

School inspection report

21 to 23 January 2025

OneSchool Global UK – Swaffham Campus

Turbine Way

Swaffham

Norfolk

PE37 7XD

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. The proprietary body, supported by local governors, ensures that school leaders meet their responsibilities and prioritise the wellbeing of pupils so that the Standards are met.
2. Leaders actively promote the ethos of OneSchool Global (OSG) UK schools and ensure that the values of respect, care and compassion and integrity are known and understood by pupils. As a result, pupils behave well and incidents of bullying are rare.
3. Leaders and staff are appropriately trained in safeguarding matters and follow suitable procedures to safeguard pupils sensitively and effectively. Leaders with designated safeguarding responsibilities maintain appropriate safeguarding records and liaise with relevant external agencies effectively when required. Staff understand that safeguarding is everyone's responsibility and are vigilant to the possibility of safeguarding concerns arising at the school.
4. Pupils follow a suitable curriculum. However, opportunities for pupils to develop their learning about creative and aesthetic subjects in the senior school are limited. Pupils have access to only a few extra-curricular activities in the senior school which restricts their acquisition of skills and knowledge in these areas.
5. Pupils, including those who have special educational needs and/or disabilities (SEND), make good progress from their starting points during their time at school. This is because teachers plan their lessons and know pupils' needs well. However, sixth-form pupils do not consistently achieve as highly as possible.
6. Pupils are adept in the use of technology which they use to access learning resources, arrange tutorials, complete assignments and give and receive feedback from teachers.
7. Health and safety and fire safety arrangements are effective. Leaders regularly monitor these arrangements to ensure that all required checks and maintenance are carried out when required.
8. Leaders ensure that pupils are prepared for life in British society through an effective careers programme and well-planned lessons in personal, social, health and economic (PSHE) education.
9. Pupils develop a secure understanding of healthy relationships through a carefully constructed relationships and sex education (RSE) programme.
10. Pupils benefit from a range of leadership opportunities, such as serving on the school council. Leaders ensure that pupils have respect for laws and diverse cultures and that they understand how to accept responsibility.
11. Leaders ensure that the required pre-employment checks for staff are undertaken and recorded on the single central record of appointments. However, the dates of these checks are not systematically recorded in individual personnel files. As a result, leaders are unable to verify the accuracy of this information.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are 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 met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- strengthen the extra-curricular provision to develop a wider range of skills and experiences for secondary age pupils
- strengthen senior pupils' acquisition of creative and aesthetic skills and knowledge beyond the classroom
- improve examination results for pupils in the sixth form
- ensure that the dates of pre-employment checks recorded on the single central record of appointments are also recorded in individual personnel files so that data can be verified.

Section 1: Leadership and management, and governance

12. Leaders are active in their promotion of pupils' wellbeing in keeping with the beliefs of the Plymouth Brethren Christian Community (PBCC) and the ethos of OneSchool Global (OSG). Members of the PBCC are active in volunteer roles within the school and a volunteer attends school daily to listen to pupils and to give feedback to the campus principal. A weekly 'feel good indicator' survey, conducted for all pupils, supports leaders' monitoring of pupils' wellbeing and they take action when required.
13. The members of the regional board of OSG schools, supported by local governors, maintain a secure oversight and understanding of the school's effectiveness and of what could be improved. They use this knowledge to formulate strategic improvement plans that are well focused on the school's most important priorities. These plans are implemented successfully to ensure that pupils make progress and to actively promote pupils' wellbeing.
14. Leaders have good knowledge and understanding of the Standards and their responsibilities. They monitor the performance of the school against the Standards, ensuring that policies, which are largely written at a national level within OSG, are implemented suitably and effectively.
15. The school provides parents with extensive and up-to-date information on the school's website, which contains relevant policies and other useful material. Parents receive regular updates on their child's progress and attainment, including through an annual written report.
16. Leaders ensure that the aims and ethos of the school are well known to pupils, their parents and the wider community so that the schools' values can be effectively promoted. This focus on values helps to create a calm and purposeful environment in which pupils develop as independent learners.
17. There is a suitable complaints policy which is implemented effectively. Leaders manage any complaints received suitably and in a timely fashion. Leaders keep appropriate records of complaints and actions taken in response to these, and the proprietor checks that the school's processes are followed properly.
18. Leaders receive suitable training about managing risks and have appropriate skills and knowledge in this area. They identify potential risks well, including those that are not immediately obvious, and put appropriate measures in place to mitigate them. Detailed risk assessments in areas such as fire, health and safety and educational visits are regularly reviewed and updated. Lockdown and fire drill procedures are practised and fully understood by pupils.
19. The school fulfils the requirements of the Equality Act (2010). A suitable accessibility plan is in place, which leaders follow closely. Through their practice, policies and procedures, leaders embed a culture of inclusivity, respect and tolerance throughout the school and ensure that no pupils are discriminated against.
20. Extensive links with other campus principals and regional managers within the OneSchool Global network develop and support school leaders, teachers and governors so that they are better prepared to fulfil their responsibilities. Announced and unannounced visits by governors and members of the regional team effectively monitor, audit and appropriately challenge the work of the school. Leaders maintain effective partnerships with external agencies, including the local

