

School inspection report

28 to 30 April 2026

OneSchool Global UK Ridgeway Campus

Ridge Way

Kingsway

Scunthorpe

DN17 1BS

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, campus administrators and leaders are committed to the school and its future development as part of the wider group of OneSchool Global campuses. Leaders ensure that systems to support pupils' health, safety and emotional wellbeing are secure and are constantly reviewed.
2. Leaders do not ensure that the Standards relating to education, training and recreation are met. The curriculum, specifically in relation to personal study time, is not successfully implemented so that not all pupils make good progress, and there are inconsistencies in meeting individual pupils' needs.
3. The school provides a broad curriculum enhanced by enrichment opportunities and career-focused post-16 pathways. Teaching in the junior school successfully delivers lessons that consider pupils' prior attainment. The quality of teaching and monitoring of pupils' learning in the secondary school is inconsistent so that pupils do not always make good progress. Leaders have identified key areas for improvement, such as academic target-setting and support for pupils who have been identified through academic tracking as making less secure progress. However, a number of new initiatives have yet to yield consistent results in improving overall academic progress.
4. Leaders promote pupils' personal development and attitudes of tolerance and respect effectively. Pupils display self-confidence and consideration for their peers. The school's behaviour management and anti-bullying strategies are effective. Leaders and staff communicate and model high behavioural expectations and encourage pupils to regulate their own behaviour. Leaders respond appropriately to the rare incidents of poor behaviour. Positive relationships are evident between pupils and adults, creating a courteous and supportive learning environment.
5. Pupils who have special educational needs and/or disabilities (SEND) have their needs identified, and plans are implemented effectively to support their learning through a variety of adaptations linked to their needs.
6. Leaders maintain suitable attendance registers. However, codes used for certain types of authorised absence were not in line with statutory guidance. This was resolved during the inspection.
7. The citizenship curriculum enables pupils to learn about what it means to be an active citizen within wider society, and pupils are engaged in charity work and projects that give them an insight into the world beyond school. Leaders ensure that pupils gain an age-appropriate knowledge of economic concepts. All pupils benefit from suitable careers advice and are well supported by adults within the school to prepare effectively for the world of work.
8. Leaders demonstrate a robust and proactive approach to safeguarding, supported by comprehensive oversight from the proprietor and effectively trained leaders. Staff are well equipped to identify and report concerns through regular training and close collaboration with local authorities and outside agencies. Safeguarding records are carefully maintained and monitored to support individuals and identify patterns. Leaders' commitment to safeguarding is reinforced by stringent pre-appointment recruitment checks.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are not 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.

Areas for action

The proprietor must ensure that persons with leadership and management responsibilities at the school:

- demonstrate good skills and knowledge appropriate to their role so that the Independent School Standards are consistently met
- fulfil their responsibilities effectively, so that the Independent School Standards are consistently met and
- actively promote the wellbeing of the pupils

so that:

- the curriculum is implemented effectively and enables all pupils to have the opportunity to learn and make progress
- teaching enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skill in the subjects taught.

Recommended next steps

Leaders should:

- ensure that codes used to record pupils' absence are in line with statutory guidance.

Section 1: Leadership and management, and governance

9. Leaders have a clear ethos and vision, which they promote throughout the school. The campus administrators meet regularly with group and campus leaders to discuss different areas of school life and provide challenge when necessary. Governors work effectively with leaders to ensure that many areas of statutory guidance are implemented effectively, in line with regulations. However, this oversight and collaboration does not ensure that leaders have the skills and knowledge to ensure that all the Standards are met. The management of individual pupils' personal study time is not effective and teaching does not enable pupils to make good progress.
10. Leaders have a clear understanding of pupils' academic performance across the school. An effective assessment framework enables them to identify what pupils do well, areas for development, and concerns. Leaders use assessment information to evaluate the impact of recent curriculum changes, particularly in relation to public examination outcomes where pupils are not making expected progress. Leaders have identified strategies to improve progress and attainment, but these have yet to be fully embedded and have an impact for pupils.
11. Governors and leaders maintain effective oversight of risk management. They carefully follow an appropriate policy to identify and mitigate risk where possible. Training for staff in risk management is frequently updated and includes the assessment of risk for individual pupils.
12. The school has a comprehensive accessibility plan that is in line with the requirements of the Equality Act 2010. The plan includes consideration of curriculum access, measures to support emotional and behavioural regulation, social participation and relationships, and improvements to the physical environment.
13. Parents of current and prospective pupils receive appropriate information about the school, as required by the Standards. Annual written academic reports are comprehensive. Leaders provide the required information to the local authority regarding pupils who have an education, health and care plan (EHC plan), including details of funding and provision. Leaders report to the local authority any pupils joining or leaving the school at non-standard transition times. Leaders also work effectively with other outside agencies, when required, including the local authority, police and social services.
14. A comprehensive complaints policy is in place and leaders ensure that the details of complaints are carefully recorded and scrutinised to identify any patterns. Leaders are proactive in listening to parents and pupils in order to promote open dialogue and reduce the risk of any escalation of concerns that may arise.

