



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Westbury House School**

**October 2022**

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### School's Details

<b>School College</b>	Westbury House School			
<b>DfE number</b>	314/6066			
<b>Address</b>	Westbury House School 80 Westbury Road New Malden Surrey KT3 5AS			
<b>Telephone number</b>	0208 9425885			
<b>Email address</b>	info@westburyhouse.surrey.sch.uk			
<b>Headmistress</b>	Miss Clare King			
<b>Proprietor</b>	Inspired Learning Group			
<b>Age range</b>	2 to 11			
<b>Number of pupils on roll</b>	100			
	<b>EYFS</b>	47	<b>KS1</b>	19
	<b>KS2</b>	34		
<b>Inspection dates</b>	4 to 6 October 2022			

## **1. Background Information**

### **About the school**

- 1.1 Westbury House School is an independent day school for male and female pupils. It was founded in 1966 by the previous owners and is housed in a former residential property. The school is now owned by the Inspired Learning Group, whose management team oversee the running of the school. The school comprises one class in each year group from Nursery to Year 6. The current head teacher has been in post since 2019.

### **What the school seeks to do**

- 1.2 The school aims to instil a lifelong love of learning by offering a highly nurturing learning environment that enables the talents of every child to be recognised and developed. It seeks to enable every child to develop a healthy mindset for learning by actively encouraging challenge, resilience, and effort. The school sets out to enable every child to achieve to the very best of their ability.

### **About the pupils**

- 1.3 Pupils come from a range of professional backgrounds, mostly from families living locally to the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average for those taking similar tests nationally. The school has identified 18 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, attention deficit hyperactivity disorder (ADHD) and autism spectrum disorder (ASD), 14 of whom receive additional specialist help. Two pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for 20 pupils, all of whom receive additional support. The school has identified 23 pupils as being the more able in the school's population, and the curriculum is modified for them.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

### **PART 2 – Spiritual, moral, social and cultural development of pupils**

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

### **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

### **PART 5 – Premises of and accommodation at schools**

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

**2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

**2.15 The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7 – Manner in which complaints are handled**

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

**2.17 The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8 – Quality of leadership in and management of schools**

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

**2.19 The standard relating to leadership and management of the school [paragraph 34] is met.**

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

**The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

#### Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils have excellent communication skills; they are extremely articulate and achieve notably high levels of attainment in all areas of literacy.
- Pupils' attitudes to learning are outstanding; they are enthusiastic, keen to learn and highly supportive of each other in aiming to do their best.
- Pupils attain high levels of numeracy and confidently apply their mathematical knowledge and understanding to different situations.
- Pupils use information and communication technology (ICT) competently and effectively to support their learning across the curriculum.

3.2 The quality of the pupils' personal development is excellent.

- Pupils develop an excellent understanding of spirituality.
- Pupils make an outstanding contribution to others, the school and community.
- Pupils are highly inclusive, celebrate diversity and show excellent respect for those from cultures different to their own.
- Pupils show a mature sense of moral understanding and responsibility for others.

#### Recommendation

3.3 The school is advised to make the following improvements.

- Enable pupils to make consistently good progress by ensuring that all lessons include engaging tasks and opportunities for independent and collaborative learning.

#### The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 From the earliest stage, the level of pupils' knowledge, skills and understanding is excellent across the curriculum. Children in the EYFS develop secure foundations to their early literacy and numeracy skills through a range of well-planned, engaging and purposeful activities. Pupils' rapid progress continues to be promoted by clear lesson objectives and a wide range of activities and challenges. In a few of the lessons observed pupils were over-directed and activities lacked variety, causing progress and enjoyment of learning to be limited. Pupils are keen to build on prior knowledge and are quick to learn.



In history, Year 5 pupils' secure understanding of Tudor lifestyles and their ability to compare and contrast the lives of rich and poor people were supported by effectively adapted teaching and individually tailored activities. When discussing renewable and non-renewable resources in geography, Year 3 pupils demonstrated an excellent understanding of the differences. Pupils show secure language skills in French and Mandarin and an appreciation and understanding of the arts combined with a high level of skill. For example, Year 3 pupils designed effective winter cards with a pattern relief print in the style of Mark Herald and they showed a strong understanding of the metre of music as they listened to Bizet's *Carillon*. Pupils sing with confidence and musicality, with accurate pitch, clear enunciation and a great sense of enjoyment.

