

School inspection report

2 to 4 December 2025

OneSchool Global UK Atherstone Campus

Long Street
Atherstone
CV9 1AE

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 communicate the school's aims well to pupils and parents and promote them effectively through the curriculum. They ensure the systematic implementation of the school's policies.
2. Governors ensure that leaders have the appropriate skills and knowledge to promote pupils' wellbeing. They maintain effective oversight and implementation of policies and procedures so that the Standards are consistently met. Their carefully considered support and appropriate challenge to leaders ensure a culture of continuous improvement.
3. Leaders typically provide parents with the required information about the school, including a range of policies on the school's website. However, at the start of the inspection, this did not include all the required reports from previous inspections. Leaders rectified this promptly during the inspection.
4. Leaders plan and regularly review the curriculum to promote the core school values of 'learning to learn' and self-directed learning. This enables pupils from a young age to develop precise skills and confidence so that they become independent learners.
5. Leaders ensure that pupils make good progress through effective teaching, early identification of any gaps in learning and the implementation of appropriate support. Pupils who have special educational needs and/or disabilities (SEND) succeed in their learning because of the targeted support that they receive.
6. Leaders' assessment of pupils' learning is carefully managed. Leaders take effective action to ensure that individual needs are met at every stage.
7. Leaders make some extra-curricular activities available to pupils. However, these are limited in number and scope. As a result, pupils' opportunities to develop skills and interests beyond the classroom are restricted.
8. Pupils are valued and respected because of the school's supportive culture. Positive relationships between staff and pupils contribute to pupils' sense of belonging. Personal, social, health and economic education (PSHE) and relationships and sex education (RSE) through the 'OneSchool Global (OSG) aware' programme develop pupils' moral understanding and the importance of healthy relationships. The programme encourages pupils to become well-rounded, kind and courteous young people.
9. Pupils learn about the importance of high standards of behaviour and of maintaining positive mental health and wellbeing as they work towards their goals. They are well cared for and effectively supported as they progress through the school.
10. Health and safety procedures and related policies are implemented effectively. Pupils' welfare needs are met consistently. The premises are well maintained. Suitable risk assessments are reviewed regularly.
11. Leaders create a responsible and caring community, with a clear commitment to promoting respect, tolerance and service to others. This is achieved through pupil-led events, including assemblies,

awareness of different cultures and charity work. As a result, pupils develop social responsibility and an understanding of how they can influence the quality of life for others.

12. The careers programme is effective in preparing pupils for the next stage of their education and teaching them about the world of work. Pupils build their knowledge of money management from a young age. They become aware of the dangers of debt and gambling. This means that they are well placed to make appropriate decisions to support their future ambitions and personal wellbeing.
13. Safeguarding arrangements, including those related to pupils' online safety, are robust, effective and well known by staff. Staff and governors receive regular training so they are well informed about safeguarding and kept up to date with changes to statutory guidance. Governors maintain effective oversight of safeguarding through regular communication with leaders, frequent school visits and ongoing review of policies and procedures.

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 required previous inspection reports are published on the school's website
- strengthen the extra-curricular provision to better enable pupils to develop their skills and interests outside the formal curriculum.

