

On Track Education Centre Westbury

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

Inspection date

15 October 2025

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1) to 2(1)(b)(i)

- At the last progress monitoring visit in May 2025, the policy for the curriculum had been revised and the school had commenced the work to plan for its implementation. The school was in the process of planning schemes of work for each subject that would map the stages of learning pupils were working at. Some subjects were more developed than others in their planning. This meant the expectations of the policy were not being implemented fully at that time.
- The policy is up to date, relevant and sets out the ambition and expectations of the curriculum. The school's work over the last year to evaluate and review the curriculum subjects is mostly in place.
- The schemes of learning across subjects are being taught. The written plans and schemes of work set out the intended learning and the next steps pupils will progress to depending on their starting points. Subject leaders work together, and with colleagues in other schools, to plan and review the impact of their work.
- This standard is met.
- *Paragraph 3 to 3(e), 3(g), 3(h)*
- At the previous progress monitoring visit, these requirements of the independent school standard were not met. Although the curriculum planning was developing, it was not fully in place. The revised approach to assessing and tracking pupil progression through the curriculum was not finalised. A programme of professional development had recently begun and was focused on the teaching practices and strategies the school wanted to prioritise to teach the curriculum effectively.
- The curriculum is being taught as leaders intend. Assessment and checking mechanisms help the school to identify the starting points pupils are working at. Learning is planned to build on that. This means there are appropriate pathways in place within the subject curriculum so that pupils are learning according to their ability. The knowledge and

vocabulary the school wants pupils to learn are explicit in the curriculum. This means teachers know what they are teaching and when.

- The school is using systems for checking and identifying the 'milestones' pupils have reached through each subject. Detailed steps of learning are broken down and used to track how pupils are progressing. These are in place, and the data is beginning to inform staff more effectively in knowing what pupils can do.
- Pupils who are at the early stages of literacy or numeracy learn the foundational knowledge they need. However, some of the planned curriculum is not as precise as it should be. Leaders have identified this through their quality assurance work and are taking action to make sure this is more relevant and developed.
- The school is progressing its ambition for reading across the school. Leaders assess and check how well pupils read. A systematic synthetic phonics programme is in place to support pupils who have gaps in their reading knowledge. Staff have recently refreshed their training for this. A focused strategy to further improve this work is currently being implemented.
- All pupils have a personal pupil plan. These set out the strategies and actions that support pupils in their learning. This helps staff to plan specifically for the needs and aptitudes of the pupils.
- The standard in this part is now met.

Part 3. Welfare, health and safety of pupils

Part 6. Provision of information

Paragraph 9, 9(b)

- At the previous progress monitoring inspection in May 2025, the school had reviewed and relaunched its systems and processes to manage behaviour effectively. Leaders provided greater clarity about expectations. The work on this was starting to bring consistency in how it was being implemented. However, at that time there was more work to do to demonstrate it was securely and consistently embedded for the standard to be met.
- The school values which define the expectations for behaviour are identified and understood by staff and pupils. Teachers check and report on how pupils perform, or demonstrate these values, in each lesson. This system is well implemented and provides leaders with a detailed overview of how well pupils engage. When there are concerns, the information helps leaders to take quick action. Weekly celebrations focus on the successes of the pupils. Pupils really like this. The school's information over time shows pupils are responding positively and behaviours in lessons are more consistently managed and much improved.
- The impact of the school's behaviour strategy is evident through the reduced number of suspensions and negative behaviour reports. This shows behaviours are improving and expectations are more consistently sustained. The environment is calm, and pupils know the expectations and routines well.
- The number of pupils whose challenging behaviours meant they were being educated away from the school site has reduced. Changes to the school environment and

expectations means most pupils have now successfully reintegrated back to learning at the school site. Leaders maintain a clear focus on this work. The standard in this part is now met.

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

- The actions taken by leaders to ensure the arrangements for safeguarding remain effective. The safeguarding training and sharing of practice among staff are frequent and relevant. This means staff are equipped to carry out their work with due diligence.
- The arrangements to safeguard the welfare of pupils is published on the school's website.
- The school maintains a single central record of pre-employment checks.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1) to 34(1)(b)

- Previously, leaders did not have secure processes and procedures in place to ensure all the independent school standards were carefully monitored so that they were met.
- Changes made to leadership structures and roles last year have now settled. There has been a period of stability across the school. As a result, accountability and oversight of the school actions, and the independent school standards, is carried out with greater clarity.
- School action planning is broken down systematically. This helps leaders to address the school priorities.
- Leaders work closely with the primary commissioning local authority on prioritising improvements in the school. A detailed action plan with the local authority is in place and frequently reviewed. This is progressing well with actions being appropriately completed. Safeguarding audit visits from the local authority show the successful changes that are now in place.
- Structured reporting systems means the director of education, who is the chair, has an informed oversight of the work of the school and how it is progressing. They use this information to identify resources and plan shared development with other schools in the group.
- The school works openly with external agencies to promote the welfare of its pupils, and to continue to improve the school. This helps leaders to maintain oversight of their work and to evaluate its impact.
- The standard in this part 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 meets 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. 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(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.

School details

Unique reference number	136019
DfE registration number	865/6043
Inspection number	10420666

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	25
Proprietor	On Track Education Services Ltd
Chair	Jane Cox
Headteacher	Ms Rachel Edwards
Annual fees (day pupils)	£39,615 to £64,277
Telephone number	01373 859803
Website	Ontrackededucation.com
Email address	westbury@ontrackededucation.com
Dates 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 education, health and care 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 three unregistered alternative provision.
- 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 May 2025, the Department for Education (DfE) commissioned a progress monitoring inspection. This reported that the school met some but not all the independent school standards which were not previously met at the standard school inspection.
- In July 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 satisfactory.

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 second progress monitoring inspection since its last standard inspection in June and October 2024.
- The inspection took place with no notice.
- The inspector reviewed a range of school documentation and policies, including revised action plans approved by the DfE, action plans agreed with the main commissioning local authority, and school development plans. They also reviewed a wide sample of documents evidencing compliance with the independent school standards, including curriculum planning and pupil support plans.
- The inspector spoke to a representative from the local authority and discussed the oversight of the school's work with the local authority.
- The inspection also considered 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 met with the director, who represented the proprietor body.
- The inspector met with the headteacher, school leaders and spoke with school staff. They met with some pupils, visited lessons, observed social times and reviewed pupils' work.

Inspection team

Rachel Hesketh, lead inspector

His Majesty's Inspector

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