ISI Independent Schools Inspectorate

School inspection report

29 September to 1 October 2026

Westfield House School

191 Sutton Road

Terrington St Clement

Kings Lynn

PE24 4EX

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. Governors maintain close oversight of the school. They meet regularly to consider leaders' detailed reports about the school and supplement these with regular visits to the school. They ensure that leaders actively promote the wellbeing of pupils and that the Standards are met consistently.

2. Leaders demonstrate high levels of knowledge for their roles and for the needs of their pupils, all of whom have education, health and care plans (EHC plans). They use this knowledge to create an environment that supports pupils to make good progress academically and against the targets in their EHC plans.

3. Leaders provide pupils with a broad and ambitious curriculum. Pupils study a range of topics based on the national curriculum which leaders adapt to meet their individual needs. As pupils move through the school, they take a range of national qualifications. Staff work collaboratively with pupils to identify appropriate qualifications that closely align with their individual needs and attainment.

4. Teachers know pupils in the school well and use this knowledge to plan effective lessons. They use a range of teaching methods which consider pupils' aptitudes and prior learning so that they make typically good progress. Teachers check pupils' understanding regularly and provide opportunities to revisit any topics when necessary. However, in some lessons, the learning activities provided by teachers are not as academically ambitious as they might be. As a result, pupils are not always challenged effectively to make the progress of which they are capable.

5. Staff know pupils well and understand their social, emotional and mental health needs. They model calm, trusting relationships with pupils and create a nurturing environment. This promotes pupils' wellbeing and self-esteem. Specialist therapeutic activities help pupils to learn to manage their emotions and to communicate effectively.

6. Pupils develop their health and fitness in physical education lessons and by participating in regular activities on the school site and in the local area. Pupils understand how physical activity and time outside support their mental health and emotional wellbeing.

7. Leaders promote positive attendance with a range of effective strategies. Staff provide a welcoming arrival for pupils and celebrate their success when they achieve high levels of attendance. Leaders take prompt actions to support any pupils whose attendance is a cause for concern.

8. Leaders communicate regularly with parents about their child's progress and provide useful information for them about the school. However, at the start of the inspection, the school's website did not include all the required information. This oversight was rectified during the inspection.

9. Staff provide a range of well-planned opportunities for pupils to develop their cultural knowledge and understanding. Pupils learn about different cultures in lessons and during educational visits to local sites and attractions. Pupils research and celebrate a range of cultures when planning overseas trips during themed activities in school.

10. Leaders prepare pupils well for life beyond school. The careers programme helps pupils to understand about different job opportunities and the expectations of a workplace. Staff provide

pupils with individual support to identify their next steps in education or training when they leave the school.

11. Leaders provide an appropriate safeguarding policy and staff implement it effectively. Leaders provide regular training for staff and a clear process for reporting any concerns. They respond promptly to any safeguarding concerns and maintain appropriate records. The school's safer recruitment procedures are implemented effectively.

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:

- publish all previous inspection reports and current policies on the school's website so that parents have a complete and up-to-date understanding of the school
- ensure that learning activities consistently challenge pupils to make their best possible progress.

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Section 1: Leadership and management, and governance

12. Governors and leaders share a vision for the school which supports pupils to learn the social behaviours and interpersonal skills that will enable them to succeed beyond school. They promote a culture in which staff model respectful, inclusive relationships with pupils who learn to put these behaviours into practice. Leaders fulfil their responsibilities under the Equality Act 2010.

13. Leaders understand their roles well and use their secure knowledge to create an environment that actively promotes pupils' wellbeing. Leaders have high levels of awareness about pupils' individual needs and their previous experiences of education. For example, the school recently achieved external recognition for its comprehensive and highly effective procedures when supporting pupils who have previously experienced adversity and trauma.

