

A report on
OneSchool Global UK Swansea Campus

**Sway Road
Morriston
Swansea
SA6 6JA**

Date of inspection: May 2025

by

**Estyn, His Majesty's Inspectorate for Education
and Training in Wales**

About OneSchool Global UK Swansea Campus

Name of provider	OneSchool Global UK Swansea Campus
Proprietor status	Private Limited Company
Language of the provider	English
Type of school	Independent all age
Residential provision?	No
Number of pupils on roll	28
Pupils of statutory school age	27
Date of previous Estyn inspection (if applicable)	01/02/2017
Start date of inspection	13/05/2025

School context:

OneSchool Global Swansea is owned by OneSchool Global UK a limited company with 24 campuses across the United Kingdom. OneSchool Global UK has two schools in Wales.

OneSchool Global Swansea (previously known as Focus School, Swansea) opened in 2003 as an independent day school for boys and girls aged from 11 to 18 years. A primary department for pupils aged from seven to eleven years opened in 2010. The school was established by members of the Plymouth Brethren Christian Church, for pupils and families of the church community. The school is strongly supported by volunteers from the Brethren community.

The school is located to the North of Swansea and currently has 28 pupils on roll. This includes 14 pupils in the primary section and 14 pupils in the secondary section of the school, including 1 pupil in the sixth form. Pupils are not selected on the basis of academic ability and no pupils are in receipt of public funding. There is a strong focus on self-directed learning and pupils in the secondary section of the school receive both face to face and online teaching.

During the inspection the school was led by an acting campus principal as the campus principal was on long term sickness leave. The campus principal was appointed in 2020.

The school was last inspected in February 2017.

Terminology used within the report:

- campus principal – headteacher at the Swansea campus
- campus administration team – school governors

Summary

OneSchool Global Swansea, is a nurturing, happy school committed to preparing pupils to be "life-ready." The school aims to develop lifelong learners equipped with transferable skills like teamwork, independence, and leadership, which are essential for future employment, particularly within the Brethren community. Pupils display a keen sense of belonging, pride, and respect, supported by a culture grounded in the school's core values: respect, care and compassion, responsibility, integrity, and commitment.

Staff build meaningful working relationships with pupils and their families, ensuring strong academic and emotional support. Pupils appreciate the school's range of leadership opportunities, offering real-life experience in application and interview processes. These opportunities foster self-confidence and essential life skills.

The curriculum is broad, balanced, and tailored to the needs of the Brethren business community. The "Learning to Learn" framework encourages self-directed learning through a thematic approach with structured study time, supported by useful digital learning platforms. Staff build very strong working relationships with their pupils and in the most effective lessons pupils make strong progress. Support staff are highly effective, using questioning and useful feedback to promote learning.

Pupils are articulate, confident, and developing as lifelong learners. Nearly all pupils progress into employment within the Brethren community.

Senior staff model the school's ethos and foster a collaborative and respectful environment. Strategic planning is driven by thorough self-evaluation, robust data analysis, and targeted professional development. The campus administration (CA) team, composed of community professionals, acts as an effective governing body, providing both oversight and strategic support. Together, the school and its community successfully create a safe and engaging learning environment.

The school meets all requirements of the Independent School Standards (Wales) Regulations 2024.

Main evaluation

Core values and ethos

OneSchool Global Swansea aims to prepare pupils to be 'life-ready'. The school seeks to educate their pupils to become lifelong learners who develop transferable skills such as independence, teamwork and collaboration that can be utilised and further developed in the world of work. After their time at school, nearly all pupils progress to a career within a Brethren community business.

OneSchool Global Swansea is a nurturing and happy community. Pupils have a strong sense of belonging and are proud to be members of their school. In addition, interaction with other OneSchool Global (OSG) pupils, in the wider group throughout the United Kingdom is particularly important given the small size of a few year groups. These interactions provide pupils with a sense of belonging to the wider community. Pupils greet visitors with enthusiasm, kindness and interest. Their welcoming and friendly demeanour is a strong feature of the school.

Staff and pupils throughout the school strongly exhibit the OSG core values of respect, care and compassion, responsibility, integrity and commitment. Pupils and staff celebrate each other's achievements with sincerity and enthusiasm and show strong support to one another. For example, during lessons pupils praise their peers' work and achievements, frequently offering each other helpful advice.

Staff know pupils and their families extremely well. As a result, staff support both the academic progress of pupils and well-being of pupils and their families particularly effectively. Pupils display a high level of trust in their teachers. These respectful trusting relationships strongly support pupils' well-being and engagement in learning. There is a strong culture of caring, and pupils are eager to learn, in a nurturing, safe environment. In return, the Brethren community are keen to support the school in any way possible.

