

# On Track Education Centre Westbury

Unit 7a, Trowbridge Road, Westbury, BA13 3AY

<b>Inspection dates</b>	11–13 March 2014	
<b>Overall effectiveness</b>	<b>Good</b>	<b>2</b>
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Good	2
Quality of teaching	Good	2
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Outstanding	1
Leadership and management	Good	2

## Summary of key findings

### This school is good because

- Students, schools that use the centre's service, social workers, parents and carers hold the centre in high regard for the quality of its work. They say it is very effective in improving both students' behaviour and academic achievement.
- Students settle into the centre quickly and start to make good improvements in all areas.
- Staff have the best interests of students at heart and they make every effort to overcome barriers that may impede students' progress.
- The headteacher and the proprietors have ensured that teaching, students' achievement and behaviour have remained good and the students' welfare, health and safety are outstanding. The centre benefits from regular checks carried out by the company to bring about continued improvements.
- The subjects and experiences offered by the centre meet the needs of students well and promote their self-esteem very effectively.

### It is not yet outstanding because

- The accommodation limits the delivery of some subjects.
- Students do not have enough work-related opportunities.
- Not enough teaching is outstanding.

### Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements

## Information about this inspection

- The inspection took place with one day's notice.
- The inspector observed six lessons taught by five teachers, looked at students' work and held discussions with the headteacher, a social worker, a representative from another school that uses the services of the centre, students and staff.
- The centre's documentation was examined, including information relating to the range of planning for subjects, records of students' progress and the welfare and safeguarding of pupils. The inspector checked for compliance with the regulations for independent schools.
- The views of staff were gained through the scrutiny of eight questionnaires. There were insufficient responses to the online survey Parent View, but the centre's survey of parents and students' views was considered.

## Inspection team

Frank Price, Lead inspector

Additional Inspector

## Full report

### Information about this school

- On Track Education Centre Westbury is a small day special school in Wiltshire which opened in April 2009. It is registered to take up to 24 students, aged 11 to 18 years, and currently has 14 boys and seven girls on roll. It was last inspected in November 2010.
- The centre provides alternative education for pupils who are at risk of exclusion from mainstream schools. Most pupils attending the centre are from schools in West Wiltshire, although a few attend from further afield if they are placed in public care.
- A few students have a statement of special educational needs for behavioural, emotional and social difficulties. All students have experienced difficulties in their previous school settings and have had disrupted educational experiences.
- The main aims are for young people to experience positive achievement and success and to acquire diverse skills and knowledge in preparation for adult life.
- The school is owned by On Track Education Services Ltd.

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

- Improve the accommodation so that students have more space for physical activities and that aspects of the curriculum can be delivered more effectively.
- Increase the amount of outstanding teaching and speed up students' rate of progress by:
  - ensuring marking tells students how to improve their work
  - setting higher expectations of presentation of written work
  - promoting reading more systematically across the school
  - making better use of new technology to enhance learning for pupils.
- Expand the opportunities for students to undertake work experience.

## Inspection judgements

### Pupils' achievement

**Good**

Students' achievements are good. Most students quickly re-engage with education and start to make up lost ground, given their previous disrupted education. Students make substantial gains in English and mathematics from when they start at the centre, with the majority of students making better than expected progress. Students' achievement is not outstanding, as some students' fluctuating attendance and punctuality adversely affect their progress. As a result of often fragmented or poor previous attendance at other schools, most students have low starting points. Some students are in excess of three to four years behind their peers. Over the last three years, students' attainment has risen, with an increasing number achieving higher GCSE grades in mathematics, English and science. Some students also achieve GCSE awards in art and biology. Less able students gain nationally recognised qualifications in line with their abilities. Students also gain awards in vocational courses such as preparation for working life and in first aid. For most students, this is their first taste of success and this boosts their self-confidence.

The curriculum is organised well to meet the needs of students and it promotes their good achievement effectively. Case studies reveal that some students have overcome significant difficulties of poor schooling and turbulent home backgrounds to become motivated to travel independently, gain qualifications and then move on to employment or college. A few students have returned to their original school.

