ISI Independent Schools Inspectorate

School inspection report

30 January to 1 February 2024

OneSchool Global UK, Kenley Campus

Victor Beamish Avenue

Caterham

Surrey

CR3 5FX

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. School governors and leaders of OneSchool Global UK (OSG) Kenley campus know and understand their responsibilities to ensure the safety and wellbeing of pupils. They actively promote a school culture of respect, personal responsibility and commitment, based on OSG's philosophy and the beliefs of the Plymouth Brethren Christian Church (PBCC). As a result, pupils feel safe and secure as the values and expectations of both school and home are closely aligned.

2. In a few instances, such as in the administration of medicines and in dealing with the impact of bullying behaviour, leaders have failed to ensure that their oversight has been sufficiently stringent. School leaders understand the requirements of the policies and are taking steps to ensure that practice is consistently aligned with them.

3. Pupils have a broad and balanced educational experience. The curriculum covers all the required areas of learning. At present, there are no extra-curricular clubs, limiting pupils' recreational opportunities.

4. Personal learning plans and extra support are provided for pupils who have a special educational need or disability (SEND) or an education, health and care plan (EHCP), and the curriculum is adapted as necessary to meet their needs.

5. School leaders have a clear educational vision and approach to teaching, using technology to draw on OSG resources beyond the school campus. Governors' investment in the premises has resulted in a physical environment which encourages pupils to work responsibly in comfortable learning hubs and in individual booths. Governors recognise that there are limited facilities on site for art and design and technology (DT) and for physical education (PE). Leaders take suitable steps to ameliorate the situation, for example by hiring off-site facilities for PE. Governors have finalised plans for the improvement of facilities on site for pupils' physical and creative education.

6. Teaching ensures that pupils make good progress overall. Pupils' progress is checked by regular tests and assessments. Results of these tests are used effectively to support lesson planning in the primary section, but less effectively in the senior section. As a result, some pupils are not being challenged to achieve their full potential.

7. Pupils fully understand the school's behavioural expectations and act accordingly. Any misbehaviour is managed appropriately. School leaders ensure that pupils know that bullying in any form is unacceptable. The culture of the school is one of kindness, respect and tolerance. Bullying incidents are rare and are usually managed swiftly by restorative conversations. In a very few instances, this has not been fully effective in remedying the situation.

8. Governors and leaders have a clear grasp of risk and take appropriate action, including minimising the risks presented by fire. Premises and accommodation are well maintained, and the site is secure. First-aid provision is appropriate, although the school has not followed its policy in the administration of household medications, with potential for risk to pupils.

9. There is a well-structured programme for personal, social, health and economic education (PSHE) and also citizenship lessons, so that pupils develop a clear understanding of the legal and political structures in the UK. They have well-developed financial awareness and understanding of business structures. Leaders have created a relationships and sex education (RSE) programme which meets

legal requirements while respecting the values of the church. These programmes together prepare pupils well for life in modern Britain.

10. Careers guidance is provided in a bespoke programme from OSG which gives pupils comprehensive information on employment opportunities within the Plymouth Brethren community. Pupils are also guided to on-line resources which provide them with information on other career paths and university courses. On leaving school, sixth-form pupils all move into full-time employment.

11. Governors and leaders fully understand the importance of implementing safeguarding procedures correctly and in line with the school's appropriate policy. Staff are well trained, and reporting procedures are followed carefully. Governors have extended safeguarding training to include pupils' families and take steps to ensure that families understand their responsibilities to report concerns to the school or authorities as appropriate.

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 met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not 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 those with leadership and management responsibilities:
  - demonstrate good skills and knowledge appropriate to their role
  - fulfil their responsibilities effectively so that the independent school standards are met consistently, and
  - actively promote the wellbeing of pupils
- Leaders must ensure that the policy on the administration of household medicines is followed consistently.
- Leaders must ensure that there is regular and rigorous monitoring to check that staff fully understand and are implementing policies correctly.

Recommended next steps

Leaders should ensure:

- teaching consistently challenges pupils to meet their full potential by making more effective use of the data collected on pupils' attainment
- implement an extra-curricular programme of activities within the school, taking account of pupils' suggestions
- minimise the possibility of repeated unacceptable behaviour by making more effective use of the range of sanctions within the anti-bullying policy.