In support of the school's aim to prepare pupils for adult life, there are a range of recently introduced leadership roles that any pupil can apply for. These include membership of the student council and positions relating to specific areas of the school's work including; well-being, learning to learn, marketing and events. Applying for these roles gives pupils experience of an application and interview process. They provide authentic experiences for pupils to develop their self-confidence and leadership skills. Once appointed pupils are given the autonomy to develop their own ideas, such as introducing a weekly podcast for the Brethren community, which includes school news and a general knowledge quiz. Also, the development of a well-being room where pupils can seek support from their peers or study in a safe, calm environment. Pupils value these leadership opportunities and believe they help them develop skills necessary in their future careers.

The pupil leadership roles alongside other opportunities such as organising whole school events, raising money for charitable causes and planning tournament days across OSG campuses enable pupils to exhibit and develop the OSG 'pupil personas' (live the values, be self-directed, a team player, diligent, a problem solver, take ownership of and have a positive attitude) effectively.

There is a strong safeguarding culture within the school. Safeguarding procedures, including safer recruitment processes and maintaining the required records of staff checks, are robust. Staff receive regular training to support their safeguarding responsibilities, and everyone understands they have a role to play in safeguarding pupils. Staff are aware of their responsibilities and any concerns are reported in a timely manner, including to external agencies when necessary. In addition, wider aspects of safeguarding such as site security and the monitoring of attendance are very thorough. The Brethren community places a high importance on the safety of the learning environment for their children.

Preparing 'life ready' pupils

The OSG curriculum is broad and balanced, giving pupils experience in all learning areas required by the independent school standards. Pupils sit a range of accredited qualifications, including public examinations at GCSE and A Level. In addition, the curriculum is tailored to meet the needs of the Brethren business community. For example, courses include business focussed skills such as spreadsheet use and touch typing.

Provision for personal, social and health education (PSHE) is well developed. As a result of systematic and progressive planning, pupils have the opportunity to address important aspects of this subject, preparing them for adult life. Careers advice and support is also particularly strong and includes events such as business breakfasts, careers days and personalised support. As a result, nearly all pupils leave school and go straight into employment.

The curriculum is delivered within the OSG 'Learning to Learn' framework which actively promotes pupils' self-direction and responsibility for their own learning. Throughout the school, learning is thematic and structured around 'big questions.' Pupils' timetables consist of taught lessons alongside study time used to work independently either collaboratively or individually. They are supported in this independent work by a wide range of appropriate resources made available via an online learning platform. Throughout the school this approach engenders high levels of enthusiasm and ownership among pupils. Pupils are purposeful in their studies. They demonstrate strong IT skills as well as very clear oral communication skills and the ability to manage the time and resources available to them well. In Key Stage 2, for example, a science project focussed

on exploration led pupils to investigate the life and work of Yuri Gagarin and to identify questions they might like to ask him.

Methods of delivery of teaching change as pupils progress through the school. At Key Stage 2, teaching is exclusively face-to-face. At secondary level, it is a mixture of face-to-face, online or hybrid. This range of approaches requires adaptation and flexibility from both teaching staff and pupils. In addition to formal teaching, pupils can also book helpful tutorials with any teacher within the school network across the UK. This is a particular strength of the online approach to learning.

Staff build very strong working relationships with their pupils. In the most effective lessons staff use questioning highly effectively to develop pupils' thinking and understanding. These staff know their subject areas well and foster a love of learning in their pupils. Nearly all lessons have very clear learning objectives, use a variety of well-structured activities and indicate clear success criteria.

In a few lessons, the pace of learning is too slow to ensure appropriate levels of engagement and challenge. As a result, in these lessons pupils do not always make the progress of which they are capable.

The work of classroom support staff is a notable strength. These staff are highly effective models of the ethos and expectations of the school. Support staff are adept at open, developmental questioning. They prompt pupil thinking with skilled care and consideration, never directly providing answers, but insisting that pupils develop self-reliance and persistence.

Most staff across the school provide timely verbal feedback which is highly valuable. Feedback in the senior school is mostly via the online platform. There is parity in the feedback provided to pupils whether their learning is face to face or online.

The school has robust systems to monitor and track pupils' progress using extensive assessment data. The school tracks pupils from their individual starting points in English, reading and mathematics, using an adaptive online programme. From this point, there are regular assessment points, the results of which instigate bespoke strategies to either challenge or support pupils, as necessary.

Learning to learn

Both the Brethren community and pupils at the school place a high value on the development of transferable skills. Nearly all pupils make strong progress towards the schools' stated aim of preparing 'life-ready learners' who can take an active role in the business world.

Across the school, oracy is a particularly well-developed skill. Nearly all pupils communicate confidently and listen attentively in a variety of contexts, for example when debating whether we should keep the British monarchy. Pupils across the school achieve strongly in LAMDA public speaking qualifications.

During their time at the school, pupils develop their reading skills suitably. This skill supports pupils in their preparation for the world of work as they conduct independent research and clearly present their findings. Most pupils read texts fluently and accurately, using variations in tone and volume to convey atmosphere and meaning. A few pupils are less confident reading aloud.

A few pupils develop their mathematical skills very rapidly in relation to their age, with most developing these suitably during their time at the school. For example, pupils can use recalled facts to solve problems involving similarity and congruence of triangles. They use concepts of scale factor and proportion fluently and accurately.

