

School inspection report

23 to 25 September 2025

Westbury House School

80 Westbury Road

New Malden

Surrey

KT3 5AS

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. The proprietor and an advisory board maintain active oversight of the school. Members of the advisory board scrutinise management reports in committee meetings and visit the school to observe the school's activities and speak to teachers and pupils. Leaders discharge their responsibilities effectively and ensure that the Standards are consistently met.
2. Leaders provide an expanded curriculum and varied extra-curricular programme to enable pupils to develop a breadth of knowledge and skills. Teachers plan engaging lessons which they successfully adapt to the age and aptitude of the pupils. Pupils have good relationships with their teachers, which supports their learning. Pupils from Reception to Year 6 have their own digital devices; however, leaders do not consistently ensure that pupils are fully developing their digital skills.
3. Leaders use assessment data effectively and identify where pupils require further support. Teachers provide purposeful and constructive feedback to pupils. Pupils of all abilities make good progress.
4. Teachers provide effective support to pupils who have special educational needs and/or disabilities (SEND).
5. Leaders use a clear focus on language development, a dedicated reading programme and tiered support. This enables pupils who speak English as an additional language (EAL) to develop competent language skills.
6. Leaders in the early years ensure that children develop an understanding of their daily routine by providing a visual timetable. Teachers provide a balance of directed and free-choice learning, which supports children's development and enables them to gain confidence and independence at an early age. An emphasis on discussion and singing prioritises their communication skills so that they can express themselves effectively.
7. The proprietor and leaders promote an ethos in which pupils' wellbeing is central. This ethos promotes positive behaviours such as acceptance, tolerance and kindness. Pupils are respectful, courteous and welcoming as a result. Staff value pupils' views and pupils know how to share concerns and suggestions effectively.
8. Pupils hold a variety of leadership positions within the school and make a positive contribution to their school as peer mentors and members of the school council or eco-committee. Pupils take responsibility and work in collaboration with their peers and school leaders on new initiatives.
9. Pupils participate in fundraising and charitable activities and develop high levels of social and economic awareness. They are involved in local community projects and raise money for international causes such as a school in Malawi.
10. Leaders ensure that there is a robust safeguarding culture in the school. Leaders provide regular training for staff. Leaders with responsibility for safeguarding maintain effective relationships with local agencies. Leaders implement an appropriate system for internet filtering and monitoring. However, leaders did not consistently test the system as widely as is required. This was rectified during the inspection.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- consistently apply all elements of the statutory guidance relating to internet filtering and monitoring
- strengthen pupils' use of technology so that they develop their digital skills.

Section 1: Leadership and management, and governance

11. The proprietor maintains effective oversight of the school with the assistance of an advisory board. Advisors work closely with school leaders to support and challenge their decision-making. They actively monitor teaching and learning within the school and regularly hold discussions with pupils and staff to canvass their views. They receive detailed reports on the school's performance and areas for development from the headteacher and implement any actions effectively. This monitoring assures proprietors that leaders have the requisite knowledge and skills and fulfil their responsibilities. Leaders ensure that the school meets the Standards consistently.
12. The proprietor and leaders prioritise promoting pupils' wellbeing. Senior leaders are warm and approachable and model their expectations for staff and pupils in their own behaviour. By doing this, they promote the ethos and aims of the school and create an inclusive and welcoming culture. Leaders encourage pupils to share their concerns and suggestions, and staff consider these carefully as part of self-evaluation. Leaders include pupils on the school council in follow-up discussions and decisions.
13. Leaders understand the risks to pupils in the school and create appropriate risk assessments to manage and reduce these risks as far as possible. Pupils have clear guidance on how they move around the school and they understand which staircases they must use. Leaders consider the risks when pupils travel off site, for instance on educational visits or to their art classes.
14. Leaders have created detailed policies which they review and update regularly. These policies clearly set out the expectations of staff and pupils, alongside the procedures they should follow as part of school life. Staff implement these policies effectively, ensuring they comply with regulatory requirements. Parents can access a range of relevant information on the school's website. Teachers provide parents with a termly report so that they understand their child's progress.
15. Leaders in the early years understand the needs of younger children and ensure they get the education and support that meets their needs. Staff work in partnership with parents to inform them about their child's progress. Leaders provide staff with regular supervision and support. This creates a collaborative environment amongst adults and develops appropriate knowledge and skills, which staff use effectively to benefit the youngest children and the opportunities offered to them.
16. The school fulfils its obligation under the Equalities Act 2010. Pupils are respectful and inclusive of their peers. Leaders have drawn up a suitable accessibility plan and implement this effectively. Staff provide local authorities with the required information in relation to pupils who have an education, health and care plan (EHC plan) so that they have an awareness of how funding is used.
17. A suitable complaints policy enables parents to raise concerns either informally or formally. Timescales for resolution are clear and leaders respond to any complaints promptly and appropriately. Leaders maintain a detailed log of all complaints and this includes any action taken in response. Proprietors monitor the nature of complaints and support the process by convening a formal panel where necessary.
18. Leaders liaise with external agencies and the local safeguarding partnership to support pupils' wellbeing and keep children safe. Leaders use information from these interactions to develop the knowledge and skills of staff within the school further.