- 3.6 Pupils of all abilities achieve high academic standards. They make rapid progress over time from their individual starting points, reflecting the school's aim to enable every child to achieve their best. Since the previous inspection all children in the EYFS have achieved the expected learning outcomes by the end of Reception, supported by a nurturing and well-resourced environment. Most pupils attain results in standardised assessments for English, mathematics, verbal and non-verbal reasoning that are above the average for pupils taking these tests. The strengths and weaknesses of pupils are identified in detailed analysis of assessments by senior leaders, enabling those who are having academic difficulties to be effectively supported and those who are more able to be successfully challenged further. Most pupils gain entry to grammar schools and selective independent schools and some are awarded scholarships. The large majority of parents who responded to the pre-inspection questionnaire agreed that teaching enables pupils to make progress and that the school meets their individual needs effectively.
- 3.7 Pupils of all ages are highly effective communicators and apply their excellent speaking, listening, reading and writing skills confidently across the curriculum. The youngest pupils learn new phonic sounds quickly and begin to form letters correctly in engaging activities such as writing with a brush using a cornflour mixture. Children in the nursery confidently identified words that rhyme with pop. They rapidly become confident readers and writers, supported by praise and encouragement from teachers. In their extended story writing older pupils successfully write in a range of styles for different purposes using a clear, cursive script. They show advanced editing skills and use of exciting vocabulary and literary techniques. For example, Year 6 pupils described apprehensiveness as being like 'daggers at one's throat' and how brambles 'reach out to claw at legs like arrows'. From the earliest years pupils listen attentively to each other, take turns to speak and listen and confidently share their thoughts, encouraged by open questioning from their teachers. Older pupils relish the chance to speak eloquently in lessons, house meetings, school council meetings and assemblies. These skills develop more slowly in a few lessons where there is less opportunity for pupils to discuss and interact. All pupils engage in conversation confidently and politely and employ good eye contact.
- 3.8 Pupils demonstrate a high level of understanding of mathematical concepts and a strong grasp of numerical skills. The youngest children in the EYFS develop confidence in knowing what numbers are and how number equates to quantity. Most can count objects correctly up to 5 and some to 10 as they undertake a range of enjoyable activities supported by the caring approach of staff. Children in Reception successfully measured length using non-standard units, for example calculating the height of the three little pigs using blocks. Pupils develop confidence in their use and application of mathematical skills through well-planned and varied activities. The recorded work of Year 2 pupils shows how they collected and interpreted data depicting the number of pupils in the school with long or short hair. Older pupils show outstanding mathematical ability, working at pace with great confidence and accuracy in lessons as they employ their knowledge and skills to solve mathematical problems.
- 3.9 Pupils make highly effective use of ICT, competently employing a range of programs to enhance and extend their learning in most curriculum areas. They become adept at using technology and transfer between classroom resources and online platforms with ease. For example, pupils in Year 6 instinctively turned from printed resources to their portable electronic devices to research the

nutritional value of food groups in PSHE. From an early age pupils access a range of programs to practise, develop and reinforce their learning of mathematical and literacy skills effectively. Older pupils design art work and 3-D objects using a variety of creative programs. For example, pupils in Year 1 created colourful posters for the Chinese New Year and pupils at the top of the school effectively recorded and edited video clips of their drama lesson to create a film about Rose Blanche for assembly. Pupils use QR codes instinctively, encouraged by teachers' use of ICT as a teaching and learning tool, and become confident in understanding the importance of respectful online communication.

