

# On Track Education Centre Westbury

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

## Inspection dates

13 May 2025

### Overall outcome

**The school does not meet all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

#### *Paragraphs 2(1)(a), 2(1)(b)(i)*

- At the standard school inspection in June and October 2024, these parts of the standards were not met. The school had not fully considered the curriculum. As a result, it was not designed to identify and teach the gaps pupils had in their learning.
- The school has a written policy for the curriculum in place. This is published on the school website. However, the work to fulfil the expectations of the policy is not developed, and the expectations of the policy are not implemented.
- School leaders have commenced the work to revise and plan the curriculum to better meet the needs of the pupils. The school is in the process of planning schemes of work that will address the stage of learning each pupil is currently at. They have started to identify the assessment points, or milestones, they will use to understand how well a pupil is progressing through the curriculum and to better identify the gaps in pupils' learning. This work is in the planning stages and not in place.
- This standard is not met.

#### *Paragraph 2(2)(i)*

- At the standard school inspection, the low attendance or behaviours of some pupils meant they missed important elements of their learning to prepare them for life in modern Britain.
- Leaders have prioritised developing the essential content of the personal, social and health education (PSHE) curriculum. They have been focused on making sure that pupils experience learning and discussion which will better prepare them for life in British society.
- This academic year, pupils have worked together as part of a student council. They use this forum to plan events, such as school and parent events, and to talk to staff about their experience of school.

- The school makes sure that all pupils, including those who learn away from the school, learn this content. This makes sure pupils are better-informed as they take their place in society.
- This standard is now met.

*Paragraphs 3(a) to 3(e), 3(g), 3(h)*

- At the standard school inspection in June and October 2024, these parts of the school standards were not met. The curriculum design in some subjects was not well-sequenced. As a result, it did not support pupils to learn and recall their knowledge well. The school had not put in place effective professional development to make sure the curriculum was well implemented. This meant parts of the curriculum were not delivered clearly enough for pupils to understand what they needed to do next to develop their learning.
- School leaders have started the work to revise the curriculum planning for pupils. Schemes of work designed to meet the needs of the pupils and provide appropriate starting points for learning are being planned ready for the new school year in September 2025.
- The school has recently appointed a new member of staff to lead English and literacy. They commenced their role in April. The school has recently re-visited training of the phonics reading programme to enable staff to put in place a reading strategy to support pupils who have gaps in their reading knowledge. This is not yet implemented.
- The new schemes have started to map in assessment points so that teachers have a better knowledge of how well pupils are progressing through their learning. These are not currently in use.
- The school has designed ongoing professional development to enhance the expertise of staff to implement the curriculum effectively. This academic year, the focus on 'a key learning question' has been beneficial in pupils having a knowledge of the purpose of their learning.
- This standard is not met.

Part 3. Welfare, health and safety of pupils  
Part 6. Provision of information.

*Paragraphs 7 to 7(b) and 32(1)(c)*

- At the inspection in June and October 2024, this standard was not met. The arrangements for the safeguarding of pupils were not adequately in place. Training and the sharing of safeguarding practice and information was not systematic. The school did not work effectively with external agencies to promote the well-being of pupils.
- The school has prioritised ensuring arrangements and practices to safeguard pupils and promote their welfare are in place.
- The school has developed the school site. In April, boundary fencing and a locked gate were erected to improve the security of the site. An enclosed reception with key access means pupils do not have access to enter the reception or leave the site without an adult.

- The proprietors have put in place an electronic system for signing visitors in and out. When arriving at the school, visitors receive key information about reporting safeguarding.
- The new designated safeguarding lead has put in place professional development for all staff to deepen their knowledge and vigilance. In addition to the statutory training, safeguarding is addressed in the weekly bulletin to staff and through daily catchups.
- A daily briefing at the end of each day brings all staff together. Staff appreciate this to share practice and to consider the needs of the pupils.
- Since the publication of the standard school inspection, the main commissioning local authority has worked closely with the school. Through announced and unannounced visits and regular meetings, the authority has ensured appropriate reporting and tracking of pupils attending the school is shared with them, as well as reporting on the standard of practice in the school.
- The school has commissioned external safeguarding audits to review their work and to continue to enhance their practice.
- The reporting of safeguarding and the relevant follow up and actions are in place.
- The school maintains a single central record of pre-employment checks.
- The arrangements to safeguard the welfare of pupils is published on the school website.
- This standard is now met.

