

# On Track Education Wisbech

Enterprise House, Oldfield Lane, Wisbech, Cambridgeshire PE13 2RJ

Unique reference number (URN): 133570

## **Material change inspection report:**

8 May 2026

### **Overall outcome**

The school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented

This inspection was commissioned by the Department for Education (DfE), which is the registration authority for independent schools. The school has applied to the DfE to make a material change to its registration. The school proposes to change the age range of pupils.

The purpose of the inspection is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards (the standards) that are relevant to the material change that the school has applied to make.

## **Part 8. Quality of leadership in and management of schools**

When we carry out material change inspections of independent schools, we report on the school's likely compliance with part 8 of the standards first. Under part 8, the proprietor is required to ensure that the school meets all of the standards consistently. The standard in part 8 is intended to ensure that the quality of leadership and management at the school is sufficient for that purpose.

The proprietor has a clear rationale for its request for this material change. This is about supporting pupils after key stage 4 who are not ready to transition to larger educational establishments. Pupils' social, emotional and mental health (SEMH) often mean they can struggle with anxiety. The school is a safe and supportive environment. Pupils learn in small classes and enjoy helpfully bespoke support. In the past they have found the adjustment to large colleges tricky. Despite the school's best efforts, some have not succeeded. Giving pupils the option of staying

at the school post-16 may give them a greater chance of success and more time to fully prepare for their next steps.

The school has been registered as having post-16 provision in the past. This was before the pandemic. The school therefore has some past experience of supporting pupils in this age range. In addition, the proprietor has instances of post-16 provision in its other schools. This includes a centre that is solely for post-16 students. This means the school will be able draw on the proprietor's expertise. Leaders have ensured there is a coherent programme for developing staff's post-16 knowledge.

The proprietor has robust systems of oversight. There are routine and systematic checks on provision. For example, if an area has shortfalls, the proprietor audits this and puts in actions to address it. The proprietor visits the school regularly. It ensures it has the information required to provide effective support and challenge. This gives assurance that it has the capacity to ensure the material change is successful.

The proprietor has ensured that the school is likely to meet the standards if the DfE grants the material change.

## **Part 1. Quality of education provided**

### **Curriculum**

The proprietor has a clear ambition for the post-16 curriculum. The intent is that post-16 students will complete or enhance their level 2 qualifications. Mostly, this will be GCSEs or functional skills. The proprietor has offered A levels at some of its other schools. Its view is that the need for level 3 qualifications is likely to be rare. Typically, even more confident learners still have significant gaps in their knowledge because of previously disrupted education. However, the proprietor aims to be ambitious and not limit pupils' options.

Leaders have designed a coherent post-16 curriculum. The school aims to adapt learning in detailed and multiple ways for students' special educational needs and disabilities (SEND). The curriculum is designed around the needs and aims specified in their education, health and care (EHC) plans. Careful thought has gone into the sequencing of content. For example, in English, students will learn about Dickens and Orwell in Year 12. This should give them important prior knowledge to study Victorian texts and Shakespeare in Year 13. The curriculum identifies the key knowledge that students will need. They are likely to be able to build up what they know.

There is an appropriate post-16 programme for personal, social, health and economic education (PSHE). Leaders have considered how this will be age-appropriate for post-16 students. They will learn about gangs, and online risks such as in gambling. The intent is for students to revisit learning about budgeting, cooking and travel support. This content is likely to be relevant and helpful for students. It is ordered in a way that should help students to draw on what they already know.

The relationships and sex education (RSE) curriculum is likely to be well matched to students' age and stage. For example, students will learn about consent, in age-appropriate ways. Leaders aim for the teaching about drugs and alcohol to be appropriately adapted for the proposed older students to enable the students to make important connections and deepen their understanding.

Current careers education and guidance mean pupils make informed choices about their next steps. Where pupils have particular aims, such as to work with animals, the proprietor ensures pupils gain experience of this. Staff explain and use role play to help pupils to develop their independence and confidence step-by-step. Leaders have a careers plan for post-16 students that builds on these well-considered practices. It is likely to help students move confidently towards their next steps.