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

15. Standards are not met consistently with regard to the effective implementation of the curriculum and the quality of teaching.
- 16. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 2: Quality of education, training and recreation

17. The proprietor and leaders, in collaboration with other schools in the group, have designed a curriculum which includes a combination of in-person and remote teaching. This is supplemented by an arrangement whereby pupils spend time in the study centre working both collaboratively and individually in certain subjects. However, because the study activities set are not always tailored to their needs and prior attainment, not all pupils in the secondary school make good progress. The quality of adult supervision of study time is variable so that pupils are not always focused on the task set.
18. The curriculum contains all areas of required learning. The primary curriculum is designed to provide broad and appropriate coverage of skills and understanding, following the national curriculum. It is effective in preparing pupils for the secondary phase and there is clear mapping of knowledge and skills. In English lessons, pupils use the shared reading of texts as a starting point for their own creative writing, and schemes of work in science include a broad range of practical tasks. Languages offered in the secondary school include French and Latin. The secondary curriculum includes the formal teaching of citizenship.
19. The curriculum followed after public examinations in Year 11 enables pupils to study for a range of A-level subjects and to prepare for working in the wider world through the study of career-focused subjects, such as accountancy and global perspectives. All pupils have the opportunity to engage in extended project work, and many are successful in the Extended Project Qualification (EPQ), exploring a variety of topics.
20. Teachers in the junior school plan lessons effectively, tailoring activities to pupils' differing levels of need and prior attainment so that that they make good progress. In the secondary school, teaching is not planned effectively to meet pupils' needs consistently or offer appropriate challenge. As a result, not all pupils make good progress in the classroom, in their written work or in public examinations. The extent to which pupils make effective use of personal study time in order to further their academic progress is variable.
21. Teachers have appropriate subject knowledge, and teaching throughout the school utilises classroom and online resources to support pupils' learning, although not always effectively across all subjects. The positive working relationship between staff and pupils leads to behaviour that is conducive to a positive working environment.
22. Leaders with responsibility for the progress of pupils who have SEND provide appropriate advice and guidance for teachers around strategies that can be used to support them, for example by providing visual resources and reducing the volume of text.
23. Leaders have a clear understanding of current areas of weakness in both the curriculum and teaching and are beginning to put measures into place. Many of these initiatives are relatively new and have yet to lead to the intended outcomes in pupils' progress. Throughout the school, teachers use their assessment of pupils' progress to inform teaching, but target setting could be more ambitious.
24. Leaders supplement the curriculum with a broad range of trips, visits and enrichment opportunities. Trips in the primary school connect with the cross-curricular activity programme and wider

curriculum. Secondary and sixth-form visits support subjects including geography, history and science, as well as focusing on future business and careers opportunities.

25. Pupils' access to recreational activity is supported through the regular use of local off-site sports facilities, including grass pitches, a full-size astroturf pitch and an athletics stadium. This extends the range of physical activities available to pupils beyond the physical education (PE) curriculum. Enrichment activities in the secondary school also include activities such as drawing, sewing and debating. Leaders provide primary pupils with regular enrichment opportunities at break and lunchtime. This includes team sports such as football, hockey and Danish longball.