#### *Paragraph 9(b)*

- At the standard school inspection, the school did not manage the behaviour of the pupils effectively. Systems and processes to ensure a consistent approach to behaviour were not impactful. The behaviour of many pupils, both in and out of lessons, was poor.
- The school has very recently started the work to put in new systems and actions to support the effective implementation of the behaviour policy. This work is just a few weeks in. Leaders are clear there is more work to do to embed behaviour expectations fully and with consistency.
- Since the last inspection, the school has addressed the pupils' use of mobile phones and vapes on and around the school site. These are not permitted. The school is successful in enforcing this. Pupils know and follow these expectations.
- The school has started the work to identify the values that will define the school. These are mapped into the expectations of how well pupils behave. Pupils who attend the school site understand the recent changes and appreciate the focus on the positive recognition of their efforts. This work is to be embedded.
- Recent behaviour data shows incidents of behaviour are reducing. The school has spent time on training and deepening expertise in relational practices to manage behaviour. However, pupils who display more dysregulated behaviours are most likely to be taught off-site. The impact of the behaviour policy and the values that have been planned has not yet impacted all pupils.
- The school change the timetabling when identifying staff who will work with pupils off-site. This means there are often unexpected changes to timetables and staffing. Pupils

who attend the school feel this is unfair and disruptive for them. The relationships and trust they have with staff is compromised when this happens.

- In the last few weeks, the school has started to bring pupils together for a weekly assembly. Pupils and staff feel positive about the impact of being able to do this.
- The work the school is putting in place to embed practices and procedures to manage behaviour effectively has recently commenced. This is not yet embedded to ensure consistency.
- This standard is not met.

#### *Paragraph 16 to 16 (b)*

- The school has acted to put in place appropriate risk assessments and procedures to ensure risks are properly considered. These enact the expectations of the policy.
- Staff have been trained in the actions they must ensure they take to mitigate risks and protect the welfare of the pupils. For example, there are clear protocols when taking pupils on and off-site.
- Electronic systems to track when pupils and staff move on and off the site provide immediate, up to date information. Staff are equipped with work mobile phones and a safety tracker so that there is clear communication and oversight to protect the welfare of pupils.
- A fire officer has been appointed to role. There are systems in place in the event of a fire drill. The records for this are up to date. In the event of a fire alarm, staff have the training to carry out their roles effectively.
- Electronic pupil attendance and procedures means there are appropriate records for all pupils. Leaders check this information carefully. They report attendance information to the local authority on a weekly basis. They discuss coding and actions in place for individual pupils with the local authority. This is part of the work the local authority has put in place to support and work with the school.
- This standard is now met.

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

#### *Paragraph 34(1)(a), 34(1)(b)*

- At the standard school inspection in June and October 2024, this standard was not met. Leaders did not have the planning or actions in place to make sure all the independent schools standards were met.
- Since the inspection, there has been some change to leadership roles and responsibilities. The deputy headteacher, who joined the school in September 2024, became the acting headteacher in January 2025. They have taken the role of designated safeguarding lead and have completed all the relevant training to fulfil this post. Since then, they have been establishing their work and working closely with the local authority and external bodies to put in place actions to work towards addressing the unmet standards.
- The school has experienced a period of depleted capacity in terms of staffing and leadership. This has now recently stabilised and leaders feel more secure in their current work to drive school improvement.

