



FOCUS



OneSchool Global UK

Foreword

Welcome to OneSchool Global

We are an organisation that promotes global coordination between our affiliated schools in their commitment to provide world-class standards of education.

Our Schools are highly respected academic facilities that demand high standards. We are committed to achieving the highest levels of teaching from our staff and academic potential from our students. Each student is prepared with the skills to be a self-directed life-long learner.

Life-long learning is a quality of a student’s character and empowers them to exhibit leadership and make a meaningful commitment and contribution to the community, family and workplace.

Self-direction is at the heart of teaching and learning and unites our network of schools, teachers and of course our students. As self-directed learners, OneSchool students and graduates are part of a global movement in education that equips them to be able to see and lead, with integrity, through tomorrow’s challenges.

Our teachers are our most valuable partners in education and particular attention is given to each teacher having a personalised programme for professional growth.

OneSchool has a unique global footprint in education. It has a school network of more than 9000 students across the world, and campuses on nearly every continent. With such a rich diversity of environments, the opportunity and potential for sharing learning and celebrating success with a wider school audience is very high.

Matthew Phillips
Regional Principal, OneSchool Global UK



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Educating the Future

The OneSchool Story

OneSchool educates learners
to become life-ready and inspired
to continue their learning



OneSchool is a unique organisation in education. It has a school network of more than 9000 students across the world, and campuses on nearly every continent.

With over 20 years of experience in delivering innovative and challenging education to students of all abilities, we are committed to achieving the highest levels of teaching from our staff and academic potential from our students.

OneSchool is a dynamic, global high-achieving education provider which challenges learning norms and fosters a positive learning culture.

We develop critical thinkers who engage, not only in a variety of on-request learning experiences to facilitate collaborative problem solving but also leadership skills to see and lead with integrity through tomorrow's challenges.

A shared language of learning underpins a culture in which learning is personalised and progress is measured and celebrated.

As an employer of choice, we continuously develop staff through the OneSchool Teacher Academy, which enables career pathways through global professional collaboration.

We communicate and share practice through Learning Management Systems and digital platforms to create effective learning and teaching environments. The OneSchool culture values and nurtures a growth mindset which inspires continual innovation and facilitates the development of self-directed, life-long learners.

Our schools are non-selective by ability and are highly respected facilities that demand high standards of behaviour and commitment. Our schools are happy to be judged objectively against other schools on performance criteria, measured as the fulfilment of student potential and aligned to government standards.

Providing leadership and
support to its network of 23 UK,
non-selective, independent schools

Focus Learning Trust was established as a registered charity in 2003 for the advancement of education, primarily providing leadership and support to its network of 23 UK*, non-selective, independent schools which are registered as schools with a religious character, following the national curriculum.

Focus Learning Trust is part of the OneSchool Global network, one of the most extensive and progressive networks of schools and educational support services in the world. With schools in 20 countries worldwide, our 9000 students are benefiting from the amazing results of global collaboration and cutting-edge educational methods.

*England 18, Wales 2, Scotland 1, Northern Ireland 2



OneSchool UK Headquarters



3522
Students

23
Focus School
Campuses

1030
Primary
Students

2492
Secondary
Students



OneSchool UK campuses



1a Caledonia Campus – South



1b Caledonia Campus – North



2 Hornby Campus



3a York Campus



3b Springwell Campus (York)



4 Ridgeway Campus



5 Stockport Campus



6 Long Eaton Campus



7 Newtown Campus



8 Atherstone Campus



9 Swaffham Campus



10 Swansea Campus



11 Berkeley Campus



12 Gloucester Campus



13 Dunstable Campus



14 Biggleswade Campus



15 Stoke By Nayland Campus



16 Stoke Poges Campus



17 Wilton Campus



18 Hindhead Campus



19 Kenley Campus



20 Linton Park Campus



21 Plymouth Campus



22 Knockloughrim Campus



23 Newry Campus

Our ethos

We are committed to a culture where students are encouraged to develop their full potential and acquire the discipline of learning how to learn, while upholding Christian teachings and beliefs.

The truth and authority of the Holy Bible and strong family values underpin the commitment of our schools to provide quality in every facet of education – curriculum, teachers, facilities, management and discipline – in a safe and caring environment.

Our values

In coming to their school each student, parent and staff member shall uphold the values of the school which include:

- ▶ **Integrity**
uprightness, honesty and decorous conduct, governed by the Holy Bible.
- ▶ **Care and Compassion**
kindness, consideration and generosity to all.
- ▶ **Respect**
for all people, property, opinions and authority.
- ▶ **Responsibility**
for our actions, progress and the environment.
- ▶ **Commitment**
to self-discipline and the pursuit of excellence.



Our mission

Our mission is to ensure that our students develop the understanding, skills, knowledge and attitudes that enable them to fulfil their potential and contribute to their community and the community at large.

Our vision



Our objectives

- ▶ Providing high quality learning programmes matched to the needs of individual students and aimed at promoting their full participation in society.
- ▶ Recruiting, developing and retaining the best available teaching and support staff to ensure achievement of all the school's learning goals.
- ▶ Establishing a supportive school community and responding to its educational needs and wishes.
- ▶ Treating all children equally and providing them with skills, and the environment, to work well with their peers and the wider community.



The OneSchool Story / Educational Philosophy

Each student should be prepared with the skills to be a **self-directed life-long learner**

Thinking
critically

Processing
information
perceptually

Analysing data
accurately

Evaluating
situations
intelligently

Life-long learning is a quality of a student's character and empowers them to exhibit leadership and make a meaningful commitment and contribution to the community, the family, and the workplace.

To support students to be self-directed learners, our teaching emphasises the skill set of thinking critically, processing information perceptually, analysing data accurately and evaluating situations intelligently.

Students learn independently and collaboratively with peers and teachers.

The OneSchool Story / Charity

Charitable and community activities

Bringing together so many talented individuals into a schooling system gives great scope for involvement with charitable and community activities, and these activities in themselves are great for education.

Focus schools regularly organise and take part in projects for charity fund raising and community support including:

- ▶ Operation Christmas Child
- ▶ Mercy Ships
- ▶ UNICEF
- ▶ RNLI
- ▶ Water Aid
- ▶ Poppy Appeal
- ▶ Help for Heroes
- ▶ Great Western Air Ambulance
- ▶ Cancer Research UK
- ▶ Diabetes UK



The OneSchool Story / History

History

During the early 1990s a number of Christian parents who were members of the Plymouth Brethren Christian Church worked together to develop approved educational facilities that catered for their children.

Although relatively young, these schools have shown the determination and ability to be progressive and innovative, with the capacity to adjust quickly to the changes in education.

Progress has continued, with the schools developing learning programmes to encompass primary and secondary year levels in all countries where the Brethren families abide.

From each school's beginnings to today, dedication to the principle of 'learning to learn' continues as the motto.

Each school strives to equip students with the ability to think critically, process information perceptively, analyse data accurately and evaluate situations intelligently as part of their education and fulfilment of their potential.

The combining together of these schools under the OneSchool banner has allowed increased collaboration, cooperation and support to enhance the education experience for every student.



Who are the Brethren?

The Brethren movement originated in the 1820s. There are over 51,000 Brethren in 20 countries throughout the world. They believe in the Bible as the word of God, and follow its teachings, including those of the apostle Paul.

Progress has continued, with the schools developing learning programmes to encompass primary and secondary year levels in all countries where the Brethren families abide. Families attend regular assemblies with other Brethren from the same town or city. Progress has continued, with the schools developing learning programmes to encompass primary and secondary year levels in all countries where the Brethren families abide.

For more information see:

www.plymouthbrethrenchristianchurch.org



Linton Park Campus 2018

The Students

The Students

Acquire the discipline of learning how to learn, while upholding Christian teachings and beliefs

Attended primarily by children from our community, students are encouraged to develop their full potential and acquire the discipline of learning how to learn, while upholding Christian teachings and beliefs.

The truth and authority of the Holy Bible and strong family values underpin the commitment of the schools to provide quality in every facet of education - curriculum, teachers, facilities, management and discipline - in a safe and caring environment.

We believe in the moral protection of our children and encourage parents to take an active interest in the education of their children. Whilst our schools are currently registered as Independent Schools with a Religious Character, no formal religious observances, services or lessons are held at school.

Children from outside our community have attended our schools before and we are now receiving a steady number of enquiries from other wider community families that are looking to enrol their child at our schools.



The Students / Primary & Secondary

Primary

All OneSchool Global affiliates support a 3–6 curriculum for Primary years. This was a major step forward for OneSchool Global in January 2007, and serves to fill out the long-term vision of a complete education from years 3–13.



Secondary

Secondary school at OneSchool Global affiliates encompasses years 7-13. All students complete Year 13 with internationally recognised qualifications that will support their personal abilities and effort as they enter the next stage of education and the workplace.