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Section 1: Leadership and management, and governance

12. The organisational structure of OSG, with governance at local, regional and national levels, ensures that oversight of the school is managed by knowledgeable and well-trained leaders. Suitable policies are created at national level and are common to all OSGUK schools, which ensures consistent expectations of pupils and staff across the campuses. Local governors work closely with the school's leaders, meeting weekly to provide support and challenge. Leaders at all levels actively promote pupils' safety and wellbeing by creating a secure, supportive environment. Pastoral support includes regular surveys on pupils' happiness and satisfaction with school life so that leaders are kept attuned to the needs and views of pupils when making decisions.

13. Governors and trustees have an educational philosophy and vision for the future of its pupils which is clearly articulated on the school's website. This philosophy and its values underpin all the school's strategic decision-making and its everyday practice. Governors have invested in resources and well-planned facilities suitable for pupils to learn, whether the lesson is being taught via an internet link with a teacher in another campus or in a conventional classroom. Leaders' review of facilities identified issues with provision for PE and creative subjects. Following this, governors have submitted planning applications for the development of the campus, with the aim of improving provision for the pupils' creative opportunities and their physical education.

14. Pupils' progress is regularly assessed by standardised tests, and leaders carefully scrutinise the data collected to review their success in meeting the school's aim of enabling pupils to develop the skills they need for the future. In the primary sector, this information is used effectively; for example, an identified weakness in writing skills resulted in a changed approach and improved progress. In the senior school, data has been useful to some extent, such as in identifying differences between the progress of male and female pupils, but has not led to specific strategies to address the issues.

15. Governors and leaders understand their responsibility for ensuring that policies are correctly implemented and, in most cases, are effective in monitoring their effectiveness. In a few instances, however, governors and leaders have failed in their duty to be sufficiently stringent. The policy for the administration of household medicines and the policy for the prevention of bullying have not always been followed closely. School leaders have not always assessed the full effectiveness of their actions in the latter case.

16. School leaders at all levels are alert to the management of risk and take appropriate actions. For example, security measures throughout the school are rigorous. An awareness of the potential risks to primary pupils who have a specific SEND has resulted in the creation of a quiet sensory room, supporting their mental health needs sensitively.

17. All required information is available to parents on the school's website, including a suitable complaints policy. The school manages any complaint effectively at an informal level in line with the policy so that matters do not escalate. Parents are provided with regular and helpful reports on their children's progress.

18. Appropriate safeguarding procedures are in place and are understood by staff and pupils. As a result, pupils trust their teachers and feel safe within the school. Any matters arising are managed in line with the policy and suitable contact is made with other agencies as needed.

19. Governors and leaders understand the necessity of meeting the independent school Standards while remaining respectful of the beliefs and values of the school's ethos. The PSHE programme emphasises that males and females are of equal dignity and are equally worthy of respect. Leaders provide equality of opportunity for all pupils and ensure that they fully understand the importance of respecting the needs and lifestyle choices of others. There is a suitable accessibility plan, and appropriate measures are taken to meet the specific needs of pupils who have SEND or an EHC plan.

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

20. The Standard relating to leadership, management and governance is not met, because the Standard relating to first aid provision is not met.

21. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.

Section 2: Quality of education, training and recreation

22. The school's curriculum is broad and balanced. Leaders' educational philosophy and the school's technological links with other campuses in the OSG group enable the school to offer a suitable range of academic and vocational subjects, meeting the needs of all pupils. Senior pupils are taught in virtual as well as in on-site classrooms. The curriculum is sensitively adapted for pupils who have SEND to meet their specific needs, for example by creating individualised timetables. Some extra-curricular activities are provided by occasional virtual concerts, competitions or debates with other OSG schools. There is, however, no programme of extra-curricular activities on campus to give the pupils opportunities beyond the taught timetable to explore their personal interests or talents. The new pupil leadership team has been tasked by the governors with making proposals based on pupils' wishes. There are some suggestions, but these have yet to be implemented.

23. Overall, pupils make good progress. Teachers provide clear feedback on pupils' work, identifying areas of success and what pupils need to do next. This helps pupils to feel confident in improving their work. Pupils who have SEND are identified early, and the needs of pupils who have an EHC plan are carefully met. Support plans are created for pupils with such needs that enable them to achieve in line with their ability. These plans include support from specialists, such as coaches or speech and language therapists.