Nearly all pupils use ICT effectively to support learning and access educational platforms. Additionally, pupils use technology to produce high quality podcasts and support the technical needs of school events.

The ability of pupils to work both in collaboration and independently is a strength. Pupils work well in small groups, including across age groups, for example when solving puzzles relating to healthy eating in PSHE. Nearly all pupils are highly motivated and able to manage their time effectively, including during study time. Interactions between pupils and pupils and staff are purposeful, calm and caring, allowing individuals to express themselves and feel valued.

Leading and improving

Senior leaders are highly effective role models for the school's ethos and OSG values. They have established a collegiate working environment founded on strong professional relationships and mutual respect. As a result, staff at all levels are highly engaged, working with energy, enthusiasm and a strong sense of common purpose. This is a key strength of the school.

Supported by the robust information sharing and working practices implemented by leaders, staff form a close knit, collaborative team. They know their pupils extremely well and use this knowledge effectively to support them in all aspects of their academic and pastoral development. Staff feel that their work is valued, that its positive impact on pupils is recognised, and that leaders provide them with opportunities to develop professionally. Staff joining the school, rapidly feel part of the school team and benefit from an extensive and useful induction programme.

Leaders' fostering of an inclusive school community is reflected in the school's commitment to keeping parents informed about, and involved in, the life of the school, for example via the regular campus newsletter. As a result, nearly all parents feel that they are well informed about the work of the school, are confident that provision reflects and promotes the values and ethos of the Brethren community and believe that leaders act in pupils' best interests. The current leadership team, headed by the acting campus principal, have dealt with recent changes in staffing and leadership effectively and ensured continuity in the quality of provision.

Leaders at both local and national level conduct a suitable range of self-evaluation and quality assurance activities, including first hand observations of teaching and learning, and robust analysis of assessment data. As a result, leaders have an accurate overview of the school's strengths and areas for development and are able to plan effectively for improvement. The school's development plans have a suitable focus on identified priorities such as sharing best practice in teaching and ensuring appropriate levels of challenge for all pupils.

Informed by the outcomes of self-evaluation, staff are provided with a wide range of professional learning opportunities. These are matched closely to identified development needs of individuals, the school, and the wider organisation.

The campus administration (CA) team are a group of committed and active volunteers from the Brethren community who serve as a local governing body for the school. Their wide range of skills, experience and expertise, primarily from the commercial sector, is put to highly effective use in supporting the school. They act as positive role models for pupils. The campus administrators are highly visible around the school, have developed strong working relationships with staff, and are actively involved in quality assurance and improvement work in close partnership with school leaders. As a result, they are able to act as effective critical friends. Their work is supported effectively by the regional principal, who provides a link to the wider OSG organisation, and by a local commercial board who have responsibility for the school buildings and facilities.

Compliance with the regulations for registration

Independent school inspections are governed by the Education Act 2002 and related regulations: the Independent School Standards (Wales) Regulations 2024. These regulations require an independent school to meet an appropriate standard in the following areas:

The quality of education provided by the school

On the basis of this visit, there is no evidence that the school does not meet the regulatory requirements for this standard.

The spiritual, moral, social and cultural development of pupils

On the basis of this visit, there is no evidence that the school does not meet the regulatory requirements for this standard.

Welfare, health and safety of pupils

On the basis of this visit, there is no evidence that the school does not meet the regulatory requirements for this standard.

The suitability of proprietors and staff

On the basis of this visit, there is no evidence that the school does not meet the regulatory requirements for this standard.

Premises of and boarding accommodation at schools

On the basis of this visit, there is no evidence that the school does not meet the regulatory requirements for this standard.

The provision of information

On the basis of this visit, there is no evidence that the school does not meet the regulatory requirements for this standard.

The manner in which complaints are to be handled

On the basis of this visit, there is no evidence that the school does not meet the regulatory requirements for this standard.

Safeguarding

The school's arrangements for safeguarding pupils do not give any cause for concern.

Recommendations

We have made one recommendation to help the school continue to improve:

- R1. Build upon the best practice in teaching to ensure that all pupils make the progress they are capable of.

What happens next

Estyn advises the proprietor to amend its current development plan to show what actions the school intends to take in response to the recommendations. It is also advisable to circulate this plan, or a summary of it, to all parents/carers at the school.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from parent/carer and pupil questionnaires and consider the views of teachers and support staff through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors/proprietor(s), leaders and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit lessons and undertake a variety of learning walks to observe pupils learning
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school had taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body (where appropriate), information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. ‘*most pupils...*’ or ‘*very few pupils...*’. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the school and from the Estyn website (<http://www.estyn.gov.wales/>)

The report was produced in accordance with section 163 of the Education Act 2002. The main purpose of inspection under this section is to report on compliance with the Independent Schools Standards (Wales) Regulations 2024. In schools that provide non-maintained nursery education, this report also satisfies the requirements of Schedule 26 of the School Standards and Framework

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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