

# Westbury School

## Inspection report

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<b>Unique Reference Number</b>	122966
<b>Local Authority</b>	Nottingham City
<b>Inspection number</b>	359335
<b>Inspection dates</b>	9–10 March 2011
<b>Reporting inspector</b>	Jo Curd

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	7–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	39
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Thornton
<b>Headteacher</b>	John Dyson (Executive headteacher)
<b>Date of previous school inspection</b>	12 November 2007
<b>School address</b>	Chingford Road Bilborough, Nottingham NG8 3BT
<b>Telephone number</b>	0115 915 5858
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## Introduction

This inspection was carried out by two additional inspectors. Seventeen lessons were visited and eight teachers seen. Meetings were held with staff, members of the governing body and groups of pupils. Inspectors observed the school's work, and looked at pupils work, external inspection and improvement reports, analysis of attendance data, school timetable, policies and data of attainment and progress. They analysed nine questionnaires returned by parents and carers, together with 24 from pupils and 12 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which pupils have learning difficulties other than those linked with their social, emotional and behavioural issues and how well the school is helping them all to overcome their particular challenges.
- Whether there are any significant differences between the attendance of any groups and how well the school is working to maintain and develop improvements in attendance rates.
- How accurately leaders and managers know their school and how successfully they are addressing specific challenges to development.

## Information about the school

All pupils in this school have statements to support their special educational needs primarily for social, emotional and behavioural difficulties. There are currently no girls at the school. The proportion of pupils known to be eligible for free school meals is higher than in most other schools. Over three quarters of pupils are of White British heritage and a very small proportion of pupils have English as an additional language. A few pupils are looked after by foster carers or the local authority. In September 2010, the school federated with another nearby special school. The headteacher of Westbury became executive headteacher for both and the schools share their governing body.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****2****The school's capacity for sustained improvement****2**

## Main findings

This effective school provides a calm and highly supportive environment for its pupils. Nearly all the pupils are positive, friendly and polite most of the time. Most say they enjoy school. One pupil commented, 'We like being at school and want to learn.' Most parents and carers who responded to the questionnaire were positive about the school and are appreciative of how it helps their sons. As one said, 'My son's only been here a short time, but in the few months he's been here he has learned more than he ever did previously and now he likes school.'

Outstanding leadership from the executive headteacher is at the forefront of all school improvements and developments. He has successfully galvanised a strong senior leadership team who effectively maintain the school's strengths in his absence as executive headteacher of the federation and a National Leader of Education. Morale is very positive and the retention of staff is high. Teamwork is effective and staff share common goals and high expectations for all pupils. Their highly-effective and consistent approach to behaviour contributes particularly well to pupils' safety and well-being. There are very few fixed-term exclusions and none that are permanent.

There have been several significant improvements since the last inspection. One example is the relatively new federation with another local special school. This partnership is positive, providing more flexibility to meet pupils' needs and particularly to take them at any earlier age, where appropriate. Another is the development of a vocational wing to the school, including extremely well-equipped facilities for motor engineering and design and technology. This is one key feature of the school's outstanding curriculum. In line with this, the school has also adapted and developed its curriculum to take advantage of a variety of accredited courses. Achievement in these is particularly good, providing all pupils with helpful qualifications for later life and learning.

All groups of pupils achieve well due to good teaching and the highly-engaging and relevant curriculum. Progress in some lessons is occasionally slowed, however, because teachers do not always use their accurate assessments of each pupil to show them the next steps in their learning. Sometimes pupils have to wait for the next instruction as they sometimes rely too much on teacher's guidance and input. The small minority who have additional learning difficulties are supported well through frequent one-to-one intervention with a specifically trained and designated member of staff. The school is successfully helping all groups of pupils, especially those who attend regularly, to manage and overcome their difficulties.

Despite some excellent features in leadership and management, the one area which is showing slower improvement is the reduction of persistent absence. The majority of pupils attend well but too many, from all groups, are still persistently absent. Their progress is slower than those who attend frequently and they are not benefiting from all the positive

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things the school has to offer. Leaders continue to take very vigilant and concerted action, such as recently employing their own education welfare officer and analysing patterns and trends in great detail. Few patterns have yet been identified and specific action to address these new findings is at an early stage.