Section 1: Leadership and management, and governance

14. Leaders are ambitious for pupils' outcomes. They promote the 'learning to learn' discipline and uphold the values of the Plymouth Brethren community. Pupils' wellbeing is central to leaders' planning and decision-making. This is reflected in the curriculum and the caring interactions between pupils and staff and between pupils themselves. The school values are widely known and reflected in the everyday language used by pupils and staff.
15. Leaders, together with governors, have an accurate understanding of the school's most effective aspects and areas for development through systematic self-evaluation. This informs development planning, enabling leaders and governors to work closely on the school's objectives to deliver the school's aims.
16. Leaders' risk assessments are relevant and detailed. They cover all areas of the school site and activities undertaken by staff and pupils. All staff undergo training in risk assessment. This develops their understanding of the continuous process of identifying and responding to risks as these change over time. There is a robust approach to planning and approval of educational trips, including pre-trip visits and post-trip evaluations to inform future planning.
17. Leaders are proactive and take decisive action to improve outcomes for pupils. A recent example is leaders' decision to increase study time for pupils taking A-level courses so that they are better prepared for their final examinations.
18. Governors demonstrate in-depth knowledge and understanding of the school through a highly effective system of scrutiny. This includes regular checks of the school's processes, frequent reports, visits to lessons, talking to pupils and staff, and listening to parental views. This supports leaders' work and provides appropriate challenge. It also assures governors that leaders have the skills and knowledge to implement their responsibilities effectively, ensuring all of the Standards are met.
19. Through the curriculum and pastoral systems, leaders foster a learning environment where pupils share a sense of belonging. Leaders are highly visible and approachable, enabling pupils to share their views easily.
20. Leaders maintain effective links with external agencies including the local authority, and they seek guidance from professional specialists, such as mental health services. This helps leaders to ensure that pupils access appropriate support when required.
21. Leaders ensure that policies are up to date, following current statutory requirements and all required policies are published on the school website. However, at the start of the inspection not all the required previous inspection reports were on the school website. Leaders promptly corrected this before the end of the inspection.
22. Parents receive a variety of helpful information and updates, including regular reports about their child's achievement and progress. Reports contain the 'OSG student persona' evaluation of their child's progress in relation to the school values. This enables parents to see how well their child understands the school values.
23. Leaders promote productive relationships with parents. Leaders and staff are easily accessible should parents have a concern. Leaders encourage parents to communicate any concerns as they

arise so that they can be considered and, if required, acted on promptly. Leaders listen to concerns and reflect on these to identify any points for development. They maintain clear records of complaints submitted and actions taken in response, and these are regularly reviewed by governors to identify any emerging trends.

24. The comprehensive accessibility plan has appropriate timescales for implementing ongoing improvements. Leaders ensure that the school fulfils its responsibilities under the Equality Act 2010 by adapting the curriculum so that it is accessible to all pupils. Leaders plan the use of facilities carefully so that the educational and pastoral needs of pupils are met. This includes adapting areas to increase physical access for any pupil who has a disability or an injury which restricts mobility.

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

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

Section 2: Quality of education, training and recreation

26. Leaders plan and regularly review the curriculum to promote the core school values of 'learning to learn' and self-directed learning. Well-structured and appropriately resourced schemes of work develop pupils' learning points and subject knowledge methodically. All lessons are digitally recorded so that pupils have access to prior learning. Similarly, pupils readily access their assignments digitally so that they can regularly review their progress. The curriculum is designed to enable pupils from a young age to develop particular skills to become increasingly independent learners. Leaders provide a curriculum where pupils study a broad range of subjects leading to qualifications at GCSE and A level, the Extended Project Qualification (EPQ) and the vocational Cambridge Technical (CTEC) qualifications.
27. Pupils develop strong skills in reading, writing and mathematics. Their written assignments, such as reviews of Roman stories and other texts, demonstrate advanced handwriting skills and increasing fluency. Pupils are highly enthused and clearly explain the reasoning behind the number of stars they each award the text at hand. Pupils in Year 4 show competence in touch typing, improving speed and precision through well-chosen tasks. The presentation of pupils' work, both in books and digitally, is of a high quality. This is indicative of the pride pupils of different ages take in their work.
28. Pupils apply their mathematical skills confidently across different subjects such as science, geography, business and food technology. Pupils are adept at using information and communication technology (ICT) across the curriculum. In art and design technology, pupils show well-developed creative skills. Pupils' understanding of aesthetic values is reflected in their vibrant design and artwork. Sixth-form EPQ projects show detailed research and depth of understanding.
29. Pupils who have SEND are identified early and appropriate support is put in place to meet their particular needs. Teachers are well trained in strategies to adapt their teaching to the needs of their pupils. Leaders work with teachers to carefully monitor and review pupils' individual learning plans (ILPs). This informs teachers' planning so that teaching is effective and enables pupils who have SEND to make good progress from their starting points.
30. At the time of the inspection, there were no pupils who speak English as an additional language (EAL). However, leaders have a system in place to identify pupils' needs and provide appropriate support to enable pupils who speak EAL to develop their English language skills effectively and achieve well.
31. Leaders use a detailed assessment framework systematically to analyse pupils' progress. They identify any gaps in learning quickly so that appropriate measures are actioned. As a result of teachers' knowledge of each pupil's needs and their careful support for them at all times, pupils achieve well from their starting points.
32. Teaching is typically effective. Teachers use good-quality resources, including ICT, to engage pupils successfully. Teachers skilfully adapt teaching so that pupils are supported and challenged to learn with purpose. Teachers use effective questioning to promote pupils' thinking and engagement, as demonstrated by pupils discussing themes such as different ways of making one's voice heard through democratic processes. Teachers enable pupils to develop confidence and trust from an early age. As a result, pupils are at ease asking questions both in face-to-face and digital learning environments. Teachers inspire pupils to write, perform and record short scenes, such as in their

