ISI Independent Schools Inspectorate

School inspection report

27 to 29 February 2024

OneSchool Global UK, Colchester Campus

Sudbury Road

Stoke by Nayland

Colchester

CO6 4RW

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 governors and leaders of OneSchool Global UK (OSG) are committed to actively promoting pupils' wellbeing within a school culture that reflects the philosophy of OSG and the ethos of the Plymouth Brethren Christian Church (PBCC). Governors ensure that school leaders know and understand their responsibilities to meet the Standards, so that the wellbeing of pupils is upheld. The values of home and of school are closely aligned and as a result pupils feel secure and are happy. Leaders clearly articulate the aims and core values of the school on which their decision making is based and these values are well understood by staff and pupils alike.

2. The curriculum gives pupils a balanced and appropriate range of subjects. Well-trained and experienced staff provide extra support for pupils who have special educational needs or disabilities (SEND). They create individual learning plans which helps pupils who have SEND make good progress. Occasional trips, inter-school house competitions and sport events extend the pupils' experiences beyond the classroom but there are very few extra-curricular clubs to extend pupils' recreational opportunities on a regular basis.

3. Governors have invested in facilities so that the school is a pleasant and well-resourced space for teaching and for the independent teaching which is a core element of the OSG philosophy. Teachers have secure subject knowledge and plan their lessons well so that pupils make good progress overall. The pupils are diligent and want to succeed. The vast majority demonstrate the sense of personal responsibility needed to use periods of self-directed learning wisely. Some find sustained concentration in these and in online lessons more difficult.

4. Regular assessment points provide information on pupils' needs which leaders analyse to generate strategies to support individual pupils' progress. However, while such strategies are effective in the primary school, they are less so in the senior school. Additionally, the quality of the written feedback given to pupils about their work is inconsistent.

5. Leaders and staff promote positive behaviour effectively. Pupils understand the school's expectation that they behave with courtesy and respect. Their behaviour in lessons and in social areas is mature and sensible. They are kind and respectful in their dealings with each other. Pupils understand that bullying in any form is unacceptable and instances are rare. Any examples of unkindness are swiftly and successfully managed by staff in conversations that help all involved to understand the others' feelings. Relationships are typically harmonious, respectful and thoughtful.

6. Leaders are alert to potential risks, including those presented by fire, and take appropriate actions to guard against these effectively. Pupils are well supervised at all times. The site and premises are well maintained, clean and secure. The school has appropriate numbers of staff trained in first aid. Leaders ensure that first aid procedures are implemented correctly and that records are clearly maintained.

7. The school has a well-structured programme for personal, social, health and economic education (PSHE) which effectively supports the pupils' preparation for life in modern Britain. Pupils have a broad understanding of legal and political structures in the UK. They develop a close understanding of economic, financial and business matters through the careers elements of PSHE and in a bespoke OSG programme. The relationships and sex education (RSE) programme is suitable and contains age-appropriate content.

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8. Leaders fulfil their safeguarding responsibilities so that policies and procedures are appropriate and well implemented. Staff are well trained, and swift to act should safeguarding concerns arise. School leaders have established positive working relationships with local safeguarding partners, further supporting the wellbeing of the pupils.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that the written feedback to pupils about their work is consistently effective in giving pupils precise guidance on how to improve
- ensure that assessment data is used effectively to analyse pupils' progress and that the effectiveness of subsequent strategies to support pupils is evaluated
- strengthen the range and choice of recreational activities available to pupils outside teaching time.

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Section 1: Leadership and management, and governance

9. Leaders clearly communicate the ethos and aims of the school in writing and in their decision making. Governance checks that policies, which are created at national level for all OSG schools, are being correctly and consistently implemented in the school. Local governors work closely with senior leaders, providing support and mentoring, so that leaders have the understanding to fulfil their responsibilities effectively. Governors meet weekly with senior leaders, providing appropriate challenge as well as support. They have a keen understanding of the daily working of the school and monitor its procedures rigorously. They have created open and positive relationships with staff at all levels. Their frequent presence in the school helps governors to gather first-hand evidence that the school is meeting the standards expected.

