



Westfield SCHOOL

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Every Future Possible



Happy, Healthy, Safe and Seen
Highlights from our ISI Inspection Report 2025

Introduction from the Headmaster

I am delighted to let you know that Westfield has, once again, impressed the Independent Schools' Inspectorate who visited us for a full 3-day inspection at the start of September 2025.

Under the current inspection framework, there are no single word gradings, such as Excellent, and the reports are far more detailed and nuanced. Schools are inspected against the Independent School Standards and Regulations; **I am pleased to say that Westfield passed in every single area.**

The range of positives that the inspectors highlighted during their visit is exceptional and the full report is available on a link at the end of this summary. Every report must include a number of recommended next steps to help inform the ongoing development of the school. I was very happy that each of these next steps are targets that we had already identified ourselves and actions are already in place.

Although there are many wonderful quotes throughout the report, it can be summed up in four simple words: Westfield pupils are all **happy and healthy, safe and seen.**

Truly, Every Future is Possible at Westfield.

Neil Walker



Understanding ISI

Choosing the right independent school can be tough for parents who are seeking the best education for their children. One key factor when evaluating the quality of an independent school is understanding the role of ISI inspections.

What does ISI stand for?

ISI (the Independent Schools Inspectorate) is an organisation responsible for the inspection of independent schools in England. It is appointed by the Department for Education and approved by Ofsted to provide objective evaluations of schools. Their inspection reports inform the Department for Education on the extent to which the statutory Independent School Standards are met. These inspections are crucial as they offer an unbiased view of a school's performance and adherence to these regulatory standards.

Understanding the ISI Inspection process

The inspection process is comprehensive, involving a detailed assessment of various aspects of a school's operation. Inspectors evaluate the quality of education, the moral, social, and cultural development of pupils, the welfare, health and safety of students, the suitability of staff, premises, and accommodation, and the school's complaints handling procedure. The process also involves surveys and interviews with parents and students, ensuring a holistic understanding of the school environment.

Why are ISI Inspections important for Independent Schools?

ISI inspections are pivotal for several reasons:

Quality Assurance: They provide an assurance of quality to parents, giving them confidence in the school's ability to offer excellent education and care.

Continuous Improvement: For schools, these inspections are an opportunity for continual improvement. The feedback provided by ISI helps to guide schools when enhancing their educational offerings and pupil welfare practices.

Regulatory Compliance: ISI inspections ensure that schools comply with educational and safety regulations, which is crucial for the overall well-being of the student community.

Benchmarking: Inspections serve as a benchmark for schools to measure themselves against the best practices in education and student care.



Key Findings



Curriculum and Academic Achievements

“Leaders create an enriching educational experience that promotes the wellbeing of pupils.”


“Pupils experience a wide range of subjects and learning experiences that prepare them well for future study and life beyond school.”

Leadership and Wellbeing

“Pupils develop leadership skills, contribute to the school community and take an active role in shaping school initiatives and events.”

“Senior leaders are knowledgeable and skilled.”



A photograph of two young women with blonde hair, one with curly hair and one with straight hair, both smiling. They are wearing dark blue V-neck sweaters over white collared shirts. The woman on the left is wearing a pearl necklace. The background is a plain, light-colored wall.

Community and Personal Development

“Staff actively help pupils to value and show respect for diversity which creates a positive and inclusive school environment.”

“Pupils take responsibility for various aspects of school life.”

Safeguarding and Pupil Welfare

“High quality pastoral care ensures that pupils learn and play in a safe and supportive environment with their wellbeing prioritised.”

“Leaders prioritise the safety of pupils.”

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Preparing Confident people

“All pupils participate fully in school life and learning.”

“Leaders actively foster a culture of respect and inclusivity across the school. Pupils have opportunities to engage with key issues promoting reflection and discussion.”

“Positive relationships between pupils reflect the school’s commitment to values such as kindness, respect and responsibility.”