study of *Macbeth* in Year 7 English. This imaginative approach brings the texts to life for pupils and promotes effective teamwork.

33. Teachers provide pupils with regular verbal and written feedback. This is well received by pupils, as is the practice of evaluating each other's work, which enables pupils to extend their thinking and further improve their work.
34. Leaders provide opportunities for recreational activities to take place at break and lunchtimes. These are mainly centred around table football, table tennis, board games, informal music, singing for younger pupils and a few sports. However, the programme of extra-curricular activities is underdeveloped and does not currently provide a sufficiently broad choice of options for pupils to develop a wide range of skills and interests.

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

35. All the relevant Standards are met.

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

36. Leaders have established an ethos that focuses on building positive, trusting relationships based on mutual respect and kindness. This is taught through an effective PSHE curriculum, themed pupil-led assemblies and the daily interactions between pupils and staff. Leaders carefully plan the PSHE curriculum to ensure that key areas are covered in an age-appropriate way. Pupils engage positively in lessons and gain confidence exploring topics sensitively and maturely through discussions on themes such as ableism and disability discrimination. Respect and kindness are also reflected in the school's values and teachers' high expectations of how pupils treat each other. The school's successful implementation of its ethos supports pupils' development of self-confidence and self-esteem.
37. The RSE curriculum, delivered through the school's 'OSG aware' programme, is appropriate and reflects the requirements of current statutory guidance. This programme effectively promotes pupils' understanding of the importance of healthy relationships from a young age. The programme is carefully planned to build pupils' knowledge as they become older. Staff make effective use of resources and strategies to assess pupils' understanding. As a result, pupils are knowledgeable about key areas such as consent and the importance of making considerate and informed decisions about relationships.
38. The school develops pupils' spiritual and moral understanding effectively. Pupils learn about different religions and traditions through the curriculum, assemblies and enrichment days. For example, in Year 7, pupils study the Five Pillars of Islam to understand their meaning to people of that faith. Pupils also learn about the significance of taking off shoes and explore the links and similarities among different religions. In geography, pupils learn about human migration, so they understand the struggles faced by different groups of people and the resilience required and belief in their cause. As a result, pupils gain respect for people representing diverse faiths and backgrounds.
39. Effective behaviour management promotes high standards and encourages pupils to be kind, considerate and form positive relationships with each other. Staff follow the behaviour policy closely and apply it fairly. Leaders keep records of any behavioural issues and respond to these effectively. They consistently communicate high expectations to pupils about behaviour through the curriculum, assemblies and communication of the school values. In PSHE lessons and assemblies, pupils are taught to recognise the different types of bullying, including online bullying, and the harm these cause. As a result, pupils are well informed about the dangers of bullying and incidents of bullying or anti-social behaviour are rare. Leaders deal with these matters skilfully when they occur, often adopting a restorative approach as an effective means of resolution.
40. Pupils learn how to keep physically fit and develop a range of skills in physical education through sports such as basketball, football, badminton and swimming, which is offered to younger pupils. The importance of keeping physically and mentally healthy is reinforced through PSHE and in science. The caterers provide pupils with a range of healthy food options, including vegetarian options. The school meets pupils' particular dietary requirements, and staff take appropriate precautions regarding food allergies.