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

26. The curriculum is not effectively implemented so that all pupils make progress.
27. Teaching does not enable all pupils to make good progress, increase their understanding and develop their skills.
- 28. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

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

29. Leaders promote pupils' physical and emotional wellbeing through clear routines, positive relationships and a wide range of curricular and extra-curricular activities. This is incorporated into personal, social, health and economic education (PSHE), which also includes the statutory content in relationships and sex education (RSE), PE lessons, assemblies and personal pastoral support. Younger pupils identify teachers, 'worry boxes' and the online 'bully button' as routes for raising concerns, should they have any, while older pupils can identify staff who can support their emotional wellbeing.
30. As a result of the encouragement of leaders and staff, pupils display high levels of self-confidence throughout the school. They are able to talk assuredly about their work and how to improve it, and can also discuss their ideas about school life and their future aspirations with adults.
31. Leaders encourage the development of pupils' spiritual knowledge by promoting the school's Christian ethos and through teaching in a variety of subjects, including art, design and technology, and environmental topics in geography.
32. The PSHE programme contributes directly to pupils' emotional wellbeing and includes topics on, for example, self-esteem and body image. Pupils respectfully explore ideas about emotions and self-worth in a calm environment. RSE content is age-appropriate, taught effectively by staff and includes all statutory content, such as healthy relationships, boundaries and consent.
33. Assemblies and form time supplement the taught content of the PSHE curriculum in supporting pupils' emotional and moral development through the exploration of relevant topics. For example, a primary assembly about glasses supported by artificial intelligence (AI) for people with dementia helps pupils to think sensitively about disability, independence and respect. In form time, pupils ask thoughtful questions and can link topics to their own experiences of difference in the wider world.
34. Physical wellbeing is promoted through PE lessons, breaktime activities and occasional off-site sports provision. In PE lessons, pupils develop physical skills, teamwork and confidence through a variety of activities such as volleyball and table tennis. At lunchtime, pupils use outdoor spaces for football, cricket, catching games and informal play, while others access quieter social spaces or participate in indoor activities.
35. Leaders' management of pupils' behaviour generally leads to a calm and positive environment, and pupils recognise the school's expectations. Systems to manage behaviour are restorative, reflective and linked to the school's values of care and compassion. Measures to prevent bullying, although not explicitly detailed in policies, are implemented effectively. Minor instances of bullying are identified, reported and dealt with quickly by staff to ensure that issues do not escalate.
36. The admission register is kept in line with statutory requirements. Some codes used in attendance registers for authorised absence did not match those stated in statutory guidance, but this was rectified during the inspection.
37. Procedures for ensuring pupils' health and safety are robust. Fire prevention is well managed, and maintenance is carried out effectively so that premises and accommodation are appropriate for all

activities. Electrical, gas and water safety are managed appropriately. Suitable drinking water is readily available for all pupils. Leaders provide timely and suitable first aid at the point of need, and staff supervision helps pupils to feel safe.

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

38. All the relevant Standards are met.

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

39. Pupils demonstrate positive social development through co-operative play, conversation and respectful interactions. The range of informal and structured activities, including clubs and weekly curriculum enrichment, supports pupils' confidence, collaboration and ability to engage socially.
40. The school's approach to behaviour management supports pupils' social development by encouraging them to reflect on their actions, understand the impact of their behaviour and repair relationships where appropriate. The use of restorative conversations and opportunities to listen to each other's views helps pupils to develop responsibility and consideration for others.
41. The citizenship curriculum, which leads to a national examination, ensures that pupils gain an understanding of, and respect for, the law in England. This includes an understanding of the role of public institutions and services. Teaching instils a sense of tolerance for others, in line with the school's ethos and values. Activities such as the school council and extra-curricular debating assist pupils in understanding the meaning of democracy.
42. In the junior school, a regular timetabled 'cross-curricular activity' session supports pupils' wider social and cultural understanding through the exploration of other cultures, for example, through cuisine and healthy diets. Across the whole school, culture days, historical visits and cross-curricular trips help broaden pupils' awareness of different cultures, periods of history and communities.
43. Careers education is embedded throughout the school and includes business breakfasts, careers days and mock interviews. Pupils who have SEND have individualised support to ensure their needs are met as they prepare for the world of work. The use of an online careers platform enables pupils to explore a variety of options and understand the availability of employment opportunities and further professional study. In Year 12 PSHE, pupils are taught about preparing mentally and emotionally for the world of work.
44. Understanding money and its value is part of the PSHE curriculum. Pupils learn about personal and business finance before they leave the school. Leaders integrate aspects of economic education into a range of different areas of the curriculum, and content develops in complexity over time, from simple money management to mortgages and debt management. Leaders use the citizenship curriculum as a vehicle for pupils to learn about British values, including democracy. Pupils develop a secure understanding of the concept of democracy and what it means within school and in wider society.
45. Leaders provide opportunities for pupils to engage with the local and wider community through active citizenship projects and various charity work ventures, helping to develop pupils' understanding of other people's experiences in wider society. The school's values are clearly evident in pupils' interactions with each other and in their participation in community projects. Respect for diversity and inclusion is reinforced by adults.
46. Leadership roles for pupils are given high status within the school. Older pupils mentor younger ones in many areas of school life. The most senior pupil leaders brief school leaders and governors on how their areas of responsibility could be improved to benefit all pupils.

