

Westbury School

Chingford Road, Bilborough, Nottingham, NG8 3BT

Inspection dates

12–13 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and almost all of them gain vocational and GCSE qualifications, including English and mathematics, by the end of Year 11. As a result the large majority go into further education, training and employment when they leave school.
- The school helps pupils to improve their behaviour significantly and this is good overall. Many of the students, especially the older ones, display outstanding attitudes to work.
- Attendance has improved considerably and is no longer the concern it was in the previous inspection. This is due mainly to the guidance and support provided by the school's attendance officer to pupils and their families.
- Teaching is good, largely because it makes the pupils enthusiastic to learn. Some lessons are outstanding in this respect.
- Well-trained teaching assistants provide good support for pupils during lessons, which helps them to stay on task, understand their work and make good progress.
- The curriculum is extremely effective because it is so well tuned to pupils' interests and aspirations. It helps them to make rapid progress in developing skills and attitudes that are important for their future lives.
- The executive headteacher has the highest expectations for the quality of education and pupils' outcomes. He provides a tremendous drive and clear guidance to ensure they are achieved. Most staff fully support him in this endeavour.
- The Governing Body is well informed about the school's performance and provides the necessary support and challenge to ensure pupils' outcomes are as good as they can be.

It is not yet an outstanding school because

- Teaching is not yet outstanding because it sometimes lacks the pace, interest and independent activity to keep all pupils enthusiastically engaged in learning.
- Recently appointed leaders do not contribute sufficiently to monitoring teaching and pupils' outcomes across the school and ensuring improvements are made where required.

Information about this inspection

- The inspector carried out 11 lesson observations. In eight of these he was accompanied by the executive headteacher or the head of school.
- During lesson observations, the inspector talked to pupils about their work, heard them reading and looked at their exercise books.
- The inspector held discussions with the executive headteacher, the head of school, the deputy headteacher, three subject leaders, the school's attendance officer, two teaching assistants, the Chair, Vice-Chair and two members of the Governing Body, two parents and carers, the Local Authority's Head of Service for Inclusion and Disability and a group of six pupils.
- The inspector read management documents relating to school evaluation, pupils' progress, the monitoring of teaching, improvement planning, pupils' behaviour, attendance and safeguarding.
- The inspector took account of 23 inspection questionnaires returned by staff. Only two parents and carers responded to the online survey, ParentView, which is not sufficient to enable the results to be presented on the Ofsted website.

Inspection team

John Rutherford, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- This is a small special school for pupils with a statement of special educational needs related to their behavioural, emotional and social difficulties.
- Although the school is for boys and girls, there are no girls presently on roll.
- The school provides education for pupils in Key Stages 2, 3 and 4. Pupils are admitted at any time between the ages of 7 and 14 years.
- The majority of pupils come from the city of Nottingham. A small number come from the neighbouring Nottinghamshire and Derbyshire local authorities. Most pupils live a considerable distance from the school and are transported each day by taxi.
- Three quarters of the pupils are supported by pupil premium funding which is well above average. The pupil premium is extra money provided by the government for pupils known to be eligible for free school meals, those in local authority care and those with a parent in the armed forces.
- A third of the pupils are from a minority ethnic background, which is above average.
- The school became part of the Westbury Woodlands Federation of special schools in 2010. There are two schools in the partnership which share a governing body and executive headteacher though, in other respects, they are separate schools.
- The executive headteacher is a National Leader in Education
- Almost all senior and middle leaders are new to their posts within the last year.

What does the school need to do to improve further?

In order to make teaching outstanding and to raise pupils' achievement to outstanding, the school should:

- Provide more guidance to teachers, where necessary, on how they can accelerate the pace of pupils' learning by increasing opportunities for independent work on interesting, challenging tasks.
- Involve senior and middle leaders more in monitoring teaching and achievement across the school and helping to make improvements where required.

Inspection judgements

The achievement of pupils

is good

- Pupils start school with low levels of attainment, often following a period of significant disruption to their previous education. They settle quickly and most make good progress, especially in English and mathematics, which are taught within most subjects.
- Pupils make exceptional progress in design technology and art because they are taught in a way that stimulates their interest. Their finished products are of very high quality and work on creating them enhances their English and mathematical skills. For example, they recently designed and made model racing cars which won awards in an international competition. The plans and presentations required for this project significantly extended their calculation, writing and speaking skills.
- Teachers monitor pupils' progress carefully. If they start to fall behind in English or mathematics they are given intensive programmes of support which help them to catch up quickly.
- Pupils supported by the pupil premium make progress at a better rate than all pupils nationally and are therefore closing the gap on the standards they should be attaining. This is because the additional funding is used effectively to provide additional English and mathematics teaching for the supported pupils and to ensure they can take part in extra-curricular activities which enrich their learning and boost their self-confidence.
- More-able pupils achieve well because teachers use assessment information effectively to plan more challenging tasks for them.
- The progress of some pupils slows in lessons when they lose interest in the work or when long question and answer sessions rarely involve them.
- Parents and carers who spoke to the inspector are very happy with their children's progress.