Students make good progress in mathematics and learn how to work out angles and areas of complex shapes. In English, they learn how to construct short stories based on myths and understand how to use elements of drama to make a story more interesting. Students write for a range of purposes, such as constructing their CV, reviews of plays, books and making arguments to support an opinion. However, there is wide variation in the standards of presentation of written work. Although students make improvements in reading, it is not promoted systematically enough across the school.

Tracking information shows that students make good progress and, as they find stability, their progress speeds up and enables them to achieve well, given their low starting points. Students recognise the improvements they make. One student said, 'I used to mess around at my old school, but I don't now.' There is no difference in achievement by any group of students at the centre.

### Pupils' behaviour and personal development

**Good**

Students' behaviour is good. They make good improvements whilst at the centre and many become thoughtful and mature young people. These improvements are noted by students themselves and by referring schools. The centre is calm and purposeful and students get along well together for the majority of the time. Students' behaviour is not outstanding as they have not yet developed the maturity of self-management and can be dependent upon adults to set the moral framework. Students' good behaviour makes a strong contribution to their good learning. They are willing learners and, given their background, this is a major step forward and they respond well to the high expectations placed upon them. Improvements in students' personal development are evident. Records show many have a troubled history, but they start to experience success and self-confidence, which equips them for life after school. Students say they have improved and learned more since being at the centre. Students' attendance in lessons improves dramatically, although for a few, punctuality at the start of the day is a challenge. Students develop positive attitudes and interact with staff with respect and affection.

The centre makes good provision for students' spiritual, moral, social and cultural development. Aspects of the curriculum, such as the personal, social and health education programme and humanities encourage tolerance and respect for each other. Students have made a contribution to the wider community through charitable activities. They enjoy visits to places of interest, such as the Bristol science museum. The centre provides students with a good understanding of public institutions and services through visitors to the school, such as the local police, and visits to the armed forces parades in Wiltshire. They are developing good personal qualities to enable them to make a positive contribution to society. The centre ensures that balanced views are presented in discussions about race, religion or politics. All the regulations are met.

### Quality of teaching

**Good**

The quality of teaching is good, enabling students to make good progress. Teaching takes place in a relaxed and informal atmosphere, which puts students at their ease, and staff are skilled at getting the best out of them, because they know them well and understand the issues that they face. The supportive and positive relationships encourage students to tackle areas such as literacy and mathematics that they are initially reluctant to do. As a result of supportive relationships, a good curriculum which builds on their interests, and effective teaching, students develop very positive attitudes to learning.

Teachers have good subject knowledge and this is delivered in interesting ways, which engages students' attention well. However, in group work, the lack of interactive whiteboards means that science experiments such as looking at pollen under a microscope, or viewing internet clips, to enliven learning, cannot be experienced by the whole class. Students' behaviour is managed sensitively and this ensures that disruptions to learning are kept to a minimum. The strength of teaching is the highly personalised work, which is well matched to their different levels of ability. Support staff and teachers work well together to provide the right level of encouragement and challenge for students. Questioning is used well to test out and extend students' thinking. Students feel confident to offer their views in discussions, for example when discussing conflicts in relationships. Teaching is not outstanding as the marking of students' work does not set out clearly and systematically enough what they need to learn next and set high enough expectations of the presentation of written work.

Assessment of students' work is thorough. Students undertake baseline assessments on entry to the centre and their progress is closely tracked each term. Assessment records indicate that rapid gains are made by students, putting them in a stronger position to achieve nationally recognised qualifications. Reports on students' progress and achievements are of good quality and students take pride in showing visitors their Record of Achievement evidence.

### Quality of curriculum

**Good**

The curriculum offered to students is good. Curriculum planning is thorough and is supported through detailed schemes of work. Clear planning promotes good progression of skills and knowledge. The curriculum is not outstanding, as the accommodation limits the delivery of some vocational and practical studies which students particularly enjoy. For example, students do some cookery but limited facilities restrict the development of more ambitious meals and development of skills. Staff work hard to mitigate the limitations of the premises on students' learning, through off-site learning, where possible. Work experience opportunities for students, to give them a taste of working life, are limited. The personal, social and health education programme teaches students about dangers such as substance misuse, e-safety and sexual and personal relationships. However, some students find it difficult to make the connection between what is taught and applying it to their own lifestyle.

