

# On Track Education Silverstone

Pitts Farm, Towcester Road, Silverstone, Northamptonshire NN12 8UB

**Inspection date**

21 March 2023

**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 3, 3(c), 3(d), 3(e)*

- At the standard inspection, inspectors found that the curriculum was not implemented well in all subjects. Staff did not always choose the most effective approaches to teach their subjects. Some staff did not have the necessary subject knowledge. Inspectors found that staff did not always take into account pupils' individual, additional needs when planning learning. They did not consistently use the information in pupils' education, health and care (EHC) plans to identify the best ways to support pupils with special educational needs and/or disabilities (SEND) to learn.
- Leaders have put into place a programme of training that enables staff to consider how pupils learn. They are using a commercial training scheme to provide this learning. Staff use this training to consider their own planning of learning, so that they adopt approaches to their teaching that help pupils to develop their understanding.
- Leaders frequently visit lessons to check that teachers are putting into practice what they are learning through their training. They provide further support when necessary.
- Those less experienced in teaching receive mentoring from those who have greater experience. This provides opportunities for staff to discuss effective teaching practice.
- Staff have received training in how best to support the additional needs of pupils with SEND. For example, all staff have had training in autism and dyslexia. This has built on other training that staff have completed using an online learning platform.
- Leaders check staff's understanding whenever they undertake training. Where there are gaps in staff's knowledge leaders provide further training or support.
- The special educational needs coordinator (SENCo) has completed an audit of each pupil's additional needs. This has included a review of all EHC plans. The SENCo has ensured that all staff have the most up-to-date information about pupils' additional needs, to assist them in their planning of pupils' learning.

- Leaders assess pupils' knowledge and skills in reading, mathematics and science. Teachers receive this information, which they use when planning learning.
- Leaders have introduced new curriculum documentation that ensures that, when planning learning, staff consider any additional support they may need to provide to pupils.
- Leaders have appointed additional, qualified teachers who bring with them subject-specific knowledge. This has ensured that there is greater subject specialism among the staff, particularly in the core subjects of English and mathematics.
- Staff are able to access training to help them become secure in their subject knowledge. Subject leaders, for example, have worked closely with those at other schools in the same company that operates this school. Staff are also able to access other subject-based training, including online training.
- Pupils say that teachers now focus on pupils' needs and aspirations when teaching.
- The requirements of the standards that were checked in this part are now met.

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

### *Paragraph 5, 5(b), 5(b)(v)*

- At the standard inspection, inspectors found that pupils' knowledge of different cultures and religions was limited. Pupils had not received sufficient opportunities to learn about different cultural traditions and faiths.
- Pupils now receive regular opportunities to learn about different cultures and faiths. They do so through their subject studies, as well as through tutor time and the weekly 'character and culture' sessions. Pupils have learned about Chinese New Year and Diwali, for example. Older pupils have recently learned about Sikhism.
- The requirements of the standards that were checked in this part are now met.

## Part 3. Welfare, health and safety of pupils

### *Paragraphs 7, 7(a), 7(b), 32(1), 32(1)(c)*

- Leaders have ensured that they maintain a high level of vigilance of pupils' welfare. They are quick to respond to any concerns they or others may have about pupils' well-being. Leaders keep detailed safeguarding records. They regularly review these to maintain clear oversight of what support pupils are receiving and when.
- Staff receive regular safeguarding training. They know that keeping pupils safe is everyone's responsibility.
- Staff know the signs to look for to identify possible safeguarding concerns. They know to pass to leaders any welfare concerns they may have, no matter how trivial they may feel these concerns are. They understand that by passing on these concerns, they are helping leaders build a comprehensive overview of individual pupils' welfare.
- Daily meetings before, and at the end of, the school day, allow leaders and staff to share any information they may have about pupils' welfare. These meetings allow staff to share any strategies that work well with individual pupils, including to help pupils manage their behaviour, and to help staff to respond to any welfare concerns.

- Leaders work closely with a range of professionals external to the school so that pupils receive appropriate and timely support.
- Leaders undertake appropriate checks of providers of alternative provision, to ensure that pupils attend and are safe. Leaders undertake regular onsite checks on the quality of the provision. They regularly meet with the provisions' leaders to discuss the pupils' progress and welfare.
- Leaders closely monitor attendance. They check on the whereabouts and well-being of any absent pupils, including by completing home visits.
- Pupils are encouraged to choose five staff with whom they feel confident to share any concerns they may have. Staff regularly check that pupils are comfortable with their choice.
- Pupils say that they feel safe. They say that if they share a concern, staff will listen to, and support, them.
- Pupils learn how to be safe, including when online, when moving around the school and when out in the local community. They learn about healthy relationships, healthy living and mental health. Older pupils learn about first aid.
- Leaders undertake appropriate recruitment checks before any new staff begin to work at the school. This includes checks that leaders undertake on any supply staff.
- The school's safeguarding policy is available on the school's website.
- The requirements of the standards checked in this part remain met.