41. Staff maintain accurate records of any first aid or medication given to pupils. Medication is safely locked away. Pupils are cared for by suitably trained staff and have access to medical and counselling services when appropriate.
42. Pupils are supervised appropriately at all times through the careful deployment of staff, who are available for support and ensure that pupils move around the school considerately.
43. The school premises are maintained to a high standard. There is a detailed fire risk assessment and regular fire drills occur, as well as lockdown procedures. A comprehensive health and safety management system is in place, with responsibility delegated to competent and qualified staff. Leaders keep detailed maintenance records and adopt a diligent and proactive approach to facility management and health and safety in the school. The system is rigorously monitored by leaders and governors, ensuring high standards of implementation and oversight.
44. The admissions and attendance registers are maintained in accordance with current statutory guidance. Staff are vigilant and quick to follow up any pupil's absence. The school informs the local authority of any pupils who join or leave the school at non-standard times of transition.

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

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

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

46. Leaders actively promote equality, mutual respect and inclusion through the curriculum and pastoral work. Pupils learn about different cultures and the importance of treating everyone equally. They learn about the harm caused by prejudice and discrimination by exploring themes such as slavery and tolerance. Through the curriculum, teachers encourage pupils to think deeply about issues such as the importance of remembering the Holocaust and the discrimination people may face because of appearance or disability. As a result, pupils enhance their sense of right and wrong and what tolerance actually means. They develop a mature awareness that people's differing views should be respected. This prepares them well for life in a diverse society.
47. Pupils show a sense of duty and care towards others, including those younger than themselves. Senior pupils read to younger pupils and support them through the house structure. This fosters teamwork and learning for pupils across different age groups. Pupils have a well-developed sense of social service. They successfully engage with charitable work by organising cancer charity coffee mornings, collecting food for local food banks and preparing shoeboxes for children in Africa. Pupils celebrate 'charity week' and lead assemblies to raise awareness of the needs of different people in society, both nationally and internationally.
48. Leaders promote social and cultural awareness through a variety of trips. These include visits to Parliament, Warwick Castle and organisations related to science and business. The local MP visits the school to talk about local topics and the role of a Member of Parliament. In this way, pupils learn about institutions and life in British society. Leaders carefully vet visiting outside speakers to prevent exposure to partisan views. Similarly, teachers ensure that any discussions with political content are conducted impartially and without bias.
49. Leaders work closely with pupil leaders and the school council. These provide leadership opportunities for both junior and senior pupils through a democratic voting process. The pupil-led school council considers a wide range of aspects of pupils' lives at school. It involves pupils of all ages and successfully gathers opinions and discusses ideas from across the school. Alongside surveys, leaders routinely consider the input from pupil leaders and the school council to stay informed about pupils' views and improve their experiences. Pupils speak enthusiastically about changes resulting from their work, such as the recent move towards more pupil-led assemblies.
50. Careers guidance is provided through the PSHE programme. This is well organised and structured in a way that builds pupils' knowledge of the skills required for different pathways. This develops pupils' awareness of their aptitudes, skills and interests so they can make informed choices. Careers advice is wide ranging and presented in different ways. Junior pupils have a careers week, 'your future and beyond', where they learn about the world of work. Leaders provide many opportunities for pupils to learn about employment, such as careers fairs where pupils take an active role by presenting their EPQ projects to business leaders. 'Business breakfasts' enable pupils to discuss different pathways with visiting business leaders and postgraduates. The careers guidance informs pupils about, for example, direct employment, apprenticeship schemes, and options for university courses alongside employment.
51. Pupils learn about finance and economic management effectively through the PSHE curriculum. Younger pupils develop their understanding of money and finance in an age-appropriate way. Older

pupils learn about budgeting, mortgages and taxation, and the dangers of gambling and poorly managed debt. In this way, pupils are well prepared for the financial responsibilities of adult life.