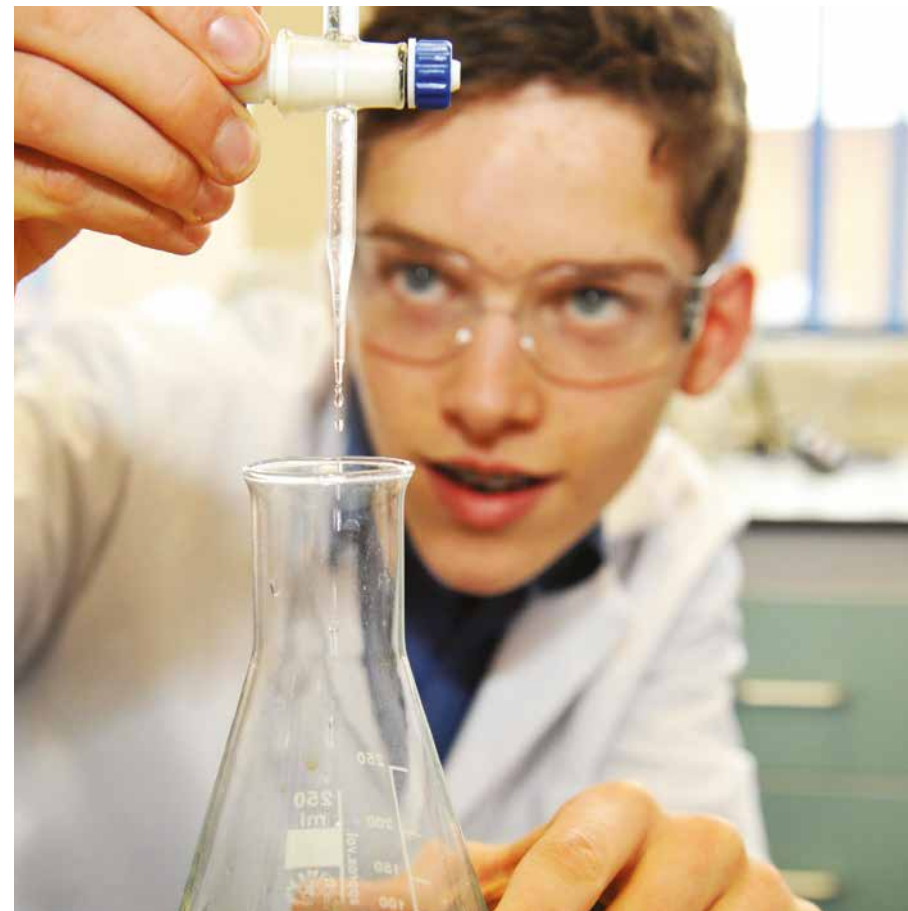
The Students / Curriculum

Providing opportunity for unrestricted progress in all subject areas at all levels

Every individual has the ability to learn, so the curriculum aims not only to maximise but also increase this ability and meet the needs of all pupils regardless of where they currently are. It is designed to provide opportunity for unrestricted progress in all subject areas at all levels.

As independent schools we ensure that our curriculum conforms to UK Independent Schools Standards Regulations 2012 requirements in the context of the aims of the schools. Using the National Curriculum as a framework, we focus on a core range of subjects and ensure pupils experience linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education. Within this, the spiritual, moral, social and cultural development of every child is fostered and the mediums of delivering the curriculum facilitate the acquiring of skills required to learn, as well as specific knowledge and understanding.

Academic achievement is important and we want every student to really do their best. It is important that they leave school with grades that will reflect their true ability and open doors in and for the future. We provide a curriculum that is broad, balanced and rigorous; one that offers students the opportunity to understand a subject beyond what is required to merely pass an exam. To achieve this, we encourage a creative, innovative approach that develops a lively and interesting learning environment which in turn inspires students to engage with and enjoy the subjects being taught.



Primary

The Primary Phase of the Focus school network begins in year 3 and ends at year 6, at which point the pupils transfer to our secondary campuses. In the Primary Phase, students make significant progress across a broad and balanced curriculum including the core subjects of Maths, English and Science, as well as a wide range of foundation subjects. This is supported by quality-first teaching and rigorous, formative assessment. There is a focus on using assessment data to establish what level of work students are able to produce, and this information is used effectively to plan for and deliver the next teaching and learning steps.

The national expected levels of attainment provide a benchmark for the minimum that pupils should achieve, but a high percentage of students exceed these levels. This is achieved through a supportive and encouraging environment and a belief that all pupils can, and should, reach their full potential in everything they do.

There is a positive culture of collaboration and team working evident amongst staff and a professional attitude to school improvement. New initiatives are creating an awareness amongst staff and students of the need to be creative and innovative in approaches to both teaching and learning.

Key Stage 3

At Key Stage 3 there remains a focus on core subjects with provision for the students to learn and express themselves in Art, DT, Food, Textiles, Public Speaking and Physical Education as well as other active subjects. An emphasis on cross-curricular activities, projects, teamwork, peer assessment and self-directed learning is strongly encouraged and is intended to make these years a varied and inspiring key stage for the developing learner.

Key Stage 4 & 5

At Key Stage 4 students study for IGCSE, GCSE, City & Guilds and other examinations with most students taking 8-10 exams in Maths, English, Science, History, Geography, Citizenship, MFL, Food, Art, DT and other subjects. At this stage, the skills developed in earlier years should ensure that teachers are not just teaching to the exam but that a deeper understanding of the subjects can be explored and our goal of each student reaching or exceeding their exam grade targets can still be achieved.

At Focus schools almost all students stay on to complete Years 12 and 13, with most studying 4 or 5 AS subjects in year 12 and taking 3 or 4 of these through to A2 in year 13. Maths and English are offered to all levels, along with Economics, Accounts, Business Studies, Humanities, MFL and a range of vocational subjects.

Student Progress

Tracking the progress of individual students over time is a critical factor in our management of teaching and learning, so the recording, analysis and use of accurate and reliable data is absolutely essential.

Our schools use a triangular approach to confirm the data, including teacher assessment, work evidence and formally assessed and moderated attainment. This occurs throughout the key stages, providing a picture of progress over time that can be compared with both other schools in the Focus group and national statistics. This enables intervention to be provided at an early stage and helps to ensure that each and every student stays on track with their true learning potential.

Our schools produce people who have truly learnt how to learn

In today's world, information has never been so easily accessible and the life skills of adaptability, resourcefulness, deep thinking and resilience never so relevant. It is therefore immensely important to us that our schools produce people who are not merely stores of information, but individuals who know how to access, assess and apply knowledge; persons who have truly learnt how to learn.

Our aspiration for every student leaving any Focus school is that they are established for the rest of their life. We want them to look ahead with confidence, knowing that whatever the future, nothing will ever daunt them, because if they are in a situation where they don't know what to do, *they will know what to do*. Whilst this is still visionary in part, in practice we have begun this journey and the move to an increasingly learner-led style of education is an actuality, not a dream.

For the students it means that they understand they can develop not only their knowledge of Maths, Science or Geography but that their actual capacity to learn across all subjects and spheres of life can grow and develop. Through trying, risking failure, not giving up, using the resources they have around them, knowing when and where to ask for help, they can actually expand the ability of their learning power.

For the Teacher this will mean an increasing 'guide from the side' approach that will require some letting go of the students, where they take responsibility for their own learning, but with the teacher giving careful, sensitive monitoring, support and direction.

For our schools it will mean a move towards more open 'learning centres' where students can work in groups, or alone, with the necessary resource within easy reach and with ready access to teacher support.

As we progress towards this improved and more relevant self-directed learning, in no way will we be surrendering actual attainment; it is simply that the attainment will be achieved through the true ability of the student, not through a programme of forced-in knowledge in order to pass an exam.

Students who have really learnt how to learn will become life-long learners, and we strongly support students of all abilities to continue on to Postgraduate Education when they leave our schools.



