

Inspection of Westbury Academy

Chingford Road, Bilborough, Nottingham, Nottinghamshire NG8 3BT

Inspection dates: 9 and 10 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Many pupils at Westbury have had a rocky start to their lives in education. At their previous schools, they have often missed significant parts of their education. However, the vast majority say that they now enjoy school. They say that they are happy here and feel safe. One pupil summed this up by saying, 'I know that my teachers like me.'

Leaders and staff have high expectations for pupils' achievement and behaviour. They share the vision that 'No child is left behind'. Staff ensure that pupils follow the school rules. They deal with any instances of poor behaviour swiftly and fairly. Pupils say that bullying rarely occurs. When it does, staff are quick to resolve it.

Pupils benefit from the specialised equipment and varied resources. There are opportunities to improve pupils' mechanical, agricultural and cookery skills in the workshop, allotments and the food technology room. The 5Cs of promoting pupils' confidence, curiosity and creativity while developing their character and encouraging challenge are central to the school's aims.

Many parents hold positive views of the school. One typical comment being, 'I feel supported by the staff with any issues that I have. My two children have excelled since coming here.'

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

Leaders have made a strong start in planning and sequencing several curriculum subjects. In English, for example, pupils study a wide variety of different texts. In Year 7, they compare the features of diary writing with different recounts. Then, in Year 8 and Year 9, they deepen their knowledge and understanding of Shakespeare plays. However, there is still some work to do. The key knowledge and vocabulary that leaders want pupils to learn, and when, in some other subjects is not as clear.

Pupils' abilities are assessed when they start. Teachers also assess what pupils can remember at frequent intervals. Gaps in their knowledge are therefore identified quickly. Teachers have strong subject knowledge. Pupils who require extra help receive it promptly.

Leaders have prioritised the teaching of phonics and early reading. A recently introduced phonics scheme has been implemented well. Staff have received appropriate training. There is a consistent approach that starts in Year 3. Pupils read books that are matched to the sounds that they are learning. They are challenged to write sentences that contain these sounds. This new approach is beginning to help pupils become confident and fluent readers.

Pupils have a positive attitude to school. They have pride in their work. They attend Westbury more frequently than at their previous school. Rates of fixed-term

exclusion are falling. Staff appropriately challenge any incidents of poor language and low-level disruption. Overall, lessons run smoothly.

The curriculum for pupils' personal development is a strength. There are opportunities to develop pupils' talents and interests in sport and music. Pupils learn about different faiths and cultures. Some have recently visited a local gurdwara and a mosque. Leaders are keen to fill pupils' 'cultural rucksacks' by visiting local museums and places of interest. There is appropriate careers advice and guidance available. Pupils are ready for their next stages of education, employment or training. They are being prepared well for life in modern Britain.

Pupils often have complex special educational needs and/or disabilities (SEND). Leaders use a range of strategies to ensure that the pupils receive effective help and support. Some of this work occurs in the well-being hub. There are links with outside agencies such as Autism Outreach and the educational psychologist. However, leaders do not always ensure that teachers effectively use all of the information on pupils' education, health and care (EHC) plans. Consequently, some pupils do not progress through the curriculum as well as they could.

Leaders have acted decisively to address the issues identified at the previous inspection. Many key aspects of the school are rapidly improving. The governing body understand the schools strengths and development areas. Governors ask challenging questions during meetings. They are holding leaders fully to account for their actions.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have received appropriate safeguarding training. They are aware of local contextual issues that might impact on pupils' welfare. Pupils and their families who require extra support are identified promptly. Leaders use a wide range of specialist agencies to provide this support. Safeguarding concerns and their subsequent actions are recorded well. Leaders ensure that safer recruitment practices are followed.

Pupils have many opportunities to learn how to stay safe. These include when using the internet and the dangers of drug and alcohol misuse.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Subject leaders have yet to plan out, and sequence, all the key content and vocabulary that they want pupils to learn and when in some subjects. Leaders should ensure that subject leaders have the appropriate time, knowledge and

skills to ensure that their subject curriculum is fully planned and sequenced and being implemented by staff, in all year groups, as intended.

- Leaders do not always ensure that teachers use all the information contained in pupils' EHC plans. Consequently, some pupils are not progressing through the curriculum as well as they might. Leaders should ensure that teachers use all the information contained in pupils' EHC plans so that pupils make as much progress as possible as they travel through the curriculum.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144320
Local authority	Nottingham
Inspection number	10240122
Type of school	Special
School category	Academy special converter
Age range of pupils	7 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	106
Appropriate authority	Board of trustees
Chair of trust	Eileen Hartley
Headteacher	Lee Morgan
Website	www.westburyschool.co.uk
Dates of previous inspection	28 and 29 September 2021, under section 8 of the Education Act 2005

Information about this school

- The school provides education for pupils with behavioural, emotional and social difficulties. Some of the pupils have a diagnosis of autism spectrum disorder. Almost all pupils have an EHC plan.
- The school is registered to admit boys and girls. There were only boys on the school's roll at the time of this inspection.
- The school uses the services of one registered and three unregistered alternative providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical, education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held various meetings with the headteacher and other leaders. The lead inspector met with the chair and a member of the governing body. He also met with four members of the trust, including the chief executive officer.
- Inspectors carried out deep dives in these subjects: phonics and early reading, English, science and history. For each deep dive, inspectors met with subject leaders, 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 looked at curriculum plans and spoke with leaders about some other subjects. The lead inspector observed pupils from Years 3, 5 and 7 reading to a familiar adult and listened to pupils read from Year 8.
- Inspectors observed pupils' behaviour in lessons, at social times and around the school.
- To inspect safeguarding, the lead inspector checked the single central record. Inspectors checked staff's knowledge of the school's safeguarding procedures. Safeguarding records were scrutinised.
- Inspectors considered the responses to Ofsted Parent View, Ofsted's survey for parents, as well as pupil and staff questionnaires.

Inspection team

Peter Stonier, lead inspector

His Majesty's Inspector

Anne Maingay

His Majesty's Inspector

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