

# OneSchool Global

Knockloughrim Campus, County Londonderry  
Newry Campus, County Down

DE Ref No IS89, IS88

## Report of a Re-registration Inspection Visit in January 2023



Providing Inspection services for:  
Department of Education  
Department for the Economy  
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## Context

OneSchool Global (OSG) was established by members of the Plymouth Brethren Christian Church, for students and families of the Church community. It is affiliated with the United Kingdom (UK) network of 23 OSG campuses and with a global network of more than 130 campuses.

OneSchool Global (OSG), Knockloughrim, is situated in a rural location and provides education for learners mainly from the Mallusk and Londonderry communities of the Plymouth Brethren Christian Church. The OSG Newry campus is situated just outside Newry and provides education for learners mainly from the Warrenpoint Plymouth Brethren community. The school offers provision for learners aged 7 to 18, from Year 4 to Year 14.

There are regular, ongoing links between the two local campuses, including online learning and teaching, as well as joint sporting and cultural events. Common timetabling across the UK OSG network and well established video-conferencing enables pupils to access lessons taken by subject specialists and interact with their peers in several other campuses. Governance of the Knockloughrim and Newry campuses is shared, with one lead campus administrator chairing weekly meetings of the management group which includes both campus principals and a district principal.

Additional accommodation includes specialist rooms, studios for online learning and a purpose-built learning centre to facilitate independent study, as well as indoor and outdoor sports facilities, opened at Knockloughrim in September 2020. Significant refurbishment work to the existing buildings at Newry was completed for the beginning of September 2022.

Enrolment has remained steady at Knockloughrim, while at Newry enrolment has declined due to fewer numbers within the Plymouth Brethren community living in that area. To support the social development of the learners in the small primary class, their peers from the Knockloughrim campus join their peers in Newry on one day per week for shared learning and teaching. There are no newcomer pupils in either campus.

OneSchool Global, Knockloughrim	2019/20	2020/21	2021/22	2022/23
Enrolment	74	68	73	80
No. of learners of primary school age	28	36	28	30
No. of learners of post-primary school age	46	32	45	50
No. (and %) of learners on SEN register	* (5.4%)	7 (10.3%)	7 (9.6%)	14(17.5%)
% Attendance for learners of primary school age	92.5	96.3	95.6	94.8
% Attendance for learners of post-primary school age	94.1	97.1	91.6	95.7

OneSchool Global, Newry	2019/20	2020/21	2021/22	2022/23
Enrolment	39	35	34	21
No. of learners of primary school age	13	9	11	*
No. of learners of post-primary school age	26	26	23	17
No. (and %) of learners on SEN register	* (5%)	* (6%)	0	0
% Attendance for learners of primary school age	92.5	99.1	96.4	97.4
% Attendance for learners of post-primary school age	93.8	98.7	89.6	96.8

Source: data as held by each campus.

\* Fewer than 5

## Focus of the Re-registration Inspection Visit

During the re-registration inspection visit, the inspectors focused on the extent to which the:

- school provides efficient and suitable instruction (referred to in this report as 'provision') that is matched to the age, gender and ability of the pupils;
- arrangements for child protection and safeguarding (including the vetting arrangements for staff) are appropriate, are in place and are being implemented;
- accommodation is suitable for a school and is appropriate for the age, gender and numbers of pupils attending the school;
- equipment and resources are sufficient, safe and appropriate, including those related to fire safety; and
- pupils get access to education on a full-time basis, with reference to pupil attendance.

It should be noted that independent schools are not obliged to follow the Northern Ireland Curriculum and may employ teachers who do not hold teaching qualifications recognised by the Department of Education. Further details of the nature of the curriculum offered and the teaching qualifications held by the staff are included in this report. Inspectors observed teaching and learning, scrutinised documentation and the pupils' written work and held discussions with the pupils while they were in their lessons, the teachers and staff with specific responsibilities.

## Outcomes for learners

The learners are mature, confident and articulate, both in class and when engaging with adult visitors. They take responsibility for their own learning and place a high value on their education: they work well independently and collaboratively. In discussions with inspectors, the senior learners spoke enthusiastically about their learning, particularly about how videoconferencing with peers in other campuses enabled them to develop team-working skills and how the learning centre enabled them to take responsibility for their own work. Inspectors also spoke with the Year 14 learners who talked very positively about the school's enabling ethos and the OSG careers advancement programme, both of which helped prepare them for adult life and to be effective contributors to the environment and economy.

The learners in the primary classes settle quickly and engage well in their lessons. They are responsive in discussion, answering with confidence. Across all key stages, the learners take great pride in their work and their written communication skills (including handwriting), in particular, are well developed. They respond readily in the engaging, age-appropriate learning activities, which they complete with evident enjoyment.