The Students / Differentiation

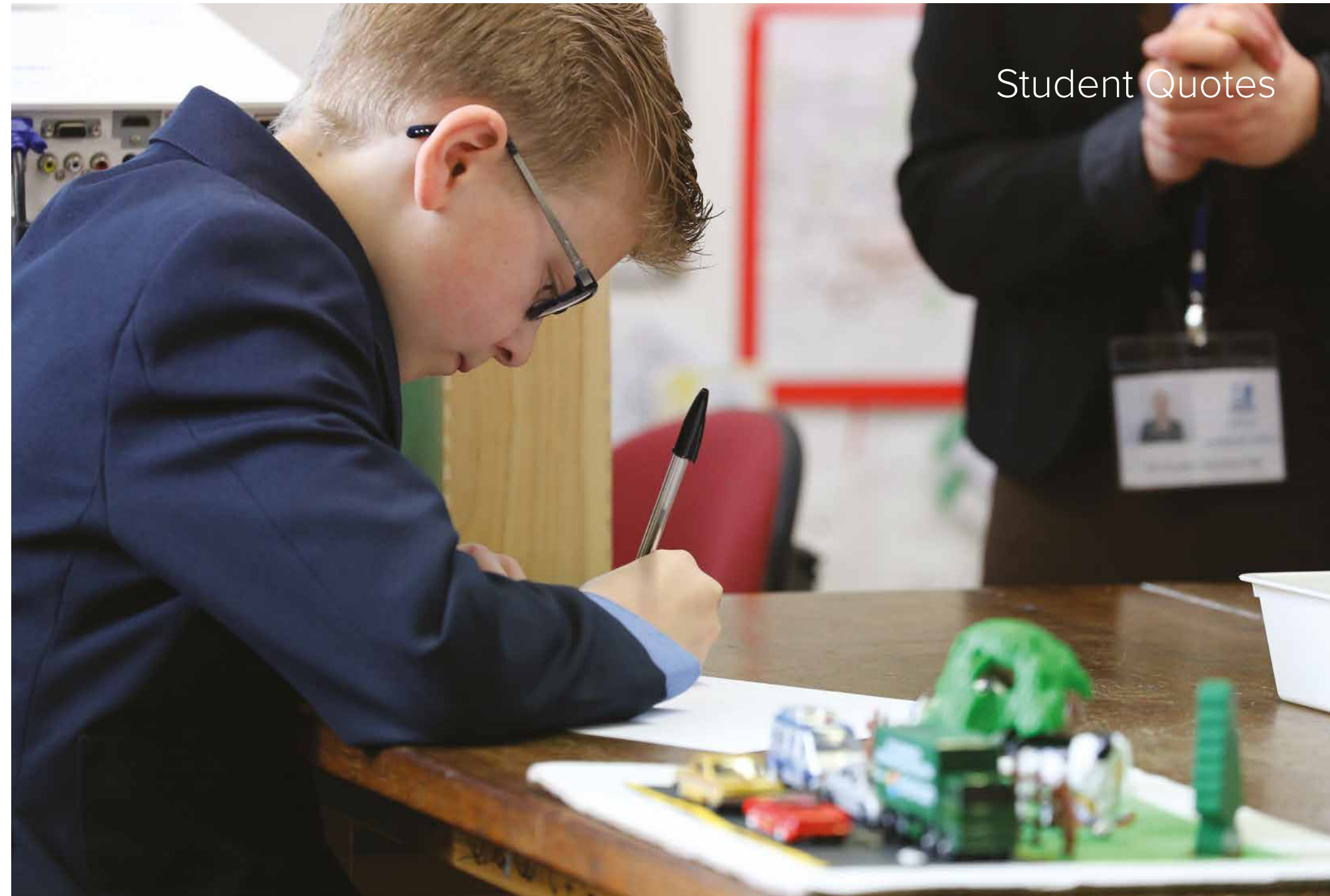
Treating each student as unique, taking account of individual learning styles and adapting tasks and resources accordingly

Differentiation of the curriculum – also known as “personalisation” – is a key component of contemporary approaches to education and of the Learning to Learn Framework.

For students to explore their potential and develop the capacity to be life-long learners, their individual learning needs must be supported and their interests and skills nurtured.

Teachers differentiate teaching by treating each student as unique, taking account of individual learning preferences and adapting tasks and resources accordingly. In studies, students can seek personalised help from teachers as well as explore and deepen their understanding.

The use of Canvas and other digital resources provide just-in-time support, opportunities to revisit material for greater understanding and also avenues for extension.



Student Quotes

“

“Good facilities, positive learning environment, I clearly know the progress I am making each half term.”

“

“SDL allows me to go at my own pace. If I don’t fully understand something in a lesson, I can research it during spare time to make sure I know what to do.”

“

“Our school is very unique from other schools in the area as it has taken on the concept of SDL. As a result it has an outstanding culture of excellence and an unparalleled work ethic.”

The Students / Learning Support & Self-directed learning

There will always be students who have greater needs than others, or who access learning in different ways

Learning Support starts and continues in the classroom; inclusivity is at the heart of Focus schools. As our schools operate in a non-selective environment there will always be students who have greater needs than others, or who access learning in different ways and consequently need tailored approaches in teaching and learning.

Quality-first teaching is central to effective support of students with additional learning needs and it is recognised in Focus schools that every teacher is a teacher of children with special educational needs.

Where a student is entered onto the Learning Support register due to their needs being greater than can be met solely by quality differentiated teaching, a support structure is available in each school with graduated and tailored provision to give additional help, intervention and review. We follow the cycle of 'Assess, plan, do, review' to make sure the impact of our planning for each child is frequently checked and is matched to the child's changing needs.

Where necessary this provision will be supported by external assessments and professionals to identify learning needs and recommend strategies to effectively support the student in a very personalised way. There is significant emphasis placed on maintaining the wider objective that wherever possible the student will remain included as part of their peer group in meeting their social and emotional needs as well as addressing their learning needs.



Students must be flexible, creative thinkers and problem solvers, able to communicate and collaborate

Self-directed learning is a focus of much of contemporary research and practice. Educators around the world have identified that to thrive in a rapidly changing and uncertain world, students must be flexible, creative thinkers and problem solvers, able to communicate and collaborate.

They must take ownership of and understand the process of their own learning – they must learn how to learn. Self-direction is at the heart of teaching and learning in all the OneSchool schools and campuses and unites our network of schools, teachers and of course our students. Moreover, as self-directed learners, OneSchool students and graduates are part of a global movement in education that equips them for their futures as lifelong learners and ensures they become valuable contributors to the community.



Our Teachers



Our Teachers

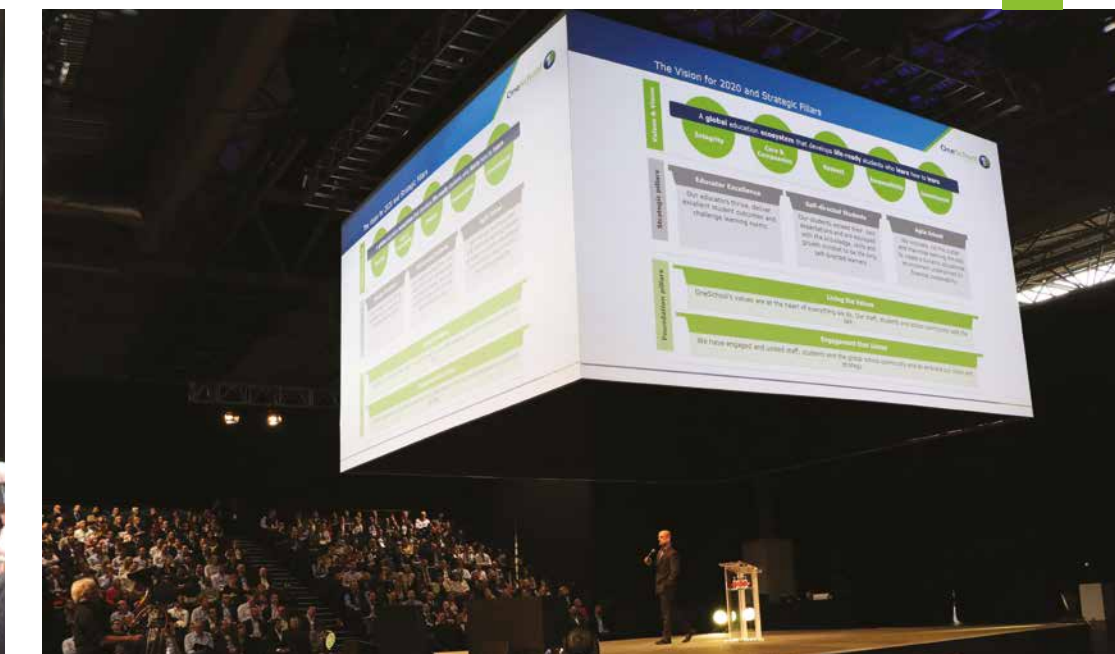
Essential learning partners, guiding, supporting and steering students according to their needs, preferences and abilities.

With the focus on self-directed learning, teachers at Focus Schools are taking the increasingly important stance of essential learning partners, guiding, supporting and steering students according to their needs, preferences and abilities. It is opening up the most wonderful opportunities to all students and is producing significant outcomes that have been noted and commented on favourably by the inspectorate.

Focus is making a significant contribution to career progression and professional development in independent education. Our focus is on recruiting, training and retaining, with innovations such as the Teacher Academy raising the bar in all areas. Teachers are drawn from both the state and independent sectors and the breadth of cultural and professional diversity is evident in the cross section of staff from entirely diverse ethnic backgrounds and faiths.

We value and support our staff and work with NQT and NPQH schemes to ensure they get the status and qualifications they need and deserve. Of the 1,600 dedicated educational professionals employed globally, over 500 work in the UK in close cooperation, sharing best practice, professional learning opportunities and resources.

The development of learning and teaching in Focus schools, including the use of the fully inclusive classroom, a differentiated curriculum and the pursuit of the self-directed learning pathway, has created an opportunity for the creative and innovative teachers who want to take the challenge outside the norms of the traditional classroom. As a result, we are experiencing high job satisfaction and excellent student outcomes.