10. Governance ensures that the leaders' decisions consistently promote the wellbeing of pupils and reflect the ethos of the PBCC. As a result, there are consistent expectations between school and home. Staff and pupils understand the school's policies and procedures so that these are implemented effectively and consistently. The pupils' wellbeing and safety is at the forefront of leaders' thinking. Potential and actual risks presented by the areas of the site are identified, with appropriate action taken as a result. For example, there is closed circuit television surveillance across the premises, and the security of the site has been strengthened. As a result, pupils feel safe and secure. They report that their teachers know them well and are responsive to their needs. This is confirmed in leaders' responsiveness to the weekly wellbeing surveys.

11. Governors have put in place procedures for leaders to analyse and reflect on the school's success in meeting OSG's aims. There is an appropriate framework to assess pupils' progress and to assess the school's success in enabling pupils to develop the skills and knowledge they will need to lead successful adult lives. Senior leaders generate a thorough and rigorous self-evaluation which demonstrates clear-sighted understanding of areas for academic improvement. However, this level of rigour and awareness is less apparent at middle management level, where, as leaders recognise, there is a degree of complacency. Leaders are in the early stages of developing a staff culture of aspiration to continuous improvement. This is apparent in some departments but is not consistent across all subjects.

12. Leaders are assiduous in making sure that the requirements of equality legislation are met. They provide equal opportunities for male and female pupils, for example, appointing both male and female pupils to positions of pupil leadership and providing sporting options which avoid stereotyping. There is a suitable accessibility plan which considers appropriate adaptations to the curriculum for pupils who have SEND and identifies areas of the building where measures need to be taken to improve accessibility.

13. Leaders ensure that safeguarding arrangements are effective. They maintain effective links with the local safeguarding partners and other agencies, such as for educational access.

14. Leaders provide parents with access to all the necessary information, with most policies easily available on the school's website. Parents are sent regular reports on their children's progress and have opportunities to talk to staff directly about this. The school's complaints policy sets out suitable procedures to complain informally or formally. Complaints received in recent years have been managed promptly in line with the policy, with resolutions at an informal level following discussions with parents.

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. The school's curriculum is broad providing pupils with opportunities to develop their knowledge across an appropriate range of subjects. The breadth of the curriculum is supported by leaders' investment in technology that allows online teaching by teachers based at another OSG school in some subjects, while others are taught face to face in classrooms on site.

17. Schemes of work, teaching and assessment consider the needs of pupils who have SEND. This may include adapting a pupil's curriculum if necessary. Learning support staff assess pupils' needs and provide individual learning plans that are shared with teachers. The plans set individual targets and include comments from pupils on what best helps them learn. Regular monitoring and review of progress against the agreed targets help pupils to make academic progress, to the benefit of their self-esteem. The consistent, focused level of support helps pupils with SEND to achieve in line with their peers.

18. Teaching which focuses on core skills of reading, writing and mathematics helps pupils to develop their literacy and numeracy. As a result, they communicate well orally and in writing, with increasingly sophisticated vocabulary. There are sound foundations in numeracy set in the primary years which enable older pupils to develop mathematical and investigative confidence. Pupils are skilled users of technology to research and produce their own work. Teaching using exemplar pieces to support learning helps pupils to produce high quality work in design technology and art.

19. Pupils in the primary school learn basic research skills, for example, using books and internet resources to explore the history and geography of China and choosing examples to share with their classmates. Most pupils in the senior school make independent use of their study periods and of the school's technological resources sensibly to deepen their understanding. They understand the school's language of learning as a journey and speak confidently of progressing from a grasp of basic facts to a deeper understanding.