24. Pupils' progress and their understanding of topics are regularly assessed by standardised tests. In the primary years, the information gathered by these tests is used effectively to support teachers' planning so that lessons are planned appropriately. In the senior section, pupils use the resources well in their self-directed learning to further their understanding. They are supported during online lessons and study time by staff who act as mentors. They provide extra help as requested as well as ensure that pupils engage correctly with lessons being taught remotely.

25. Teachers in the senior school do not always use the data from tests effectively to identify and address pupils' underperformance at an early stage. On occasion, teaching does not ensure that lessons and tasks provide appropriate challenge so that all pupils are actively engaged. As a result, pupils' progress is inconsistent across subjects and between genders. Analysis of GCSE results over time shows an overall improvement in the numbers of pupils achieving at least five GCSEs, including English and mathematics. Results for sixth-form leavers show a pattern of underachievement in relation to target grades identified; results for technical examinations are better than those for academic subjects. Leaders have identified this and the need for closer monitoring of sixth-form pupils' progress.

26. Pupils have well-developed numerical skills and understanding of scientific concepts. They read and write confidently; they are articulate and confident in conversation, explaining their reasoning clearly. Their creativity is evident in their art and their design and technology projects. The school's commitment to virtual teaching and sharing educational resources across schools means that all pupils, including those in the primary section, are notably at ease in using information and communication technology (ICT) in their learning.

27. All senior pupils have regular study periods and are expected to book a specified number of personal tutorial sessions within these study periods to support their learning and progress. The school's centralised analysis of tutorial attendance shows that a majority of pupils are not booking the required number. Leaders have not been proactive in insisting on attendance at tutorials, or

encouraging pupils' awareness that these are necessary if they are to reach their full potential. When working independently and doing individual research, pupils are well focused, using ICT adeptly and using time well. The low take-up of tutorials, however, suggests that leaders at all levels are not successful in creating a culture in which pupils aspire to meet their full potential.

28. Leaders have a specific academic methodology, which is understood by the pupils. Pupils confidently use the language of learning, of navigating and exploring topics in study time as well as in taught lessons. Teaching on site is combined with remote lessons taught by 'subject experts' from different campuses; these also support staff on site in planning and teaching. This ensures that most lessons are taught with confidence and use the time well, especially when the teacher is a subject specialist. Pupils' work shows that they develop appropriate subject knowledge and skills across the curriculum. The school sets citizenship as a core subject so that, from an early age, pupils are alerted to the importance of core British values.

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

29. All the relevant Standards are met.

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

30. The clear aims and ethos of the OSG group underpin all the school's activities. School leaders actively promote a curriculum that meets the Standards while respecting the values of the PBCC. The PSHE programme teaches pupils to understand the importance of recognising the legal rights of those who do not share the community's beliefs, for example with regard to sexual orientation. Pupils understand the concept of equal rights and are firm in stating that it is unacceptable to discriminate against anyone on the grounds of ability, race, religion or gender. They are notably sensitive to and tolerant of the needs of fellow pupils who have a disability or a specific learning need. They are usually kind in their dealings with each other and are swift to step in to help should there be an issue.

31. Pupils have a firm grasp of the importance of a spiritual dimension to life. Their moral values are based on Christian teachings on integrity and respect for all. The school culture reflects the mutual support within a close community which is core to the PBCC. Relationships amongst pupils and between staff and pupils are warm, respectful and trusting. Pupils have a clear sense of their worth as individuals. They are self-confident, self-assured and happy to take initiative. For example, a pupil-led informal choir of younger senior school pupils gave an impromptu short concert in a senior school assembly.

32. Pupils know the importance of a healthy lifestyle in maintaining their physical and mental health. The school uses off-site facilities for the pupils' regular physical education (PE) sessions. While these are taught separately for male and female pupils, both genders have equal provision. Pupils take part in sports days competing virtually with other OSG schools to see which campus achieves the best results and times. School leaders are alert to any emerging issues of anxiety or unhappiness amongst pupils. They encourage pupils to be alert to their mental health, and pupils regularly complete wellbeing surveys. The results of these are discussed by school leaders who consider if any specific actions are needed as a result. The pupils are confident to seek help from their teachers or governors.

