

School inspection report

24 to 26 March 2026

SwitchED2

Ulpha Farm

Meathop

Grange-Over-Sands

LA11 6RG

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders and staff work together closely to support pupils' understanding about the importance of treating others kindly, respectfully and inclusively.
2. However, leaders do not have sufficient knowledge and skills to fulfil all their responsibilities effectively. Consequently, the school does not always promote pupils' wellbeing effectively or meet all the Standards.
3. Leaders with responsibility for safeguarding are not trained appropriately for their roles.
4. Leaders do not ensure that the school's admission and attendance arrangements are in accordance with current statutory guidance. For example, pupils' attendance is only recorded once a day. The school does not have an attendance policy. The admission and attendance registers are not kept electronically or in line with other requirements.
5. In other areas of the school's provision, leaders and staff promote pupils' mental health and emotional wellbeing carefully and consistently. Staff know the pupils well and prepare curriculum activities that are matched specifically to their individual interests and needs. Leaders and staff meet regularly to discuss pupils' education, health and care plans (EHC plans) to ensure that curriculum and lesson planning continues to meet their individual needs consistently well. Pupils are thoroughly supported and learn to develop trusting relationships with their teachers. During their time at the school, pupils develop the skills and resilience to approach their education with greater confidence.
6. Leaders provide and make available to parents a range of appropriate and useful information, mainly through the school's website. However, at the start of the inspection, the number of formal complaints submitted in the previous academic year had not been made available to parents. Leaders rectified this oversight during the inspection.
7. Leaders implement a thorough and well-planned personal, social, health and economic education (PSHE) curriculum that includes an appropriate relationships and sex education (RSE) programme. Leaders invite consultants from the local authority to visit the school to enhance this programme by offering relevant presentations and workshops for pupils.
8. The school provides pupils with an appropriate programme of physical education (PE) and enrichment opportunities. However, the current extra-curricular provision is not as developed as possible, which limits opportunities for pupils to develop new interests and skills.
9. Leaders prepare pupils well for future opportunities and to make a positive contribution to society. They have embedded a highly effective, individualised and carefully structured curriculum that provides pupils with successful and well-established opportunities to develop personal, academic and vocational skills during their time at the school. Leaders recruit staff with empathetic interpersonal skills who communicate effectively with pupils who may present with challenging behaviour. Leaders and staff skilfully motivate and engage pupils who have previously disengaged from mainstream education. Pupils thrive during their time at the school and make significant personal progress, particularly in their communication and social skills, and in their ability to solve problems and approach new challenges confidently. They learn to become more active and resilient

participants, reflecting the school's clear focus on inclusion and personal development. Pupils' very effective preparation for further education and employment is a significant strength of the school.

10. The school's complaints policy includes an appropriate three-stage procedure and parents are clearly informed about the timescales for managing each stage of the process. However, at the start of the inspection, the complaints policy did not provide sufficiently clear information about how records relating to formal complaints are managed and securely retained on the school's premises. Leaders rectified these oversights during the inspection.
11. Staff are trained well in the school's safeguarding procedures. Leaders with designated safeguarding responsibilities build and maintain constructive links with local safeguarding partners who provide expertise and guidance. The school's safer recruitment practices are suitable and in accordance with current statutory guidance.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

Areas for action

The proprietor must ensure that persons with leadership and management responsibilities at the school:

- demonstrate good skills and knowledge appropriate to their role so that the independent school Standards are consistently met
- fulfil their responsibilities effectively, so that the independent school Standards are consistently met and
- actively promote the wellbeing of the pupils

so that:

- the leaders with designated safeguarding responsibilities are appropriately trained for their roles
- the admission and attendance registers are kept in accordance with current statutory guidance
- the school publishes a suitable attendance policy which includes details of the senior attendance champion and the lengths of the morning and afternoon registration periods
- the school appoints a senior attendance champion
- parents are provided with suitably clear information about the procedure to follow if their child will be absent
- pupils' attendance is recorded in the morning and the afternoon
- the relevant local authority is notified when pupils leave the school at non-standard transition times.

