subtraction tasks. Pupils are then hampered in applying their learning to more complex activities, such as fractions. Consequently, pupils' learning and progress in mathematics slows.
20. Leaders ensure that the school's 'learning to learn' programme encourages pupils to work independently and manage their time effectively. Pupils are taught to learn to work on their own, to work collaboratively with others, to develop essential research and revision skills, and where to get help if they need it. As a result, pupils work independently, produce high quality work, and develop the skills required to direct their own learning. The school supplements lessons through one-to-one online tutorials across the OneSchool Global campuses. These enable pupils to acquire knowledge, develop key skills, and address any learning gaps.
21. Leaders rigorously track the performance of pupils who have special educational needs and/or disabilities (SEND) and put in place appropriate support. Teachers are provided with guidance, through the school's pupil passports, about how to meet the needs of pupils. Teachers and teaching assistants use this information to support pupils to access the curriculum effectively. Staff hold regular reviews with pupils and parents to review pupils' progress, learning and development and to provide additional support, where needed.
22. At the time of the inspection, there were no pupils who speak English as an additional language (EAL). However, leaders have thorough approaches to early identification to support any pupils who

need it. Staff have an appropriate range of strategies and resources that they can use, when required.

23. Teachers assess pupils' work on a regular basis across a range of subjects. Leaders analyse performance information to ensure that pupils are learning the intended curriculum effectively. They identify where some pupils or groups need more support. This allows any underperformance to be identified and as a result, teachers provide appropriate methods of support to ensure that pupils learn effectively. Pupils achieve well in the GCSE and A level qualifications that they study.
24. Leaders offer a small but growing programme of recreational activities encompassing options such as volleyball, an age-appropriate football league and board games. Pupils develop a range of physical skills and benefit from plenty of space to play. However, the opportunities for recreational activities are limited.

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 meticulously plan the curriculum and organise events to ensure pupils are prepared for life beyond school. These activities promote an understanding of wellbeing, online safety and tolerance of different people. The carefully planned PSHE curriculum addresses topics like tolerance, respect, different religions and faiths and challenges gender stereotypes. As a result, pupils' self-knowledge is developed, they are equipped for life beyond school, consistently show respect for others and gain an understanding of different cultures and beliefs.
27. Leaders actively support pupils to develop their own positive personal qualities which are encouraged explicitly through the school's ethos. Teachers assess the extent to which pupils display the values of the school, are self-directed, are team players, are diligent, solve problems, take responsibility and show a positive approach. These values effectively promote pupils' moral development and through reflecting on their success in these non-material attributes, pupils develop spiritually.
28. Leaders identify and support pupils, proactively addressing their specific emotional needs, such as supporting pupils with low self-esteem. Teachers encourage pupils' self-confidence and self-knowledge through reflections on their work and enabling independent choices about their learning. Pupils are supported to recognise their own strengths and work effectively with others. Consequently, pupils develop high levels of self-knowledge, self-esteem, and self-confidence and are valued as members of the school community.
29. In the well-planned and taught physical education (PE) curriculum, pupils develop a range of skills in fitness and sports, such as basketball and hockey, including an understanding about the importance of nutrition and sleep. Leaders plan the curriculum to offer a wide breadth and variety of physical activities, focusing on individual success to enable all pupils to make good progress. The 'daily mile run' for younger pupils and the development of older pupils as qualified sports leaders promote pupils' physical and mental health and wellbeing.
30. Leaders ensure the requirements of RSE and PSHE are met through a carefully planned and well-taught curriculum. The school's 'OSG aware' curriculum ensures broad coverage of important topics, in an age-appropriate way. This contributes to pupils' understanding of a range of areas, such as personal safety, respect for others and healthy relationships.
31. Leaders implement effective behaviour and anti-bullying policies and processes. They use appropriate systems to consistently log and track sanctions, rewards and incidents. They identify trends, monitor individual pupils, direct actions or amend the curriculum appropriately. Teachers instil a culture of kindness and problem-solving, with staff effectively managing behaviour through restorative conversations and individual pupil support. Instances of poor behaviour and bullying are managed effectively.
32. Appropriate procedures are in place to maintain the school's registers of admission and attendance. Attendance is monitored assiduously and the local authority is notified correctly of any issues relating to attendance as well as of any pupil who joins or leaves the school at non-standard transition points.

33. Leaders ensure that the school premises and accommodation are well maintained. Leaders maintain a thorough oversight of health and safety practices, which are implemented effectively, including those related to fire risk. There is highly visible and consistent supervision of pupils at all times. As a result, pupils benefit from a culture of safety which pervades the community.
34. Leaders ensure that arrangements for first aid are robust. Staff are well trained. Practical arrangements for the care of pupils who are ill or who require medication are in place. A well-equipped medical room is available to pupils who are injured or unwell. Medicines are stored appropriately. Pupils' medical and first aid needs are met.

