



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

Westfield School

June 2022

Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	8
PART 6 – Provision of information	8
PART 7 – Manner in which complaints are handled	8
PART 8 – Quality of leadership in and management of schools	8
3. Inspection Evidence	9

School's Details

School	Westfield School			
DfE number	391/6012			
Registered charity number	528143			
Address	Westfield School Oakfield Road Gosforth Newcastle upon Tyne Tyne and Wear NE3 4HS			
Telephone number	01912 553980			
Email address	westfield@westfield.newcastle.sch.uk			
Headmaster	Mr Neil Walker			
Chair of governors	Mrs Jani Keep			
Age range	3 to 18			
Number of pupils on roll	219			
	EYFS	15	Juniors	37
	Seniors	139	Sixth Form	28
Inspection dates	22 to 24 June 2022			

1. Background Information

About the school

- 1.1 Westfield school is an independent day school for female pupils located in Gosforth, a residential suburb of Newcastle. It was founded by a group of parents in 1960 and is governed by the Northumbrian Educational Trust. The school is a member of Round Square, an international group of schools which share the same holistic approach to education. The school comprises the junior house for pupils aged 3 to 11, senior house for those aged 11 to 16, and a sixth form.
- 1.2 Since the previous inspection, the school has undertaken a building and refurbishment programme including new and improved facilities for junior pupils and for the teaching of mathematics, art, computing and science.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.4 The school aims to prepare its pupils to be confident adults in the wider world through the promotion of the Round Square ideals, including leadership, democracy and environmentalism. It seeks to make learning enjoyable and meaningful and to enable every pupil's character to develop to the full.

About the pupils

- 1.5 Pupils come from a range of professional and non-professional families, most living within a radius of 30 miles of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly average when compared to those taking the same tests nationally. The school has identified 80 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and neurological conditions, of whom 27 receive additional specialist help. Two pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 22 pupils, of whom two receive additional support for their English. The needs of pupils identified as the more able in the school's population, are met within the curriculum.

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, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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 COMPLIANCE ONLY inspection and as such 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 and the school is required to take the actions specified.

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 does not meet all of the required 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 should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 In the junior school, 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 Pupils take GCSE examinations, and A-level examinations in their final year at the school. The small numbers involved prevent reliable comparison with national averages, but inspection evidence confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils through the drawing up of an appropriate safeguarding policy. Good behaviour is promoted; bullying is prevented so far as reasonably practicable. Health and safety requirements are met and provision is made for first aid. Pupils are properly supervised, admission and attendance registers are maintained, as required and a disability access plan is in place.
- 2.10 The school's arrangements for carrying out the required checks on adults working in the school have not paid due regard to statutory guidance. Checks against the barred list have not been carried out before every person starts work at the school. The school has not always confirmed a person's full employment history. Personnel files do not contain sufficient evidence to confirm a safer recruitment process is in place.
- 2.11 The school has not ensured the completion and review of an appropriate fire risk assessment. It has not appointed a suitably trained competent person to assist in taking preventative and protective measures against fire. Fire safety information has not been provided for adults other than school staff who are working in the school.
- 2.12 The school has arrangements for the management of risk, but these have not been systematic. It has not identified aspects of the EYFS environment that need to be checked regularly, when and by whom those aspects will be checked, and how any identified risks will be removed or minimised.

- 2.13** The standards relating to welfare, health and safety in paragraphs 9-11, 13-15, 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, but those in paragraphs 7, 12 and 16 [safeguarding, fire safety and risk assessment] are not met.

Action point 1

The school must ensure that all checks on staff are completed before they commence work at the school, in line with guidance issued by the Secretary of State, in particular checks against the barred list and checks on applicants' full employment history and that appropriate evidence is suitably maintained in staff personnel files [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

Action point 2

The school must appoint a suitably trained competent person to lead in taking preventative and protective measures against fire and must ensure that a suitable fire risk assessment is recorded and regularly reviewed [paragraph 12; EYFS 3.55 and 3.56].

Action point 3

The school must provide adults, other than school staff who are working on the school site, with fire safety information [paragraph 12; EYFS 3.55 and 3.56].

Action point 4

The school must ensure that it identifies aspects of the EYFS environment that need to be checked regularly and by whom those aspects will be checked, and how any risk identified be removed or minimised [paragraph 16(a) and (b); EYFS 3.65].

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

- 2.14** The school makes many of the required checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.15** However, it has not always ensured that an enhanced criminal record check is made, and certificate checked, before or as soon as practicable after a person's appointment in the school. The school could not provide evidence that checks of a person's identity, right to work and qualifications had been undertaken before they commence work at the school.
- 2.16** The standards relating to the suitability of those in contact with pupils at the school in paragraphs 19-21 are met, but those in paragraph 18 [suitability of members of staff] are not met.

Action point 5

The school must undertake and retain suitable evidence of checks undertaken on a person's identity, right to work and qualifications before they commence work at the school [paragraph 18(2)(c)(i), (iii) and (iv) and 18(3); EYFS 3.7 and 3.12].

Action point 6

The school must ensure that an enhanced criminal record check is made and certificate received before or as soon as practicable after a person's appointment in the school [paragraph 18(2)(d); EYFS 3.7 and 3.9].

PART 5 – Premises of and accommodation at schools

2.17 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.

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

PART 6 – Provision of information

2.19 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.

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

PART 7 – Manner in which complaints are handled

2.21 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.

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

PART 8 – Quality of leadership in and management of schools

2.23 The proprietor does not ensure 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. The proprietor has not effectively monitored the school's arrangements for the safer recruitment of staff or for the promotion of the welfare, health and safety of the pupils, including fire and the risk assessment process

2.24 The standard relating to leadership and management of the school in paragraph 34 is not met.

Action point 7

The school must ensure that 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 [paragraph 34(1)(a), (b) and (c)].

3. Inspection Evidence

- 3.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended an assembly. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. 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 Karen Williams

Reporting inspector

Mrs Sylvia Brett

Compliance team inspector (Head, GSA school)