Our Leading Remarkable Learning Event held at NEC in February 2018 saw all staff members from across the UK gathered for personal development. We had updates from key OneSchool staff who laid out our strategy for the coming year. We had keynote speakers from around the world expounding on the importance of our education and the necessity of bringing it up to a new level of learning. This event has been accredited by the CPD Standards Office.



Our Teachers / Teacher Academy

Promote collaboration and develop a rich pool of shared professional resources

Teacher Academy utilises the components of the Learning to Learn Framework and applies its key principles to ongoing professional learning for the teachers in the OneSchool network.

Educators all over the world recognise the need for continuous growth and professional development and the value of doing this as a community of learners. Teachers throughout the network will complete regular Assignments – like those they prepare for their students – that will support and deepen their professional practice and understanding, promote collaboration, and develop a rich pool of shared professional resources.

Through Teacher Academy, each teacher will build a “digital portfolio” that will align with external requirements and educational standards. These will also form the basis for formal appraisal, proof of experience and opportunities to share and celebrate professional expertise.

Teacher Academy in the UK was launched during January 2017, at the Focus Learning Trust National Conference held in Birmingham NEC. This event was attended by around 650 professional staff employed by Focus Learning Trust and was delivered in conjunction with keynote speeches by world-renowned educationalists Sir John Jones and Professor Sugata Mitra. The launch event also included the announcement of a new programme of professional development for all Focus Learning Trust teachers.



Teacher Academy is a dedicated space for professional development

Located centrally in the Midlands, the Teacher Academy space encourages questioning, discussion, enquiry and reflection that builds a culture of professional development.

Teacher Academy fosters collaboration and creative professional practice that can be shared. The inspiring, flexible space empowers and enables staff to create the conditions and circumstances needed for our students to be self-directed learners who can enjoy, achieve and exceed their potential.

Staff are encouraged, through the stimulating learning environment at Teacher Academy, to reflect on their practice and be creative in their thinking so that they stretch and challenge their students to aim for deeper and higher learning.



Teacher Academy Attendee feedback

“Wonderful collaborative opportunity!”



“Great opportunity to network and meet colleagues.”

“Extremely high quality of presentations.”



“

**Professor
John West-Burnham
says**

“You are immediately hit by a contrast, it’s a wonderfully welcoming space and a very different space, it was full of teachers working collaboratively in all sorts of different environments and that’s just magical. I’ve been working in professional development of teachers for 35 years and I’ve never seen a space like this before ... I’m totally convinced you’ve got it right.”

“Excited to research something that benefits me personally and professionally!”



“A really good balance of time to learn, think and plan - thank you”

“I really found the course informative and inspirational.”



What it offers



100 hours of CPD!

- ▶ 30 hours Inset Days
- ▶ 40 hours Targeted Professional Development
- ▶ 30 hours Teacher Academy Programmes

“By linking enquiry into student learning to teacher learning, teachers can gain an understanding of what it is they need to learn, to improve outcomes for students and have a compelling reason to engage [in practitioner enquiry].”

Timperley, HS Parra & JM Bertanees C (2009)

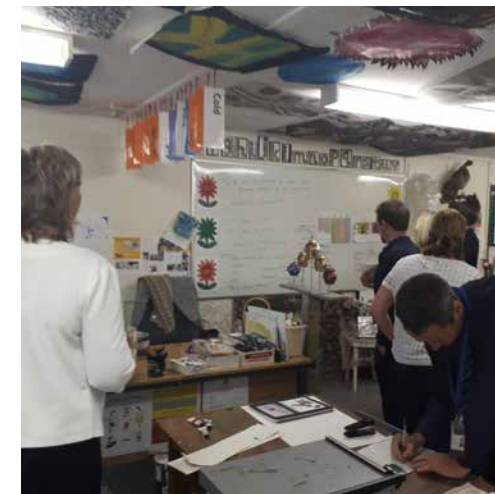
Activities and outcomes



Teachers will be enabled to:

- ▶ Experience self-directed learning in a 21st Century professional learning environment
- ▶ Work collaboratively as part of a team on a common area of interest
- ▶ Test new ideas to improve student learning, progress and attainment
- ▶ Develop personal and professional competencies, linking, where possible, to performance management targets
- ▶ Have opportunity to develop an area for enquiry/action research
- ▶ Actively support and contribute to the realisation of the OneSchool Global Vision for Learning

The Teacher Academy ‘Be A Magic Weaver’ training programmes are CPD accredited.



Inset Days

Hours of CPD allocated - 30 (5 days)

- ▶ School Improvement Plan progression
- ▶ School Inspection Service Inspection preparation
- ▶ Language of Learning (LoL) implementation and alignment

Inset Days are held on campus and are Head Teacher led.



Targeted Professional Development

Hours of CPD allocated - 40

- ▶ **Head Teacher Led:** eg Operational Matters, Sharing SDL/LoL best-practise, Dyslexia Training, Autism Awareness, Global/ National Strategies cascading.
- ▶ **Curriculum Led (Zoom/Online):** eg Subject/Phase-specific Development, Sharing best-practise of self-directed learning and Language of Learning, Canvas Master Course Development.
- ▶ **Teacher Academy Led (Zoom/Online):** eg The OneSchool Way Canvas Course, Be A Magic Weaver Enquiry Development, Flick Learning Courses, Cross-Campus Collaboration.

TPD is held on campus on a rotational basis each Wednesday from 15:00 - 16:00hrs.



Teacher Academy Programmes

Hours of CPD allocated - 30

- ▶ ‘Be A Magic Weaver’ - Curriculum and SDL driven - 2-day residential
- ▶ New Staff Induction - 2-day residential
- ▶ Senior Educational Leadership Team (SELT) - 2-day residential each term
- ▶ Leadership Development
- ▶ Personal Professional Development

Teacher Academy Programmes are held at the Teacher Academy at Warwick.

What our teachers say

“

“As soon as I walked through the doors at Atherstone I knew I needed to work here. There was a buzz of learning in every classroom and the students were well mannered. They described their lessons as epic!”

“

“We are a caring school where students enjoy the experience but at the same time we set high expectations. We believe in creating a culture whereby students can learn to be successful, self-directed learners”.

“

“Focus School Long Eaton Campus is a truly wonderful place to work as a teacher for so many reasons: students here are enthusiastic and love learning, which means that as a teacher you can share the passion that you have for your subject and continue to learn yourself; students, staff, trustees, parents and the wider community are all fully supportive of the school and form a cohesive community who all want the same thing – the best for the students; the approach to learning, namely Self-Directed Learning means that no two days are the same and school is exciting, fun and students have far more ownership of their learning; extra-curricular opportunities are varied and driven by student interest. We are a happy school where we all come every day keen to contribute, learn and achieve our potential as staff or student and I don’t think there is a more important thing you can say about a school than that!”

“

“It’s a fab place to work and I look forward to coming here every day. The old saying ‘Choose a job you love and you’ll never work a day in your whole life’ is never truer than here as it’s a complete privilege to contribute in an environment like this one.”

“

“It’s so exciting to be a teacher at a Focus School in these innovative times.”

“

“Focus Schools are innovative and lie at the cutting edge of evolving teaching methodology.”

The Learning Environment



The Learning Environment

An inspirational atmosphere conducive to creativity and independent learning

The Learning Centre is a large space in every school in which the real business of learning takes place. It is a hub of learning, ideally centrally located if not physically at least pedagogically (at the centre of learning).

The concept of a learning centre is to provide an inspirational atmosphere conducive to creativity and independent learning. Far from being just another classroom, a successful learning centre must be well planned to incorporate many elements that support the learning and the learning environment in a welcoming work area.



The Learning Centre:

- ▶ supports a self-directed learning model
- ▶ demonstrates and builds a community of learners
- ▶ models life-long learning and work habits
- ▶ promotes a collegial working environment for teachers



The Learning Centre is:

- ▶ designed for maximum visibility but minimum sound disturbance
- ▶ a space where students learn through doing
- ▶ a space designed to be as flexible as possible
- ▶ a space that places at its centre learning by students rather than the teaching by teachers
- ▶ a space in which students can access their assignments electronically via Canvas or similar LMS (Learning Management System)
- ▶ an open space with few fixed partitions



The Learning Centre contains:

- ▶ a variety of learning spaces
- ▶ small glassed-off areas for small groups and one-on-one tuition and for student conferences with off-site teachers
- ▶ other areas for a variety of learning and working opportunities



The Learning Environment / Technology-rich classrooms

Exploring and using a range of tools and devices for great quality educational experiences

Digital Literacy is recognised as a key requirement in a student's portfolio of graduate skills and as a result the OneSchool classroom is an increasingly technology-rich learning environment.

