Inspection of On Track Education Services Ltd

Narita House, Fishleigh Rd, Roundswell Business Park, Barnstaple, Devon EX31 3UD

Inspection dates: 8 to 10 July 2025

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Sixth-form provision	**Good**
Overall effectiveness at previous inspection	Good
Does the school meet the independent school standards?	**Yes**

What is it like to attend this school?

Pupils at On Track Education Ltd speak with pride about their school and the strong sense of belonging they feel. They value their education, the rich opportunities and meaningful experiences that enable them to thrive.

The school's ethos of 'respecting others and showing respect' is reflected in the positive relationships between staff and pupils. Staff have high expectations for both behaviour and achievement. Pupils respond well to these expectations, demonstrating positive behaviour. They are polite, courteous and welcoming to visitors. Pupils are safe in school and know they can turn to trusted adults if they have any concerns.

Many pupils join this school following disrupted or negative experiences in previous educational settings. Staff are acutely aware of this and work tirelessly to tailor learning and enrichment opportunities to meet individual needs. This personalised approach helps pupils to re-engage with education and develop a positive attitude towards school life. For example, pupils benefit from visits to local farms and museums and learn to navigate public transport. These help pupils to build confidence, independence and resilience.

Parents who responded to Ofsted Parent View are overwhelmingly supportive of the school and its staff.

What does the school do well and what does it need to do better?

The school has designed an ambitious and well-sequenced curriculum that reflects the needs of its pupils. The curriculum includes the essential knowledge that pupils need to learn and when they need to learn it. All pupils have special educational needs and/or disabilities (SEND) and an education, health and care (EHC) plan. Staff skilfully adapt the curriculum to ensure it is engaging and tailored to individual interests. As a result, pupils develop positive attitudes to learning and achieve well from their individual starting points.

Learning to read is a central priority in the school's curriculum. On arrival at the school, pupils' reading abilities are promptly assessed. This ensures that staff quickly implement tailored support that matches each pupil's stage of development. Where appropriate, pupils at the early stages of reading receive phonics teaching before progressing to more complex texts. This targeted approach helps pupils to build essential reading skills.

Strong, respectful relationships between staff and pupils are central to the school's ethos. These relationships help pupils feel safe, valued and well supported in all aspects of school life. However, not all staff have the depth of subject knowledge or expertise required to deliver the curriculum as intended. As a result, some pupils do not achieve as well as they could.

The school has high expectations for pupils' behaviour. The school is calm, and pupils are used to established routines. During social times, pupils interact confidently and are supported to self-regulate and express their feelings appropriately. Attendance is a key priority for leaders. Despite this, overall attendance remains too low. The school conducts meticulous analysis of attendance data. These efforts are beginning to have a positive impact on improving attendance rates.

The school's provision for pupils' personal development is a strength. Staff have an in-depth understanding of pupils' interests. This ensures that there are multiple personalised opportunities for pupils to develop their talents and interests. For example, pupils enhance their musical and performance skills through participation in the school band. Activities such as surfing help pupils to build resilience and self-confidence. The school also promotes a strong sense of community by organising regular visits to local villages, helping pupils to connect with and celebrate their local area. However, pupils have limited opportunities to learn about communities beyond their immediate surroundings. As a result, they do not gain sufficient experience of life in a multicultural society.

Students in the sixth form continue to benefit from a broad curriculum that prepares them well for their next steps. The school places a strong emphasis on readiness for further education and the world of work. Pupils engage with a range of experiences, including visits from employers across different sectors and trips to local colleges. Work experience placements are matched to pupils' interests.

Leaders have a secure understanding of the independent school standards. Robust systems are in place to help leaders accurately identify the school's strengths and areas for development. The proprietor provides effective support and challenge, working closely with leaders to ensure full compliance with all aspects of the independent school standards. The school meets the requirements of schedule 10 of the Equality Act 2010. Staff are proud to work at the school and feel well supported. They say school leaders fully consider their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- Not all staff have the expertise required to deliver some curriculum subjects as intended. This means some pupils do not progress through the curriculum as well as they could. The school should ensure that all staff have the subject and teaching expertise they need to deliver the curriculum effectively.

- The school offers a limited range of experiences and opportunities beyond the local community. Pupils do not regularly experience educational visits to help them learn about communities beyond the local area. As part of curriculum development, the school should consider the essential experiences and opportunities it wants pupils to have to prepare them fully for life in modern Britain.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

School details

Unique reference number	145181
DfE registration number	878/6071
Local authority	Devon
Inspection number	10391783
Type of school	Other independent special school
School category	Independent special school
Age range of pupils	7 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	58
Of which, number on roll in the sixth form	7
Number of part-time pupils	5
Proprietor	On Track Education Services Limited
Chair	Jane Cox
Headteacher	Maria Roberts
Annual fees (day pupils)	£42,071.70 to £97,895.00
Telephone number	01271 372269
Website	www.ontrackeducation.com
Email address	mroberts@ontrackeducation.com
Date of previous inspection	4 to 6 October 2022

Information about this school

- The school is operated by On Track Education Services Limited. The proprietor has 10 schools.
- The school is located over three sites:
  - Narita House, Roundswell Business Park, Barnstaple, Devon, EX31 3UD
  - Castle House, 16a Castle Park Road, Whiddon Valley, Barnstaple, Devon, EX32 8PA
  - Saunders House, Northam, Devon, EX39 1AB
- The school currently uses two unregistered alternative provisions.
- The school caters for pupils who have a range of SEND, including autism and social, emotional and mental health difficulties. All pupils have an EHC plan.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Inspections are a point-in-time judgement about the quality of a school's education provision.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the proprietor and strategic leaders, including the headteacher. They also spoke to a representative from the admitting local authority.
- Inspectors carried out deep dives in these subjects: English, mathematics, personal, social, health and economic education and art and design. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at curriculum plans and pupils' work in some other subjects.
- 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.
- Inspectors observed pupils' behaviour in lessons and during social times. Inspectors held meetings with groups of pupils and spoke with pupils informally

during lessons and breaktimes.

- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. The inspectors also reviewed responses to Ofsted's online staff and pupil surveys.
- Inspectors toured the premises and reviewed a range of school documents in order to check the school's compliance with the independent school standards.

Inspection team

James Gentile, lead inspector	His Majesty's Inspector
Mark Burgess	Ofsted Inspector

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