Recommended next steps

The proprietor should:

- make available to parents accurate and up-to-date information about the number of formal complaints submitted during the previous academic year
- ensure that the complaints policy provides sufficient clarity about the management and retention of records relating to formal complaints
- enhance the programme of extra-curricular activities so that pupils have a broader range of opportunities to develop new interests and skills.

Section 1: Leadership and management, and governance

12. Leaders, including the proprietor, do not have sufficient knowledge or understanding of current statutory guidance in relation to safeguarding, and admission and attendance to ensure that all the Standards are met. Consequently, leaders do not always fulfil their responsibilities to promote pupils' wellbeing effectively.
13. Leaders consult constructively with pupils, parents and staff to inform their ongoing evaluation of the school's provision and take well-considered actions in response. For instance, following feedback from pupils, leaders carefully adapted the curriculum to introduce boxing to the enrichment programme. Leaders work closely with pupils and their parents to arrange work experience opportunities that are specifically matched to pupils' individual aspirations. Leaders meet with staff regularly to discuss the curriculum and pupils' ongoing attitudes towards their learning. Staff receive regular guidance to ensure that they continue to plan teaching and learning opportunities that address the needs of pupils effectively.
14. Leaders and staff provide pupils with a supportive and nurturing school environment that enables them to develop resilience, self-esteem and confidence. Leaders and staff know pupils well and support their individual needs effectively. In line with the school's aims, leaders provide pupils with a broad range of well-planned opportunities and strategies that help to prepare them very effectively for the future.
15. The complaints policy includes a three-stage process and clear timescales. Leaders manage informal concerns courteously and record these thoroughly and securely. However, at the start of the inspection, the policy did not make clear that records relating to formal complaints are retained securely at the school. Leaders rectified this oversight during the inspection.
16. Leaders maintain a thorough approach to the management and mitigation of risk. Leaders write safety plans for pupils that are shared with staff so that pupils' individual needs are effectively and consistently supported. Risk assessments cover the premises and accommodation and a range of educational visits and trips. Risk assessments for off-site excursions are reviewed by leaders and an external health and safety consultant before trips take place and are evaluated systematically by senior staff afterwards. This means that leaders and staff identify any lessons learned so that subsequent risk assessments continue to mitigate risks effectively.
17. Leaders provide a range of detailed and clear information for parents on the school's website, including school policies and information about the timetable and curriculum. The school provides parents with clearly written reports that inform them about the progress their child is making. Key tutors meet with parents regularly to discuss their child's academic progress and personal development. However, at the start of the inspection, the school did not make information about the number of formal complaints submitted in the previous academic year available to parents. Leaders rectified this oversight during the inspection.
18. Leaders build and maintain constructive links with external agencies, including local safeguarding partners. Required information is provided to the relevant local authority with regard to the use of funding for all pupils who have an EHC plan in place, and the school consults closely with relevant local authorities in advance of pupils joining the school, including when this occurs at non-standard times of transition.

19. The school appropriately fulfils its responsibilities under the Equality Act 2010. Leaders maintain a suitable accessibility plan which sets out measures designed to make the school's curriculum and premises accessible for all pupils. Leaders promote an inclusive culture throughout the school and ensure that the school's provision does not discriminate against any pupil or group.

The extent to which the school meets Standards relating to leadership and management, and governance

20. Standards are not met consistently with respect to admission and attendance, and safeguarding.
21. Standards relating to leadership and management, and governance are not met.
- 22. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 2: Quality of education, training and recreation