Throughout our global network of schools and campuses we have much in common in exploring and using a range of tools and devices for great quality educational experiences. Our students are provided with laptops from Year 7 onwards. Furthermore, many students would connect with their teacher and other students via video-conferencing technology, thus removing the limiting barrier of geographical isolation and offering access to first-class teaching expertise for every student.

We have many online classrooms too – with courses and Programmes of Learning on Canvas, and teacher collaboration areas on our Professional Learning and Development Hub. Greater access to online resources for learning are providing many of our staff and students with research and study information, as well as a diverse digital library of project material for all age groups and interests.

The use of VC technology in the UK has enabled the delivery of cutting-edge teaching to a wider range of students regardless of geographical location whilst delivering consolidation cost savings of just over £361,000 last year!

Three elements combine to provide support for students as they develop independence as learners

The Learning to Learn Framework was designed specifically for the OneSchool network and is based on research and best practice, and extensive consultation with members of the education community.

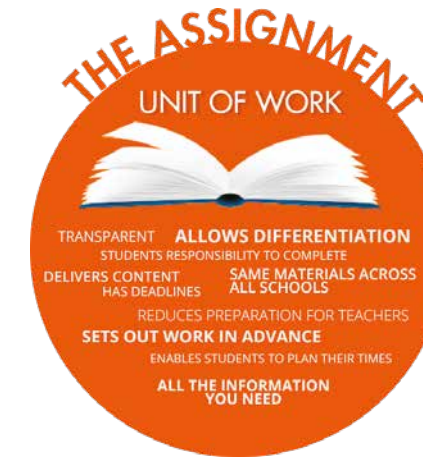
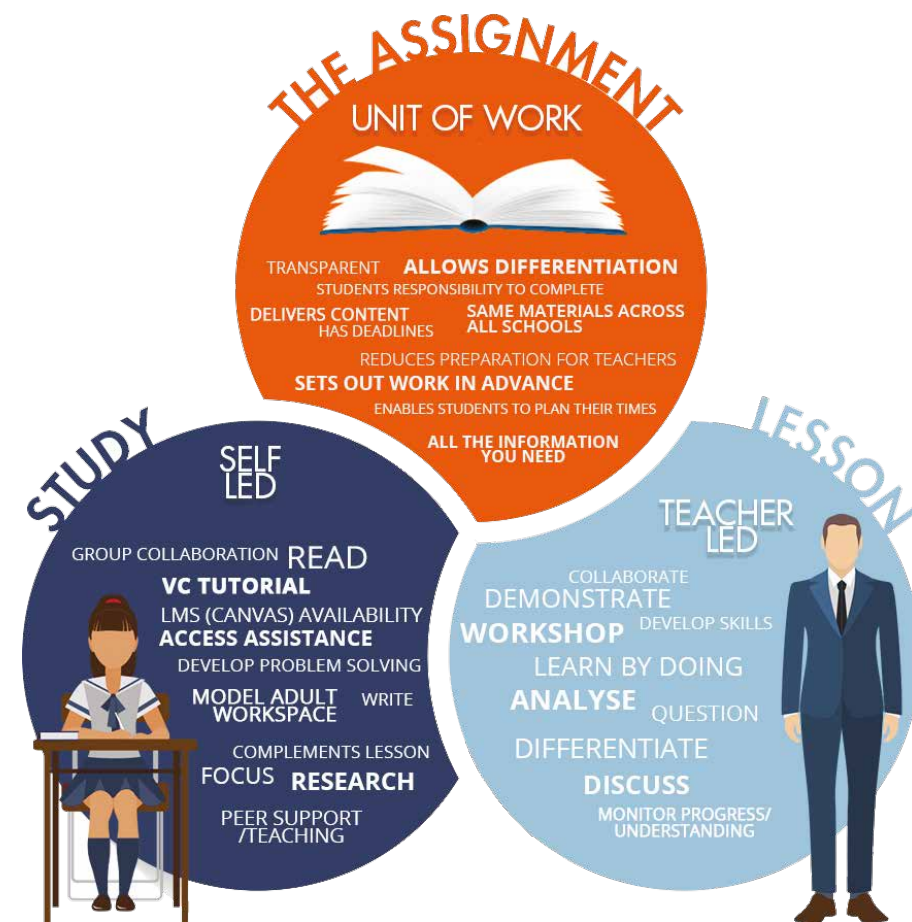
The Framework provides a structure for self-directed learning: the Assignment, Lesson and Study. These three elements combine to provide support for students as they develop independence as learners, and promote collaboration amongst teachers and students across campuses and schools. The Framework considers the structures around video-conferencing and distance learning.

An important component of the Learning to Learn Framework is the development of Learning Centres that enable students and teachers to work together in an inviting, collaborative and flexible space in which students take ownership of their own learning.

“

A deeply distinctive project with ramifications for the educational world at large.

Professor Tim Oates, CBE.



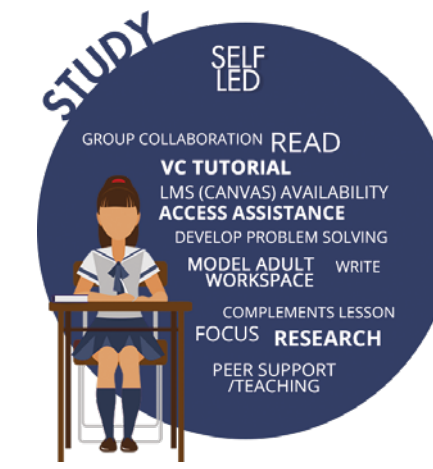
The Assignment

- ▶ Learning Management System/Digital Platform
- ▶ Shared document-student focused
- ▶ Structure
- ▶ Consistency and alignment
- ▶ Personalisation and differentiation
- ▶ Professional collaboration and constant review
- ▶ Content delivery: 'flipping' the classroom



The Lesson

- ▶ Changed focus as student moves through school
- ▶ Change from communication of information to process of developing skills
- ▶ 'Flipping' lessons by using the assignment
- ▶ Timetable changes
- ▶ VC & remote learning



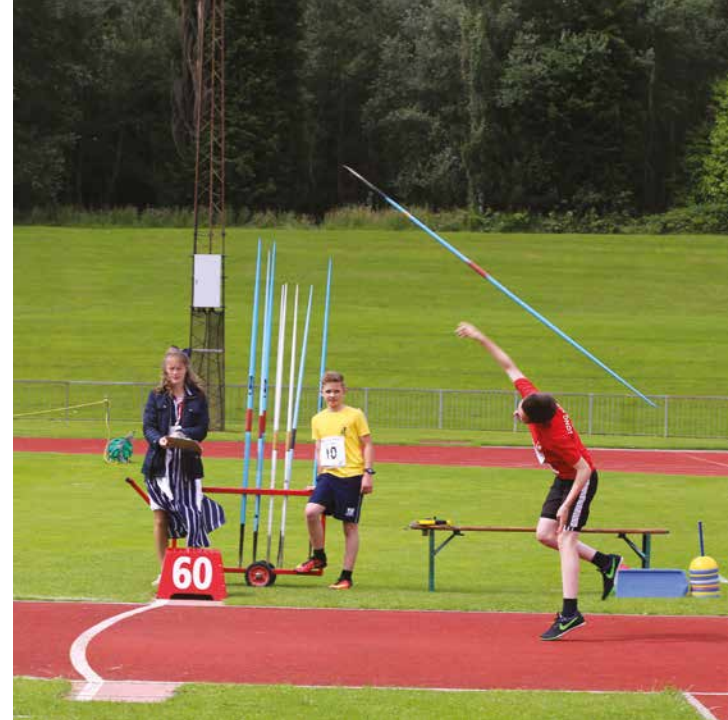
The Study

- ▶ Complements the Lesson
- ▶ Students work on their assignments
- ▶ Student-directed
- ▶ Teachers available to guide and personalise
- ▶ Time:
 - timetable
 - distance learning
 - balance between lessons and studies



Learning centres

- ▶ Dynamic, flexible and open
- ▶ Drawing on Primary classroom configuration
- ▶ Accommodates variety of tasks and learning styles
- ▶ Designed for learning and collaboration
- ▶ Students and teachers together



The Learning Environment / It's not all about the classroom

Knockloughrim Campus provide a great quantity of filled shoeboxes for charity.



Businesses sponsor Cottingham as the students play ex-students in 'out of school' football event to raise funds for education.