The extent to which the school meets Standards relating to leadership and management, and governance

19. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

20. Leaders provide a curriculum that is appropriate to the age, needs and abilities of pupils. The curriculum develops pupils' linguistic, mathematical, scientific, creative and literacy skills. Recent changes to the curriculum provide increased opportunities for pupils to spend time learning outside of the classroom and they develop practical skills and an understanding of the natural world as a result.
21. Teachers in English and mathematics develop pupils' skills effectively and deepen their understanding. In mathematics, teachers provide a high level of challenge and pupils produce work of a high standard. Pupils can apply concepts proficiently to solve problems and explain their approach and reasoning. English teachers use their understanding of pupils' current level of attainment to challenge and develop pupils' written language skills. Staff encourage pupils to use correct subject terminology, particularly in science lessons, and pupils have a wide range of vocabulary as a result. Pupils share their ideas and understanding articulately.
22. Pupils engage enthusiastically with creative subjects and confidently attempt new skills in art and music, for which they receive recognition in weekly assemblies. Lessons draw on a range of cultures and pupils access a variety of resources, which they use to improve their work. Teachers have secure subject knowledge and use this to encourage pupils to appreciate different art forms, to identify different musical instruments and to perform percussion rhythms.
23. Teachers across the school deliver lessons that are well-planned, engaging and adapted to the needs of pupils. Pupils actively participate in lessons and teachers successfully promote a desire to learn. Effective questioning enables pupils to develop their logical reasoning skills. Pupils have their own digital devices from Reception to Year 6. However, leaders do not always ensure that pupils are fully developing their digital skills.
24. Teachers provide clear and immediate feedback that supports pupils' reflection and progress. Pupils respond well to feedback and often engage in written dialogue with their teachers about their work. Pupils confidently assess their own progress and give constructive feedback to their peers.
25. Leaders use robust tracking systems to monitor pupils' progress effectively. Teachers use this information to adapt their lesson plans and to provide targeted support where required.
26. Teachers in the early years support children effectively in their development. They create a purposeful setting that allows the children to move around, access resources and develop their motor skills and independence. A visual timetable develops children's understanding of the day's activities. Staff facilitate directed learning and learning that is led by the child's interests. A focus on speech, discussion and singing develops the children's communication skills so that they can express themselves confidently. Regular time spent outdoors enables pupils to develop their fine and gross motor skills when using balance bikes and traversing obstacles and objects.
27. Staff observe pupils and use a robust screening process so that the needs of pupils who have SEND are identified early. Teachers provide appropriate support as soon as possible. Pupils who have SEND are given access to adult support and additional resources, as necessary. Teachers adapt their lessons for pupils who have SEND, for instance by providing additional resources, to ensure that pupils who have SEND make good progress. Assistant teachers support pupils effectively and enhance their learning, for instance by offering additional explanations and ensuring that children

remain focused on their learning. Teachers provide appropriate support to pupils who have an EHC plan.

28. Teachers provide well-structured support to pupils who speak English as an additional language, including daily targeted sessions for language acquisition. A dedicated reading programme is successful and pupils acquire competent language skills as a result.
29. A wide range of clubs like cookery, karate and chess and curriculum-linked trips to churches and local gardens enrich the pupils' experience. The variety of activities develops new skills and interests and enhances curriculum studies. In these activities, pupils work together rather than compete, fostering greater collaboration, enjoyment and inclusivity.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 30. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