authority and have appropriate arrangements in place to alert relevant safeguarding partners of any allegations or concerns about staff that might arise.

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

21. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

22. School leaders, supported by regional heads of departments, ensure that the broad and balanced curriculum covers all the required areas of learning. Subjects which cannot be studied on campus because of a lack of subject specialist teachers, for example, can be taken up virtually with teachers in other OSG schools. In this way, a full range of subjects is studied, although opportunities for pupils to learn about creative and aesthetic subjects are limited in the senior part of the school.
23. In the junior school, careful curriculum planning allows pupils to follow thematic cross-curricular topics which develop pupils' knowledge and understanding across a breadth of humanities subjects. Pupils in the senior school use information and communication technology (ICT) skills effectively to collaborate with each other and develop independent study skills to complete their assignments.
24. Learning is well planned. In the junior part of the school, most learning is face to face, but as pupils progress through the school, more learning is online through virtual learning platforms, linked to the OSG school network. The online assignments generally engage pupils in purposeful activities and give them opportunities to show what they know, understand and can do.
25. A key focus of the school is on self-directed learning and a 'learning to learn' framework. Pupils receive a combination of taught lessons and independent assignments. In this way, pupils are encouraged to take more responsibility for their own work. The learning centre is well supervised and pupils have regular coaching sessions to check on their progress. Pupils are able to book additional tutorials, either as individuals or as part of a group.
26. Teachers have secure knowledge and understanding of the subjects they teach. The online resources they prepare are carefully structured to ensure that pupils can successfully manage the independent learning that lessons prepare them for.
27. All pupils, including those who have SEND, make good progress from their starting points while at school. This is because teachers quickly identify pupils' learning needs and put appropriate support in place so that teaching is mainly well adapted to meet these needs. Sixth-form pupils achieve well in their extended project qualifications but do not always achieve as highly as possible at A level, in part because they typically leave school at the end of the autumn term in Year 13 to enter the world of work.
28. Leaders effectively monitor and evaluate the impact of teaching through regular observations of lessons, feedback from surveys and thorough analysis of assessment data. They review the effectiveness of the online assignments and teaching and make adaptations to ensure that online resources are suitable. Leaders know how well pupils are performing and report on this to parents. Teachers regularly check how well pupils have understood what has been taught and identify gaps in pupils' knowledge and understanding. They use this information to help them plan the additional support or provide individual pupils with appropriate challenge to develop their learning and thinking further. This effective feedback and marking, and the dialogue with pupils it promotes, contributes to the good progress that pupils make.
29. Pupils leave school at 3.00 pm, some to travel long distances home, and as a result there are no after school clubs. Pupils, especially in the primary section of the school, develop their skills in lunchtime clubs such as remote-control club, knitting and chess, but opportunities for senior pupils to develop additional skills beyond the classroom are limited.