The curriculum promotes students' achievement well. They are offered 25 hours of tuition, of

which 15 hours are focussed on academic subjects and the remainder covers practical and off-site vocational courses. Students are very motivated by the subjects on offer and on the whole are keen to participate. Some students understand the academic requirements of college courses and this acts as a spur to raise their aspirations for them to study higher level courses. The strength of the curriculum is its flexibility to meet the individual needs of students with low attainment levels to more able students who can pursue GCSE courses. The majority of courses offered to students enable them to achieve nationally recognised qualifications, which encourages their self-confidence.

Planning for subjects is detailed and specific and this ensures that individual needs are met well. The curriculum is enriched through a wide range of subjects on offer. Students enjoy the regular fitness programme which incorporates team games, martial arts and gym work and develops team working. Lifeskills courses cover aspects such as gardening, cooking and home safety. Students enjoy trips and visits, such as to the Bristol science museum, which enlivens learning. Students are provided with suitable careers education guidance and nearly all progress onto college placements, training or employment. All regulations are met.

### **Pupils' welfare, health and safety**

### **Outstanding**

The provision for students' welfare, health and safety is outstanding, as they are exceptionally well cared for. The centre is proactive and follows up any areas causing concern for students, either through direct discussions or telephone support. All the regulations are met and detailed policies support this area extremely well. The centre provides a safe and secure environment where students start to flourish and make good improvements in their personal and academic development. Policies are thorough, regularly reviewed and consistently applied.

Safeguarding arrangements are meticulous. Systems for staff recruitment are robust and all relevant checks are made on staff, to ensure their suitability for working with students. The single central record shows vetting checks, identity and qualifications. Staff are trained in safeguarding and receive refresher training. The headteacher has been trained to the required level. The first aid policy provides clear guidance and there are sufficient members of staff who are first aid trained. Regular checks are made on fire equipment and there are regular evacuation drills.

Students feel safe and valued and recognise the improvements they are making through the good support they receive. Bullying is not perceived to be a problem by students, although cyber-bullying can be an issue, which staff are quick to address. Staff provide close supervision and support to students. Any serious incidents of misbehaviour are fully recorded and attendance is monitored well. The centre encourages healthier lifestyles through physical education and sports. The centre works exceptionally well with a range of agencies for the benefit of students.

### **Leadership and management**

### **Good**

The leadership and management of the centre are good. The level of care and concern for students shown by staff is outstanding. Daily meetings focus on students' problems and how these can be managed so that the impact in lessons is minimised. Links with other agencies are excellent and staff are tenacious in trying to solve problems for students. The views of parents, carers, students and other schools are very positive and they all feel the centre is very effective in its work. One school described the successful work of the centre with students as 'amazing'. The centre meets all the regulations for continued registration.

Staff receive good levels of training in relation to child protection, behaviour management and safeguarding. Teaching is checked regularly so that improvements can be further secured. Leadership and management are not yet outstanding as the outcomes and its work with students are mainly good.

The centre's self-evaluation is thorough and gives an accurate picture of the strengths and areas for improvement and this is supported by a useful improvement plan which correctly identifies appropriate priorities for development. The centre has made good improvements since the last inspection, so that assessment is more rigorous in mathematics and English. Given the constraints of the accommodation, the centre has done as much as is reasonable to improve the outdoor facilities. The accommodation is adequate in terms of meeting the needs of students. Resources are adequate, but interactive whiteboards to further enhance teaching and learning are not provided. All of the required information is provided or made available to parents, carers or local authorities through written information or the website. The complaints procedures meet regulatory requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of education has serious weaknesses.



## School details

<b>Unique reference number</b>	136019
<b>Inspection number</b>	422822
<b>DfE registration number</b>	865/6043

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

<b>Type of school</b>	Behavioural, social and emotional learning difficulties
<b>School status</b>	Independent special school
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	19
<b>Number of part time pupils</b>	5
<b>Proprietor</b>	On Track Education Services
<b>Headteacher</b>	Johann Holden
<b>Date of previous school inspection</b>	30 November–1 December 2010
<b>Annual fees (day pupils)</b>	£15,840–£34,080
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