31. Leaders create an inclusive environment that supports pupils' physical and mental health and emotional wellbeing. The 'Westbury way' emphasises the routine behaviours expected from staff and pupils and is embedded across school life. It reinforces shared values of kindness, hard work, respect and integrity. Pupils see it as an important part of their school community and they are polite, courteous and welcoming as a result. Pupils are knowledgeable about equality and have high levels of understanding about their school community and themselves as individuals. They are respectful of the different traditions and beliefs of their fellow pupils.
32. Leaders ensure that pupils receive appropriate opportunities for physical education (PE). Pupils learn the positive impact that being active has on their health and wellbeing. Teachers of PE help pupils to develop their ball skills. Pupils represent the school in a variety of competitive fixtures in sports such as football, basketball and athletics. Pupils swim weekly, gain fitness and learn to keep themselves safe in water.
33. There is a comprehensive curriculum for personal, social, health and economic education (PSHE). Pupils learn this in class, in assemblies and through displays around the school. Pupils understand the importance of developing their personal and social skills and conduct themselves positively and collaboratively as a result. They identify how PSHE links to the school's promotion of character virtues and fundamental British values. Teachers provide appropriate opportunities for pupils to reflect on what they have learnt and to develop self-knowledge.
34. An effective curriculum for relationships and health education (RHE) promotes the importance of positive relationships with fellow pupils and adults. Pupil-led initiatives, such as peer mentoring and 'school buddies', promote pupils' emotional wellbeing and foster inclusive peer relationships. Pupils warmly welcome and routinely include any pupils new to the school.
35. Staff in the early years develop positive and supportive relationships with the children, who they know well. Children also develop positive relationships with their peers, for instance when learning how to share, line up and take turns. Leaders ensure that familiar routines and a new, dedicated environment help the children settle confidently at the start of the day. Time spent in the outdoor area develops children's balance and gross motor skills. Staff plan to help children to balance their energy by providing suitable rest times during the day. All snacks are fruit based and ensure the children learn to eat healthily. Staff encourage children to assess risk in their environment and they develop awareness and resilience within the classroom.
36. Staff have high expectations of pupils' behaviour towards each other. Effective staff supervision in the early years, during breaktimes and when pupils move between sites in the prep section, contributes to an environment where pupils behave well. Lunchtime routines are calm and courteous and pupils await their turn patiently. Bullying is rare at the school and leaders swiftly address any concerns when they arise. Staff adapt their approach effectively for pupils who have SEND.
37. Leaders assess and track pupils' wellbeing. Staff understand how to interpret this information and they respond to pupils' needs appropriately. A weekly 'nurture group' supports pupils to develop resilience and belief in their own ability. This helps them gain self-confidence and builds their self-

esteem. Pupils can readily identify the adults who are trained to offer emotional support and they actively seek them out when needed. Breakfast and after-school care are well-designed extensions of the school day, offering pupils emotional support and enrichment.

38. Leaders follow statutory guidance relating to admission and attendance. Teachers complete attendance registers and quickly identify any late or absent pupils. Staff take swift action to contact parents where necessary. The attendance champion regularly monitors attendance data and takes prompt action where pupils fall below expected levels of attendance. Leaders ensure that parents understand the link between attendance and a pupil's mental health and academic progress. Staff share information about pupils who join or leave at non-standard times with the local authority.
39. Leaders implement robust health and safety procedures, including those around fire safety. Staff maintain the school site well, for instance by carrying out daily fire exit checks and weekly inspections of fire-fighting equipment. Regular evacuation drills ensure that pupils know what to do in the event of a fire.
40. Suitably trained staff are available to administer first aid. They provide appropriate care to any pupils who are unwell or suffer an injury. Pupils know who the first aiders are and how to find help when they need it.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 41. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