At the end of key stage (KS) 4, all of the pupils progress to post-16 study. Over the last three years, most attained five or more GCSE qualifications at grades A\* to C, including English and mathematics. Over the same period, all attained five or more GCSE qualifications at grades A\* to C. Post-16 learners take a blend of Cambridge International A levels; these qualifications are not recognised by the Department of Education for teaching in grant-aided schools. The post-16 curriculum offer is complemented by the Extended Project Qualifications at Level 2, the Certificate and Diploma in Financial Studies (London Institute of Banking and Finance) and the London Academy of Music and Dramatic Art (LAMDA) Certificate in Public Speaking. Year 14 learners complete their A level examinations by the middle of November, then participate in an OSG graduation programme to develop their employability skills and 'readiness for employment'. They go directly to employment in January. Once in employment, they can get access through the OSG 'post-graduate' (refers to graduation from the OSG school, following Year 14 study) programme to advice on taking additional tertiary-level qualifications, offered mainly through distance-learning, linked closely to the world of work: for example, marketing, accounts and finance, human resources and project management.

## Provision for learning

The school provides efficient and suitable instruction which meets the needs of all of the pupils.

Almost all of the staff across the two campuses hold teaching qualifications and most also have third-level qualifications in a range of subjects. All staff benefit from ongoing professional learning and have undertaken recent in-house training in, for example, identifying and addressing self-harm and dealing with anxiety. There is a UK-wide calendar of teacher professional learning organised through the OSG Teacher Academy, including opportunities for subject leaders to meet online their regional counterparts in other campuses and share good practice.

The pupils have access to full-time education, beginning at 9am and ending at 3pm on four days and at 2.10pm on one day. The pupils have ample opportunities to socialise and be socialised through the provision for learning. Pupil attendance is very good.

The curriculum is common to all OSG campuses across the UK. The primary curriculum includes English, 'general curriculum' (a combination of history, geography and science), personal and social health education, the arts and physical education. The curriculum at KS 3 and KS 4 relies mainly on subjects which comprise the English Baccalaureate: English, English literature, mathematics, sciences, a modern foreign language, history and geography. At KS 4, the learners may then choose additional subjects from a small range of options.

'Learning to learn' is an ongoing priority across the OSG network: learners are encouraged to take responsibility for their own learning, following a three-phase structure of assignment, lesson and study. At the heart of each campus is the shared open-plan learning centre which facilitates personal research and study, engagement in online lessons, collaborative work, tutorials and staff coaching. The infrastructure for information and communication technology is very well established: all of the learners have access to devices and complete almost all of their work online.

There is effective support for learners who require additional help in aspects of their learning. The recently appointed learning support co-ordinator monitors closely the learners' progress across both campuses, identifies their needs early and provides appropriate intervention. All of these learners have individual plans, which include practical strategies for both the learner and the teacher.

All of the small number of lessons observed at both campuses were effective and were characterised by positive working relationships which reflect the school's central value of mutual respect. Planning is clear and makes for very well-structured lessons. The lessons reflect well the school ethos that places self-directed learning and independence at the core of its work. The pupils take responsibility for accessing additional help through a one-to-one support system, so that gaps in learning and underachievement can be addressed promptly. In discussion with the inspectors, the learners expressed their appreciation of the teachers' oral and written comments which highlighted the strengths in their work and helped them make the necessary improvements.

## **Child Protection and Safeguarding**

Based on the evidence available at the time of the inspection visit, appropriate arrangements for child protection and the safeguarding of pupils are in place which aligns with guidance from the Department of Education. The principal and teachers who make up the safeguarding team access child protection training offered by the Education Authority: all relevant training is up to date. Refresher training for all staff is provided annually and evidence was provided by the school that Access NI vetting has been carried out for all members of staff. In discussions with the pupils across the key stages, all reported that they feel safe in the school and know what to do if they have any concerns about their safety or welfare; they value the culture of support, challenge and learning how to learn.

## Accommodation, equipment and resources, including health and safety

The accommodation is suitable for a school and is appropriate for the age, gender and numbers of pupils attending. The health and safety of the pupils and security of the site are given a high priority; the site is safe and secure.

### Summary of Key Findings

- OneSchool Global, Knockloughrim and Newry campuses, provides efficient and suitable instruction that is matched to the age, gender and ability of the pupils (Education and Libraries Order (NI) 1986 Part IV 39 (1) c).
- Based on the evidence available at the time of the inspection visit, there are appropriate arrangements for child protection and safeguarding of pupils in place.
- The accommodation is suitable for a school and is appropriate for the age, gender and numbers of pupils attending the school.
- The equipment and resources are sufficient, safe and appropriate, including those related to fire safety.

### Conclusion

On receipt of this report, and considering all other evidence available, the Department of Education has concluded that the school will continue to be registered to provide education.

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