

# Inspection of Westfield House School

Westfield House, 191 Sutton Road, Terrington St Clement, Norfolk PE34 4EX

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Inspection dates: 31 October to 2 November 2023

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Sixth-form provision

**Insufficient evidence**

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

**Yes**

## **What is it like to attend this school?**

Pupils are very positive about attending Westfield House School. Many have had long periods out of education before attending this school. They gain confidence in being at school and want to attend. Over time, they develop enthusiasm for their learning and a thirst for knowledge. The school has high expectations for what they can achieve. Most pupils leave with a range of GCSE qualifications.

Pupils have good working relationships with the staff and are also very supportive of each other. They know that the staff are genuinely interested in them and in helping them get back into school and to do well. Pupils learn to be calm and behave in lessons. They feel safe and well cared for.

Pupils enjoy the many different activities that enhance their curriculum. They do regular cookery, themed around different events and celebrations. They enjoy spending time on the school allotment, growing vegetables and caring for the animals there. They go on lots of relevant trips out, such as a visit to a local castle to build on their learning in history.

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

Reading sits at the centre of the curriculum and the school's work. Pupils have access to a wide range of interesting reading materials. All read, or are read to, daily. Reading is part of all curriculum subjects. All pupils who are at risk of falling behind with reading receive one-to-one catch-up tuition.

Most areas of the curriculum are well planned, and it is clear what pupils will learn in each year group, building on what has come before. There are a small number of subjects where this is still in development.

Teachers use ongoing assessment to understand what pupils need additional help with. As a result, lessons are well matched to what individual pupils need to do next. Sometimes, pupils are asked to complete complex tasks before they have a real grasp of the knowledge they need to complete them. This confuses pupils and slows their progress.

All pupils have special educational needs and/or disabilities. Detailed plans make it clear how they will work towards their individual targets. Teachers address elements of these in every lesson and track pupils' progress towards meeting them. The school has created a culture where doing well both academically and emotionally are important.

Pupils all have individual behaviour and engagement targets. The school tracks these through each lesson. Pupils are motivated by rewards for achieving points. They also gain points for learning achievements. Staff communicate with parents and/or carers daily about how pupils have learned and engaged that day. Parents are highly positive about the provision offered by the school.

Many pupils have increased their attendance significantly since starting at the school. There remain a small number of pupils who do not attend regularly. The school undertakes regular visits to these pupils and has put in place all the support that they could reasonably be expected to provide.

The curriculum is enhanced by a wide range of events, for example World Mental Health Day, and learning about various religious celebrations. The school has gained formal recognition of their positive work in building pupils' understanding of the issues faced by LGBT+ people. However, pupils do not understand different cultures and religious views as comprehensively as they should. Some of the activities in the celebration days do not deepen pupils' understanding enough.

Pupils experience a high-quality careers programme, which gives pupils the stepping stones to move on to a wide range of college courses. Some access additional provision such as mechanics and hair and beauty to help them understand future work possibilities.

The school is well led and managed. Staff feel very well supported. The chair of the proprietor body knows the school well. A group of independent governors hold leaders to account and ensure that the independent school standards are met to a high standard.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- Sometimes, pupils do not fully understand learning before moving on to practise activities in lessons. This means their understanding is not as secure as it should be. The school needs to ensure that staff develop further skills in how to break down learning into appropriate steps, model activities and demonstrate effectively.
- The multiple activities that enrich the curriculum are not deepening pupils' understanding of a wide range of cultures and religions as well as intended. This means that pupils do not have a strongly developed understanding of life beyond the local area. The school needs to develop the use of these activities to enhance pupils' understanding.

## **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.

## School details

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| <b>Unique reference number</b>             | 138138   |
| <b>DfE registration number</b>             | 926/6002   |
| <b>Local authority</b>                     | Norfolk  |
| <b>Inspection number</b>                   | 10286434   |
| <b>Type of school</b>                      | Other independent special school   |
| <b>School category</b>                     | Independent special school   |
| <b>Age range of pupils</b>                 | 10 to 17   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 42   |
| <b>Proprietor</b>                          | Unique Care Homes Ltd  |
| <b>Chair</b>                               | David Manson   |
| <b>Headteacher</b>                         | Jo Murray  |
| <b>Annual fees (day pupils)</b>            | £41,162 to £53,070   |
| <b>Telephone number</b>                    | 01553 827848   |
| <b>Website</b>                             | <a href="http://www.education.keyschildren.co.uk/school/westfield-house/">www.education.keyschildren.co.uk/school/westfield-house/</a> |
| <b>Email address</b>                       | <a href="mailto:admin.westfieldhouse@keys-group.co.uk">admin.westfieldhouse@keys-group.co.uk</a>                                       |
| <b>Date of previous inspection</b>         | 22 to 24 February 2022   |

## Information about this school

- Since the last standard inspection, in February 2022, the school has had two progress monitoring inspections. In September 2022, the school did not meet all the independent school standards checked. In May 2023, the school met all the independent school standards checked.
- The school uses two unregistered alternative providers to enhance the education provision for a small number of pupils.
- The school is registered for ages 10 to 18. A small number of pupils each year have been moved by their local authorities into a year group below, so they are age 17 by the time they complete Year 11. There is no key stage 5 provision and no intention of providing this, so no judgement has been made about the quality of sixth form.
- All pupils have an education, health and care plan. All pupils are funded by their local authorities.

## 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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the regional manager and subject leaders. They met with members of staff. They also spoke with the chair of the proprietor body and a local authority representative.
- Inspectors carried out deep dives in these subjects: English, mathematics, science and personal, social and health education. For each subject, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, examined pupils' work and spoke with teachers and pupils.
- Inspectors also visited a range of other subject lessons and spoke to pupils. They looked at a wide range of curriculum plans.
- To inspect safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors considered the nine responses to Ofsted's online survey, Ofsted Parent View. They considered the nine responses to the Ofsted staff survey.

### **The school's proposed change to the maximum number of pupils and its premises**

The school has applied to the Department for Education (DfE) to make a 'material change' to its registration. At the DfE's request, we checked whether the school is likely to meet the relevant independent school standards if the DfE decides to approve the change. This part of the inspection was carried out under section 162(4) of the Education Act 2002.

- The outcome of this part of the inspection is: **the school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented.**
- The school has extended the current school premises, with a second building on the same site. The new building is of good quality and meets the relevant standards. The outside area has been improved to create additional space for physical education and for pupils to play. The school is requesting to increase numbers on roll to 80. This increase will be done gradually, ensuring that appropriate staff are in place. It is likely with this approach that the relevant independent school standards will be met.

### **Inspection team**

Tessa Holledge, lead inspector

His Majesty's Inspector

Caroline Crozier

His Majesty's Inspector

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