

School inspection report

17 to 19 March 2026

OneSchool Global UK Northampton Campus

Hunsbury Hill Avenue

Northampton

NN4 8QS

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, local governors and leaders share a vision for the school which prioritises pupils' wellbeing and is based on the beliefs and values of the Plymouth Brethren Christian Church (PBCC). Leaders reflect these values in their decision-making, and articulate them clearly to staff, pupils and parents. As a result, pupils feel safe and valued within a caring school community.
2. The proprietor and governors ensure that leaders have the required knowledge and skills to fulfil their roles effectively. They check that policies and procedures meet the requirements of statutory guidance through regular visits and audits of aspects of school operations, such as health and safety and safeguarding. As a result, the Standards are met consistently.
3. The school provides a broad and balanced curriculum, which covers all the required areas. The school's 'learning to learn' philosophy involves a mix of in-person teaching, remote teaching and self-directed study. In-person teaching in the senior school is typically well planned and uses a variety of activities to promote pupils' progress. However, in the primary school, some teaching is not well planned because teachers do not adapt online resources effectively to meet the needs of all pupils.
4. Pupils are enthusiastic and conscientious learners. Teachers provide pupils with regular verbal and written feedback which offers helpful advice for further improvement. Pupils set and review their learning goals daily and are keen to improve their work. However, during self-directed study time and in small group sessions in online lessons, teaching approaches are often ineffective. This is because some pupils find it difficult to work effectively in the busy central study area. During online lessons, teachers use strategies that are less effective and do not check pupils' understanding with sufficient frequency. As a result, pupils are less engaged and make less progress in these lessons. Overall, pupils make good progress in the primary school and at GCSE level. Progress at A level has been below expectations in recent years but improved in 2025.
5. Leaders have increased the provision of co-curricular activities and trips over the past year in response to requests from pupils. However, these remain limited in number and scope for pupils' ages and interests. As a result, pupils do not have sufficient opportunities to develop a wide range of interests and develop their skills beyond the classroom.
6. Pupils behave well. They reflect the school's values of compassion, respect and integrity in their relationships with others. Bullying is rare. If it occurs, the school reacts promptly and effectively. The school provides a comprehensive programme of personal, social, health and economic education (PSHE). Pupils learn to treat other people with respect and to accept difference. They have a secure awareness of British values.
7. Leaders promote a sense of responsibility towards others so that pupils are keen to serve in and out of school. Older pupils act as supportive mentors for younger pupils. This fosters a strong sense of community within the school. Pupils are active in choosing and raising money for good causes, giving them a wider understanding of how they can respond to the needs of others. Careers education begins in the primary school and enables pupils to be well-prepared for the next step after school.
8. Arrangements to safeguard pupils are robust. Staff are well trained to recognise and report any safeguarding concerns. Leaders have established close links with safeguarding partners and refer concerns in a timely manner. Pupils are confident to speak to adults about any concerns.

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 all teaching in the primary school is well planned and adapts resources effectively so that pupils' needs are met consistently
- extend the range of co-curricular opportunities, particularly for older pupils, so that they develop a wider range of interests and skills
- ensure teachers respond promptly to pupils' needs during online lessons and improve arrangements for pupils' independent study so that pupils are consistently engaged and make good progress.

