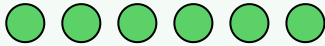


On Track Education Centre Westbury

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

Unique reference number (URN): 136019

Inspection report: 2 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- **Insufficient evidence:** Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Expected standard

Achievement

Expected standard 

Pupils speak positively about the difference the school has made to their education. They now engage in lessons, enjoy learning and contribute confidently to discussions. Quickly, pupils start to experience success. For example, pupils learn to read recipes, measure ingredients and budget in cooking. They explain scientific concepts such as kinetic energy, analyse Shakespeare's language and resize digital content in computing.

Typically, pupils are well prepared for their next steps. Outcomes over time show that pupils gain a broad range of qualifications, including GCSEs, BTEC National Diplomas, Award Scheme Development and Accreditation Network awards and functional skills. A minority of pupils arrive with significant gaps in reading and writing. Leaders have introduced a phonics programme to help pupils acquire this essential knowledge. While pupils are beginning to build the literacy foundations they need, leaders recognise that some aspects are not fully embedded. This remains a priority for leaders.

Attendance and behaviour

Expected standard 

Effective work from the whole school team ensures that most pupils' attendance improves markedly after joining the school. Pupils want to attend because they feel safe and valued. Leaders tailor support carefully to meet pupils' social and emotional needs. Key workers build strong relationships with pupils and their families, which helps to build trust and a sense of belonging. Leaders create bespoke programmes for those who struggle to attend regularly. This includes reduced timetables, off-site lessons and mental health support. Nonetheless, reducing persistent attendance rates further remains an ongoing priority.

Staff set high expectations for pupils' behaviour. For the most part, pupils live up to these. They use the school's 'TRACK' values, such as resilience and kindness, in lessons. Pupils strive to earn raffle tickets and certificates in recognition of their efforts. When pupils struggle to manage their emotions, staff step in calmly and help them regulate their behaviour effectively. They understand pupils' triggers and respond flexibly, ensuring that behaviour is understood but not excused. Since the previous inspection, behaviour incidents and suspensions have reduced significantly. Pupils report that bullying and discrimination are rare. Staff address any concerns that arise promptly.

Curriculum and teaching

Expected standard 

Leaders hold an accurate understanding of the curriculum and teaching. They have designed a broad and ambitious curriculum. It is organised into subject pathways with clear objectives and milestones. This helps pupils understand what they are learning and how it connects to prior knowledge and future qualifications.

Staff generally teach the curriculum as intended. Teachers have secure subject knowledge. They provide clear instructions and emphasise key vocabulary, which pupils use confidently. Leaders support staff effectively to adapt learning while keeping pupils engaged. Staff use indoor and outdoor spaces creatively to bring learning to life.

Staff check pupils' understanding routinely. They use this information to inform teaching. 'Do now' tasks help pupils recap prior learning. Staff provide extra support to pupils who need help to get back on track. This includes reading interventions and therapeutic support for mental health.

Leaders continue to strengthen the provision for the minority of pupils who lack basic reading and writing skills. They are working with staff to refine the curriculum and teaching so that pupils secure these foundations across subjects. While this work is progressing well, the way staff support pupils during writing tasks varies, which can affect the quality of some pupils' work.

Inclusion

Expected standard 

Leaders have strengthened the school's approach to inclusion. They identify and assess pupils' needs quickly and accurately. Staff use this information well to secure the right support from the outset. For instance, they teach pupils in small groups, individually, onsite or offsite. Leaders shape decisions by a precise understanding of each pupil's academic, social and emotional needs.

Staff work closely with leaders to set personalised learning plans, based on pupils' education, health and care needs. Staff frequently review the effectiveness of support to ensure that it achieves the intended outcomes. Adaptations, such as the use of technology and therapy, help pupils to engage with learning and manage their emotions. Over time, pupils grow in confidence and develop independence and resilience.

Staff benefit from a comprehensive training programme to develop their expertise. They feel well supported in meeting pupils' social and emotional needs through nurture and therapeutic approaches.

Leaders commission alternative provision thoughtfully to enrich the school's offer. It is bespoke and appropriate for those pupils who attend. For example, it gives some pupils workplace experience and others mentoring guidance to build their self-esteem. The school has effective systems to check on the quality and safety of each provider.

Leadership and governance

Expected standard 

Following the previous inspection, the proprietor temporarily employed an experienced leader to strengthen the school's capacity to improve. This brought about significant and positive change. Leaders have a clear understanding of the school's strengths and areas for development. They act in pupils' best interests and take purposeful action to help every pupil grow, achieve and thrive. This shows in the care and attention given to the pupils' safety and welfare.

The proprietor has secure oversight of the school's work. Through regular visits, it provides appropriate support and challenge to ensure that the school meets all the independent school standards. The school complies with schedule 10 of the Equality Act 2010.

Leaders actively reflect and seek feedback from pupils, families and external agencies to refine their work. This supports a culture of continuous improvement. Leaders and the

proprietor prioritise staff wellbeing. They maintain generous staffing levels and ensure that workloads are manageable. Staff share in leaders' ambition to improve pupils' life chances. They value the open culture, teamwork and collaboration. Staff welcome the training they receive, especially on safeguarding and supporting pupils' social and emotional needs. Daily debriefing sessions allow staff to contribute directly to ongoing improvement.

Most parents and carers recognise the significant difference the school has made. They value that their children are now attending more regularly and engaging positively in their learning.