The quality of teaching

is good

- The majority of teaching helps pupils to make good or better progress. This is because lessons are taught in a way that makes learning real and interesting for them. For example, pupils made excellent progress in a lesson about the First World War because the teacher included in his explanation role-play about trench warfare, mini challenges for all pupils and comparisons with situations familiar to the pupils.
- Expectations for what the pupils can achieve are very high and this is particularly evident in art and design technology. Teachers with good subject knowledge challenge the pupils to extend their skills by refining their work to a very high standard. Pupils gain an enormous sense of pride from their finished products.
- Work in English and mathematics lessons is extended in a range of interesting projects, which help the pupils to improve their progress. A good example of this is the forthcoming Westbury festival of music, the planning for which requires pupils to plan events within a budget, prepare bids for funding and draw up written contracts for the staff who are helping.
- Pupils' progress is no better than expected in lessons where there is insufficient challenge, practical activity or links to pupils' interests. Explanations go on for too long and questions only challenge one pupil at a time.
- Most teachers use assessment information well to plan work at the right level of challenge for all pupils in their class.
- Teaching assistants support teachers well in making sure that every pupil achieves as much as they can. This is because they are well informed about the needs of their pupils and how they can help them to achieve the same lesson objective as other pupils. They have received good guidance from school leaders on how to assess pupils' progress and provide the teacher information that is useful for future planning.
- When teachers mark pupils' work, they help them to improve their understanding by providing

additional challenges and the time to tackle them.

The behaviour and safety of pupils are good

- The large majority of pupils behave well in school. Questionnaires from staff and comments from parents indicate that this is usually the case.
- A small minority of pupils occasionally become unsettled, usually when they are insufficiently occupied with interesting work. Teachers and teaching assistants deal with such instances effectively by taking the pupils to one side, re-focusing them on work and very quickly settling them back down to learning.
- The school's approach to improving behaviour is effective because it is consistently applied by all staff and because it links to the school's motto, 'Choice and Responsibility'. Pupils are given the opportunity to learn from their poor behaviour choices and to take responsibility for making a better choice. Pupils say that this aspect of the school's policy has made the biggest positive difference to their development.
- In many lessons, pupils' attitudes to learning are exceptional. They persevere with tasks until they have done their best, they are keen to talk about their work and seek advice, they work well without adult supervision and they co-operate as part of a team.
- Improved attendance, now broadly average, has considerably helped pupils to improve their achievement.
- Pupils say they feel safe in school and this is supported by inspection evidence and comments from their parents and carers. They have a very good understanding of bullying and its causes and therefore know how to avoid it. Where bullying occurs the victim is well supported, while punishment for the perpetrator is combined with effective guidance. Consequently, school records show that instances of bullying are rare, including that which is related to racism or homophobia. Discrimination of any kind is not tolerated.
- There is a strong sense of community in the school with pupils from different places and backgrounds getting on well together. Pupils and teachers have a good working relationship which provides an effective climate for learning in most lessons.

The leadership and management are good

- The leadership provided by the executive headteacher is fuelled by a strong commitment to securing the best possible future for pupils. In this, he is well supported by senior and middle leaders and all of the staff who returned inspection questionnaires.
- Senior leaders accurately evaluate the school's overall performance and their judgements are in line with those of the inspection.
- Senior leaders challenge teachers to meet exacting targets for the amount of progress each pupil makes. They monitor progress carefully and ensure swift action is taken if any pupil begins to fall short of their target so that all have equal chances to succeed.
- Senior leaders and governors monitor teachers' performance closely and ensure that additional allowances are only awarded to those who make the biggest positive difference to pupils' outcomes.
- A systematic programme of in-school training ensures that teachers and teaching assistants can gain the skills they need to enable all pupils to make good or better progress in lessons.
- Teaching requires improvement in a small number of classes because strong teachers with leadership responsibilities have insufficient opportunity to monitor and support their colleagues while they are working with pupils.
- The curriculum makes an outstanding contribution to pupils' spiritual, moral, social and cultural development. For example, the work they do on their self-worth, how they relate to people with different backgrounds and how they respond to social issues like prejudice and knife crime all combine to help them think deeply about the choices they make for their own lives.

- The school has very recently received a small amount of funding from the national primary school sports initiative. The school plans to use this to provide large apparatus for the small Key Stage 2 outdoor play area in order to promote more energetic physical activity. Other than this, the school makes extensive provision for pupils' physical well-being with regular use of a large sports hall, a well-equipped fitness suite and a good range of outdoor adventure activities.
- The school keeps parents and carers well informed of their children's progress and how they can support their learning. Case-studies show how staff work in successful partnership with parents and carers to help pupils with significant social and emotional problems to attend school, make better relationships and rapidly improve their achievement.
- The local authority provides light touch support because of the school's effectiveness in raising pupils' achievement. Recognising the school's strengths they have commissioned the executive headteacher to provide guidance to other schools.

■ **The governance of the school:**

- The Governing Body is very well informed about the impact of the school's work on pupils' outcomes. They frequently scrutinise information about achievement, behaviour and safeguarding, challenging school leaders to provide evidence that they are doing everything possible to improve pupils' future prospects. They know about the quality of teaching, and how teachers' performance is managed, with pay progression linked to pupils' progress. They know what the school is doing to tackle any underperformance.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors. A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.

School details

Unique reference number	122966
Local authority	Nottingham
Inspection number	428301

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Maintained
Age range of pupils	7–16
Gender of pupils	Mixed
Number of pupils on the school roll	46
Appropriate authority	The governing body
Chair	Sue Thornton
Executive Headteacher	John Dyson
Head of School	Marcus Wells
Date of previous school inspection	9 March 2011
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