Section 1: Leadership and management, and governance

9. The proprietor, local governors and school leaders work closely to promote the school's ethos and values. Local governors meet weekly with school leaders. This enables them to understand the school's work and to provide support and appropriate challenge to leaders. External audits in areas such as safeguarding and health and safety enable the proprietor to ensure that the school's policies and procedures reflect current statutory guidance. Through this oversight and their regular visits, they confirm that the Standards are met consistently.
10. Local governors ensure that leaders undertake focused training so that they maintain their knowledge and skills to carry out their responsibilities effectively. Leaders' decisions consistently promote the wellbeing of pupils while upholding the Christian beliefs and practices of the Plymouth Brethren community. As a result, there are consistent expectations between school and home. Staff, pupils and parents have a clear understanding of the school's policies and procedures which are implemented effectively.
11. Governors and leaders adopt a strategic approach to identifying and managing risk within the school. Detailed risk assessments for the school site and for high-risk areas such as science are effective in assessing and mitigating any potential harm to pupils. For example, leaders have protected pupils from any risks arising from on-site building work by erecting fences and blinds to prevent contact with contractors. Leaders review near misses in order to identify risks that are harder to spot. Risk assessments for off-site activities are comprehensive. Staff understand their responsibilities when supervising pupils away from the school site.
12. Governors and leaders review the effectiveness of the school's provision routinely. Self-evaluation informs a development plan that has ambitious and realistic targets. Leaders consult widely to ensure that staff, parents and pupils understand the development plan and contribute positively to its implementation.
13. Leaders ensure that pupils are well looked after in school through effective safeguarding arrangements. They maintain effective working relationships with external agencies to secure additional support for pupils when required.
14. Leaders manage complaints in line with published procedures. They maintain accurate records so that any patterns or trends can be identified. Leaders respond promptly to any concerns and work closely with parents to seek a resolution.
15. The school fulfils its responsibilities under the Equality Act 2010. Leaders ensure that provision for male and female pupils is equitable, for example by ensuring that sex education includes the same information when taught separately by gender. Teaching does not discriminate against any pupils in the school. A suitable accessibility plan with realistic timescales envisages appropriate adjustments, so that pupils who have special educational needs and/or disabilities (SEND) are able to access the curriculum and the school site.
16. The school's website provides parents and prospective parents with all the required information. Parents receive regular reports on their child's progress, including information about attainment and guidance for further improvement. The school provides the required information to the local authority for pupils who have an education, health and care plan (EHC plan), including details of

funding and provision. Leaders notify the local authority of pupils who join or leave at non-standard transition points, in accordance with statutory requirements.

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

17. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

18. The school has established a broad and balanced curriculum supported by detailed schemes of work that meet pupils' needs effectively and cover the required areas. Leaders promote pupils' acquisition of independent learning skills through the 'learning to learn' programme. As a result, pupils develop the skills they need to become confident and effective learners from an early age.
19. Leaders ensure that pupils of all ages are confident in using digital technology to access and support their learning and progress. They use devices routinely to plan their daily study programme, book online tutorials and access remote teaching. Pupils demonstrate advanced digital skills when using software packages. For example, in art, Year 8 pupils produced images of a human eye using technology creatively to blend colours and change effects.
20. Leaders provide a broad range of options for pupils when they enter Year 12. Some pupils choose to study for three A levels, while others engage in a combination of A levels and IGCSEs. Most pupils in Year 12 complete the Extended Project Qualification (EPQ), which gives them the opportunity to pursue an area of academic interest and develop their research skills. Leaders have recently introduced Cambridge International qualifications with examinations in November so that Year 13 pupils can enter employment in January. Results at IGCSE indicate that pupils achieve in line with expectations from their starting points. Performance at A level has been below expectations in the previous two years but in line with expectations in November 2025.
21. Pupils in the primary school make good progress overall. Teaching in the primary school focuses on the core subjects of English and mathematics. As a result, pupils demonstrate good mathematical skills and apply them effectively in other subjects, such as in geography, where pupils confidently manipulate numerical data. Pupils are articulate in their presentation of ideas orally and on paper. They extend these skills in a range of cross-curricular assignments which also develop their knowledge and skills in science and creative subjects. Teaching in the primary school is typically well planned, using a variety of methods and a wide range of activities. However, in some lessons, teachers do not plan the use of online resources effectively. In these lessons, pupils make less progress because resources are not adapted appropriately to meet their needs.
22. Teaching in the senior school includes in-person lessons, remote teaching and self-directed study. In-person teaching is typically well planned and engages pupils through a range of activities to promote good progress. Pupils acquire a secure understanding of topics such as poetry through opportunities to analyse texts, refine their ideas and present their findings to others. Teachers have good subject knowledge and use questioning effectively to encourage pupils to think for themselves. Pupils listen attentively to teachers' presentations in remote lessons. However, teachers do not monitor pupils' progress or engagement in independent activities effectively in online lessons. As a result, pupils do not consistently make good progress in these lessons.
23. Most pupils are keen to learn and do well. They demonstrate good self-awareness when planning their study programmes, setting realistic goals. They are confident to research independently as a result of the school's 'learning to learn' ethos. However, self-directed learning is less effective for some pupils. This is because they find sustained concentration difficult in the open-plan learning centre where remote teaching and self-directed learning take place alongside one-to-one tutorials.