Leaders have an accurate understanding of the school. Through perceptive self-evaluation, they recognise their effectiveness and the barriers they need to overcome. Given their track record of successful development, together with the many effective actions taken on the basis of astute evaluation and the commitment of the staff, the school's capacity for sustained improvement is good.

## **What does the school need to do to improve further?**

- Reduce persistent absence by implementing further strategies to cut the current rate by a third over the next two terms.
- Improve teaching and learning by ensuring that all pupils know how they can develop their work and move on independently.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils start at the school anywhere between Years 3 and 10; many do not start until Year 9 or Year 10. They have usually been involved in negative situations elsewhere and have often attended a number of previous schools. Attainment on entry is usually very low and, despite the good progress of all, some measures remain low. All pupils make good progress due to effective teaching and a highly practical, relevant curriculum. The high number of qualifications acquired by some pupils, particularly those whose attendance is high, indicates that their progress is outstanding. The fact that all the pupils gained at least one BTEC qualification in 2010 will help them in their later life and learning. Pupils who speak English as an additional language benefit greatly from the very practical curriculum and many opportunities to talk with adults and peers.

Most pupils respond very well to consistent approaches and high expectations from staff. Challenges in attitude and behaviour are supported quickly and effectively. Volatile situations are diffused and pupils usually settle back to work quickly and purposefully. Consequently, pupils feel safe. Behaviour is usually good and sometimes outstanding, particularly in the most engaging lessons. This was very evident in an excellent design and technology lesson where the youngest pupils were making lamps and clocks. Some magnificent work was produced as pupils were helped to use sophisticated equipment and manual tools. They were all engaged and knew how to develop their work even when the teacher moved on to support someone else. Progress in a good information and communication technology lesson, producing multi-media presentations for charity fundraising, was slightly slower because some pupils had to wait for further instructions once they had finished one aspect of their task. Behaviour was excellent, however, and pupils were calm, focused and engaged.

Pupils contribute well to their school and community by helping construct parts of the school, painting rooms, using initiative to raise money for charity, taking part in local music concerts and renovating local facilities on work experience. Pupils' commitment to keeping healthy is good. They partake in a lot of physical exercise at school and have a

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good understanding about the importance of balanced diets. However, they also acknowledge that their choices outside school are not always the most beneficial.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The outstanding curriculum is continually being developed and refined to meet the needs of all pupils. English, mathematics and information and communication technology, such as the use of laptop computers, are integrated well into a range of subjects across the day. For example, pupils make books about items they make in design and technology and develop mathematical concepts and skills in producing their designs. They develop computer skills in a range of lessons, such as planning how to raise money for charity and use mathematical skills within sports and competitive games.

Pupils are supported and cared for well. Staff know them very well and are able to pre-empt many volatile situations. Behaviour management is highly consistent and effective. It includes many rewards such as 'bonus points', which pupils use as 'payment' for trips at the end of term, and sanctions, such as losing the opportunity to join enrichment lessons at the end of each day. The school liaises well with parents and carers to support all pupils, including those who are looked after by foster carers or the local authority. Despite many significant strengths in care, guidance and support, it has not been able to encourage enough pupils who are persistent absentees to attend school sufficiently frequently; although the majority of pupils attend well.

