

# Inspection of On Track Education Centre Westbury

Broadway House, Headquarters Road, West Wiltshire Trading Estate, Westbury,  
Wiltshire BA13 4JY

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Inspection dates: 11 to 13 June and 8 October 2024

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Inadequate**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

Does the school meet the independent  
school standards?

**No**

## **What is it like to attend this school?**

Pupils join the school with significant gaps in their education. However, the school does not ensure that all pupils attend lessons regularly so that gaps in knowledge can be rectified. Sometimes pupils are absent from school, or they remove themselves from a lesson. This leads to widening gaps in their subject knowledge. Pupils' progress is sometimes hampered by the school's curriculum which is not well thought out in all subjects. This means that pupils' experiences in lessons fluctuate from those that contribute well to their learning to those that do not.

Pupils' poor behaviour impacts negatively their own, and others, learning. They do not show respect for themselves, each other or adults. Pupils frequently use inappropriate language. The school does not have the necessary expertise to support and manage pupils' behaviour. For example, pupils vape inside the school building. This does not ensure that pupils are kept safe when at school.

The school has introduced enrichment opportunities for pupils, including personal challenges and visits to places of national interest. These experiences help pupils to build an awareness of the world around them. Other aspects of the school's work to promote pupils' personal development are less effective because opportunities are missed to reinforce them during the school day.

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

The proprietor body does not ensure that the school has the necessary knowledge and skills to implement its policies and procedures as intended. This is due to insufficient checks on compliance with the independent school standards (the standards) and a lack of appropriate staff training. The challenge and support for the school from the proprietor body are weak.

The school's expectations for pupils' behaviour are low. This has a detrimental impact on learning. Staff take account of pupils' specific special educational needs and/or disabilities (SEND), as outlined in their education, health and care (EHC) plans. However, the school does not identify accurately pupils' knowledge and gaps in learning across some subjects. This results in staff teaching curriculum content that is sometimes too easy or too hard. The school is not as effective as it should be in providing pupils with the necessary support to help them close gaps in knowledge and improve their behaviour. This is exacerbated by poor attendance in lessons.

In some subjects, the school has ensured that there is an appropriate order to the curriculum content taught so that pupils build their understanding. Teachers use their subject knowledge well to provide clear explanations. They give thought to designing learning activities that capture pupils' attention. For example, pupils applied their mathematical skills to design and build a brick barbeque. However, in other subjects, teachers do not have clear endpoints in mind. Direct instruction to support pupils is lacking, resulting in pupils' learning being more sporadic and less effective.

The school does not have sufficient expertise to support pupils' early reading development, including in phonics. Ongoing checks to accurately match reading books to pupils' abilities are incomplete. However, the English curriculum is designed to encourage pupils to read. Pupils read articles and extracts from texts to explore their meaning and develop their language skills. The school recognises that there is work to be done to encourage pupils to develop a love of reading.

The proprietor body intends the personal, social, health and economic (PSHE) curriculum to weave through many aspects of the school's provision. This is achieved with varying degrees of success. The work focuses on young people having independence in their decision-making, based on their knowledge of how to keep safe and make healthy choices. As part of the programme, pupils are exposed to a wide range of enrichment opportunities, from visiting museums to taking responsibility for organising charity events and fundraising. These experiences help to develop pupils' social skills and appreciation of culture.

The PSHE curriculum is sequenced to build pupils' knowledge over time. However, some pupils do not learn essential knowledge because they do not routinely attend lessons or learn effectively when they do attend. Therefore, gaps in their knowledge continue to grow. Tutor time at the start of each morning is not used consistently well to reinforce pupils' PSHE education. This session often lacks structure and a clear purpose, meaning that pupils do not benefit from focused learning activities that promote their personal and social development.

Pupils receive helpful careers advice and guidance. They may complete work experience based on their interests and future career aspirations. Pupils have the opportunity to attend careers fairs to gain information on career pathways. Staff guide pupils to work towards and achieve recognised qualifications so they can move on to suitable college courses or apprenticeships.

Pupils' individual risk assessments and behaviour support plans do not contain sufficient information to be effective. They do not help the school to know how to support pupils and to keep them safe. Pupils' attitudes to learning are weak. The school does not ensure that pupils attend lessons. As a result, pupils abscond and wander around the school site. Pupils show little regard or respect to others, including the staff.

The proprietor has ensured that the school meets the requirements of schedule 10 of the Equality Act 2010. However, the proprietor has not ensured that some standards related to the quality of education, health and safety, and leadership and management are fully met.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Appropriate checks are completed before staff begin working at the school. However, the school's safer recruitment record needed minor improvements during the inspection. The school does not hold accurate records of where pupils and staff are when off site, as evidenced during the fire exit roll call which occurred during the inspection.

Safeguarding information is not shared or reviewed systematically to aid the school's knowledge and understanding of its roles and responsibilities. The school does not work effectively with external agencies, such as social care, potentially putting pupils and their families at risk of harm.