24. Leaders have established a rigorous process to monitor and track pupils' progress. They analyse results in regular tests and assessments, comparing them with pupils' target grades in order to identify pupils who need support to achieve their potential. Feedback from teachers is detailed and enables pupils to know how well they are doing and how to improve. Pupils understand their academic targets and welcome help from staff to support improvement when required.
25. Leaders ensure that provision is in place to help pupils who have SEND make good progress. Staff identify pupils' needs through screening at an early stage and through information provided by parents. Tailored support by trained staff enables pupils who have SEND to access the curriculum effectively. In lessons, teaching assistants support pupils who have SEND to enable them to engage with the curriculum. In remote lessons, adaptations for pupils who have SEND are less frequent, but in-school staff provide additional support to ensure that pupils understand the work. Leaders routinely review the performance of pupils to ensure that the provision remains effective.
26. Leaders have extended the range of co-curricular activities and trips during this academic year. However, the number of activities remains limited and participation rates are relatively low. Junior pupils enjoy the gardening club and wax melt activities but there are fewer opportunities for senior pupils to develop and extend their skills and interests beyond the classroom.

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

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

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

28. Leaders prioritise pupils' wellbeing and mental health. They implement policies and procedures which are designed to enable pupils to feel safe and happy in school and to know how to access support if they need it. Pupils' self-awareness is promoted through a programme of weekly reflection on their feelings which also enables pastoral leaders to identify pupils who need emotional support. Pupils use structured tutor time effectively to set their learning goals and plan their day. They demonstrate mature levels of self-knowledge when discussing their personal goals with tutors and with senior pupils who act as mentors.
29. Leaders promote pupils' physical health through well-planned physical education (PE) lessons in which teachers make effective use of suitable resources and access to external facilities. Pupils learn about the importance of keeping fit and develop skills in a range of sports, such as handball, swimming and football from a young age. They demonstrate their enjoyment of physical activity through energetic, self-regulated ball games at lunchtime. Primary pupils learn about health and nutrition through PSHE lessons and use the 'healthy habits tracker' to plan hydration breaks and choose appropriate snacks. Pupils of all ages extend their skills further through participation in competitions with other schools and activities between houses.
30. The school provides a well-planned programme of PSHE. Leaders ensure that pupils learn about keeping safe and healthy through, for example, lessons on the dangers of drugs and alcohol. They promote ethical debates, such as how to prioritise who should receive an organ donation. Leaders also provide age-appropriate relationships and sex education. This includes topics such as consent and the changes that occur during puberty. The programme reflects and informs pupils' understanding of the school's values of respect, care and compassion. For example, pupils learn the importance of treating all people with respect, including those who have disabilities or whose lifestyle is different from their own. Pupils demonstrate their understanding of the need to establish good relationships in their daily interactions with peers and adults.
31. Leaders promote a culture of integrity underpinned by the virtues of humility and respect for others. Adults and senior pupils model kind and considerate behaviour, setting high expectations for younger pupils, who respond accordingly. Pupils understand the clear behaviour code which staff apply consistently. Consequently, pupils behave well in lessons and in social times. Bullying seldom happens and leaders respond promptly and effectively to ensure it does not recur.
32. Leaders help pupils to develop self-confidence and self-awareness through reflecting on their personal development, including assessing how well they embrace the school's values. Teachers promote pupils' self-esteem in lessons by providing opportunities for them to present their work. Opportunities to act as leaders within the school community, in line with the school's values, further enhance pupils' self-confidence.
33. Pupils develop a firm spiritual and moral understanding through the teachings of the PBCC and the school's curriculum. In PSHE lessons and tutor periods, teachers provide activities which promote pupils' self-reflection, such as considering which personal characteristics they wish to develop in comparison to those of role models they admire. Teachers and members of the local Brethren community promote discussion of ethical issues and current affairs. Pupils learn about different

