



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

OneSchool Global UK York Campus

May 2022

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School's Details

School	OneSchool Global UK York Campus		
DfE number	816/6012		
Registered charity number	1181301		
Address	OneSchool Global UK York Campus, Bishopthorpe Road, Bishopthorpe, York YO23 2QA		
Telephone number	01904 663300		
Email address	Claire.burke@uk.oneschoolglobal.com		
Headteacher	Mrs Sara Bentley		
Chair of governors	Mr Rick Evershed		
Age range	7 to 18		
Number of pupils on roll	139		
		Juniors	43
	Seniors	67	Sixth Form 29
Inspection dates	18 to 20 May 2022		

1. Background Information

About the school

- 1.1 OneSchool Global UK York Campus is an independent co-educational day school, which was founded in 2014 and until 2019 was known as Focus School York. The school is one of 23 schools owned and governed by OneSchool Global UK, which provides education for children of the Plymouth Brethren community. A local governing body assists in governance and is formed from a team of campus administrators, overseen by a representative of the proprietorial board of trustees. The school comprises junior and senior departments and a sixth form. The principal and deputy head were appointed in September 2021.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.3 The school aims to develop in pupils the understanding, skills, knowledge and attitudes that will enable them to fulfil their potential and contribute to society effectively. Pupils are encouraged to think and work independently, taking responsibility for their own actions, learning and progress. The school's ethos is underpinned by the teachings, beliefs and values of the Plymouth Brethren Christian church.

About the pupils

- 1.4 All pupils come from families within the Plymouth Brethren communities in Leeds, Harrogate, Middlesbrough and Newcastle-Upon-Tyne. In order to reduce travel time, pupils from Newcastle access their education remotely two days a week at the York (North) campus in Gateshead. Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly average, compared to those taking the same tests nationally.
- 1.5 The school has identified 11 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional specialist support in school. No pupils have been identified as having English as an additional language (EAL). More able pupils and those with particular gifts and talents are given opportunities to extend their learning through extensions to the curriculum and through accelerated learning.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Additionally, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are 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 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 standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#)

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 In the junior school, National Curriculum tests in the years 2018 to 2019 and the school's own data confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, the school's GCSE and A-level results in the years 2018 to 2021 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 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. A disability access plan is in place. The safeguarding policy and procedures are appropriate and staff are suitably trained.
- 2.10 In most respects, arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance. Although the school is taking appropriate action to address historic omissions in recruitment checks, procedures for checking the suitability of staff and those working in regulated activity are not sufficiently rigorous to ensure the safety and well-being of pupils. Procedures do not have due regard to the government's statutory guidance *Keeping Children Safe in Education*. At least two satisfactory references have not always been received for all staff before commencing work.
- 2.11 Where a criminal records check has not been obtained before a member of staff begins work, although a barred list check has been undertaken, a suitable risk assessment and consequent safeguards in the form of supervision have not always been undertaken effectively.
- 2.12 While the school takes an active approach to managing risk in most areas, the assessment of risk in this area and in relation to the vetting checks required for volunteers is not always suitable. Records of risk assessment in staff files which relate to recruiting volunteers are not sufficiently systematic to identify either risk or required safeguards.

- 2.13** The standards relating to welfare, health and safety in paragraphs 9-15, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but those in paragraphs 7 [safeguarding] and 16 [risk assessment] are not met.

Action point 1

The school must ensure that all relevant vetting checks are carried out on all staff and volunteers before commencement of employment; in particular with regard to obtaining at least two satisfactory references for all members of staff [paragraph 7(a) and (b)].

Action point 2

The school must ensure that where an individual is allowed to start work in a regulated activity before an enhanced criminal records check has been obtained, an appropriate risk assessment has been undertaken and suitable safeguards implemented, such as supervision [paragraph 7(a) and (b) and, for the same reason, paragraph 16(a) and (b)].

Action point 3

The school must ensure that it follows its own documented procedures systematically when risk assessing the vetting checks required for volunteers [paragraph 7(a) and (b) and, for the same reason, paragraph 16(a) and (b)]

Action point 4

The school must ensure that all staff records and files contain accurate information to evidence the required recruitment checks, in particular with regard to volunteers [paragraph 7(a) and (b)].

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

- 2.14 The school makes appropriate checks to ensure the suitability of supply staff and proprietors.
- 2.15 The school has not undertaken all required checks for every member of staff before commencement of employment. Checks of medical fitness have not been carried out in a timely manner.
- 2.16 A single central register (SCR) of appointments is kept as required.
- 2.17** The standards relating to the suitability of those in contact with pupils at the school in paragraphs 19-21 are met, but that in paragraph 18 [suitability of members of staff] is not met.

Action point 5

The school must ensure that all relevant checks on the suitability of staff and volunteers are completed before commencement of work, in particular those relating to checks of medical fitness [paragraph 18(3)]

PART 5 – Premises of and accommodation at schools

- 2.18 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.
- 2.19** The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.20 A range of information is 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. It 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.

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

PART 7 – Manner in which complaints are handled

2.22 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.

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

PART 8 – Quality of leadership in and management of schools

2.24 The proprietor has not ensured that leadership and management demonstrate sufficient skills and knowledge to ensure that all the standards are met and the well-being of pupils is actively promoted. In particular, they have not ensured that all requirements with regard to recruitment checks are met.

2.25 The standard relating to leadership and management of the school in paragraph 34 is not met.

Action point 7

The school must ensure that those with responsibility for leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that all of the standards are met consistently 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, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Valerie Dunsford MBE

Reporting inspector

Mr Devin Cassidy

Compliance team inspector (Head, HMC school)