



**ISI** Independent  
Schools  
Inspectorate

**Regulatory Compliance Inspection Report**

**OneSchool Global UK - Nottingham Campus**

**June 2019**



## Contents

<b>1. Background Information</b>	<b>4</b>
<b>About the school</b>	<b>4</b>
<b>What the school seeks to do</b>	<b>4</b>
<b>About the pupils</b>	<b>4</b>
<b>2. Regulatory Compliance Inspection</b>	<b>5</b>
<b>Preface</b>	<b>5</b>
<b>Key findings</b>	<b>6</b>
<b>PART 1 – Quality of education provided</b>	<b>6</b>
<b>PART 2 – Spiritual, moral, social and cultural development of pupils</b>	<b>6</b>
<b>PART 3 – Welfare, health and safety of pupils</b>	<b>6</b>
<b>PART 4 – Suitability of staff, supply staff, and proprietors</b>	<b>7</b>
<b>PART 5 – Premises of and accommodation at schools</b>	<b>7</b>
<b>PART 6 – Provision of information</b>	<b>7</b>
<b>PART 7 – Manner in which complaints are handled</b>	<b>7</b>
<b>PART 8 – Quality of leadership in and management of schools</b>	<b>7</b>
<b>3. Inspection Evidence</b>	<b>9</b>

### School's Details

<b>School</b>	OneSchool Global UK - Nottingham Campus			
<b>DfE number</b>	830/6039			
<b>Registered charity number</b>	1181301			
<b>Address</b>	OneSchool Global UK - Nottingham Campus Wellington Street, Long Eaton Nottinghamshire NG10 4HR			
<b>Telephone number</b>	01159 733568			
<b>Email address</b>	carolinegray@focus-school.com			
<b>Headteacher</b>	Mrs Caroline Gray			
<b>Proprietor</b>	Trent Valley Educational Trust			
<b>Age range</b>	7 to 18			
<b>Number of pupils on roll</b>	101			
	<b>Boys</b>	48	<b>Girls</b>	53
	<b>Primary</b>	41	<b>Secondary</b>	60
<b>Inspection dates</b>	5 to 6 June 2019			

## **1. Background Information**

### **About the school**

- 1.1 OneSchool Global, Nottingham is an independent co-educational day school for pupils aged between 7 and 18 years. It is registered with the Department for Education as an independent charity, being a school with a religious character serving families of the Plymouth Brethren Christian Church. The school moved to its present site on the outskirts of Nottingham in 2009. The proprietors are the Trent Valley Education Trust, who are responsible for the governance of the school. The school is affiliated to OneSchool Global, which provides support and direction for the school's management and education.

### **What the school seeks to do**

- 1.2 The school aims to be a purposeful, caring and welcoming community where everyone works hard in a harmonious environment to achieve excellent standards of education. It endeavours to have a child-centred approach where self-directed learning is a key to lifelong learning. Furthermore it seeks to ensure that everyone should leave lessons feeling they have made significant progress in skills, knowledge and understanding. Smart dress, politeness and good manners are seen as important as positive attitudes and behaviour underpin the school's aims.

### **About the pupils**

- 1.3 Pupils come from a range of business backgrounds, mostly from white British families living in Nottinghamshire and surrounding counties. The school's own assessment indicates that the ability of pupils is above average. The school has identified one pupil as having special educational needs and/or disabilities (SEND). This pupil has an education, health and care (EHC) plan. There are no pupils for whom English is an additional language (EAL). The school has identified 12 pupils as being the most able in the school's population, and the curriculum is modified for them.

## 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 almost all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.

### **PART 1 – Quality of education provided**

- 2.2 The junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been well above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the year 2015 were in-line with, and in the years 2016 to 2017 below, the national average for sixth-form pupils in 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 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 Current arrangements to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance are not adequate because some staff who undertake roles as safeguarding leads are not suitably trained. The training that has been undertaken does not include local inter-agency working protocols.
- 2.11 The standards relating to welfare, health and safety in paragraphs 9 to 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 but those in paragraph 7 [safeguarding] are not met.**

### **Action point 1**

- **the school must ensure that all staff who are in lead safeguarding roles are suitably trained [Part 3, paragraph 7(a) and (b)].**

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

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

**2.13 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**

2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for their 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.

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

#### **PART 6 – Provision of information**

2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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. They also include 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.

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

#### **PART 7 – Manner in which complaints are handled**

2.18 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.

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

#### **PART 8 – Quality of leadership in and management of schools**

2.20 The proprietor does not ensure 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. Insufficient attention is given to the oversight of safeguarding training to ensure that all staff with leading safeguarding roles are appropriately trained.

**2.21 The standard relating to leadership and management of the school in paragraph 34 are not met.**

## **Action point 2**

- **the school must ensure that school leaders and managers demonstrate good skills and knowledge and fulfil their responsibilities effectively so that other standards are consistently met and they actively promote the well-being of pupils [paragraph 34 (1)(a), (b) and (c)].**



### 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 trustees and attended form sessions. Inspectors visited the learning support and educational resource areas. 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

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Reporting inspector

Mrs Caroline Petryszak

Compliance team inspector (Interim headteacher, GSA school)