23. Leaders provide a flexible curriculum and timetable that supports pupils' individual needs, interests and aspirations consistently well. The curriculum blends a range of traditional subjects with a carefully planned programme of vocational qualifications and outdoor learning opportunities. In addition to traditional subjects such as mathematics, English, science, and information and communication technology (ICT), pupils are also taught a diverse range of vocational subjects including car maintenance, catering, animal care and painting and decorating. The school's enrichment programme provides opportunities for pupils to use the local environment and participate in a range of outdoor activities that supports their ability to interact and work with others effectively. Pupils work towards appropriate levels of functional skills examinations. Curriculum activities are specifically matched to pupils' individual needs, interests and aspirations, which leads to their high levels of engagement with their learning.
24. Leaders work closely with staff to monitor the effectiveness of the curriculum and to ensure that it continues to be suitable for pupils. Staff meet regularly to share successful teaching strategies and to plan lessons together. Pupils' key tutors attend lessons to support the needs of the pupils for whom they provide advocacy and tutoring guidance. Leaders conduct supportive learning walks and lesson observations. Leaders revise and adapt the curriculum regularly so that it continues to support pupils effectively.
25. Staff have secure knowledge and understanding of the subjects they teach. They use their knowledge and skills to plan stimulating and well-planned lessons that make effective use of appropriate resources and teaching methods. In science, for example, pupils use a range of resources to build hydraulic cannons. Pupils predict and test the power and effectiveness of their hydraulic structures and are supported well to record accurate results. In geography lessons, pupils build three-dimensional models of volcanoes to support their understanding of the composition of the earth. They explore the consequences of natural disasters in different global regions on the local communities who live there. In English lessons, pupils are provided with structured writing frames, which they use to write reports, for example, on the subject of orangutans whose habitats are endangered because of deforestation. As a result of effective teaching methods, pupils engage well with their learning and make good progress in their work.
26. Teachers plan learning opportunities carefully so that pupils learn to demonstrate diligence and responsibility towards their work. Pupils' interest in their work results in consistent improvement in their behaviour and application in lessons. For example, in mathematics, pupils are taught specific steps to manage a range of calculations. They use this knowledge to systematically record mathematical strategies, which they go on to use to solve a range of multi-step problems. In land-based vocational studies, pupils demonstrate well-developed study skills by providing informative annotations and descriptions about a range of wild plants, fungi and trees. In painting and decorating lessons, pupils are taught how to prepare surfaces and practise a range of techniques to apply different types of paint effectively. The balanced curriculum provides pupils with the relevant knowledge and skills to apply for further education or employment opportunities confidently and with a high chance of success.
27. Leaders implement a comprehensive assessment framework that individually tracks the progress of pupils. The well-developed monitoring system across the full curriculum records how securely pupils meet the criteria for each learning objective. Pupils' ongoing progress is tracked and discussed by all

staff at regular academic meetings. Pupils with higher prior attainment are provided with appropriate challenge, such as by moving onto the next functional skills examination level. The school provides 'catch-up clinics' during the week so that pupils who require further consolidation receive the help and support that they need.

28. All pupils in the school have special educational needs and/or disabilities (SEND). Leaders and staff work closely with parents, pupils and local authorities to review pupils' EHC plans. Pupils collaborate with leaders and their key tutor to write challenging but achievable academic and personal targets. These are reviewed regularly and revised when required. In addition to pupils' EHC plans, leaders implement individual 'learning passports' that provide pupils with specific strategies and targets to support their effective learning. Leaders and staff support pupils' individual pastoral and academic needs consistently well.
29. The school provides pupils with a range of well-planned opportunities to use the local environment to enhance their learning. For instance, pupils participate in orienteering, climbing and rafting activities. Pupils have access to suitable recreational resources to use during breaktimes, such as table tennis and pool tables. However, the extra-curricular programme of activities is not as well-developed as possible. This means that pupils currently have limited opportunities to develop new skills and interests through the range of activities provided beyond the curriculum.

The extent to which the school meets Standards relating to the quality of education, training and recreation

30. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

31. The school's attendance procedures do not comply with current statutory guidance. The school does not have an attendance policy. The attendance registers do not use the correct codes. Leaders do not record pupils' attendance in the afternoon as well as the morning as they are required to do. Leaders have not appointed a senior attendance champion. Parents are not provided with a suitable procedure that informs them how to contact the school if their child will be absent.
32. Leaders do not maintain an admission register in accordance with current statutory guidance. They do not consistently record pupils' destination schools on the admission register or always notify the local authority when pupils leave the school at non-standard transition times. Leaders do not obtain and record two telephone numbers for each pupil on the admission register. The admission and attendance registers are not maintained electronically in line with requirements.
33. In other areas of the school's provision, leaders implement a range of well-planned opportunities that promote pupils' mental health and emotional wellbeing. The school's pastoral systems are effective. All staff act as key tutors to individual pupils. Tutors provide advocacy and guidance and meet with pupils and parents regularly to support pupils' personal development and progress consistently well.
34. The school provides suitable opportunities for pupils to develop their spirituality and moral responsibility. For example, pupils explore the association between light and spirituality in different religions. They visit the local church at Christmas and participate in an educational visit to a Buddhist community. Curriculum activities provide pupils with effective opportunities to appreciate their local environment. Pupils learn about the symbolism of the poppy when they commemorate Remembrance Day. Staff teach pupils appropriate and important moral messages in assemblies and lessons. For example, pupils are taught to be active listeners when others are speaking and to contribute constructive and well-intentioned verbal feedback during lessons.
35. Leaders implement a thorough and well-planned PSHE curriculum that supports pupils' understanding of how to lead a secure, balanced and healthy lifestyle. In addition to weekly lessons, PSHE topics are carefully mapped against the full curriculum so that pupils develop an ongoing and secure understanding of the themes explored as part of the PSHE programme. Pupils learn the importance of managing their emotions carefully. Staff teach pupils age-appropriately about the dangers of alcohol and drugs misuse. They provide pupils with guidance about eating and sleeping healthily and taking responsibility for their personal hygiene. Experts from the local authority attend the school to inform pupils about the consequences of online bullying, gang culture and knife crime.
36. Pupils are taught an appropriate RSE programme. The school consults with parents in advance of teaching potentially sensitive topics. Pupils learn that people have individual rights and responsibilities. They explore negative and positive peer pressure and understand that everyone has a right to privacy. The RSE programme provides pupils with guidance and understanding about coercion and consent. Pupils are provided with effective teaching in RSE lessons so that they learn how to develop supportive and respectful relationships and interact appropriately with others.
37. Leaders provide an appropriate PE programme. Pupils use the school's gym equipment to develop fitness and muscular conditioning. The enrichment programme offers opportunities for pupils to

participate in boxing and swimming. Leaders organise hiking expeditions that support pupils' physical and mental health and provide opportunities for them to develop their leadership skills. Pupils participate in football and basketball sessions and an annual sports day.

38. Leaders implement a clear and detailed behaviour policy and set high behavioural standards for pupils. Staff implement the behaviour policy consistently and fairly. The school reinforces positive behaviour effectively. For example, pupils accumulate 'behaviour points' that are exchanged for appropriate rewards. Leaders present certificates to pupils that recognise their diligent attitude to work and acknowledge their responsible and kind actions towards others. Staff consistently support pupils' understanding that unkind comments and actions cause hurt and distress. Pupils learn that such behaviour is discriminatory and inappropriate.
39. The school implements a robust anti-bullying strategy. Pupils are expected to work alongside and with others supportively and inclusively. When bullying occurs, leaders take prompt and effective actions that include suitable support for those who are involved. Leaders maintain appropriate behaviour and bullying records. These are carefully analysed, tracked and discussed to ensure that the school's management of behaviour continues to meet the needs of pupils effectively.
40. The school implements appropriate health and safety procedures. Fire safety and other equipment are serviced in a timely manner. A suitable number of staff are trained as fire wardens. Pupils regularly rehearse fire drills so that they know how to evacuate buildings in the event of an emergency. Leaders conduct visual checks of the premises and accommodation and take prompt actions when any issues are identified. They meet regularly to discuss the management of health and safety and ensure that required health and safety checks are carried out appropriately. As a result of this careful and effective approach, the premises and accommodation remain suitable for pupils.
41. Pupils are supervised effectively. Approachable and welcoming staff carefully supervise pupils when they arrive at school. Leaders manage the end-of-day arrangements well when pupils leave the school. During the school day, leaders and staff are visible, alert and ready to provide pupils with support, if required. Supervision of educational activities and excursions is carefully planned to meet pupils' needs.
42. The school provides pupils with suitable first aid and medical provision. An appropriate number of staff have first aid qualifications. Leaders ensure that medication and first aid treatment are administered and recorded appropriately.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

