Regulatory Compliance Inspection Report

OneSchool Global UK, Kenley Campus

October 2019



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School's Details

School	OneSchool Global, Kenley Campus			
DfE number	319/6073			
Registered charity number	1067582			
Address	OneSchool Global, Kenley Campus Victor Beamish Avenue Kenley Surrey CR3 5FX			
Telephone number	01483 772525			
Email address	carshalton.secondary@focus-school.com			
Head Teacher	Mr Melvin George			
Proprietor	The Oakhill Education Trust			
Age range	7 to 18			
Number of pupils on roll	161			
	Juniors	39	**Seniors**	76
	Sixth Form	46		
Inspection dates	16 to 17 October 2019			

1. Background Information

About the school

1.1 OneSchool Global Kenley Campus is an independent day school for pupils aged between 7 and 18 years. It is registered as an independent charity, being a school with a special religious character, and serves families of the Plymouth Brethren Christian Church. The proprietor is The Oakhill Education Trust, whose board of trustees form the governing body. It is affiliated to the OneSchool Global Group, who provide some centralised services and a common curriculum for the trust's 23 schools in the UK. A regional principal supports the trustees in overseeing the running of the school. The Senior (Kenley) Campus opened in September 2015 after merging with the sites in Carshalton and Pulborough, West Sussex. The primary pupils moved to the Kenley site in September 2019. The current headteacher was appointed in January 2019.

1.2 Previously inspected in October 2016 by the School Inspection Service (SIS), this is the school's first inspection by ISI.

What the school seeks to do

1.3 The school's trustees subscribe to a Christian ethos to support parents seeking an education based on scriptural values and Christian beliefs. The over-arching aim is to be part of a global education ecosystem that develops life-ready students who learn how to learn.

About the pupils

1.4 Pupils come from Plymouth Brethren communities, both locally and further afield. Data provided by the school indicate that the ability of pupils is broadly average, with the sixth form being below average for those taking the same tests nationally. Two pupils have an educational health care plan (EHC) and 65 had been identified as having special educational needs and/or disabilities. No pupils have English as an additional language. Data used by the school have identified 21 pupils as being the more able in the school's population and the curriculum is modified for them, and for 24 other pupils because of their special talents in sport, music and the arts.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: The Education (Independent School Standards) Regulations 2014.

Key findings

2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

2.2 In the junior school, the school measures attainment using National Curriculum tests. In the years 2016 to 2018, the results were above the national average for maintained schools.

2.3 At GCSE in the year 2017 performance was in line with the national average for maintained schools. In 2018 it was below average. Data available for 2019 indicates that performance is above the national average for maintained schools.

2.4 In the sixth form, A-level results in the years 2017-2018 have been below the national average for sixth formers in maintained schools. Data for 2019 indicates that results are above the national average for maintained schools.

2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.

2.6 The standards relating to the quality of education [paragraphs 1–4] are met.

PART 2 – Spiritual, moral, social and cultural development of pupils

2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

PART 3 – Welfare, health and safety of pupils

2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.

PART 4 – Suitability of staff, supply staff, and proprietors

2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.

2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

PART 5 – Premises of and accommodation at schools

2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.15 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. This also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.16 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.18 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.20 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Inspection Evidence

3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and a group of governors and attended form meetings. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Sara Wiggins	Reporting inspector
Mrs Christine Rees	Compliance team inspector (Former head, HMC school)