20. Teachers have secure subject knowledge on which they draw to plan lessons; ongoing training helps to develop their classroom skills. They ensure that teaching does not discriminate and that it supports pupils' understanding of the values of respect, tolerance and democracy. Lessons are well planned and teachers manage time skilfully. In addition, pupils are encouraged to seek individual tutorial sessions with teachers and these result in rapid improvement. The school's approach to teaching means that pupils typically make good progress. However, the effectiveness of teachers' written feedback to pupils on their work is inconsistent. On occasion, feedback on a task is identical, whoever the pupil or whatever the quality of the work. Pupils value the precise and personalised feedback seen in some subjects as this offers useful advice on how to improve.

21. In face-to-face lessons in the senior school, teachers use regular question and answer sessions to ensure that pupils are focused on their learning and to probe their understanding of the subject. Most pupils are conscientious and attentive learners. When being taught online, pupils listen carefully to the teacher's exposition but do not always make the best use of the time spent in small discussion groups to further their understanding. In some such sessions, strategies to draw pupils' attention back to the task and to check on the depth of their understanding are infrequent and ineffective.

22. Leaders make variable use of frequent assessment points to monitor pupils' progress. In the primary school, effective use is made of assessment data to support pupils' progress. For example, leaders have used their analysis of data to generate support for pupils which has resulted in improvement in the standard of their reading and writing by the time they reach the end of Year 6. Leaders use data less effectively in the senior school. Leaders do put additional support in place but monitoring of their effectiveness is less robust. Pupils overall make good progress over time, attaining GCSE grades in line with expectations. Leaders are aware that there has been a pattern of underachievement at A level in recent years, which additional support for pupils has not succeeded in changing.

23. A planned programme of visits extends pupils' experiences and widens their knowledge. There are occasional activities in competition with other OSG schools, for example in art or sport. Leaders have provided common rooms with recreational facilities such as table-tennis tables. However, there are few regular clubs or activities available outside lesson time. This means that pupils do not have informal opportunities to develop their personal interests or skills to further support their wellbeing and enjoyment of school life.

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

24. All the relevant Standards are met.

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

25. The school places a high emphasis on caring for the pupils' health and wellbeing. The curriculum includes regular periods of physical activity for all pupils. Genders are separated for PE activities in the senior school but leaders ensure that there is no discrimination and there are equal sporting opportunities; for example, there are football teams for both genders. In some senior games lessons, teams have mixed age teams. This allows for full participation but limits opportunities to coach pupils on their skills. Pupils in Years 5 and 6 show secure skills in hockey as they help coach their juniors. Year 6 'Playmakers' confidently led warm up sessions for pupils who had opted for orienteering. Pupils know that maintaining a healthy lifestyle with exercise and good diet is important. At the end of each week pupils complete a short wellbeing survey. Leaders review these and follow up on any pupil who gives a low happiness score, offering help for any emerging issues.

26. The school's PSHE curriculum is well structured, with age-appropriate units on personal rights and responsibilities, citizenship, mental health and wellbeing, including how to stay safe online. The programme teaches pupils to reflect on their personal qualities and abilities as well as their responsibilities to society. Pupils refer naturally in conversation to the school's values of compassion, respect and integrity. Relationships between pupils and staff are respectful, friendly and trusting. Teachers know their pupils well and are swift to notice and follow up on any concerns. Pupils grow in self-confidence and self-esteem because they know they are valued and that their opinions matter to school leaders. As a result, they are assured and confident.

27. The RSE programme makes sure that pupils are given the information needed as they mature into young adults. Primary school pupils are encouraged to reflect on the nature of healthy relationships and to be aware of appropriate personal boundaries. They have an appropriate understanding of the changes that will come with puberty. The course for senior pupils appropriately covers matters of sexuality. It includes education on pregnancy, contraception and consent. Pupils are clear about the importance of others respecting their personal boundaries and that they would report any interactions that breached these or made them feel uncomfortable to those they trust in school.

28. The curriculum and discussion in PSHE help the pupils to develop secure moral understanding. They know and accept that maintaining the school's caring, supportive culture relies on each of them behaving appropriately to all those around them. Pupils trust each other and treat each other with kindness and courtesy. They accept responsibility for their own actions and are quick to offer help to others who are struggling. Leaders' expectations of pupils' demeanour are clearly stated and reinforced in pastoral discussions, so that pupils know that all people deserve respect, irrespective of ability, age, gender or personal opinions.