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

- The proprietor body does not ensure that arrangements to safeguard pupils at the school are understood or carried out in a timely manner. The additional vulnerabilities of pupils with SEND are not considered thoroughly. Pupils and their families do not benefit from a safeguarding culture that ensures appropriate action is taken to enable all pupils to have the best outcomes. The proprietor body must take immediate action to ensure the whole school team has the knowledge to always safeguard and promote the welfare of pupils.
- The proprietor body does not ensure that the school manages pupils' behaviour effectively. Poor behaviour and attitudes are widespread. Pupils' behaviour regularly disrupts learning. The proprietor body should establish high expectations of pupils' behaviour and support the school to apply these expectations to manage pupils' behaviour effectively, including ensuring that pupils attend lessons.
- The proprietor body does not ensure that all curriculum subject content is organised and taught in a way that builds pupils' knowledge over time. Consequently, in some subjects, pupils do not gain the knowledge they need to succeed well. The proprietor body must ensure that the school identifies the essential knowledge it wants pupils to know and remember; and ensures that the curriculum in all subjects is implemented effectively.
- The proprietor body does not ensure the school has a secure understanding of phonics or how to support pupils in the early stages of learning to read. As a result, pupils do not gain the necessary knowledge to read with accuracy. The proprietor body must ensure the school has the knowledge and skills to support pupils to read with confidence.
- Some aspects of the school's PSHE programme, particularly those taught by teachers at the start of the school day, lack focus and a clear learning intention. Consequently, pupils do not benefit from these sessions and gain new knowledge. The school should ensure that these aspects of the PSHE programme fit with the wider programme, and are taught effectively to enable pupils to develop better skills and knowledge in PSHE.

## 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

<b>Unique reference number</b>	136019
<b>DfE registration number</b>	865/6043
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10322163
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent day school
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	32
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	On Track Education Services Limited
<b>Chair</b>	Jane Cox
<b>Headteacher</b>	Christopher Gillam
<b>Annual fees (day pupils)</b>	£39,615 to £64,277
<b>Telephone number</b>	01373 859803
<b>Website</b>	<a href="https://ontrackededucation.com">https://ontrackededucation.com</a>
<b>Email address</b>	<a href="mailto:westbury@ontrackededucation.com">westbury@ontrackededucation.com</a>
<b>Date of previous inspection</b>	25 to 27 February 2020

## Information about this school

- On Track Education Centre Westbury is an independent special school. Most pupils who attend the school have EHC plans.
- Places at the school are commissioned by Wiltshire, Bath and North East Somerset (BANES), Somerset and Hampshire local authorities.
- Pupils' primary needs include social, emotional and mental health, attention deficit and hyperactivity disorder and autism.
- The school is owned and run by On Track Education Services Ltd., which has several other schools and support services across the country. The directors of this company act as the proprietor and in the role of governance.
- The headteacher began his role in September 2023. He was previously the deputy headteacher at the school. A new deputy headteacher was appointed in September 2024.
- The school makes use of one unregistered alternative provision.

## 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.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection started on 11 June 2024. Inspectors returned on 8 October 2024 to gather additional evidence in line with Ofsted inspections and visits: [Ofsted inspections and visits: deferring, pausing and gathering additional evidence - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/ofsted-inspections-and-visits-deferring-pausing-and-gathering-additional-evidence).
- The inspectors met with the headteacher, leaders, staff, pupils and link director as a representative of the proprietor body.
- The lead inspector held an online meeting with a representative from Wiltshire local authority.
- The inspectors carried out deep dives in these subjects: reading, physical education and PSHE. For each deep dive, the inspectors discussed the curriculum 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 also visited lessons in mathematics, English,

food technology and science, as well as looked at pupils' work. One inspector visited an off-site gymnastics lesson. This evidence contributed towards parts 1, 2 and 8 of the independent school standards.

- The inspectors also observed pupils during social times, looked at pupils' work and spoke with pupils and leaders about opportunities for pupils' personal development and pupils' behaviour and attendance. This evidence contributed towards parts 2, 3 and 8 of the independent school standards.
- Inspectors met with leaders responsible for parts 3, 6, 7 and 8 of the independent school standards. Together, they considered policies, registers and key documents, such as checks and risk assessments to determine how well the school meets the standards.
- 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. This evidence contributed towards parts 4 and 8 of the independent school standards.
- Inspection activities included a detailed tour of the site and premises to consider parts 5 and 8 of the independent school standards.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the responses to the survey for staff. There were no responses to the pupil survey.

### **Inspection team**

Marie Thomas, lead inspector	His Majesty's Inspector
Jen Southall	His Majesty's Inspector
Tim Hill	His Majesty's Inspector
Simon Hollingsworth	His Majesty's Inspector



## **Annex. Compliance with regulatory requirements**

### **The school failed to meet the following independent school standards**

#### **Part 1. Quality of education provided**

- 2(1) The standard in this paragraph is met if-
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work-
    - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
  - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
  - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
  - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
  - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
  - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;

#### **Part 3. Welfare, health and safety of pupils**

- 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.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-
  - 9(b) the policy is implemented effectively; and

- 16 The standard in this paragraph is met if the proprietor ensures that-
  - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
  - 16(b) appropriate action is taken to reduce risks that are identified.

### **Part 8. Quality of leadership in and management of schools**

- 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 well-being of pupils.

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