The Results

The Results / National Athletics Record 2018

Encouraging a culture
of healthy competition and
supporting fitness for all

Event	Record holder	Campus	Date record broken	Record	County*
Boys KS3 Shot-Put	Maxwell Green	Dunstable	14/07/2017	11.31m	11.20m
Girls KS3 Shot-Put	Connie Remington	Dunstable	14/07/2017	8.93m	9.25m
Boys KS4/5 Shot-Put	Jacob Furse	Plymouth	12/07/2017	13.53m	11.50m
Girls KS4/5 Shot-Put	Tanya Marsh	Swansea	07/07/2016	9.34m	8.85m
Boys KS3 Discus	Hugo Christopher	Wilton	13/07/2017	29.91m	30.50m
Girls KS3 Discus	Roxanne Franklin	Ridgeway	06/07/2018	23.30m	23.00m
Boys KS4/5 Discus	Caspar Douglass	Stoke Poges	03/07/2017	39.50m	34.00m
Girls KS4/5 Discus	Connie Lyon	Berkeley	04/07/2018	25.69m	29.00m
Boys KS3 Javelin	Devon White	Stoke By Nayland	06/07/2018	42.47m	39.00m
Girls KS3 Javelin	Connie Remington	Dunstable	14/07/2017	20.16m	27.50m
Boys KS4/5 Javelin	Riley Humphreys	Wilton	06/07/2018	49.35m	46.00m
Girls KS4/5 Javelin	Connie Lyon	Berkeley	04/07/2018	28.63m	32.00m
Boys KS3 Long Jump	Tyler Barnes	Dunstable	14/07/2017	5.62m	5.45m
Girls KS3 Long Jump	Julia Temple	Stoke By Nayland	06/07/2018	4.67m	4.65m
Boys KS4/5 Long Jump	Kirby Frizelle	York	02/07/2018	6.35m	6.25m
Girls KS4/5 Long Jump	Tabitha Robertson	Stoke Poges	04/05/2016	4.95m	4.85m
Boys KS3 High Jump	Curtis Denny	Biggleswade	13/07/2016	1.70m	1.60m
Girls KS3 High Jump	Zara Rubie	Wilton	06/07/2018	1.44m	1.45m
Boys KS4/5 High Jump	Curtis Denny	Biggleswade	06/07/2018	1.88m	1.83m
Girls KS4/5 High Jump	Cassia Wade	Ridgeway	06/07/2018	1.52m	1.55m
Boys KS4/5 Triple Jump	Harvey Walton	Biggleswade	06/07/2018	12.35m	12.85m
Girls KS4/5 Triple Jump	Verona Ross	Biggleswade	16/07/2018	9.69m	9.50m
Boys KS3 4x100m Relay		Biggleswade/Cambridge	13/07/2016	52.30s	53.40s
Girls KS3 4x100m Relay		Biggleswade/Cambridge	18/07/2017	55.93s	53.40s
Boys KS4/5 4x100m Relay		Ridgeway	06/07/2018	45.85s	45:30s
Girls KS4/5 4x100m Relay		Caledonia	28/05/2018	54:23s	52:00s

Event	Record holder	Campus	Date record broken	Record	County*
Boys KS3 80m Hurdles	Curtis Denny	Biggleswade	13/07/2016	12.48s	12:90s
Girls KS3 80m Hurdles	Rochelle Ridewood	Kenley & Carshalton	07/07/2016	13.82s	
Boys KS4/5 80m Hurdles	Oscar Dunn	Hindhead	04/7/2018	10.77s	
Girls KS4/5 80m Hurdles	Mikayla Crow	Swaffham	16/07/2018	13.57s	
Boys KS3 100m Race	Tyler Barnes	Dunstable	14/07/2017	12.27s	12:30s
Girls KS3 100m Race	Kylie Woodcock	Linton Park	18/07/2017	13.75s	13:30s
Boys KS4/5 100m Race	Chester Cowley	Kenley & Carshalton	07/07/2016	10.96s	11.50s
Girls KS4/5 100m Race	Skye Hollands	Hindhead	16/07/2018	13.11s	13.00s
Boys KS3 200m Race	Wayde Griffiths	Gloucester	18/07/2016	24.33s	27:60s
Girls KS3 200m Race	Rochelle Ridewood	Kenley & Carshalton	07/07/2016	27.11s	27:60s
Boys KS4/5 200m Race	Rodney Cowie	Linton Park	05/07/2018	23:33s	23:30s
Girls KS4/5 200m Race	Antonia Ross	Biggleswade	06/07/2018	27.28s	26.50s
Boys KS3 300m Race	Jed Norman	Cambridge	18/07/2017	42.07s	40:00s
Girls KS3 300m Race	Zara Rubie	Wilton	11/07/2018	50.00s	44.00s
Girls KS4/5 300m Race	Antonia Ross	Biggleswade	06/07/2018	43:96s	
Boys KS4/5 400m Race	Kian Carvell	Swaffham	06/07/2018	49:37s	52:50s
Boys KS3 800m Race	Jack Trevvett	Hornby	08/07/2016	2:18.69s	2:13.00s
Girls KS3 800m Race	Kylie Woodcock	Linton Park	18/07/2017	2:34.20s	2:29.00s
Boys KS4/5 800m Race	Truan Stanley	Kenley	16/07/2018	2:05.52s	2:02.00s
Girls KS4/5 800m Race	Marilla Woodcock	Linton Park	18/07/2017	2:34.19s	2:25.00s
Boys KS3 1500m Race	Schlyer Smith	Berkeley	04/07/2018	4:55.08s	4:36.00s
Girls KS3 1500m Race	Tierney Calder	Dunstable	29/06/2018	5:41.08s	5:10.00s
Boys KS4/5 1500m Race	George Aris	Wilton	06/07/2018	4:20.07s	4:15.00s
Girls KS4/5 1500m Race	Millie Fentiman	Cambridge	13/07/2016	5:30.30s	5:00.00s

*This is the County Standard for the 2018 season, as defined by the English Schools' Athletic Association.
County Standard is: **A good level of performance at a County Championship meeting.**
More information is available on the English Schools' Athletic Association website: www.esaa.net



Above national benchmarks
across key headline
performance measures

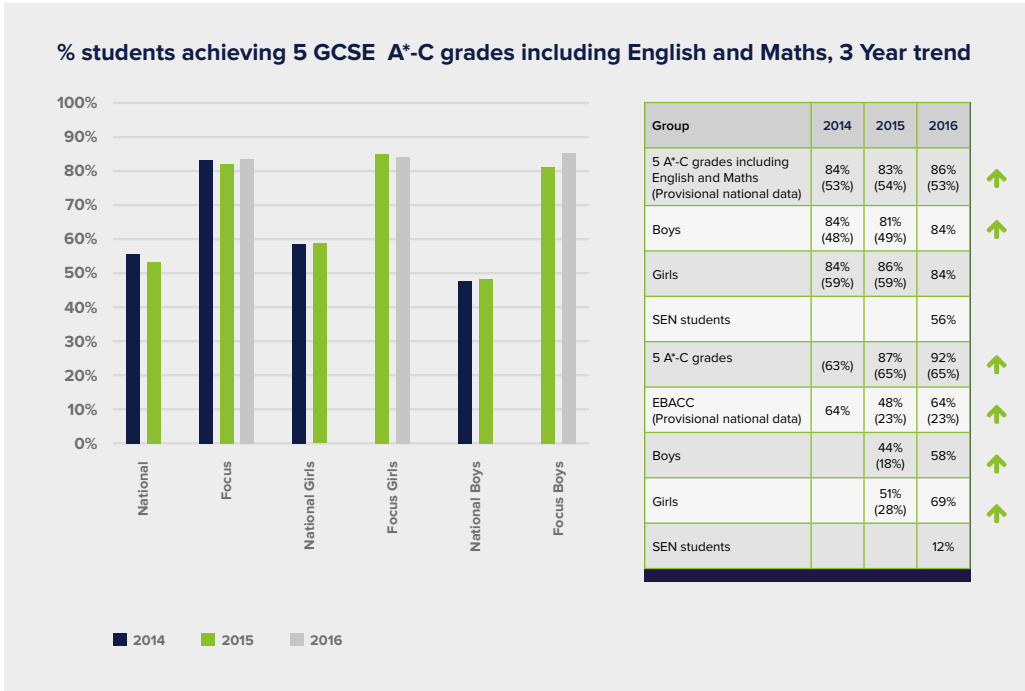
Focus Learning Trust measures the performance of schools against recognised benchmarks. The recently published provisional results by the Department for Education allow us to compare Focus Schools with schools in England.

Overall, the data shows that Focus Schools have shown improvement on the 2016 data and are above national benchmarks across key headline performance measures.

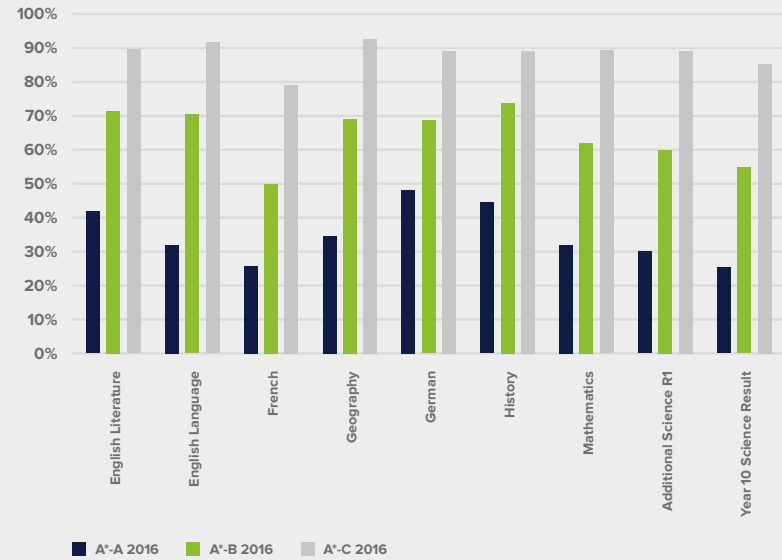
Focus reports on data in the following areas:

- ▶ Individual campuses that have performed well against Focus and national benchmarks.
- ▶ Attainment and progress at Key Stage 2, GCSE, and A Level.
- ▶ Results for other qualifications including vocational courses are available.