- In March, the directors appointed an experienced leader to join the leadership team for three days a week on a temporary basis. They share their expertise and bring capacity and support, to help the school leadership team put in place plans to bring about the urgent changes that are needed.
- Until this point, actions to bring about school improvement had not been enacted quickly. The initial action plan submitted to the DfE was not accepted as it was unrealistic. Leaders have revised their action planning and development work. They have oversight of their actions and next steps. The work of leaders is now beginning to be more focused and realistic about the work they need to do.
- As a result of this progress monitoring visit, there are standards that continue to be non-compliant.
- This standard continues to be unmet.

*Paragraph 34 (1)(c)*

- The work of the school to actively promote the well-being of pupils is better established.
- Pupils have improved ways in which they can share and feedback their views to the school.
- The school is building warmer relationships with pupils, with a greater emphasis on identifying when things are going well and rewarding positive behaviours. This is very new, but pupils notice the change.
- Procedures and practices to make sure pupils are safe, and to look after their well-being are implemented. Staff share training that helps them to be better informed and vigilant about the risks or challenges pupils may experience, especially when they are not at school. Staff report and follow this up appropriately.
- Leaders continue to work with the local authority to strengthen their work and to have clearer communication about the pupils who attend the school.
- This requirement of the standard is now met.

**Schedule 10 of the Equality Act 2010**

- The school complies with schedule 10 of the Equality Act 2010.

## **Compliance with regulatory requirements**

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### **The school now meets the following independent school standards**

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

- 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.

#### **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.
- 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)(c) actively promote the well-being of pupils.

## School details

Unique reference number	136019
DfE registration number	865/6043
Inspection number	10393439

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

Type of school	Other independent special school
School status	Independent day school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	31
Of which, number on roll in sixth form	2
Number of part-time pupils	5
Proprietor	On Track Education Services Ltd
Chair	Jane Cox
Headteacher	Ms Rachel Edwards
Annual fees (day pupils)	£39,615 to £64,277
Telephone number	013 7385 9803
Website	Ontrackededucation.com
Email address	westbury@ontrackededucation.com
Date of previous standard inspection	11 to 13 June 2024 and 8 October 2024

## Information about this school

- On Track Education Centre Westbury is an independent special school. All pupils who attend the school have EHC plans.
- Places at the school are currently commissioned by three local authorities with the majority of places commissioned by Wiltshire local authority.

- 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 school currently uses two additional alternative providers.
- Following a standard school inspection in June 2024 and October 2024, the school was judged to be inadequate for behaviour and attitudes, and leadership and management. The school did not fully meet the independent school standards.
- In January 2025, the school submitted an action plan under section 114(5) of the Education and Skills Act 2008 to the secretary of state for approval. The action plan specified the steps taken to meet the independent school standards not met at the standard school inspection. The DfE confirmed the action plan was not satisfactory.
- Since January 2025, the school has had changes to the leadership team. The deputy headteacher, who started at the school in September 2024, is currently the acting headteacher and designated safeguarding lead.
- Directors have appointed an experienced leader of special schools to join the leadership team for three days a week. They commenced their role in Spring 2025. This is an interim role.



## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This was the school's first progress monitoring inspection since its last standard inspection in June and October 2024.
- The inspection took place at no notice.
- The inspector reviewed a range of school documentation, including revised action plans, school development plans and curriculum planning, the behaviour policy, the safeguarding policy and practices, the single central record, records of pupil attendance and pupil support plans.
- The inspector spoke to representatives from the local authority and reviewed the tracking of actions and oversight of the school's work with the local authority.
- The inspection reviewed the school's safeguarding arrangements and procedures, including the implementation of risk assessments, safeguarding record keeping and actions, the single central record and whether the school's safeguarding policy is available to parents and carers.
- The inspector spoke with the director, who represented the proprietary body.
- The inspector met with the headteacher, school leaders, the special educational needs coordinator and other school staff.
- The inspector spoke with some pupils and toured the school, visiting lessons.

## Inspection team

Rachel Hesketh, lead inspector

His Majesty's Inspector

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

### **The school does not meet the following independent school standards**

*Standards that were not met at the previous inspection and remain un-met at this inspection*

#### **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.
  
- 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**

- 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.

#### **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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)  
© Crown copyright 2025