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All staff have high expectations for the behaviour, attitudes and learning of all pupils. They skilfully use their very good subject knowledge and understanding of individual pupils to modify questions and vary tasks to meet their different needs. Teaching assistants make a significant contribution to pupils' good learning and behaviour, especially in pre-empting volatile situations so that classrooms remain calm and purposeful. Frequent detailed assessments are used well to identify pupils' strengths and weaknesses, to adapt the curriculum and to target intervention. Marking and instructions do not always make the next steps of learning clear, however, and pupils are occasionally too dependent on adults to explain what to do next.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Due to frequent detailed monitoring and astute evaluation, leaders know their school well. They are extremely proactive in celebrating strengths, implementing measures to address weakness, embedding ambition and driving improvement. This has resulted in a constantly developing and improving outward-looking school. The school's impact on community cohesion is good locally, nationally and internationally. Several community groups use the sports hall, staff provide support and training for schools locally and nationally, and pupils sponsor three children in India. The governing body knows the school well and is effectively involved in supporting and challenging improvements. Its makeup has changed now that it is federated and specific roles and responsibilities are not yet fully established. Procedures to safeguard pupils' health and safety are comprehensive and secure. They include briefings at the beginning and end of each day for all staff to discuss any concerns, so that they are all aware and can take a consistent approach. There are well-established systems to record incidents, accidents and issues. A very few administrative details are not always as thorough as they could be. Despite rigorous and concerted actions from all leaders and managers, such as some effective engagement with parents and carers, prosecuting where appropriate and collecting pupils from home, rates for persistent absence remain high. The school takes a strong approach to equal opportunities and combating discrimination. There has been one racist incident in the past year which resulted in a fixed-term exclusion. All groups of pupils who attend regularly achieve particularly well and make quicker progress than those who do not.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

A smaller proportion of parents and carers responded to the inspection questionnaire than in most special schools. Of these, the large majority gave positive responses to all questions asked. Most of the responses were very positive for eight of the 13 questions. Seven responses were positive to all the questions. One parent had concerns about the suitability of the school for her child's needs. Inspectors sensitively followed this up through discussion and observation. All groups of pupils are progressing well, are safe and are generally very settled and positive throughout the day.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westbury School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received nine completed questionnaires by the end of the on-site inspection. In total, there are 39 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	3	33	4	44	2	22	0	0
The school keeps my child safe	4	44	4	44	1	11	0	0
My school informs me about my child's progress	4	44	3	33	1	11	1	11
My child is making enough progress at this school	5	56	3	33	0	0	1	11
The teaching is good at this school	6	67	2	22	1	11	0	0
The school helps me to support my child's learning	4	44	3	33	2	22	0	0
The school helps my child to have a healthy lifestyle	3	33	4	44	0	0	1	11
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	3	33	4	44	1	11	0	0
The school meets my child's particular needs	6	67	2	22	0	0	1	11
The school deals effectively with unacceptable behaviour	5	56	3	33	1	11	0	0
The school takes account of my suggestions and concerns	3	33	4	44	1	11	1	11
The school is led and managed effectively	5	56	3	33	1	11	0	0
Overall, I am happy with my child's experience at this school	4	44	4	44	0	0	1	11

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 March 2011

Dear Pupils

**Inspection of Westbury School, Nottingham, NG8 3BT**

We enjoyed meeting many of you when we visited your school recently. Thank you for all the things you told us about your school. This really helped us with our work. We particularly enjoyed watching your enrichment lessons at the end of the day and were pleased to see that nearly all of you had earned enough points to join these. We also enjoyed tasting the American pancakes, chicken dish and fruit smoothies which you had made - they were delicious!

Thank you too, for filling in the inspection questionnaire. Younger pupils were particularly positive although the majority of older pupils were, too. We were very pleased to see that all of you think that you learn a lot in lessons. We agree with you and think that these are interesting, varied and practical. We were very impressed with the facilities in the motor engineering and design technology rooms. Some of the work you do there is very impressive, particularly the faces you have carved using the CAD-cam. Sometimes your progress is slightly slowed in lessons because, even though some of you can work well on your own, you do not always know how to continue without instructions from an adult. We have therefore asked your teachers to make sure that you all know what to do next in your work.

Although the majority of you have high levels of attendance, a number of you miss too much school. While there are some valid reasons why you do not attend, attendance needs to be a high priority. We have asked school leaders to try more ways to improve attendance. You can all help by making sure you go to school as much as possible and by encouraging others to do so too. This is really important for your learning and in order to get qualifications which will help you later in life.

Thank you once again for making us welcome in your school.

Yours sincerely

Jo Curd

Lead inspector

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