

Inspection of Westbury School

Westbury, Shrewsbury SY5 9QX

Inspection dates: 21 and 22 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Overall effectiveness at previous inspection Not previously inspected

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

This calm and peaceful school is located in an idyllic setting. Staff know and understand pupils well. Staff help pupils, who have previously missed a lot of education, to settle quickly into school routines. Pupils enjoy coming to school and show a love for learning.

Leaders and staff are ambitious for pupils and want them to experience success. Pupils learn well in English, mathematics and science. This is because teachers know what to teach and when to teach it. They make sure that key learning is repeated so that pupils understand and remember more. In a few less developed areas of the curriculum, pupils do not learn as much as they could.

Leaders prioritise reading. Reluctant and early readers are supported well by skilled teachers. Pupils apply their phonics skills well and develop a love of reading.

Opportunities beyond the curriculum help pupils develop their social and life skills. They immerse themselves in outdoor learning and animal care at the school's woodland provision. These valuable experiences enrich their learning experiences.

The high expectations and consistent approach of staff mean that pupils behave well. Pupils feel safe at school. Bullying is uncommon and staff deal effectively with any of which they are made aware.

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

Leaders and staff know pupils well. They understand the challenges that pupils experience and how this impacts learning. The curriculum is designed to be ambitious to allow all pupils to experience success. Basic skills, including English, mathematics and reading, are taught well. Teachers use their strong subject knowledge effectively. They plan content so that it builds on previous learning. They repeat key learning often to ensure that pupils learn and remember more. Learning is carefully adapted to support pupils who have special educational needs and/or disabilities. This means that pupils are able to access the planned content effectively.

Reading is prioritised. Many pupils arrive at the school with limited reading experience. Staff use their expertise to carefully plan and teach phonics. Over time, pupils learn sounds and patterns. This helps them to blend and segment words. Pupils persevere with new vocabulary and apply the strategies they have been taught to sound out trickier words. They enjoy reading stories. Through careful questioning, pupils are able to recall the main facts of stories and talk about key characters.

The curriculum for personal, social and health education is well planned. It takes into account what pupils need to know to become healthy, safe and active citizens. Pupils learn how to eat healthily. The focus on mental health helps them to understand their emotions. Safety underpins the curriculum. Pupils learn how to

keep themselves safe online and outside in the community. They also learn about healthy relationships and how to seek support if they feel unsafe.

Well-planned careers education helps pupils to learn about different options. They are supported by an external organisation to ensure they receive impartial advice and guidance. This work is supplemented by visits to and from employers. The curriculum is supported by work experience opportunities at a local farm. Pupils are well prepared for their next phase of education, employment or training.

Pupils benefit from experiences that support their social and emotional development. They enjoy weekly visits to the school's woodland site where they fully engage in animal care and outdoor learning. These opportunities develop their self-confidence and understanding of the world around them. Pupils learn to reflect on their successes and challenges during weekly assemblies. They speak openly about things that have gone well and things they have found difficult.

Some practical aspects of the wider curriculum, including art and physical education, are less developed. In these subjects, learning does not routinely connect to what pupils have previously learned. Leaders can demonstrate how they intend to address this issue.

Pupils behave well. This is because there are high expectations and a consistent approach towards behaviour from all staff members. Therefore, the learning environment is calm and orderly and disruption to learning is very rare.

The proprietor supports the school fully in ensuring that statutory responsibilities are met. Processes for governance are strong. Those responsible for governance oversee all aspects of the school's work. They ensure that the school consistently complies with the independent school standards, including safeguarding.

The detailed accessibility plan ensures that the school meets the requirements of the Equality Act 2010. Guidance for relationships and sex education has been implemented. The school has consulted with parents and content is planned in an informed way, taking the needs of pupils into account.

The work of leaders and staff is valued by parents and carers. They say that the school 'goes above and beyond' to support its pupils.

Safeguarding

The arrangements for safeguarding are effective.

The school's safeguarding policy is published on its website. It pays due regard to guidance issued by the Secretary of State.

All staff are appropriately trained and take their responsibilities seriously when it comes to keeping children safe. They know how to recognise signs of abuse and neglect. They are quick to spot any concerns and follow these up rigorously. Leaders

make sure that pupils receive the right help when they need it. The school's records are well maintained.

Pupils learn about safety. They know how to keep safe online and in the community.

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

- On occasion, plans in a few areas of the curriculum do not take into account what pupils already know and can do. This means that learning does not build upon what pupils already know. In these areas, pupils do not learn as much as they could. Leaders need to make sure that all learning is connected to previous learning so that pupils can learn more and remember more consistently.

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.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	148041
DfE registration number	893/6040
Local authority	Shropshire
Inspection number	10212821
Type of school	Other independent special school
School category	Independent school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Boys
Number of part-time pupils	0
Proprietor	Unique Care Group
Chair	Michelle Maguire
Headteacher	Nadia Chelpa
Annual fees (day pupils)	£45,000
Telephone number	01743 884644
Website	www.uniquecaregroup.co.uk
Email address	info@uniquecaregroup.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Westbury School is an independent day school located in rural Shropshire. It is part of the Unique Care Group.
- The school offers places to pupils aged 11 to 18 who have special educational needs and/or disabilities. Many pupils have an education, health and care plan. Pupils are referred to the school by a number of local authorities, including Wrexham.
- The school opened in February 2021. This is its first inspection.
- The school does not use alternative provision. Pupils access off-site activity at the school's woodland provision and also attend work experience at a local farm.

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 meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- The inspection followed the deep dive methodology. This involved meetings with subject leaders, visiting lessons, reviewing work in books and talking with pupils about their educational experiences. Deep dives were carried out in these subjects: English, including reading, mathematics, science and personal, social and health education.
- Inspectors met with the headteacher, the director of education and the proprietor.
- The lead inspector completed a tour of the premises to check compliance with the independent school standards.
- The lead inspector met with the designated safeguarding leads and reviewed the school's processes for reporting and recording concerns. The school's single central record of checks made on staff prior to appointment was also scrutinised.
- A number of key policies and documents were reviewed, including the school's attendance and admissions registers, behaviour records, curriculum policy, complaints policy and safeguarding policies, with associated health and safety policies.
- Inspectors considered a number of responses to the online questionnaire, Ofsted Parent View, as well as pupil surveys and responses to the staff survey.

Inspection team

Melanie Callaghan-Lewis, lead inspector Ofsted Inspector

Huw Bishop Ofsted Inspector

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