- 3.10 Pupils develop effective study skills that are applied intuitively across the curriculum in the upper part of the school. They plan and organise their work effectively and consider the knowledge gained through reflection time in lessons. Pupils focus well and show perseverance and determination to do their best, usually developing clear thinking and reasoning skills at a fast pace. Children in the EYFS demonstrate early reasoning skills. For example, nursery children asked questions to help predict how many scoops of rice would fill different sized containers. Older pupils showed independence of thought as they successfully analysed different views in *Street Child* by Berlie Doherty. Pupils of all abilities are able to plan and undertake valid experiments and analyse the results accurately. They make sensible scientific predictions based on prior learning and are able to record their hypothesis using scientific language and reasoning. For example, Year 1 pupils effectively described how they discovered which materials are waterproof or absorbent. They made predictions, tested materials in water and drew reasoned conclusions.
- 3.11 Pupils achieve a good level of success in terms of competitions, other academic distinctions, in sports, the performing and other arts. They are spurred on by the encouragement to 'have a go', the expectations of senior leaders and proprietors and the celebration of all successes in assemblies. Pupils participate enthusiastically in sporting events provided by the school and teams are successful in inter-school fixtures. Some pupils participate with distinction in high-level sporting activities outside school, for example a pupil who successfully attended county cricket trials and another who achieved three gold medals at the karate world championships. Those who learn a musical instrument are successful in local music festivals and pupils who work towards graded music and drama examinations achieve excellent results. Pupils are successful in national and regional competitions and challenges, notably in art and poetry. As a whole school, pupils successfully applied for Green Flag status and pupils in Year 6 achieved the Young Leaders award last year. A very large majority of parents agreed that the school provides a suitable range of extra-curricular activities.
- 3.12 Pupils of all ages have remarkably positive attitudes to their learning. They are keen to improve and happily work both independently and collaboratively, increasingly taking leadership in their own learning as they progress through the school. Pupils are conscientious and attentive in all areas of school life, responding willingly to the high expectations of their teachers and school leaders. They pose questions and persevere, understanding at an early age that errors provide opportunities to improve, learn and grow. The youngest members of the school carefully choose activities and resources from the many available, demonstrating a positive approach to their early school days. Older pupils use a range of resources to inform and enhance their achievement and ambitiously choose different levels of challenge. In their questionnaire responses a large majority of pupils said that lessons are interesting and that their teachers' feedback helps them to improve. Pupils' strong desire to learn is inspired by enthusiastic, knowledgeable teaching, the positive impact of senior leaders and warm relationships with staff.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' respect for diversity and cultural understanding in all parts of the school is outstanding. It is supported by the active promotion of inclusivity by senior leaders and proprietors. Pupils show great respect for everyone in the school regardless of their background or role, and appreciate being part

of a culturally diverse community. They develop excellent knowledge and understanding of their different cultures and traditions through the comprehensive PSHE curriculum and effective programme of inclusive education. Pupils spoke enthusiastically of learning about different cultures through an annual Around the World Day and the celebration of different religious festivals. The open and friendly ethos of the school and The Westbury Way code of conduct support this and underpin the highly positive relationships between all members of the school community. Most parents who responded to the questionnaire agreed the school actively promotes values of democracy, respect and tolerance of other people.