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

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

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

36. Leaders effectively provide opportunities for all pupils to contribute positively to the community. Leaders prepare pupils well by encouraging older pupils to organise social and cultural experiences, such as charity days, where pupils reflect the school's aims and ethos of care and compassion towards others. Teachers model this ethos through inclusivity, ensuring everybody is valued and part of the community. As a result, pupils demonstrate collaboration and display the school's core values of kindness and community through actively supporting each other.
37. Leaders provide opportunities for pupils to develop their economic understanding. As part of the citizenship programme, pupils learn about topics such as banking, saving, loans and credit cards. Older pupils engage in the 'OSG accelerate' programme which includes education in finance and business. Consequently, pupils are well informed about the responsibilities, consequences and impact of financial and economic decisions and systems.
38. Leaders provide opportunities for pupils to broaden their understanding of the importance of valuing the differences between people. Each year group follows a programme of study on diversity, including learning about topics such as gender equality, sexism, the Equality Act 2010, Islamophobia and human rights. As a result, pupils gain respect for people from a range of varied backgrounds, beliefs, cultures and lifestyles.
39. Leaders actively promote British values and ensure that pupils have a developed understanding of the rule of law, democracy and British institutions and are provided with a broad understanding about a range of different political perspectives. Through PSHE and citizenship courses, pupils are very well versed in the importance of these fundamental values. Pupils link these values to the well-embedded school ethos. As a result, pupils have a well-developed and informed understanding of the differences between right and wrong and their responsibility to be good citizens.
40. Leaders ensure that the school's aims and ethos are well established and known to all pupils. Pupils display care and compassion in their daily interactions with one another and in the considerable support they offer each other. They act responsibly in lessons and in their study time and show respect for all members of the school community.
41. Leaders ensure that there is a well-planned careers curriculum and appropriate guidance is provided to pupils, including independent advice. Younger pupils are encouraged to think about their aspiration for when they grow up and to think about their own strengths and skills. These ideas are collated creatively in class floor books. For older pupils, careers events are provided to give them direct access to a range of professionals and advice on applying for jobs. Events such as the school's enterprise day encourages pupils to pitch their businesses ideas to a panel of industry experts. Pupils undertake the 'OSG accelerate' programme, a bespoke course developed with pupils which underpins essential personal skills in preparation for the world of work. As a result, pupils are well prepared to make informed choices about further education, training and employment.
42. Leaders prepare pupils well for life in British society by actively encouraging and supporting them in taking on leadership roles within the school. They ensure pupils have frequent opportunities to embody and apply the school values of integrity, diligence, care, and compassion in their actions. Pupils take pride and ownership in organising complex elements of whole-school events and in

soliciting the views of the school community. Their efforts show a tangible contribution to local society through successful fundraising for chosen charities. Pupils develop leadership skills, understand the importance of core values like integrity and compassion and are well prepared for life in British society as responsible, collaborative citizens.

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

43. All the relevant Standards are met.

Safeguarding

44. Safeguarding arrangements are effective and reflect the requirements of current statutory guidance. They ensure that policies and procedures are appropriate, in line with statutory guidance and available on the school's website.
45. Leaders with designated safeguarding responsibilities respond promptly and appropriately to any safeguarding concerns that arise. They consult with external safeguarding partners, such as local children's services, and refer safeguarding concerns to them when required. Suitable arrangements for the handling of allegations, including low level concerns, against staff or senior leaders are in place. These are well understood by staff and followed when required. Leaders keep suitable records of safeguarding concerns and the decisions and actions taken in response to these.
46. The proprietor body maintains effective oversight of the safeguarding policy and procedures. All governors are appropriately trained. A designated safeguarding governor visits the school regularly and carries out a range of activities to ensure that safeguarding procedures are suitable and carried out effectively.
47. Safeguarding training for staff and the safeguarding team is thorough, regular and in line with statutory and local requirements. A suitable induction process is in place to ensure that new staff understand their safeguarding responsibilities. Leaders train staff effectively in contextual safeguarding risks facing pupils beyond the school, including those relating to radicalisation and extremism. Staff receive training about the 'Prevent' duty that relates to such risks and how to respond to them. Staff understand their safeguarding responsibilities and report concerns in a timely and appropriate way.
48. Leaders provide a number of ways for pupils to raise any concerns that they might have. Pupils are informed of whom they can go to should they wish to share any concerns. They are taught how to keep themselves safe, including when online. Suitable internet filtering and monitoring procedures are in place. These systems are tested regularly, and any alerts are immediately reviewed by members of the safeguarding team who take action as required.
49. Leaders ensure that all appropriate pre-employment checks on adults are made in a timely manner and are accurately recorded in a suitable single central record of appointments (SCR). Staff files are well organised and accurate.

The extent to which the school meets Standards relating to safeguarding

50. All the relevant Standards are met.

School details

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| School | OneSchool Global UK Biggleswade Campus |
| Department for Education number | 823/6000 |
| Registered charity number | 1181301 |
| Address | OneSchool Global UK Biggleswade Campus The Oaks Potton Road Biggleswade Bedfordshire SG18 0EP |
| Phone number | 01767 602800 |
| Email address | biggleswade@uk.oneschoolglobal.com |
| Website | www.oneschoolglobal.com |
| Proprietor | OneSchool Global UK |
| Chair | Mr Warren Burgess |
| Headteacher | Mr David Brook (acting) |
| Age range | 7 to 18 |
| Number of pupils | 162 |
| Date of previous inspection | 7 to 8 December 2022 |

Information about the school

51. OneSchool Global UK Biggleswade Campus is an independent co-educational day school. The school serves families of the Plymouth Brethren Christian Church. The proprietor is OneSchool Global UK, whose board of trustees form the governing body. The OneSchool Global Group provide centralised services and a common curriculum for the trust's UK schools. A regional principal supports the trustees in overseeing the running of the school. An acting headteacher has been in role since March 2025.
52. The school has identified 15 pupils as having special educational needs and/or disabilities. A very small proportion of pupils in the school have an education, health and care plan.
53. No pupils speak English as an additional language.
54. The school states its aims are to provide a global education that develops pupils who learn how to learn, achieve their potential and are ready for life. Based on scriptural values and Christian beliefs within a family ethos, the school aims to foster good behaviour and personal manners within a safe, secure and caring environment.

Inspection details

Inspection dates

25 to 27 November 2025

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

56. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair, other governors and the Regional Principal
- 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.

57. 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

For more information, please visit isi.net