29. Pupils understand and respect the school's codes of conduct. Records of behavioural incidents indicate that these are almost invariably related to a poor attitude to work. Pupils' commitment to the school's ethos as strongly and consistently articulated by leaders is such that bullying is extremely rare. Any incident is swiftly managed by senior leaders in restorative conversations. Records and discussions show that these are effective, so that harmonious relationships are re-established.

30. Admissions and attendance registers are kept as required and absences followed up, in liaison with local authorities as necessary. Pupils are carefully supervised throughout the day, with staff on duty arounds the school buildings and grounds outside teaching times.

31. The premises are well maintained. All health and safety checks are conducted and recorded correctly. Actions are taken swiftly to rectify any concerns. Through fire risk assessments, staff training and provision of suitable firefighting equipment in all areas help to minimise potential harm from fire. There is a suitable first aid room. Staff are trained in first aid procedures, some in paediatric first aid.

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

32. All the relevant Standards are met.

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

33. Leaders have created a culture in which pupils are taught that respect for others is core to forming healthy relationships. Pupils are taught and understand the unacceptability of any action or language which discriminates against others based on race, gender, disability or chosen lifestyle. Pupils are highly conscious of the difference between right and wrong and understand that legal systems exist to ensure justice in a civilised society. The curriculum provides the pupils with education on the core principles of major world religions and of the significance of their traditions. Leaders make sure that pupils fully understand that tolerance of differences is expected in modern Britain and that others have the right to hold different beliefs to their own.

34. The PSHE programme and the school's behaviour policy ensure that pupils understand and accept their responsibility for their own behaviour, in school and as members of a wider society. Suitable resources provide the pupils with daily updates on current affairs which they are encouraged to discuss. PSHE and compulsory citizenship lessons effectively support their understanding of the work of Parliament and the nature of the electoral system and democracy.

35. Pupils contribute actively to the school community, involving themselves in discussion groups organised by sixth-form pupil leaders on matters such as wellbeing or e-safety. Pupils in Year 6 support younger pupils, and some Year 12 pupils become reading buddies for primary pupils. Pupils are aware of their responsibilities to the wider community beyond school. They have contributed to their local community by clearing overgrown pathways in the village. They initiate and organise fund raising activities for charities such as a local food bank and national charities supporting cancer patients.

36. Pupils are well educated in economic matters. The PSHE programme successfully develops pupils' financial awareness with units on finance, budgeting, and what to expect on a payslip. Sixth-form pupils have access to a qualification run by a national financial organisation, further supporting their understanding of business finances. Senior pupils have put their financial understanding into practice, for example in managing the finances of a pizza lunch for the school. During a business studies lesson, pupils showed their growing understanding of business terminology and principles relating to investment and returns. The curriculum includes global perspectives education, with lessons considering the global distribution of wealth and the consequent impact on environmental issues.

37. The PSHE curriculum develops pupils' consideration of their future careers, beginning in the primary years with discussions about the types of jobs available. As they mature, pupils are prompted to consider the factors that influence careers decisions, such as personal interests and aptitudes. They are encouraged to reject stereotyping in their career aspirations . Guidance for senior pupils comes primarily from OSG's bespoke careers advancement programme. This includes courses to help pupils develop the awareness and skills needed in the workplace such as professional conduct and business management. Representatives from local employers visit the school and meet pupils in careers business breakfasts. They offer guidance both to male and female pupils on a range of employment opportunities. Leaders also direct pupils to an online careers platform which makes pupils aware of the process for applying to university. They encourage pupils to aspire to seek qualifications after leaving school.