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

47. All the relevant Standards are met.

Safeguarding

48. Leaders implement a proactive safeguarding culture, and oversight of safeguarding by the proprietor is comprehensive and effective. Campus administrators and the senior leadership team are trained effectively in all aspects of safeguarding, including the safer recruitment of staff, and oversee a regular programme of appropriate staff training.
49. Staff know and understand reporting procedures and use the school's systems to inform the safeguarding team promptly of any concerns. Staff receive and welcome regular updates on safeguarding themes that reflect national and local contextual risks to pupils. These include updates from national child protection charities and the use of scenario-based training. Staff understand statutory guidance on recognising low-level concerns and how to report these appropriately, and leaders consult with the local authority when necessary.
50. Leaders with safeguarding responsibilities ensure that safeguarding records are detailed, accurate and securely stored. These records are monitored for links with behavioural issues, and patterns are identified. Leaders follow statutory guidance to report pupils' absence to the local authority in order to facilitate timely collaboration. They consult with outside agencies effectively to support pupils, when necessary.
51. Suitable measures are in place to reduce the risk to pupils of radicalisation. These measures are constantly reviewed in line with local and national trends.
52. Robust internet filtering and monitoring is in place, and leaders ensure that filtering arrangements are tested regularly. Online safety is addressed through PSHE, assemblies, workshops and anti-bullying initiatives. Younger pupils follow a taught digital citizenship programme. The PSHE programme includes many aspects of personal safety for pupils and their understanding in these areas is checked to ensure that they know how to keep themselves safe.
53. Leaders ensure that all required recruitment checks are completed for all adults in line with statutory requirements and that the single central record (SCR) of these checks is detailed and accurate.

The extent to which the school meets Standards relating to safeguarding

54. All the relevant Standards are met.

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR ¹ Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

Section 2: Quality of education, training and recreation

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 1, paragraph 2(1)	The standard in this paragraph is met if –
2(1)(a)	the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
ISSR Part 1, paragraph 2(2)	For the purposes of paragraph (2)(1)(a), the matters are –
2(2)(h)	that all pupils have the opportunity to learn and make progress.
ISSR Part 1, paragraph 3	The standard in this paragraph is met if the proprietor ensures that the teaching at the school –
3(a)	enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skill in the subjects taught.

¹ The Education (Independent School Standards) Regulations 2014 ('ISSR')

School details

School	OneSchool Global UK Ridgeway Campus
Department for Education number	813/6007
Registered charity number	1181301
Address	OneSchool Global UK Ridgeway Campus Ridge way Kingsway Scunthorpe Lincolnshire DN17 1BS
Phone number	03300 552611
Email address	ridgeway@uk.onschoolglobal.com
Website	www.onschoolglobal.com/campus/united-kingdom/ridgeway
Proprietor	OneSchool Global UK
Chair	Mr Warren Burgess
Headteacher	Mr James Harrison
Age range	7 to 18
Number of pupils	179
Date of previous inspection	7 to 8 June 2023

Information about the school

55. OneSchool Global (OSG) UK Ridgeway is an independent co-educational day school located in Scunthorpe, North Lincolnshire. In January 2020, Ridgeway became part of OSG UK with a central board of trustees and local-level governors who report to the national board for OSG UK. Since the previous inspection, a new headteacher was appointed in July 2023.
56. The school has identified 17 pupils as having special educational needs and/or disabilities. There are five pupils in the school who have an education, health and care plan.
57. No pupils in the school have been identified as speaking English as an additional language.
58. The school states its aim is to be committed to a culture where students are encouraged to develop their full potential and acquire the discipline of 'learning how to learn' while upholding Christian teachings and beliefs.

Inspection details

Inspection dates

28 to 30 April 2026

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

60. 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 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.

61. 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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