33. There is a comprehensive RSE programme, used in all OSGUK schools and taught in age-appropriate lessons. This enables pupils to have a clear understanding of the importance of self-respect and of forming healthy relationships from an early age. Teaching resources respect the modesty expected of pupils in the PBCC while ensuring that they are given the language and knowledge necessary to understand the processes of puberty, physical development and human reproduction. For senior pupils, the RSE course includes information on aspects such as pregnancy, contraception and sexually transmitted infections. These elements are covered either in specific RSE units or in science lessons. Teaching ensures pupils understand the difference between healthy and unhealthy relationships. They know to report any interactions that are inappropriate or make them feel uncomfortable. The programme encourages pupils to be true to their core values and to make wise decisions about matters affecting their physical and mental wellbeing.

34. Leaders' behavioural expectations are clear and are reflected in displays around the school of the desired characteristics of OSG pupils. These are well understood and respected by pupils. Incidents of misbehaviour are few and are managed well. Pupils' behaviour is sensible and responsible, with a good awareness of others' needs.

35. The school has an appropriate policy to prevent bullying. Pupils are clear about what constitutes bullying and that it is never acceptable. Incidents of bullying are rare. Leaders manage the few incidents of bullying by investigating and acting with sensitivity to all involved. They use restorative conversations or discussions, usually managing the situation effectively without any further sanction. However, there have been isolated instances when leaders have considered the matter closed but the bullying behaviour has continued. Leaders have not used the policy effectively or employed the more robust sanctions available to remedy the situation.

36. The health and safety of the pupils is promoted through the careful implementation of appropriate policies. All required checks are carried out regularly. Fire prevention measures are appropriate, and fire evacuation drills are carried out as required. Access to the site is tightly controlled and pupils are supervised at all times, ensuring their safety. The premises and accommodation are well maintained. Staff are trained appropriately in first-aid measures. The needs of pupils with chronic conditions are properly managed, and treatment is recorded correctly.

37. The school has not followed its policy on the storage, administration and recording of prescription or household medication for short-term conditions. Staff in the senior school are unsure whether the policy says that no such medicines can be given by staff, or whether it is given and recorded in pupils' planners. This means it is impossible for them to be sure if, or in what dosage, such medication has been given.

38. Admission and attendance records are correctly maintained. Attendance records are closely monitored with regular reports on emerging trends to the senior leaders. Any concerns are swiftly followed up in communication with parents.

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

39. Leaders have not ensured that staff have a clear understanding of the policy for the administration of household medicines.

40. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.

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

41. Pupils fully understand the importance of respect and tolerance of others' cultures and beliefs, and have an understanding of the tenets of other faiths and their religious observances. Pupils are carefully educated on matters of law and the importance of personal liberty within a democratic society. They have a secure understanding of the political and legal institutions in modern Britain.

42. The PSHE programme has units on business and finance. Pupils confidently show a firm understanding of these matters, many seeing skills in these areas as crucial to their futures. Pupils have a robust understanding of their responsibilities as members of society, honed by the inclusion of citizenship as a core subject. They understand the importance of voting in elections and the role of Parliament. The school curriculum includes a number of vocational subjects, such as chef skills and digital and creative media. Pupils are effectively prepared for their futures, learning the skills needed in employment to become responsible, productive and contributing members of society.

43. The school's careers guidance is provided by OSG via a bespoke programme which is largely directed to opportunities within the businesses run by members of the PBCC. Such opportunities are varied and extensive and are equally available to male and female pupils. Community business owners attend the school's careers fair to enhance pupils' understanding of the opportunities they can offer. There are no constraints or specific expectations imposed on pupils about which employment opportunity to take up within the community. All pupils in Year 12 complete a 'careers fundamentals' course provided by OSG with theoretical and practical elements on topics such as professional conduct in a business environment, financial life skills and project management. The school gives pupils access to an online careers platform, which helps pupils reflect on their personal aptitudes and includes links to information on universities and other suitable careers. On leaving school, all pupils go into immediate employment in a community business; many choose to continue their education through courses made accessible by their employers.

44. Leaders ensure that pupils understand the importance of accepting personal responsibility for their behaviour and of acting with integrity. Pupils are well versed in distinguishing right from wrong. They contribute to their school community, expressing their opinions in frequent wellbeing surveys. They are keen to take responsibility within school by being involved in the school council or sharing their digital skills to help make videos of their creative work. The pupil leadership team provides a link between senior leaders and pupils, making requests on behalf of pupils to which the school has been responsive, for example providing extra learning booths for the pupils in the primary section.

