



ISI

Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

OneSchool Global UK Northampton Campus

February 2023

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School's Details

School	OneSchool Global UK Northampton Campus	
DfE number	941/6072	
Registered charity number	1181301	
Address	OneSchool Global UK Northampton Campus 468a Billing Road East Northampton Northamptonshire NN3 3LF	
Telephone number	01604 633819	
Email address	northampton@uk.oneschoolglobal.com	
Campus Principal	Mrs Laetitia Okunrinyo	
Chairman	Mr Adrian Diffey	
Proprietor	OneSchool Global UK	
Age range	7 to 11	
Number of pupils on roll	22	
	Juniors	22
Inspection dates	1 to 2 February 2023	

1. Background Information

About the school

- 1.1 OneSchool Global UK Northampton Campus is a mixed, Christian, independent school situated close to Northampton. It opened in 2008 as part of Sceptre Education. Since 2019, it has been part of OneSchool Global UK, a registered charity who oversee the Northampton Campus alongside other schools linked to the Plymouth Brethren Christian Church in the UK. The day-to-day running of the school is delegated to the campus principal and senior management team.
- 1.2 The governance team has changed since the previous inspection, including the lead campus administrator, who took up his post in January 2021. The current campus principal took up her post in April 2021, and also fulfils this role at OneSchool Global Dunstable Campus.

What the school seeks to do

- 1.3 The school aims to enable its pupils to live by the OneSchool Global values in a safe, secure and caring environment. It seeks to enable pupils to develop their full potential and acquire the discipline of 'learning how to learn' whilst upholding fundamental Christian beliefs, especially those of purity, integrity and godliness.

About the pupils

- 1.4 Pupils come from families who are members of the Plymouth Brethren Christian Church, living across Northampton, Banbury and Rushden. Data from standardised assessments indicate that the ability of the pupils is average in relation to those taking the same tests nationally. The school has identified four pupils as having special educational needs and/or disabilities (SEND), whose needs are supported by their classroom teachers. No pupil in the school has an education, health and care (EHC) plan or English as an additional language. The needs of pupils identified as being the more able in the school's population are met through the curriculum and enrichment activities.

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 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 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.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements to safeguard and promote the welfare of pupils do not always pay due regard to current statutory guidance.
- 2.9 School leaders have identified previous failings in the school's safeguarding processes. They have taken action to address these. Leaders put systems in place to ensure that safeguarding concerns are kept confidential and are dealt with by trained school staff. The leadership of safeguarding has changed. This has ensured that those with responsibility for the leadership of safeguarding have the skills necessary for the role. However, current arrangements do not ensure that a safeguarding lead with senior leadership status is available at the school for the majority of the school week.
- 2.10 School leaders have not maintained sufficient oversight of safeguarding practice within the school to ensure that all concerns about pupils are dealt with and recorded appropriately in line with the school's policy and statutory guidance. Staff are aware of the need to respond to and record concerns about pupils' well-being. School records indicate that some of these concerns are identified and dealt with effectively and in line with statutory guidance. However, this practice is not consistent. Concerns are recorded appropriately. Records include appropriate initial actions but there is not always a record of further discussions, actions and monitoring of pupil well-being. Not all staff and volunteers within the school are aware of the correct actions to take in response to a pupil disclosure.
- 2.11 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.
- 2.12 A suitable safeguarding policy is in place. Staff, governors and those with leadership responsibilities are suitably trained. Arrangements are in place for listening to children; pupils told inspectors that they are able to share their concerns with adults in school. Pupils understand how to stay safe online

and the school has implemented systems to ensure their safety when using the internet in school. The school uses a number of volunteers to systematically monitor the pupils' use of the internet and take immediate action if pupils are accessing sites that are unsuitable or are not focused on their tasks.

- 2.13 The school liaises appropriately with external agencies when required. School leaders and staff are aware of the needs of pupils with SEND; concerns relating to pupils' mental health are handled in accordance with pupils' needs. Concerns relating to child-on-child abuse are handled appropriately. Allegations against adults working in the school have been dealt with appropriately. The proprietor maintains oversight of safeguarding in the school by means of an annual review of safeguarding policy and procedure.
- 2.14 The standards relating to welfare, health and safety in paragraphs 9–16, 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 that in paragraph 7 [safeguarding] is not met.**

Action point 1

The school must ensure that a designated safeguarding lead or deputy with suitable leadership status is available in person in school in all but exceptional circumstances [paragraph 7(a) and (b)].

Action point 2

The school must ensure that it responds to pupils' concerns in line with the guidance issued by the Secretary of State. It must ensure that the necessary discussions, actions and monitoring of pupils take place and that these are recorded appropriately [paragraph 7(a) and (b)].

Action point 3

The school must ensure that all staff and volunteers are aware of the actions required to ensure that appropriate safeguarding procedures are followed [paragraph 7(a) and (b)].

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

- 2.15 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.16 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

- 2.17 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.
- 2.18 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

- 2.19 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.

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

PART 7 – Manner in which complaints are handled

2.21 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.

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

PART 8 – Quality of leadership in and management of schools

2.23 School leaders and managers demonstrate good skills. The proprietor plays a direct role in the drawing up and implementation of policies in school. They ensure that leaders' knowledge of the other independent school standards is sufficient to enable most of these to be consistently met. However, school leaders' knowledge of current statutory guidance is insufficient to ensure the standard relating to safeguarding is met. School leaders are not able to fulfil their responsibilities effectively, particularly with regard to the oversight of safeguarding, because their responsibilities in another school prevent them from spending sufficient time in the school. This limits their availability for staff to share concerns and their ability to ensure safeguarding concerns are followed up appropriately.

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

Action point 4

The school must ensure that school leaders spend sufficient time in school to enable them to fulfil their responsibilities effectively so that the independent school standards are met consistently and the well-being of the pupils is actively promoted [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 local 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 Karen Williams

Reporting inspector

Dr Gerard Silverlock

Compliance team inspector (Retired headmaster, IAPS school)