Personal development and wellbeing

Expected standard 

The school's personal development programme equips pupils well for life beyond school. Pupils learn essential life skills to become responsible and respectful citizens. This includes managing finances, preparing healthy meals and administering first aid.

Leaders carefully plan the school's personal, social, health and economic education curriculum so that it is responsive to pupils' needs and the local context. For example, pupils understand the risks associated with county lines, criminal exploitation and gangs. They learn about hygiene, consent and how to keep safe online.

Typically, pupils develop an age-appropriate understanding of what it is like to live in modern Britain. They know the importance of rules, laws and boundaries, being respectful and treating others with kindness. This strengthens pupils' sense of belonging and empowers them to speak up and challenge unfair treatment such as racism.

Pupils benefit from many opportunities and events outside of the classroom that build confidence and broaden their interests. These include sports, charitable events, cooking competitions and trips to places of cultural interest. Enrichment Friday activities, such as karaoke, nail painting and dungeons and dragons, help pupils build friendships and develop social skills. Pupils value the recognition they receive for their academic and personal achievements, such as earning vouchers and certificates during the weekly celebration assembly.

In the past year, leaders have revamped and strengthened the careers programme. All pupils receive impartial, personalised information and guidance. This helps them understand the post-16 options available to them. For example, pupils visit colleges and meet employers at school. The curriculum includes writing a curriculum vitae and preparing for an interview. Leaders continue to evaluate the quality of the careers programme. They have identified the need to broaden the range of employers pupils meet. Most pupils who leave the school successfully transition to education, employment or training.

What it's like to be a pupil at this school

Most pupils arrive having had unsuccessful or negative educational experiences. From the outset, pupils feel known, understood and valued. Leaders, teachers and key workers champion pupils and their needs. They greet them warmly as they arrive each day and

invest time in understanding what interests and motivates them. These patient, positive interactions help pupils settle quickly and re-engage with learning. Over time, most attend more regularly. They develop their confidence and resilience and become more hopeful about their futures. Pupils recognise that staff believe in them, which helps them to believe in themselves.

Pupils generally get along well with one another. They have no concerns about bullying, which is rare. Pupils appreciate staff's vigilance and the prompt way they deal with any issues. Well-established routines, such as morning tutor time, give pupils predictability and a sense of belonging. They also provide staff with the time they need to understand pupils thoroughly. The longer pupils attend the school, the better they learn to regulate their emotions and manage their behaviour.

Pupils enjoy the personalised curriculum pathways. Staff adapt these carefully to each pupil's needs and interests. Pupils take pride in their achievements. They are motivated by the recognition they receive at daily briefings and the weekly celebration assembly. As they progress through the school, pupils gain a broad range of academic and vocational qualifications that equip them well for their next steps.

Pupils value opportunities to develop life skills and contribute to the school and wider community. For example, they participate in a community garden programme and food bank projects. The school council plays an active role in organising events, such as the summer fayre. Visits from external agencies, including the police, health professionals and colleges, strengthen pupils' readiness for adulthood.

Next steps

- Leaders should continue to develop staff expertise so that all staff provide consistent and effective support to pupils at the early stages of writing.
 - Leaders should continue to review and refine their bespoke approaches to ensure that pupils attend school regularly and that persistent absence is further reduced.
 - Leaders should build on current work to embed the careers programme by establishing links with a wider range of workplaces and employers.
-

About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteacher and other school leaders during the inspection. They also met with a director of the proprietor body.

Inspectors spoke with pupils in lessons and around the school.

Inspectors made calls to parents and carers and spoke with 2 alternative provisions the school uses.

The inspectors confirmed the following information about the school:

The school is a special school, catering predominantly for pupils with social, emotional and mental health needs, attention deficit and hyperactivity disorder and autism. All pupils on roll have education, health and care plans. All places are commissioned by three local authorities.

The school is part of the On Track group of schools.

The school operates from Broadway House, Headquarters Rd, Westbury BA13 4JY.

A new headteacher took up post in January 2025.

The school was judged to be inadequate at its previous standard inspection in June 2024. Since then, the school received two progress monitoring inspections.

The school is registered to admit up to 32 pupils.

The name of the proprietor is On Track Education Services Limited.

The chair of the proprietor body is Jane Cox.

The fees currently charged are between £43,206 to £69,616.

The school's email address is westbury@ontrackededucation.com

At the time of the inspection, there were fewer than 5 students on roll in the post-16 provision. As such, the inspectors did not give a grade on the provision to avoid identifying individual students.

The school uses 3 unregistered alternative provisions.

Headteacher: Rachel Edwards

Independent school standards

Independent school standards are either met or not met for each category.

All standards have been met.

2. Spiritual, moral, social and cultural development of pupils

Standards met

All standards have been met.

3. Welfare, health and safety of pupils

Standards met

All standards have been met.

4. Suitability of staff, supply staff, and proprietors

Standards met

All standards have been met.

5. Premises of and accommodation at schools

Standards met

All standards have been met.

6. Provision of information

Standards met

All standards have been met.

7. Manner in which complaints are handled

Standards met

All standards have been met.

8. Quality of leadership in and management of schools

Standards met

All standards have been met.

Lead inspector:

Dale Burr, His Majesty's Inspector

Team inspector:

Gareth Morgan, His Majesty's Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 2 June 2026

Total pupils

23

School capacity

32

Pupils with an education, health and care (EHC) plan

23

Pupils with special educational needs (SEN) support

23

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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