43. Standards are not met consistently with respect to admission and attendance.
44. Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- 45. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 4: Pupils' social and economic education and contribution to society

46. Leaders plan the curriculum carefully to ensure that pupils develop an appropriate understanding of global and cultural diversity and learn the importance of respecting difference. Staff teach pupils that individuals have the right to make personal choices, including in relation to sexual identity, religion and belief, and that such choices are protected by law. Pupils celebrate Black History Month and study role models who have challenged prejudice and discrimination to promote justice and equality. The curriculum supports the values of inclusion, respect and democracy. For instance, pupils participate in debates and present different viewpoints on topics such as vaping and the use of scooters in pedestrian areas. Staff teach a range of well-planned lessons on topics including Native American cultures, global rainforests and the Silk Road's trade routes between China and Europe. As a result of such study, pupils gain a suitably broad understanding of different cultures, traditions and societies.
47. Leaders provide pupils with effective and carefully considered practical opportunities to learn about money and finance. Pupils are taught how to open bank and savings accounts in their PSHE lessons. They explore the role of the International Monetary Fund (IMF) and explore the consequences of a recession on the global economy. As part of pupils' vocational education, they learn to budget and purchase resources to make products during their carpentry and joinery lessons. Pupils write advertising leaflets and visit local residential communities to sell the products they have made.
48. Pupils are provided with comprehensive, individual and impartial careers guidance. Leaders regularly invite representatives from the local authority to attend the school to meet with pupils. This helps pupils to formulate and plan sixth-form education, apprenticeship or immediate employment pathways that are matched specifically to their individual needs. Leaders subsequently work closely with pupils to research and arrange work experience opportunities that are tailored to their particular aspirations and interests. Through the vocational curriculum, pupils develop new knowledge and skills that positively inform their chosen work experience placements. Leaders ensure that pupils receive structured support and guidance prior to writing application letters and attending interviews, enabling them to approach these potentially challenging situations with confidence.
49. The school provides a wide range of highly effective opportunities that prepare pupils well for life beyond the school. The curriculum is planned carefully so that pupils develop practical, speaking, writing and numeracy skills effectively. Pupils learn to conduct themselves appropriately in social situations through regular engagement with the local community, work experience opportunities and a structured and thorough transition process prior to joining apprenticeship courses or sixth-form colleges. For instance, key tutors accompany pupils on their transition visits to sixth-form colleges to support their understanding of how to navigate the campus and purchase meals. Pupils are taught the importance of taking well-considered and responsible decisions that promote their personal safety. Staff teach pupils how to use public transport safely and responsibly, and to identify and mitigate potential risks. For example, pupils consider health and safety risks associated with their vocational study and qualifications, including the safe use of carpentry tools and catering equipment. Pupils are well prepared for future opportunities and to make a positive contribution to British society.

50. Pupils develop a secure understanding of the importance of rules and laws and explore their role in promoting a democratic society. Staff work collaboratively with pupils to establish clear and inclusive school rules, fostering a community that is tolerant and respectful. Leaders ensure that the curriculum provides pupils with a thorough understanding that laws are in place to protect individuals and maintain an orderly society. For example, pupils learn that sharing inappropriate images online is illegal. They also develop an understanding of laws and legal requirements linked to their vocational studies. For instance, pupils learn about the countryside code and understand that they must obtain a permit before fishing in private waters.
51. Leaders plan suitable opportunities for pupils to develop an impartial understanding of politics and British institutions. Pupils learn about the role of government and explore how the principles of democracy underpin freedom of speech. Staff introduce pupils to a range of global political systems. Leaders arrange visits from the police to inform pupils about their work and to reinforce the importance of complying with rules and laws. Staff also organise an educational visit for pupils to visit the local fire station.
52. Pupils develop a secure understanding of social responsibility and learn that it is kind to provide help and support to others. For example, pupils regularly visit residents in their local community to engage in conversation, organise games such as bingo and to make and serve refreshments. Pupils help the local community to clear litter from the local beach, which helps to protect the environment. The school organises opportunities for pupils to support a range of charities. For instance, pupils raise funds for charities that support rescued animals and people who suffer from life-threatening illnesses. Older pupils provide peer support and mentorship to those who are younger. Pupils use their knowledge of the countryside to tend to gardens around the school's premises.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