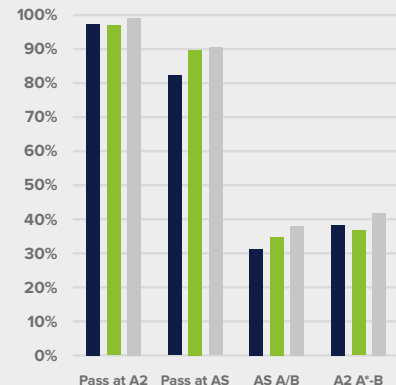
A selection of headline data is shown in the following tables, with further and more detailed data available on request.



2016 GCSE Grades A*-A, A*-B and A*-C



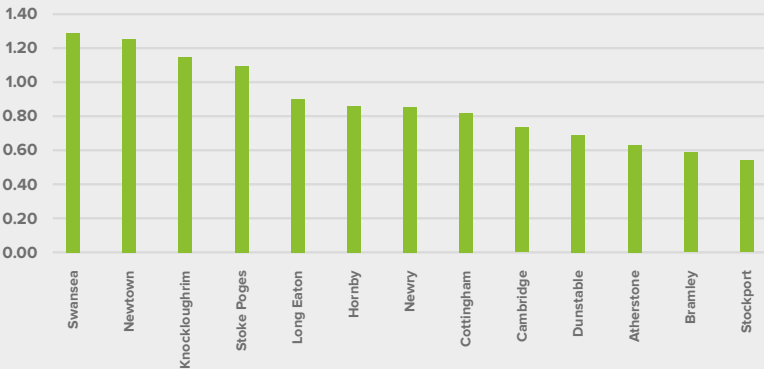
Post 16 A Level headline data 2016



Pass rates for AS and A2 continue to rise, and the pass rate for A2 exceeds national benchmarks. High performing A level subjects achieving more than 80% A*-C grades include English, French and Politics. Subjects achieving more than 20% A*A grades are English, Politics and Mathematics. The report also includes comparative data for face-to-face and VC teaching for both A2 and AS level subjects. The data suggests that students who study through VC are not disadvantaged and gain good results.

Group	2014	2015	2016
Pass at A2 Year 13 (National average)	97%	97%	99% (98%)
Pass at AS Year 12	82%	90%	91%
Average UCAS A2		194	268
Average UCAS AS		141	147
A2 A*A	31%	37%	15% (26%)
A2 A*B	38%	37%	44%
AS A B	31%	37%	37%

Campus Performance Value added against targets



Value added looks at progress. In calculating a value added score for each school, we looked at what a student was predicted to achieve at GCSE v actual achievement. A value added score of 0.5 means that on average students achieved half a grade higher than predicted. Four Focus Schools achieved a value added figure of more than 1 indicating that on average students achieved more than 1 grade better than expected – Swansea, Newtown, Knockloughrim and Stoke Poges. The chart above shows those Schools who achieved a value added figure of +0.5 or more; the Focus Schools' average for value added was +0.49. We are also pleased to report that the value added for students with special education needs was, on average, +0.53.

Inspection
Results
2016-2018

17 schools have been inspected in 2016-2018 of which:

- ▶ Outstanding 7
- ▶ Good 11
- ▶ Requires improvement 0
- ▶ Inadequate 0

7 Number of Focus schools achieving outstanding status

2 Atherstone Campus is in 2nd position in Top 100 schools

Inspections are a positive contribution to the improvement of our schools

Focus schools are inspected under section 162A of the Education Act 2002 by the School Inspection Service, an independent inspectorate which conducts school inspections in the context of the Independent Schools Regulations and Standards on behalf of the Department for Education.

Inspections are overseen by Ofsted, the Government's official inspection body for maintained schools. They take place every three or six years, and for schools on a six-year cycle, interim monitoring inspections are carried out as an additional measure. Inspectors and their teams are comprised almost entirely of ex HMIs and have a wealth of experience in education and the inspection process.

We regard these inspections as a positive contribution to the improvement of our schools and ensure that we act upon recommendations swiftly and thoroughly.

“

“The quality of pupils’ personal development is outstanding. Relationships throughout the school are characterised by respect and kindness towards each other. Behaviour is excellent.”

“Pupils benefit from a wide range of enhancement and extra-curricular activities that develop their self-confidence, teamwork and leadership skills.”

“Leadership and management are outstanding.”

“The innovative approach to the curriculum, teaching and learning is what makes this school outstanding because it enables all pupils to make excellent progress and achieve their very best.”

Taken from our school inspection reports.





What the parents say about our schools

“

We share the enthusiasm of the staff that has made these results happen. We share with particular interest the organisation that has the heart of our young people at the centre of its efforts. Your consistency is appreciated. Keep it up, we are all behind you.”

“

Our daughter enjoys school life and is getting good results. The teachers have turned her “difficult” subjects (including maths and cross-country) into successes.”

“

Each day it's a comfort to know I send my children to a school where they will be well cared for and that has a positive attitude to learning so they can make the most of the excellent education they receive and enjoy doing their best.”

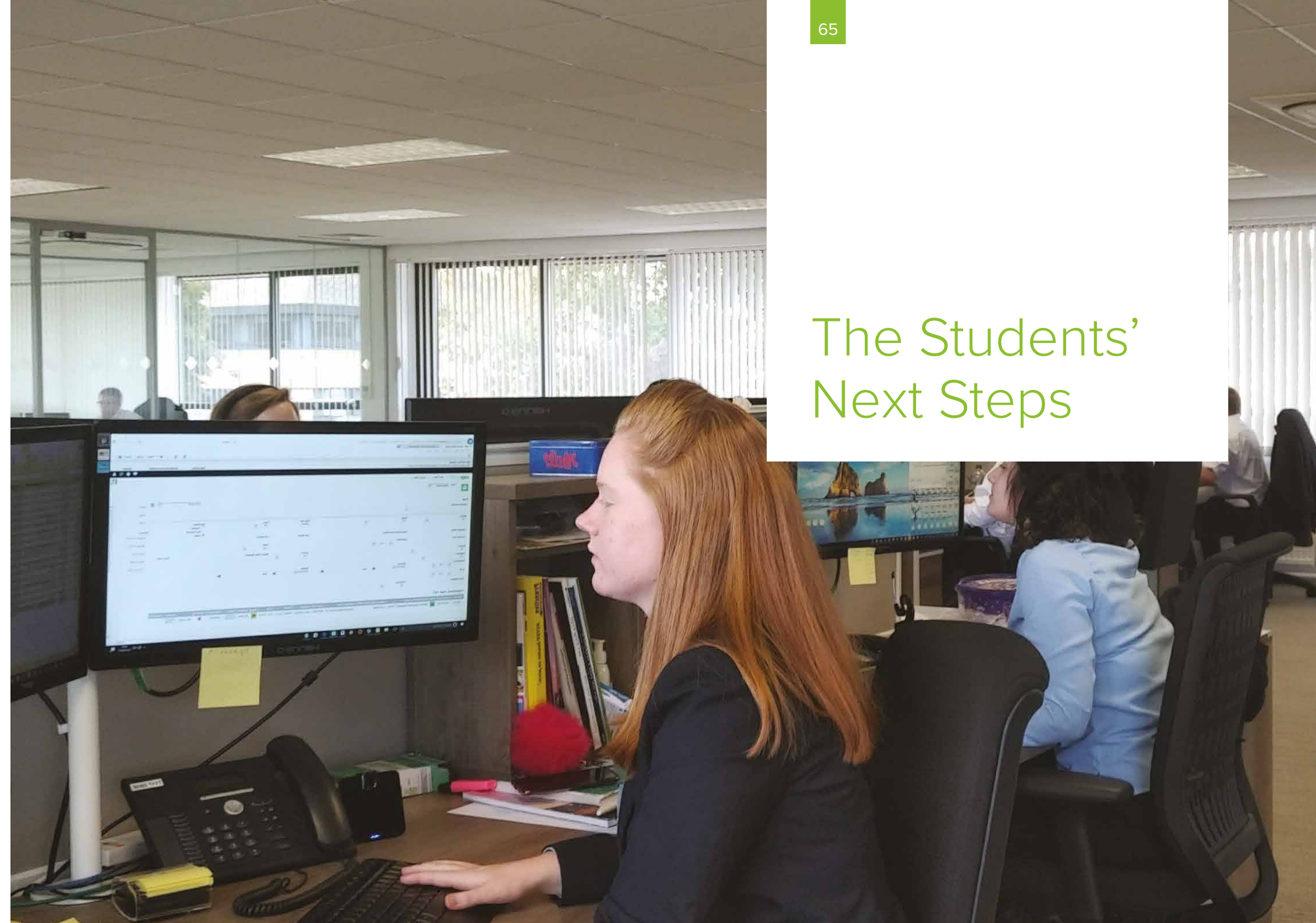
“

My child loves the school. He (mostly) gets up in the morning positive and ALWAYS comes home positive. I don't believe there's a better test for how a school's doing.”