45. Pupils' understanding of their responsibilities to the wider community and the less fortunate has resulted in them initiating fundraising activities. Charities supported have included hospitals, local food banks and organisations seeking to relieve humanitarian crises.

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

46. All the relevant Standards are met.

Safeguarding

47. Governors and school leaders fully understand and accept their responsibilities to safeguard and promote the welfare of pupils. They take a stringent approach to safeguarding, conscious that no institution is immune from the possibility of issues arising. Governors have ensured that suitable policies are in place and are carefully implemented. They understand the particular importance of maintaining tight internet controls and rigorous filtering of internet usage, given that the school's approach requires pupils to spend considerable time working online either in lessons or in independent study. Pupils are well educated on how to protect themselves online. Any attempt at inappropriate use, either in school or remotely is quickly detected, recorded, acted upon and parents are notified.

48. Governors and staff with specific responsibility for safeguarding are trained by the local authority. In the course of recent years, governors have extended safeguarding training to all families within the school, visiting families to ensure that they attend and understand the training. Governors and leaders make sure that all members of the school community understand their responsibility to report any concerns so that they can be managed correctly and in line with the policy.

49. All staff are well trained in safeguarding when they join the school and at regular intervals thereafter. Staff are clear on their responsibility to be alert to indications of concern. They know that concerns for confidentiality cannot take priority over the duty to report any concerns of safeguarding matters, including child-on-child abuse. Records show that, when issues have been reported, they have been appropriately managed by the school and contact has been made with local agencies as necessary. Records are kept carefully and reviewed regularly by governors in weekly safeguarding meetings. Staff are trained in their responsibilities to be alert to the possibility of extremist views and to report these.

50. Pupils know which staff members have specific safeguarding responsibilities and are also confident that they can go to any member of staff if they have worries. They know they can also access the local or regional safeguarding governors should they so wish. They can also report concerns anonymously via a red button on the school's intranet or on its weekly newsletters. They trust their teachers and feel safe, secure and well cared for by the school.

51. Leaders are thorough in ensuring that all required checks are carried out before staff are appointed. All governors, trustees and volunteers are also subject to appropriate checking. Checks are correctly recorded on a suitable central record.

The extent to which the school meets Standards relating to safeguarding

52. All the relevant Standards are met.

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The relevant Standards are not met.

Paragraph number	Standard
ISSR 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 –
paragraph 34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
paragraph 34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
paragraph 34(1)(c)	actively promote the well-being of pupils.

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

The relevant Standards are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 13	The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.

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School details

School	OneSchool Global, Kenley Campus
Department for Education number	936/6073
Registered charity number	1181301
Address	OneSchool Global, Kenley Campus Victor Beamish Avenue Caterham Surrey CR3 5FX]
Phone number	01883 338634
Email address	Kenley@uk.oneschoolglobal.com
Website	www.oneschoolglobal.com/campus/united-kingdom/kenley
Proprietor	OneSchool Global UK
Chair	Mr Giles Harwood
Headteacher	Mrs Kate Levett
Age range	7 to 18
Number of pupils	107
Date of previous inspection	16 to 17 October 2019

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Information about the school

53. OneSchool Global, Kenley Campus is a co-educational independent day school catering for pupils aged 7 to 18. 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. OSG provides most policies and services for the schools. It also provides a centralised curriculum and timetable. Local and regional governors provide oversight of the school. The principal has been in post since June 2023.

54. The school has identified 22 pupils as having special educational needs and/or disabilities (SEND). Two pupils in the school have an education, health and care (EHC) plan.

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

56. The school states its aims are based on the Plymouth Brethren's faith and the values of Christian scriptures. It uses its global connectivity to encourage in pupils the ability to be self-directed learners who develop the skills to be successful in their future lives. Its core values are integrity, compassion, respect, responsibility and commitment.

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Inspection details

Inspection dates	30 January to 1 February 2024

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
- discussions with the chair and other governors
- discussions with the head, school leaders and other members of staff
- discussions with pupils
- 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.
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- For more information, please visit **www.isi.net**.

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