religions and faiths and develop an understanding of the diversity of faiths and belief systems in the UK and beyond.

34. Pupils are well supervised throughout the school day and when travelling in school minibuses. Staff use effective systems to monitor pupils' attendance. Leaders take prompt action to follow up any individual concerns about attendance and report these to the local authority as required. An accurate admissions register is kept.
35. The proprietor ensures that the premises are maintained and equipped to a high standard. The school site is secure and protected by gates and electronic entry systems. Leaders ensure that the requirements of health and safety legislation are met and that relevant policies and procedures are implemented effectively. Fire safety measures are effective. Termly fire drills ensure that pupils know what to do if the alarm sounds.
36. The school provides appropriate care for pupils who are ill or injured. The medical room is well equipped, and staff are suitably trained to provide medical support to pupils. A sufficient number of staff are trained in first aid.

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

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

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

38. Leaders ensure that pupils understand British values. Through PSHE lessons, displays around school and events such as Black History Month, pupils learn not to discriminate against others. They embrace and demonstrate the importance of showing respect for other people who do not share their beliefs or background. Pupils put their understanding into practice in school, such as when voluntarily bringing gifts for members of staff celebrating Eid.
39. Leaders prepare pupils well for life in wider British society. In citizenship lessons, pupils learn about different religious and social groups. Teachers promote pupils' discussion of current affairs in a way that allows a broad range of views to be expressed. Pupils learn about Parliament, voting systems and democracy through their lessons in citizenship. Pupils practise democracy when choosing representatives for the school council.
40. Pupils understand the difference between right and wrong and accept responsibility for their own behaviour in and out of school. Teachers plan lessons which enable pupils to learn about British institutions and the workings of the legal system. As they move through the school, pupils consider matters such as how the courts impose sentences for major and minor offences.
41. Leaders provide opportunities for pupils to develop leadership skills and use their initiative. They foster a sense of responsibility towards others so that pupils demonstrate a clear desire to serve within the school and help others to flourish. Pupils are eager to contribute ideas to enhance school life through the school council. Primary pupils have successfully lobbied to establish additional activities at lunchtime. Older pupils have helped to design a recreational quiet area in an unused corner of the school site. Senior pupils organise the annual sports day, manage a rota for support for younger pupils and produce material for the school's newsletter. Older pupils mentor younger pupils using a structured programme of weekly meetings to set targets. Such activities foster a strong sense of community within the school, where pupils feel valued and form trusted friendships across the age range.
42. Leaders help pupils to develop a sense of gratitude and an appreciation of the needs of others through engagement in activities which contribute to the lives of others in the wider world. Pupils support a wide variety of charities through direct fundraising activities, such as an online cake auction. They seek to make a difference to the lives of others by supporting, for example, a Macmillan Coffee Morning and the Northamptonshire Air Ambulance, and by visiting a local care home to entertain the residents.
43. Leaders ensure that pupils develop a secure understanding of economics and finance as they progress through the school. Younger pupils learn to budget and handle money when producing and selling goods to raise money for charity. In PSHE and business lessons, older pupils acquire more advanced financial management skills, which prepare them for life after school. Pupils also develop an understanding of how national economies operate, for example through discussion of government investment and national debt in Nazi Germany in a history lesson.
44. The school provides a highly structured programme of careers education, beginning in the primary school. This is mainly focused on businesses run by members of the PBCC, while allowing pupils to consider wider options for their education beyond school. Through business breakfasts and careers

talks involving members of the church community, male and female pupils have equal opportunities to explore their interests. Senior pupils also access an online careers platform to help them assess their aptitudes and options for further study. On leaving school, most pupils go into immediate employment in a community business and often pursue relevant educational courses in their chosen area of work.