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

30. All the relevant Standards are met.

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

31. The comprehensive PSHE curriculum is taught effectively, including through online lessons. It provides pupils with many opportunities to reflect on their own academic and personal achievements as well as learning about important issues. The PSHE curriculum is matched well to pupils' stages of development. It covers a range of well-chosen issues including personal identity, healthy lifestyles, social responsibilities and mental health issues. The programme helps pupils to be aware of the risks associated with drugs and alcohol. PSHE is taught in an age-appropriate way.
32. Teaching from the primary years onwards enables pupils to have a well-developed awareness and understanding of the importance of respecting protected characteristics such as age, disability, sexual orientation and race. Pupils throughout the school learn the importance of tolerance and respect for the views and rights of other people, regardless of their background. The curriculum includes study of the world's major religions that develops pupils' understanding of different faiths and beliefs and promotes their own spiritual understanding.
33. The physical education (PE) curriculum is well planned and delivered effectively. Primary aged pupils have regular swimming lessons. PE lessons actively promote pupils' physical wellbeing, focusing on the development of skills and participation rather than prowess. As a result, most pupils enjoy their sport and understand the benefits physical activity and exercise can bring to physical and mental health. Pupils' participation in sport contributes to their self-confidence and self-esteem.
34. The relationships and sex education (RSE) policy meets statutory requirements, including parents' right to withdraw their child from some aspects. Parents are fully consulted about the content of these lessons. The RSE programme fosters mutual trust and respect for other people. It is well considered and covers an appropriate range of issues. Staff teach pupils about key issues such as friendships, consent, sexual health and maintaining healthy relationships effectively so that pupils develop the knowledge and understanding they need in these areas.
35. Leaders ensure that teachers give well-structured and helpful feedback to pupils who have completed online assignments. This feedback promotes their self-esteem and self-confidence. Pupils are encouraged to learn how to learn and become independent learners and take responsibility for their learning. This enables pupils to develop self-knowledge and confidence.
36. Leaders establish clear and high expectations for pupil behaviour. As a result, pupils understand and appreciate the reward system which celebrates their good behaviour. Incidents of bullying are rare and dealt with swiftly. An effective anti-bullying strategy minimises bullying and its potential impact. Pupils are confident to share their concerns with staff when they arise and know that they can report bullying through a red button on the school's website. Leaders ensure that all staff are trained to recognise and deal with bullying through a rigorous and ongoing training programme.
37. Admission and attendance registers are appropriately maintained in line with current statutory guidance. Leaders carefully monitor attendance to look for patterns of absence, gaining parental support to tackle issues when required. Leaders monitor secondary age pupil attendance in their self-directed time in the learning centre and in their attendance in lessons held remotely. Leaders inform the local authority of any pupils who join or leave the school at non-standard times of transition.

38. The school complies with relevant health and safety legislation, including that relating to fire safety. For example, pupils take part in regular drills to ensure that the building can be evacuated safely in the event of an emergency. The school uses external consultants and visits from the regional OSG team to quality assure health and safety and fire safety arrangements. This provides the proprietor with assurance that all required checks and maintenance are carried out when required and that the premises are suitably maintained.
39. Well-managed routines at the start and end of the day ensure that pupils, including those in the sixth form are carefully supervised at these times, as well as during the school day.
40. Accommodation for the administration of first aid is suitable. A comprehensive training programme ensures that staff are appropriately trained in first aid and mental health first aid.

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

- 41. All the relevant Standards are met.**

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

42. Pupils develop an understanding of economic issues through the well-planned PSHE programme. The graduated approach begins with basic financial awareness, such as advice about how to manage personal finance, and goes on to include understanding of issues such as budgeting and mortgages. Older pupils complete a business foundation course which includes units on topics such as marketing, sales and leadership.
43. Opportunities for pupils to study enterprise as a GCSE from Year 9 onwards and to take accounting qualifications in Year 11 and in the sixth form further strengthen pupils' economic understanding. Pupils compete with other OSG schools in a 'pitch perfect' challenge which requires them to demonstrate business and enterprise skills. Pupils in Year 12 follow a course in career fundamentals and business foundations and those in Year 13 complete a 'life-ready' programme before they leave school. As a result, pupils are well prepared to enter the workplace when they complete their courses.
44. A carefully designed online 'career advancement programme' used by pupils across all the OneSchool Global schools follows nationally available benchmarks and allows pupils to learn about different career pathways, including apprenticeships and applying to university. Careers education is well supported by parents and the community who regularly contribute as external speakers and attend business breakfasts and careers week events. Pupils are supported to write curriculum vitae and to reflect on the skills that they might bring to the workplace. All pupils are successful in securing employment when leaving school.
45. The curriculum helps pupils to develop their social skills and awareness. It encourages pupils to take personal responsibility for their actions and understand that actions have consequences. Leaders and staff model the school's positive values and expectations of social behaviour. Posters around the school make the school values clearly visible and these values are well understood by pupils. The 'learning to learn' framework, which involves pupils self-directing a large part of their study also promotes a clear sense of responsibility.
46. The school teaches pupils in all parts of the school about British values such as individual liberty and the importance of mutual respect and tolerance, through weekly picture news and PSHE. Citizenship lessons in the secondary part of the school teach pupils about the importance of respecting diverse cultures and why discrimination and prejudice are not acceptable. Leaders actively promote the values of the school through assemblies. As a result, pupils develop clear moral sensibilities and a mature sense of responsibility for their own behaviour. Pupils also learn about democratic systems and how Parliament operates, so that they develop understanding of and respect for the laws and institutions of British society, for which they are prepared.
47. Pupils are encouraged to take responsibility through a range of leadership opportunities. Pupil led leadership teams in both the junior and senior parts of the school include committees for media, events, learning to learn and wellbeing. Through the leadership of these groups, pupils raised funds for fair trade at the winter market and to improve school music facilities.
48. Leaders ensure that balanced perspectives are presented on political issues.