53. All the relevant Standards are met.

Safeguarding

54. Leaders with responsibility for safeguarding are not appropriately trained for their safeguarding roles. As a result, leaders do not have a suitably secure knowledge of current statutory guidance.
55. The school's admission and attendance procedures do not comply with the latest statutory guidance.
56. All other aspects of safeguarding are suitable, and leaders promote an effective safeguarding culture throughout the school. The safeguarding policy is clearly written and reviewed regularly. Leaders and staff consider all pupils at the school to be vulnerable and work closely together to support their individual needs and emotional wellbeing.
57. Staff receive effective safeguarding training, including at induction. Leaders implement a thorough and appropriate staff code of conduct that provides staff with clear guidance and expectations relating to safeguarding. Staff receive the latest updates to the 'Prevent' duty so that they are alert to the potential dangers of extremism and radicalisation. Staff demonstrate a secure understanding of how to respond to any safeguarding concerns, including how to report any low-level or more serious concerns relating to adults who work at the school.
58. The safeguarding team carefully considers the decisions and actions that it takes and maintains safeguarding records in accordance with current statutory guidance. Leaders consult promptly and appropriately with local safeguarding partners and refer concerns to them if required.
59. Pupils are provided with appropriate systems through which to seek support and guidance, when required. Leaders and staff respond to any concerns that pupils raise effectively and appropriately.
60. Pupils learn the importance of acting responsibly when online. They are taught, for example, about scamming and phishing communications, to be cautious about online misinformation and to demonstrate inclusive and respectful behaviour towards others when using digital platforms. The school has an appropriate internet filtering and monitoring system in place. Any alerts generated by this system are directed to the safeguarding team, which investigates and takes appropriate actions.
61. The school's safer recruitment procedures are thorough. All required pre-employment checks are carried out in accordance with current statutory guidance. Leaders accurately record these checks on a suitable single central record of appointments (SCR).

The extent to which the school meets Standards relating to safeguarding

62. The Standards relating to safeguarding are not met consistently with respect to safeguarding, and admission and attendance.
63. Standards relating to safeguarding are not met.
- 64. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR ¹ Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

Section 3: Pupils' physical and mental health, and emotional wellbeing

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 15	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

Safeguarding

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.

¹ The Education (Independent School Standards) Regulations 2014 ('ISSR')

School details

School	SwitchED2
Department for Education number	943/6007
Address	SwitchED2 Ulpha Farm Meathop Grange-Over-Sands Cumbria LA11 6RG
Phone number	01539 552066
Email address	jo@switched2.org.uk
Website	www.switched2.org.uk
Proprietor	Mr Andrew Coates
Headteacher	Mr Andrew Coates
Age range	9 to 18
Number of pupils	16
Date of previous inspection	15 to 16 February 2023

Information about the school

65. SwitchED2 is an independent co-educational day school for pupils who require alternative provision to mainstream education. All pupils are referred to the school by their local authority. They have special educational needs and/or disabilities that include social, emotional and mental health difficulties. Pupils are taught in mixed-age classes. The sole proprietor is also the school's headteacher. At the time of the inspection, there were no pupils in Years 12 or 13 on roll.
66. The school has identified all pupils as having special educational needs and/or disabilities. All pupils in the school have an education, health and care plan.
67. The school has not identified English as an additional language for any pupils.
68. The school states that it aims to provide pupils with a safe and secure learning environment that helps them to enjoy attending school. It seeks to offer a curriculum that meets pupils' individual needs and prepares them to make a positive contribution to society. The school endeavours to help pupils to overcome personal difficulties and challenges.

Inspection details

Inspection dates

24 to 26 March 2026

69. A team of two inspectors visited the school for two and a half days.

70. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of arrangements at the beginning and end of the school day
- discussions with the headteacher, school leaders and other members of staff
- discussions with pupils
- a health and safety tour and scrutiny of related documentation
- visits to the learning support area and facilities for physical and outdoor education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

71. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit www.isi.net.

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For more information, please visit isi.net