

# On Track Education Wisbech

**Address:** Enterprise House, Oldfield Lane, Cambridgeshire, Wisbech, Wisbech, Cambridgeshire, PE13 2RJ

**Unique reference number (URN):** 133570

## Inspection report: 3 February 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ●
Needs attention	
Urgent improvement	

### ✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- **Insufficient evidence:** Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

## Strong standard ●

### Attendance and behaviour

Strong standard ●

Many pupils join On Track with apprehensions about attending school. Leaders have a precise understanding of these barriers. They work closely with pupils and their families to help them overcome their worries about attending. Leaders have secured a warm, welcoming environment that enables pupils to achieve and celebrate their successes. As a result, pupils enjoy coming to school and attend well. Many say that, for the first time, they see the value in being in school every day. The improvement in pupils' attendance is notable.

Pupils' behaviour is exemplary. They are extremely polite, engaging and keen to learn. Pupils enthusiastically show off what they have achieved. Leaders have ensured that pupils learn how to self-manage their emotions and behaviours. As a result, pupils know when to step away. Older pupils are highly adept at this. They use their own learning and experiences to support younger pupils or those who are still developing their own strategies. Staff know pupils well. They have a finely tuned perception that helps them spot where pupils may be beginning to struggle to manage their emotions. If needed, staff quickly step in to defuse issues and help pupils regain their composure and re-engage in school life. Bullying is rare, not only because leaders say it is wrong, but because pupils themselves find it unacceptable.

### Inclusion

Strong standard ●

This is a highly inclusive school. All pupils have an education, health and care plan. Many pupils arrive lost to education. Their experiences of school have previously been traumatic. This means that many have negative perceptions of school. Leaders quickly identify the needs of pupils. They construct effective strategies to help pupils overcome their individual barriers to success. Leaders ensure that staff have the expertise to deliver these strategies. Knowledgeable and caring staff help pupils re-engage with school. Pupils develop their communication and socialisation skills quickly. They begin to enjoy school, and learn and grow both academically and personally.

The school has strengthened the rigor of pupils' targets. Pupils are set challenging academic and personal goals. The school provides excellent care and support that help pupils achieve well. Pupils develop their independence and resilience. Constant checking and reflection enable leaders to make subtle and effective adjustments to the provision. This means pupils' changing needs are swiftly addressed. Consequently, any disadvantage, academic or personal, that may hinder pupils' development is overcome. The school proactively engages with parents and carers, and relevant external agencies. Pupils transform from being quiet, isolated and disengaged to confident, social and keen learners. They enjoy success and flourish.

### Personal development and wellbeing

Strong standard ●

Leaders have carefully considered the wider curriculum. They have identified key activities that help pupils learn about important knowledge. They bring alive difficult topics through

trips and visitors to school. For example, visits to the local police station help pupils understand the importance of the rule of law. Every activity has a purpose. Looking after the school dogs helps pupils to learn about being responsible. Helping at the local farm helps create a sense of awe about the science pupils have learned. Pupils learn how to keep themselves safe, both online and in the real world.

Pupils have a rich awareness of difference and diversity. Pupils understand and celebrate the things that make them different. They understand that the law protects some characteristics that make people unique. Pupils develop a keen sense of fairness and mutual respect. Many pupils have felt isolated and alone before joining the school. They use these feelings to foster a strong, shared sense of belonging and mutual respect.

The school's well-constructed programme prepares pupils well for adulthood. Relationships and sex education forms part of this wider programme and is planned carefully. The careers programme is bespoke to each individual pupil. It considers their interests and ambitions. Leaders ensure that pupils access key information. Pupils are well supported when making choices about their next steps. Pupils receive a caring and supportive transition process to employment or further education. This means many pupils move on successfully.

The extra-curricular programme provides pupils with life-changing experiences, from performing to a crowd, including local dignitaries, at Christmas to representing the school in a national sports competition. These provide pupils with rich memories and experiences of success. Pupils are filled with pride when they speak about how they, and their friends, overcome their worries and achieve these triumphs.

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## Expected standard

### Achievement

Expected standard 

Generally, pupils achieve well. They secure key knowledge and are well prepared for their next steps in education, employment or training. Many pupils arrive at the school with gaps in their knowledge. Teachers successfully help pupils address these gaps. Pupils, all of whom have special educational needs and/or disabilities, progress steadily through the curriculum. Most pupils secure key knowledge in reading, writing and mathematics. Pupils typically use this important knowledge in other subjects, such as cooking, art and humanities. However, some pupils at the earliest stages of reading do not catch up as quickly as they could.

Many pupils achieve formal recognition of their learning by the time they leave at the end of Year 11. They are well supported academically and personally to move on and succeed.

### Curriculum and teaching

Expected standard 

The school has developed a well-considered curriculum. It sets out the key knowledge that pupils need to learn to be ready for their next steps. Initial learning checks determine what pupils already know. This information helps to build a bespoke curriculum for each pupil. Routine checks identify what pupils remember. Leaders use this information to make

adaptations to lessons. Consequently, the curriculum remains both accessible and appropriately challenging for every pupil.

Ensuring pupils secure key knowledge is a high priority. Pupils secure important mathematical facts and apply these to solve problems. Teaching supports pupils to develop a secure comprehension of what they read. Expert staff teach pupils at the earliest stages of reading important phonics knowledge. This generally helps pupils to become confident, fluent readers.