- 3.15 Pupils' spiritual understanding is excellent. In discussions they showed a strong appreciation and understanding of the non-material aspects of life, describing things that they consider to be beautiful and calming. They spoke of feeling happy when hearing the sound of birds chattering in the trees, when seeing a colourful sunset over the sea and when 'whooshing down a slide'. Pupils describe the feeling of peace when they meditate in mindfulness lessons. They appreciate playing outdoors in the playground and being in the large open park for PE. Children in the EYFS gleefully ran around the tress in the woodland learning environment and looked in wonder at the ripples created by twigs thrown into the stream. In RE lessons, pupils showed a sensitive awareness and appreciation of their feelings when seeing artefacts that others value as part of their worship, appreciating their importance to those of that belief. Pupils' appreciation of the natural world, and their mature ability to describe what they feel is enhanced by the consistent encouragement of spiritual awareness across the school.
- 3.16 Pupils' social development and collaboration are extremely strong. The whole school focus on The Westbury Way is highly successful in encouraging pupils to treat others as they would like to be treated, to be kind and helpful and to listen, forgive and share. Pupils form positive relationships with their peers and with children in other parts of the school. In most lessons observed, pupils collaborated in small groups well, sharing ideas and thought processes. They show great respect and care for everyone and demonstrate excellent manners, remembering to say please and thank you. New pupils are welcomed and said in discussions that they were quickly made to feel at home. This is underpinned by the consistent high expectations and caring approach of the staff. Pupils spoke warmly about the family atmosphere of the school and how positive they feel about their school community.
- 3.17 Pupils of all ages develop commendable levels of self-knowledge, self-confidence, determination and resilience within the nurturing, family ethos of the school. In their enthusiastic contributions, children in the EYFS demonstrate a mature level of self-belief in response to engaging activities, their well-resourced learning environment and encouraging teaching. Pupils continue to develop self-confidence as they progress through the school, supported by opportunities in lessons for self-reflection, such as a traffic light system to indicate their level of understanding. They are happy to follow their teachers' guidance and feedback and recognise their increasing confidence as they progress. Pupils show pride in their achievements and are motivated by the strong system of rewards, including certificates, stickers and house points. They are confident to be themselves and find staff caring and keen to celebrate their individual achievements with them. Senior leaders encourage a have-a-go attitude and actively encourage resilience and effort. Pupils see that making mistakes helps their learning and are well prepared to rise to challenges in the next stage of their education.
- 3.18 Pupils' decision-making is well developed. Choice is often a feature in lessons and they enjoy the freedom to make decisions about their own learning, encouraged by their teachers to choose challenges. Pupils realise the importance of making decisions and how it influences their success. They understand that by choosing to work hard they will achieve their best and by behaving well they will enjoy their school days. They make sensible decisions and appreciate how these can affect themselves and other people, reflecting their highly considerate and positive approach to others in their close school community. Children in the EYFS are sensitively guided to think about the choices they make as they select their next activity. Older pupils realise that their decision about who to elect for the school council will affect how they are represented. Pupils confidently make decisions for themselves

in curricular and non-curricular areas and carefully consider which clubs to join and which charities to support via the school council.

- 3.19 All pupils show a mature level of moral understanding and take responsibility for their own behaviour. Pupils develop a strong sense of right and wrong through the effective pastoral care system and school leaders' high expectations. They fully respect school rules and the need for them and are proud to do so. Discussions with staff and pupils and scrutiny of records show that when issues arise, they are fairly and sensitively managed. Pupils described the pupil body as being incredibly kind and respectful. Almost all pupils who responded to the questionnaire agreed that the school sorts out any poor behaviour and takes bullying seriously. Pupils appreciate taking part in surveys and the large majority agreed in their responses that their views are heard and acted upon, an opinion shared by most parents.
- 3.20 Pupils have an extremely confident awareness of how to stay safe and healthy, supported by a comprehensive PSHE programme. They are knowledgeable about the dangers they might encounter online and know what to do if they feel concerned through effective teaching about e-safety. They know to look out for hazards in the world around them and demonstrated appropriate road safety routines as they walked near a road to the swimming pool. Pupils were keen to explain that a nutritious diet with plenty of exercise contributes to maintaining good health and wellbeing and were pleased to point out that they eat the fruit and vegetables that are provided as part of their healthy school meals. They understand the importance of a well-balanced lifestyle which includes rest and relaxation as key ingredients. All parents and most pupils agreed in questionnaires responses that the school encourages children to adopt a healthy lifestyle.
- 3.21 Pupils' contribution to others, the school and the community is outstanding, encouraged by the caring ethos of the senior leaders. They show commitment, pride and a sense of responsibility in helping others and believe that it helps the world to be a better place. Pupils support their school community and senior leaders ensure that all pupils benefit from the chance to take responsibility. Pupils take their roles seriously, be it helping younger pupils, contributing to the school and eco councils, being peer mentors, house captains, sport and music captains or heads of school. The pupils support the local community by singing at a nursing home, litter picking in the park and collecting food for a foodbank, as well as through the Young Leader programme. Through their houses and school council pupils organise events enabling them to support local and national charities as well as a primary school in Malawi. All pupils take pride in keeping their school environment well-ordered, starting when they begin school life in the Nursery, where children care for their classrooms and help to tidy up after their activities.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings and assemblies. Inspectors visited the facilities for the youngest pupils. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Penelope Austin	Reporting inspector
Mr Oliver Bullock	Compliance team inspector (Deputy head, IAPS school)
Mr Jonathan Carroll	Team inspector (Former headmaster, IAPS school)