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

38. All the relevant Standards are met.

Safeguarding

39. School leaders are rigorous in implementing the appropriate safeguarding policies and suitable procedures that actively promote the welfare of pupils. Governors review the policy annually and check that it reflects the most recent statutory guidance. The designated governor for safeguarding maintains ongoing oversight on safeguarding matters. Leaders ensure that staff with specific responsibility for safeguarding have up to date training provided by the local agencies. All staff are trained on joining the school and at regular intervals thereafter. The school has created a culture of robust safeguarding in which staff know and fulfil their responsibilities to be alert and to report any concerns.

40. The designated safeguarding lead keeps thorough confidential and secure records in line with current statutory guidance. Records are shared appropriately whenever pupils transfer between schools. Leaders have established positive relationships and trust with the wider school community. This has successfully facilitated their ability to work with and support families when there are concerns. The school deals with any concerns in line with locally agreed inter-agency procedures, taking care to consider actual and potential risks for pupils. Contacts are made with local safeguarding agencies, including the LADO, and family support agencies, as necessary.

41. Safeguarding policies have appropriate measures for dealing with child-on-child abuse and with any low-level concerns about staff, should these arise. Staff are well-trained in OSG's code of conduct and manage their dealing with the pupils accordingly.

42. Pupils are confident that they can turn to any staff member for help should they be worried. They know which staff carry special responsibility for keeping them safe. They know that they can report their concerns directly to staff or anonymously via a red button on the school's website. Pupils feel safe and well-cared for by the school and trust their teachers always to act in the pupils' best interests.

43. The curriculum includes lessons on e-safety so that pupils are well educated on staying safe. Rigorous filtering and monitoring procedures help to protect the pupils when they are working online, either in school or at home.

44. Recruitment procedures are stringent. All required safer recruitment checks are completed before an individual starts work at the school. This includes checks on governors, trustees and volunteers as well as staff working on the school premises or teaching pupils online. Checks are correctly recorded on a central register as required.

The extent to which the school meets Standards relating to safeguarding

45. All the relevant Standards are met.

School details

School	OneSchool Global, Colchester Campus
Department for Education number	935/6082
Registered charity number	1181301
Address	OneSchool Global, Colchester Campus Sudbury Road Stoke by Nayland Colchester Suffolk CO6 4RW
Phone number	01206 264230
Email address	Colchester@uk.oneschoolglobal
Website	www.oneschoolglobal.com/campus/united-kingdom/colchester/
Proprietor	OneSchool Global UK
Chair	Mr Adrian Diffy
Interim Headteacher	Miss Samantha Tyrrell
Age range	7 to 18
Number of pupils	126
Date of previous inspection	22 to 23 January 2020

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Information about the school

46. OneSchool Global, Colchester Campus is a co-educational independent day school. It is one of 27 schools in the UK run by OneSchool Global (OSG), an international educational group which provides education for children of families in the Plymouth Brethren Christian Church (PBCC). There are two sections, one primary for pupils up to the age of 11 and one for secondary aged pupils. Both share the same building and facilities. OSG provides most policies and services for the schools. It also provides a centralised curriculum and timetable. Local campus administrators, members of the PBCC, provide day to day oversight of the school. They are further supported by regional and national trustees. The current interim headteacher took up her post in November 2023.

47. The school has identified 11 pupils as having special educational needs and/or disabilities (SEND). No pupil in the school has an education, health and care (EHC) plan.

48. There are no pupils who speak English as an additional language.

49. The school states its aims are to provide a safe, secure and supportive environment within a moral framework based on fundamental Christian teachings and beliefs. It intends to enable pupils to achieve their full potential by becoming independent learners with the skills needed for the modern workplace. Its core values include integrity, compassion, respect and commitment.

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Inspection details

Inspection dates	27 to 29 February 2024

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

51. Inspection activities included:

- Observation of lessons, some in conjunction with school leaders
- Observation of registration periods
- Discussions with the chair and other governors
- Discussions with the head, school leaders, managers and other members of staff
- Discussions with pupils
- Visits to the facilities for physical education
- Scrutiny of samples of pupils' work
- Scrutiny of a range of policies, documentation and records provided by the school

52. 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.
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