Developing everyone’s full potential

“Pupils are provided with high quality pastoral care and personalised interventions.”

“Pupils experience a wide range of sports such as rugby, hockey, dance and fitness.”

“Pupils are given a range of opportunities to develop their leadership skills and take these roles seriously. They serve as positive role models.”

“Leaders take decisive action to promote and protect pupils’ wellbeing so a robust and effective safeguarding culture, embedded in all aspects of school life, is consistently maintained.”





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Beyond the classroom and into the community

“The co-curricular programme is comprehensive and varied.”

“Pupils’ behaviour across the school is consistently positive. Pupils are well behaved, courteous and respectful.”

“Pupils are exposed to a range of viewpoints and encouraged to consider evidence, think critically and form their own reasoned opinions. This approach promotes open mindedness and the development of well-informed, responsible members of the school and wider community.”

“Pupils contribute positively through a variety of initiatives which develop their practical skills and values.”





Making learning enjoyable and meaningful

“A recent curriculum review ensures pupils are provided with a wider range of qualifications that closely align with pupils’ aspirations and prepare them effectively for their future lives.”

“The well-planned curriculum ensures that learning experiences are challenging and accessible.”



“Learning is enhanced through well-planned educational visits that bring learning to life. These immersive experiences deepen pupils’ understanding, fostering engagement and enriching their educational experience.”

“In Early Years, practices foster happy, collaborative and supportive relationships.”

Safeguarding

“Leaders are knowledgeable, well trained and have a comprehensive understanding of their safeguarding responsibilities. They take decisive action to promote and protect pupils’ wellbeing. Through a proactive approach and clear strategic leadership, leaders and staff cultivate a school environment where safeguarding is embedded in all aspects of school life.”

“Pupils are taught how to stay safe, including online, through the PSHE curriculum, assemblies and tutor time. The school has an effective internet and filtering system. Leaders address any issues promptly and effectively. Leaders have a clear understanding of contextual risks and ensure that risk assessments are carried out where necessary.”

“Staff are confident in how to respond when safeguarding concerns arise.”



Recommended next steps

Leaders should:

- ensure teachers use a precise understanding about what older pupils know and can do, to ensure that they identify and act so that the pupils learn more effectively
- develop the careers programme so that it more precisely informs pupils' understanding of the educational, training or employment opportunities available to them
- develop a well-planned approach to economic education to ensure that older pupils develop a rich understanding of the content
- monitor the delivery of the new PSHE and RSE curriculum to ensure the planning and delivery support pupils to learn the curriculum content, as intended by leaders.

We were really pleased at how well the inspection went but given that this was the first week of term with a new timetable and teachers, there were inevitably some settling-in moments. Inspectors noted that our use of teacher files for each class ensured that all SEND pupils were well supported to achieve well. In the survey, parents reported that their daughter's academic progress had accelerated since joining Westfield. Some lessons where the teacher was meeting their class for the very first time also had an inspector in so we feel that now, by week 6, we have already met recommendation 1. On top of this, in September, we started a whole school approach called Embedding Formative Assessment based on the work of Dylan Wiliam. This two-year programme improves pupil learning by encouraging pupil independence to take more control over their own success through teachers' use of in class assessment.

We are very pleased that our new Careers lead, Miss Malloy, is already working on mapping the Gatsby career benchmarks to our practice and reviewing where we can bring careers in more strongly to the school over and above our excellent careers week.

Inspectors noted the curriculum for our new Life Skills course will effectively deliver a rich understanding of economic education at an age-appropriate level, which will look at opening current and savings bank accounts, mortgages, student loans, etc.

Our PSHE programmes in each part of the school were praised by inspectors but they want us to ensure that there is an overarching approach to continuity of provision from Early Years to the Sixth Form. In July we appointed Mrs Marshall to take that overview and she is already adding links between the provision in each section of the school, as well as maintaining an overview of the Life Skills course to monitor coverage across the different lessons and year groups.

Read the full report here: [ISI Report 2025](#)



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