“

My wife and I would like to thank you and all the staff and trustees for the truly excellent experience our children prove on a daily basis. The whole school has an immensely positive, progressive and stimulating learning atmosphere and I think we can see the results in the GCSE and A level results achieved by both of our children. For one of them to have gained two A's and seven B's in his GCSE's with an ADHD condition that was categorised as within the top 10% when aged 6 years, just goes to show the brilliance of the teaching and the personal care and input from the teachers and trustees. It is all very much appreciated.”

The Students' Next Steps





The Students' Next Steps / Career Advantage Program (CAP)

What is CAP?

The Career Advantage Program (CAP) provides all students with the opportunity to gain the skills and aptitude to achieve rapid success in their post-school careers. The CAP does this by:

1. **Providing a selection of professional training courses that can be completed alongside and as additional to senior school studies.**
2. **Analysing the capability of each student professionally to ensure the student can effectively complete the courses.**
3. **Sponsorship for students to carry out extra-curricular studies in the last two years of school.**

Why is CAP Important?

There is an increasing awareness globally that high school studies alone are not adequately preparing students for the modern workforce. The Career Advantage Program is aimed at equipping our students with the necessary skills to bring positive benefits to businesses from day one.

The CAP curriculum

CAP students are offered a wide range of business-related, academic and vocational courses to help them develop skills and competencies to ensure they are career ready and inspired to continue their journey of lifelong learning.

CAP courses include:

Career Fundamentals

- Productivity: Time & Task Management
- Professional Conduct in a Business Environment
- Business Communication
- Financial Life Skills
- Project Management

Business Diplomas

- Business Organisations
- Marketing
- Human Resources Management
- Operations Management
- Macroeconomics & the Business Environment



Sponsorship and mutual benefit is achieved via:

- **Funding for the student to take part in short, multiple course modules over two years which are specifically workplace orientated.**
- **Monetary reward for all participating students which is set aside by participating employers and made available on completion of the course/s.**
- **Provide businesses with students that will provide quicker return-on-investment from the beginning of their employment.**

“

“The excellent features of the Career Advantage Programme include presentations by students to potential employers at careers conventions and the important role of business mentors in supporting students in their work aspirations.”

The programme provides an excellent bridge between school and work. The careers education and guidance programme benefits greatly from the local business community's strong commitment to the school and its student and the vast majority of students find gainful employment within it.”

Recommendation from School Inspector

“The students come from school composed, mature and with a balanced perspective on life; well equipped to cope in the business world.”

Business Owner

Our students come out of school life-ready, with skill-sets to enable them in life-long learning prepared for whichever career path they choose. At OneSchool, we understand that every student is different and no two sets of career aspirations are alike.

OneSchool commits to produce students that are ready for whatever further education they choose; doctor, lawyer, chemist, CEO, politician, businessman.

The Career Advantage Program develops their skills while still at school, preparing them for the working world.

For students that wish to pursue a career in business or a business-related industry OneSchool provide certified training courses that can be undertaken as the student begins their career at work. Postgraduate Studies provides courses for early days at work enabling new employees to provide value for their employer and to progress quicker in their career.

Postgraduate studies are the gateway to a meaningful career with a lifelong objective

So what comes after school?

A job? Yes, but more than that: a job plus Postgraduate Studies. Business owners and managers find that by supporting an employee who is also pursuing a postgraduate course they are investing in a staff member whose IQ and skills are increasing and will yield for the business.

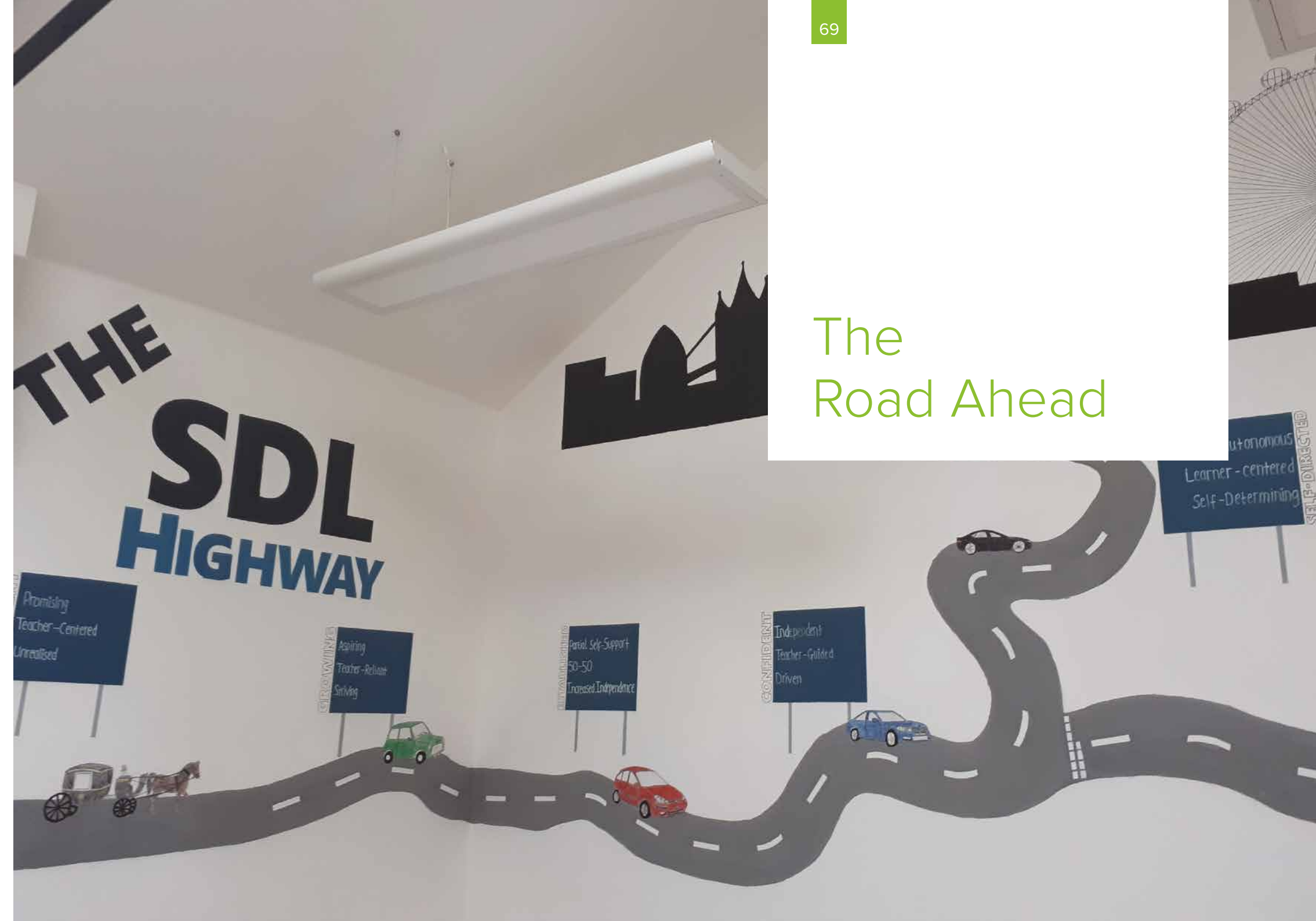
Postgraduate Studies offers a wide range of both apprenticeship and distance-learning courses in a large range of business areas, enhancing the already career-ready student and empowering their life-ready skills.

The Postgraduate Courses include:

- Accountancy Apprenticeship
- Sales & Telesales Apprenticeship
- Management Apprenticeship
- Project Management
- Interior Design
- Economics
- Chartered Institute of Legal Executives
- Association of Taxation Technicians



The Road Ahead



The Road Ahead

Advanced teaching methodology, teacher training and development programmes, operational cost savings and development of world-leading educational facilities

As the OneSchool education system progresses further, and develops into an internationally recognised provider of first-class education to children from our community, we are convinced that there is opportunity to provide input and support to the state education system in the UK by sharing operational best-practice in areas such as advanced teaching methodology, teacher training and development programmes, operational cost savings and development of world-leading educational facilities.

What we do for one,
we do for all.



A global education ecosystem
that develops life-ready students
who learn how to learn.



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