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

52. All the relevant Standards are met.

Safeguarding

53. Leaders routinely promote a positive safeguarding culture across the school. Staff are vigilant and understand that everyone is responsible for identifying, reporting and acting on concerns, including low-level concerns, to keep pupils safe from harm. Governors provide consistent and rigorous oversight of safeguarding. Leaders and governors regularly assess and review risks, including developments in the local community, to inform their safeguarding work. The safeguarding governor regularly visits the school to monitor any trends and review actions taken.
54. Pupils are informed about how to share a concern if they need to. Staff, including senior leaders, are readily accessible. There is an anonymous online reporting system for pupils and younger pupils have access to worry boxes. In addition, pupils complete 'good feeling indicators' every week. Leaders carefully monitor pupils' responses so that any concern can be promptly addressed.
55. Leaders with designated safeguarding responsibilities provide staff and governors with effective training, including at induction. This ensures they are knowledgeable about changes in safeguarding requirements. From the outset, leaders make clear the school's expectations. Staff undertake 'Prevent' duty training to remain alert to the dangers of extremism and radicalisation. They are required to complete and pass training modules to test their safeguarding knowledge. As a result, staff are confident about procedures should they have a concern about a pupil or an adult.
56. Pupils learn about how to keep themselves safe, including when online, through the curriculum and assemblies. Leaders provide regular information to parents, including through forums. A suitable internet filtering and monitoring system is in place and tested regularly. Leaders take appropriate action should any alert occur.
57. Leaders with designated safeguarding responsibilities maintain effective working relationships with external agencies. They readily seek advice when safeguarding issues arise and, when required, refer concerns to the relevant safeguarding partners. Safeguarding records accurately describe discussions and the reasoning behind decisions made.
58. Staff recruitment procedures are robust. All necessary pre-appointment checks are carefully completed for all adults working with pupils. Leaders maintain a meticulous single central record of appointments (SCR), which is regularly scrutinised by the safeguarding governor.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	OneSchool Global UK Atherstone Campus
Department for Education number	937/6109
Registered charity number	1181301
Address	OneSchool Global UK Atherstone Campus Long Street Atherstone Warwickshire CV9 1AE
Phone number	01827 721751
Email address	atherstone@uk.oneschoolglobal.com
Website	www.oneschoolglobal.com/campus/united-kingdom/atherstone/
Proprietor	OneSchool Global UK
Chair	Mr Warren Burgess
Headteacher	Mr Ben Thompson
Age range	7 to 18
Number of pupils	118
Date of previous inspection	30 November to 1 December 2022

Information about the school

60. OneSchool Global UK Atherstone Campus is an independent co-educational day school with a particular religious character. It serves families of the Plymouth Brethren Christian Church Community. The school is part of the OneSchool Global network of schools based in the United Kingdom and overseas. Local governors, known as campus administrators, support the proprietorial oversight of the school. The current headteacher took up his position in January 2025. The school intends to close in December 2025 to merge with another campus from the OneSchool Global network of schools to form a new school.
61. The school has identified 11 pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care plan.
62. The school has not identified any pupils as speaking English as an additional language.
63. The school states its aims are to create a culture where pupils are encouraged to develop their full potential and acquire the discipline of learning how to learn while upholding Christian teachings and beliefs. It intends to provide an education which promotes commitment, integrity, care and compassion, responsibility and respect, alongside strong family values.

Inspection details

Inspection dates

2 to 4 December 2025

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

65. 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 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.

66. 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**.

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For more information, please visit isi.net