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

45. All the relevant Standards are met.

Safeguarding

46. Leaders promote a robust safeguarding culture throughout the school so that the wellbeing of pupils is prioritised. Local governors and national safeguarding leads ensure that policies are up to date and meet the requirements of current statutory guidance. Through reviews, including external audits and regular reports, the proprietor ensures that leaders have the appropriate knowledge and skills to fulfil their roles effectively.
47. Leaders with safeguarding responsibilities have up-to-date and relevant training. Staff receive relevant safeguarding training when they join the school. This is updated regularly to ensure that they are knowledgeable about the risks relevant to the pupils in their care. Consequently, staff are confident to recognise and report any safeguarding concerns. Leaders promote a culture in which staff are confident to report low-level concerns about themselves or other adults working in the school.
48. Staff record safeguarding concerns accurately on the school's electronic reporting system. Leaders share relevant information with staff about the vulnerabilities of individual pupils, including pupils who have SEND or an EHC plan, so that these pupils are cared for appropriately. Detailed and confidential safeguarding records are maintained. Leaders identify and act on any trends or patterns. The school works sensitively and appropriately with parents if safeguarding concerns arise.
49. Leaders understand their responsibilities to refer matters of concern to external agencies. They liaise appropriately with local safeguarding partners. Referrals are made in a timely manner. Leaders follow up referrals to ensure that external agencies respond promptly and know how to escalate a concern within the local authority if required.
50. Leaders are suitably trained in safer recruitment practices. Arrangements to ensure the safe recruitment of staff are implemented in line with statutory guidance. Leaders carry out all the required pre-employment checks on staff and volunteers who work in the school in a timely manner. The school maintains an accurate record of these checks on a single central record of appointments, which the proprietor and school leaders review on a termly basis.
51. Pupils learn how to stay safe, including online, through the PSHE programme. Internet filtering and monitoring systems are in place to protect pupils from potential harm when using school systems. Leaders receive alerts and act promptly if concerns arise from internet misuse in school. The suitability and effectiveness of these systems are tested regularly.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	OneSchool Global UK Northampton Campus
Department for Education number	941/6072
Registered charity number	1181301
Address	OneSchool Global Northampton Campus Hunsbury Hill Avenue Northampton NN4 8QS
Phone number	01604 633819
Email address	northampton@uk.oneschoolglobal.com
Website	www.oneschoolglobal.com/campus/northampton
Proprietor	OneSchool Global UK
Chair	Mr Warren Burgess
Acting headteacher	Mr David Brook
Age range	7 to 18
Number of pupils	148
Date of previous inspection	9 to 10 November 2023

Information about the school

53. OneSchool Global UK Northampton is a co-educational day school located on the edge of Northampton. Since the previous inspection, the school has moved to a new campus, and a new principal has been appointed. At the time of the inspection, an acting principal was in post. OneSchool Global is a registered charity, which operates 23 campuses serving families of the Plymouth Brethren Christian Church. The day-to-day running of the school is delegated to the campus principal. Local governors, known as the campus administration team, support the proprietorial body's oversight. The lead campus administrator acts as the local chair of governors.
54. The school has identified 27 pupils as having special educational needs and/or disabilities. Four pupils in the school have an education, health and care plan.
55. There are no pupils in the school for whom English is an additional language.
56. 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

17 to 19 March 2026

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

58. 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 acting 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.

59. 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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