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

49. All the relevant Standards are met.

Safeguarding

50. Leaders maintain a robust safeguarding culture in the school and are rigorous in implementing safeguarding policies effectively.
51. The proprietor, supported by local governors, reviews the safeguarding policy and procedures regularly to ensure that they reflect current statutory guidance. Their regular meetings with the school safeguarding team inform their effective oversight of school procedures.
52. All staff, including a large number of volunteers, receive suitable safeguarding training, including about the 'Prevent' duty and measures to guard against radicalisation and extremism. Leaders with designated safeguarding responsibilities utilise a rigorous induction programme, annual training, weekly updates and quizzes to develop and check staff's knowledge about safeguarding issues and procedures. The safeguarding team is appropriately trained, and they fully understand their role. They keep safeguarding records securely and confidentially. The safeguarding team responds appropriately to safeguarding concerns that arise, including by liaising with and, when appropriate, referring concerns to relevant external agencies.
53. Pupils talk confidently to adults. Primary pupils can anonymously report their concerns to the 'worry monster' soft toy, and a red button on the pupils' learning dashboard allows senior pupils to report concerns. A weekly 'good feelings' indicator completed by each pupil helps leaders monitor pupil safety and wellbeing and allows leaders to support pupils who might have concerns.
54. Pupils are taught about how to keep themselves safe, including when online. The school's filtering arrangements block harmful content. Leaders monitor online activity effectively and check the filtering and monitoring systems regularly.
55. Recruitment procedures for staff are well managed. All required pre-employment checks for volunteers, staff and governors are completed before employment begins and are appropriately recorded on the single central record of appointments (SCR). However, the dates of checks in the SCR are not consistently recorded in individual personnel files. As a result, leaders are not able to satisfactorily verify the accuracy of the dates of checks recorded in the SCR.

The extent to which the school meets Standards relating to safeguarding

- 56. All the relevant Standards are met.**

School details

School	OneSchool Global UK – Swaffham Campus
Department for Education number	926/6153
Registered charity number	1181301
Address	OneSchool Global UK – Swaffham Campus Turbine Way Swaffham PE37 7XD
Phone number	01760 336939
Email address	swaffham@uk.onescholglobal.com
Website	https://www.onescholglobal.com/campus/united-kingdom/swaffham/
Proprietor	OneSchool Global UK
Chair	Mr Warren Burgess
Headteacher	Mr Paul Rapley
Age range	7 to 18
Number of pupils	100
Date of previous inspection	2 to 4 March 2022

Information about the school

57. OneSchool Global UK – Swaffham Campus is an independent co-educational day school with a particular religious character. It serves families of the Plymouth Brethren Christian Community. The school is part of the OneSchool Global network of schools based in the United Kingdom and elsewhere. The school shares online teaching with these schools and policies are written at regional and national level. Local governors, known as campus administrators, support the proprietorial body's oversight of the school.
58. The school has identified 18 pupils as having special educational needs and/or disabilities (SEND). No pupil in the school has an education, health and care (EHC) plan.
59. The school has not identified English as an additional language for any pupils.
60. The school states its aims are to support pupils to learn how to learn so that they fulfil their potential. The school seeks to instil values of commitment, integrity, care and compassion, responsibility and respect, including for the authority of the Holy Bible. It endeavours to encourage strong family values.

Inspection details

Inspection dates

21 to 23 January 2025

61. A team of three inspectors visited the school for two and a half days.

62. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

63. 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.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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