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

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

- At the standard inspection, inspectors identified that leaders did not have a sufficiently secure understanding of the independent school standards (the 'standards') to ensure that the school consistently met them all. Inspectors judged that requirements of the standards that relate to the quality of education and the provision for pupils' spiritual, moral, social and cultural development were unmet.
- The proprietor has ensured that leaders have acted effectively to improve the provision in relation to teaching and pupils' personal development, including pupils' learning about different cultures and faiths. The previously unmet requirements are now met.
- Inspectors found qualitative weaknesses in the provision related to reading, behaviour and school improvement. Leaders had not sufficiently prioritised reading, including for pupils at the early stages of learning to read. They had yet to ensure that the new behaviour policy was implemented consistently. Inspectors found that leaders lacked the necessary knowledge and skills to be able to identify those aspects of the provision that needed to get better and how to bring about any such improvement.
- Leaders regularly assess how well pupils can read. Pupils identified as being at an early stage of reading receive support to help them become confident readers. When appropriate, suitably trained staff provide support to develop pupils' phonic knowledge. The proprietor is keen to develop this provision further.
- Staff encourage pupils who are confident readers to read more widely. Pupils receive regular opportunities either to read or to listen to an adult read. Leaders have created a

library which pupils use to borrow books. Leaders also buy magazines and periodicals that are relevant to pupils' interests, to encourage them to read more widely.

- Leaders have acted appropriately to embed the behaviour policy. They regularly remind staff of the need to apply this policy consistently. Leaders have focused on providing training to staff around developing positive relationships with pupils.
- Leaders' records show that the number of incidents of poor behaviour and of suspensions has significantly reduced this year. Leaders attribute this to the greater consistency with which staff support pupils to behave appropriately.
- Staff and pupils alike say that the school is a much calmer place. Pupils say that staff respond appropriately to incidents of poor behaviour. They say that pupils who need it receive support to help them to manage their own behaviour better.
- Leaders have engaged with an educational consultant, from the company that operates the school, to evaluate the quality of the provision and to identify what needs to improve.
- Leaders work with those who lead two other schools in the company, to develop their own leadership skills and to receive support and guidance in relation to improving the provision. Leaders have had the opportunity to visit these other schools to identify effective practice. They have also welcomed leaders from those schools to their own school to aid them in evaluating the quality of provision.
- Leaders have engaged with training that an organisation external to the company runs. This training, which is ongoing, is helping leaders to reflect on their own work, and how they work together to bring about the necessary improvement.
- The requirements of the standards that were checked in this part are now met.

## **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**

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
  - 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; and
  - 3(e) demonstrates good knowledge and understanding of the subject matter being taught.

#### **Part 2: Spiritual, moral, social and cultural development of pupils**

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-
  - 5(b) ensures that principles are actively promoted which-
  - 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.

#### **Part 8: Quality of leadership 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; and
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

## School details

Unique reference number	134137
DfE registration number	941/6008
Inspection number	10276972

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 school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	30
Number of part-time pupils	5
Proprietor	On Track Education Services Ltd
Chair	Jane Cox and Penny Harris
Headteacher	Mandy Hayward-Flint
Annual fees (day pupils)	£37,829–£78,109
Telephone number	01327 366926
Website	<a href="http://www.ontrackededucation.com">www.ontrackededucation.com</a>
Email address	<a href="mailto:silverstone@ontrackededucation.com">silverstone@ontrackededucation.com</a>
Date of previous standard inspection	13 to 15 September 2022

## Information about this school

- On Track Education Silverstone is an independent special school.
- The school is registered to provide full-time education for up to 40 pupils aged 11 to 16. There are currently 30 pupils on roll.
- Almost all pupils have an EHC plan. Many pupils have social, emotional or mental health needs. Some have a diagnosis of autism spectrum disorder or attention deficit hyperactivity disorder. Some pupils have been excluded permanently from other schools.
- Pupils travel to the school from several local authorities.

- The headteacher took up her substantive post in January 2023. Prior to this, she was acting headteacher, a role which she commenced in April 2022.
- A new SENCo joined the school in January 2023.
- The school uses two unregistered alternative providers for pupils to receive some of their education.
- The school's most recent standard inspection took place from 13 to 15 September 2022.

## Information about this inspection

- This inspection was carried out at the request of the Department for Education (DfE), which is the registration authority for independent schools.
- The purpose of the inspection was to monitor the progress the school has made in meeting the requirements of the standards that were judged as unmet at the previous standard inspection, which took place from 13 to 15 September 2022. These failed standards related to the quality of education, the spiritual, moral, social and cultural development of pupils, and leadership and management.
- This was the school's first progress monitoring inspection. In line with the commission, the inspection took place without notice.
- The DfE required the school to submit an action plan. Ofsted evaluated this plan on 20 December 2022 and deemed it to be acceptable.
- The DfE accepted the school's action plan on 27 January 2023.
- The inspector met with the headteacher, other senior leaders and a selection of staff. He spoke by telephone with one of the co-chairs of the provider.
- The inspector met with pupils formally and visited two lessons.
- The inspector spoke by telephone with a representative of one of the alternative provisions the school uses.
- The inspector considered documentation relating to safeguarding, training, quality assurance, teaching and behaviour.
- The inspector reviewed the school's single central record.

### Inspection team

Simon Hollingsworth, lead inspector

His Majesty's Inspector



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