Teachers generally use the information about pupils' special educational needs and/or disabilities to inform their practice. However, some adaptations made to teaching do not always support pupils to learn key knowledge. Typically, teachers check what pupils understand. On occasion, these checks are not always as precise as they could be. Gaps in pupils' knowledge or misconceptions are not always identified. Consequently, the learning activities set by teachers do not always help pupils to secure key knowledge.

## **Leadership and governance**

**Expected standard** 

Leaders and the proprietor have a clear vision for the school. Rooted in what is best for pupils, decisions are taken and actions are implemented that promote this vision. Leaders ensure that staff access high-quality professional development. This has helped improve the curriculum and how well it is taught. Teachers at the start of their careers are well supported. Generally, leaders have an accurate view of the school's strengths and areas that need further attention. They check, with the proprietor, the impact of their actions on the provision for pupils. However, some of these checks lack the necessary precision. This means that sometimes the detail that leaders have about aspects of the school is not as sharp as it could be.

The proprietor has the knowledge and expertise to ensure that the school consistently meets all of the independent school standards. This includes meeting the requirements of section 10 of the Equality Act 2010. The proprietor ensures that the school is well resourced and that the site is pleasant, well maintained and thoughtfully organised. The proprietor uses their expertise to maintain oversight and ensure staff develop the knowledge needed to teach the curriculum well. Staff are proud to work at the school. They know that working in a small school brings workload pressures. However, they share a united goal to help every pupil achieve their best.

## **What it's like to be a pupil at this school**

Pupils blossom at this school. They are welcomed each morning by friendly faces. Pupils know that behind this warm welcome, staff have a steely aspiration and relentless belief for them to achieve. Many pupils have had traumatic experiences of education in the past. They did not value education or school. However, since arriving at On Track, Wisbech, they develop a desire to learn and grow. Pupils place high value on the positive relationships they have with staff. They speak passionately about the strong and enduring friendships they forge here. Staff open pupils' eyes to the opportunities on offer for their futures. Pupils

develop a sense of confidence. They enjoy success academically and personally. They feel safe, and are cared for and valued. Consequently, they attend well and flourish.

All pupils have an education, health and care plan. The school quickly identifies the specific barriers to learning that pupils have and sets in place effective strategies to support them. Pupils generally receive well-crafted learning experiences that help them to achieve well. They develop a rounded knowledge of the arts, technology and the humanities. Pupils develop a secure understanding of the key foundational knowledge in reading, writing and mathematics. They are well prepared for their next steps. Pupils enjoy linking their classroom learning to practical experiences. Whether it is using their learning in science to tend to the alpacas on a local farm, developing a sensory garden or visiting a local mosque, pupils value how these visits bring their learning to life.

Pupils' behaviour is exemplary. They are polite and respectful. Learning is rarely disrupted. Pupils look out for each other, and the school dogs, in social times, which are pleasant, collaborative times. Bullying is rare, partly because pupils know leaders do not tolerate it, but mainly because pupils themselves do not accept unkind behaviour.

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## Next steps

- Leaders should ensure that staff have the knowledge and expertise to use the full range of information about pupils, including how to support their learning and checking on what they understand, to adapt their teaching and meet their needs effectively to help them achieve more.
  - Leaders and the proprietor should ensure that the checks completed as part of their ongoing quality assurance processes identify precisely the required steps for further improvement.
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## About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's 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.

Inspectors spoke with the school manager, other senior members of staff, the special educational needs coordinator and the proprietor during the inspection. Inspectors visited lessons, reviewed pupils' work and discussed the curriculum with staff. Inspectors considered the responses to the online survey for parents. They discussed school life and learning with pupils. To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record, took account of the views of leaders, staff and pupils and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

The inspectors confirmed the following information about the school:

The school is a small independent special school for up to 24 boys and girls aged between 11 and 16 years.

The school manager took up her post in 2025, having previously been a co-leader.

All pupils have special educational needs and/or disabilities. All pupils have an education, health and care plan. The school caters primarily for pupils with social, emotional and mental health needs. Some pupils also have other diagnoses, such as autism spectrum disorder and attention deficit hyperactivity disorder.

The school uses one unregistered provider of alternative provision.

The name of the proprietor is On Track Education.

The fees currently charged are between £40,212 – £60,116.

The email address for the school is wisbechoffice@ontrackededucation.com

School Manager: Diane Woodward

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## Independent school standards

Independent school standards are either met or not met for each category.

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### 1. Quality of education provided

Standards met

All standards have been met.

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

Standards met

All standards have been met.

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### 3. Welfare, health and safety of pupils

Standards met

All standards have been met.

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#### 4. Suitability of staff, supply staff, and proprietors

Standards met

All standards have been met.

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#### 5. Premises of and accommodation at schools

Standards met

All standards have been met.

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#### 6. Provision of information

Standards met

All standards have been met.

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#### 7. Manner in which complaints are handled

Standards met

All standards have been met.

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

Standards met

All standards have been met.

#### Lead inspector:

Dave Gibson, His Majesty's Inspector

#### Team inspector:

Sonia Innes, Ofsted Inspector

## Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 3 February 2026

**Total pupils**

**21**

**School capacity**

**24**

**Pupils with an education, health and care (EHC) plan**

**21**

**Pupils with special educational needs (SEN) support**

**0**

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## **Our grades explained**

**Exceptional** ●

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

**Strong standard** ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

**Expected standard** ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

**Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

**Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

**Insufficient evidence**

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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