## **Teaching**

The proprietor has the expertise to ensure the school is ready to deliver a post-16 curriculum and to support the school in teaching post-16 students. Teachers have appropriate subject knowledge for post-16 learning. The intended curriculum is sufficiently well-designed to support staff to deliver it effectively. Where staff have gaps in their knowledge, the proprietor has planned training to address these.

Teachers show appropriate levels of skill in adapting learning for pupils with SEND. Current pupils learn confidently. Staff explain well how they will adapt provision further for post-16 students. For example, they understand the potential complexities of students' SEMH needs as they grow older. The school is likely to teach post-16 students well.

## **Assessment**

Teachers currently use assessment well. They explain clearly the identified knowledge that pupils should learn. Teachers then check that pupils understand and remember this. The school has suitable structures to assess pupils' progress through the curriculum. The proprietor plans routine and careful checks on learning for students in post-16 provision. Leaders understand the need to adapt the curriculum in response to these assessments.

The proprietor has ensured that the school is likely to meet the standards in this part if the DfE grants the material change.

## **Part 2. Spiritual, moral, social and cultural development of pupils**

There is currently a wide-ranging programme for pupils' spiritual, moral, social and cultural development. In part, this is threaded through wider opportunities. Pupils can have significant gaps in their knowledge of safety and relationships. They may struggle with low self-esteem. The school's work helps pupils to overcome these issues. Leaders ensure pupils gain rich experiences of the world of work, such as on a local farm. Pupils regularly do charity work. An example is fundraising for a local food bank. Through these experiences, pupils develop important character traits, such as resilience. Leaders plan a similarly wide-ranging post-16 programme. It is likely to continue to support students well.

The intended PSHE and RSE curriculums should enable students to learn identified knowledge that is matched to their needs. Leaders aim to check that the required learning is delivered. For instance, they intend to ensure that pupils will not miss out on key content regarding those characteristics protected by law. Current pupils show positive knowledge of fundamental British values. They understand right and wrong and engage with democracy through leadership responsibilities, such as mentoring. The proprietor intends that post-16 students will develop this important learning.

Leaders prioritise supporting pupils' wellbeing. Leaders seek to understand how past trauma is a barrier to pupils' wellbeing and learning. The proprietor ensures there are meaningful programmes in place to help pupils overcome obstacles they face. Pupils benefit from warm and supportive relationships with staff. The culture and provision meet pupils' SEMH needs. They settle and engage. Leaders have convincing plans to develop this support into post-16. This is likely to aid students' spiritual, moral, social and cultural development.

The proprietor has ensured that the school is likely to meet the standards in this part if the DfE grants the material change.

## **About this inspection**

The inspector carried out this inspection under section 162(4) of the Education Act 2002, at the request of the registration authority for independent schools. The inspector checked the school's likely compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspector spoke with the headteacher, other senior members of staff, and the co-chair of the proprietor body.

The inspector also considered the school's safeguarding arrangements, including the single central record of pre-employment checks and whether the school's safeguarding policy is available to parents and carers. These requirements of the standards remain met.

The inspector confirmed the following information about the school:

The co-chairs of the proprietor body are Jane Cox and Penny Harris.

All pupils have SEND. All pupils have an EHC plan. The school caters primarily for pupils with SEMH needs. Some pupils also have other diagnoses, such as autism and attention deficit hyperactivity disorder.

The school uses one unregistered provider of alternative provision.

The school operates at one site: Enterprise House, Oldfield Lane, Wisbech, Cambridgeshire PE13 2RJ.

**Lead inspector**

Charlie Fordham

His Majesty's Inspector

**About this school**

<b>Proprietor</b>	On Track Education Services Ltd
<b>Headteacher</b>	Mrs Diane Woodward
<b>Type of school</b>	Other independent special school
<b>Capacity</b>	24
<b>Number of full-time pupils of compulsory school age on roll</b>	22
<b>Number of part-time pupils of compulsory school age on roll</b>	0
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Annual fees for day pupils</b>	£40,212 – £60,116
<b>Email address</b>	wisbechoffice@ontrackeducation.com

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