42. A range of leadership opportunities enables pupils to contribute positively to their community. Every pupil in Year 6 holds a leadership role, promoting teamwork and developing pupils' self-confidence. Classroom responsibilities encourage pupils' mutual respect and co-operation. Pupils take pride in the contribution they make to their community. Pupils elect each other to these roles, helping them understand democracy and voting.
43. Pupils understand how to distinguish right from wrong. Teachers promote social responsibility. For instance, pupils reflect on the impact of their actions when discussing a 'kindness is catching' newspaper topic or creating a poster to help save the planet by using less paper. Teachers promote inclusivity and fairness. As a result, children help and support one another and collaborate effectively.
44. Pupils have an appreciation of their local community and the positive contribution they can make to it. Pupils are involved in community projects such as local litter picks and 3D printing of birdfeeders. Pupils behave respectfully towards members of the local community when outside of the school grounds.
45. Pupils develop financial understanding through projects such as the 'fiver challenge', money surveys and fundraising for their partner school in Malawi. Pupils understand global financial concepts such as the difference between different economies. Pupils understand the impact they can have on those less fortunate than themselves, for instance by donating the money they raise to charity.
46. Staff prepare pupils well for their next steps, for instance moving class or transitioning to a new school. Appropriate careers guidance helps prepare pupils for their futures and broadens their understanding of potential employment opportunities. A careers fair for pupils in Years 5 and 6 introduces pupils to future pathways and the skills they would require. Children in the early years learn about different professions, such as an electrician and a doctor, through role play, using the resources available to them.
47. Teachers encourage pupils to reflect on their own culture in their work. Pupils learn about their own background and traditions and those of other religions and beliefs. The PSHE and RHE curriculums develop mutual respect and tolerance of others and promote British values. Pupils understand democratic institutions such as Parliament and the public services of modern Britain. For instance, they recognise that emergency services, such as the police and the fire service, can help them. Pupils understand that rules and laws protect us and they understand the need for school rules being upheld.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

48. All the relevant Standards are met.

Safeguarding

49. Safeguarding arrangements are effective and reflect the requirements of current statutory guidance, including for children in the early years. Staff recognise that safeguarding is a shared responsibility. Leaders identify local contextual safeguarding risks and respond appropriately. The proprietor offers support and assistance with the annual safeguarding audit.
50. Leaders with designated safeguarding responsibilities have appropriate training. They provide all staff, including members of the advisory board, with regular training in person and online. Leaders share weekly updates at staff meetings and use quizzes and case studies to reinforce staff knowledge and understanding of safeguarding matters. Staff are alert to any causes of concern and report them promptly. The safeguarding team reviews these reports and responds to them quickly and appropriately. Leaders have effective links with local agencies and seek advice from them when needed. The safeguarding team refers concerns to relevant partners when appropriate to do so.
51. Pupils learn how to keep themselves safe, including when online. Pupils understand the importance of protecting their personal details, for instance when taking part in online chat rooms. Pupils know who to talk to about their concerns at home and at school.
52. Leaders maintain robust processes to check the suitability of new staff before they commence working with pupils at the school. The single central record of appointments contains accurate records of all necessary checks and final approval is given by the proprietor for a new member of staff to start, once all checks are complete.
53. Leaders implement suitable processes for responding to and recording any concerns about adults working with children. Staff understand how to record and report any low-level concerns or allegations against staff that might arise and leaders respond to these appropriately.
54. Pupils' access to the internet includes an appropriate system for internet filtering and monitoring. However, at the outset of the inspection, leaders did not consistently carry out all the necessary checks in accordance with statutory guidance. This was rectified during the inspection.

The extent to which the school meets Standards relating to safeguarding

55. All the relevant Standards are met.

School details

School	Westbury House School
Department for Education number	314/6066
Address	Westbury House School 80 Westbury Road New Malden Surrey KT3 5AS
Phone number	0208 9425885
Email address	info@westburyhouse.surrey.sch.uk
Website	www.westburyhouse.surrey.sch.uk
Proprietor	Inspired Learning Group (ILG)
Chair	Mr Amit Mehta
Headteacher	Miss Clare King
Age range	2 to 11
Number of pupils	107
Date of previous inspection	4 to 6 October 2022

Information about the school

56. Westbury House School is a co-educational day school for pupils aged 2 to 11, set in a residential site close to New Malden in Surrey. The school has two sections: a Nursery, for children aged 2 to 4; and a prep school, for pupils aged 5 to 11. The school merged with The Study School in 2024 and recently accepted pupils from Park Hill School after the announcement in April 2025 of the latter's scheduled closure of the prep section. The school is part of the Inspired Learning Group (ILG), with its own advisory board who have delegated governance responsibility.
57. There are 47 children in the early years, comprising two Nursery classes and one Reception class.
58. The school has identified 11 pupils as having special educational needs and/or disabilities (SEND). A small number of pupils in the school have an education, health and care plan (EHC plan).
59. The school has identified 38 pupils as speaking English as an additional language (EAL).
60. The school states its aims are 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.

Inspection details

Inspection dates

23 to 25 September 2025

61. A team of three inspectors visited the school for two and a half days. The on-site inspection was quality assured by a monitor.

62. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the proprietor and members of the advisory board
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

63. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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