14. Governors maintain close oversight of the school and ensure that leaders fulfil their responsibilities effectively. They meet regularly to review progress against the school's improvement plan. These meetings are informed by reports from school leaders and external audits, covering areas of provision such as safeguarding and health and safety. Governors visit the school to observe lessons and activities. They regularly speak to parents, pupils and staff so that they develop a balanced picture of the school's effectiveness.

15. Leaders are committed to self-evaluation and reflect regularly on what the school does well and areas for development. Leaders establish and develop positive relationships with parents, and this enables them to take their views into account. The school council provides opportunities for pupils to put forward suggestions for changes to the school, for instance increasing the range of after-school clubs.

16. Staff training and professional development are embedded into school life. Staff meet regularly to discuss any issues that may arise and leaders respond promptly. Leaders make use of external expertise to challenge and improve their practice, for instance by providing staff with specific and thorough training so that they support pupils who have experienced trauma effectively. Staff implement the school's policies and procedures consistently.

17. Leaders have a detailed understanding of risk assessment and use this to reduce potential risks and to promote pupils' physical and emotional wellbeing. Risk assessments for individual pupils are regularly evaluated and updated to reflect changes in each pupil's behaviour and ensure their health and pastoral needs are met. Leaders maintain a comprehensive set of risk assessments for activities which take place within the school site and beyond.

18. Leaders provide parents with regular updates about the academic progress their child is making and their progress against the specific targets outlined in their EHC plan. The school's website provides a range of useful information for parents. However, at the start of the inspection, the website only included the most recent inspection report, and some non-statutory policies were not fully up to date. These oversights were rectified during the inspection.

19. Leaders maintain close links with external agencies such as the local authority. They share all required information with the local authority, including information on the use of public funds to support their pupils. Leaders communicate appropriately with the local authority about the school's admission procedures, including when pupils join or leave the school at non-standard times.

20. Leaders maintain a suitable policy for parents to submit complaints. Leaders respond appropriately to any complaints that may arise. They maintain suitable records of concerns and analyse these regularly with governors. As a result, leaders identify any trends or patterns promptly and take appropriate and effective actions in response.

Section 2: Quality of education, training and recreation

21. Leaders provide a broad curriculum based on the national curriculum which enables pupils to develop across a full range of curriculum areas. Staff develop curriculum plans and schemes of work that successfully consider pupils' ages and aptitudes and build on their prior knowledge. As pupils move through the school, they take a range of functional skills qualifications, entry level certificates, vocational qualifications and GCSE examinations.

22. All pupils in the school have an EHC plan and many have missed parts of their education prior to arriving at the school. Leaders of provision for pupils who have SEND work closely with teachers to plan support for pupils. In lessons, staff adapt their teaching to meet pupils' needs and ensure that they are provided with ongoing and effective additional help and guidance. Teachers check pupils' knowledge before starting a topic and adapt their teaching to take this into account, for instance by revising topics they may have missed in primary school. Pupils make good academic progress throughout the school.

23. Teachers know pupils well and use a range of effective teaching methods to support their learning. In many lessons, teachers combine individualised support for pupils with high expectations for their progress. For instance, when pupils find writing challenging, teachers continue to engage them in stimulating discussions to support and develop their understanding. In these lessons, pupils are highly engaged, willing to take academic risks and achieve good progress. However, in some lessons the activities provided by teachers are not planned as effectively or sufficiently ambitious, which slows the pace of pupils' progress.

24. Teachers across the curriculum use a variety of techniques to develop pupils' literacy. They use a range of activities and provide effective support, for instance by using appropriate word banks and careful questioning to develop pupils' academic vocabulary.

25. Pupils develop their numerical skills in mathematics and science lessons. Teachers use their secure subject knowledge to provide clear explanations of topics such as prime numbers and straight-line graphs. In computing and science lessons, pupils successfully apply their numerical skills in practical situations, such as by calculating chemical rates of reaction. Additional opportunities in the curriculum, including the use of alternative provision, allow pupils to develop practical technological skills outside of the classroom, for instance in mechanics or construction.

26. Pupils undertake a range of creative and aesthetic activities at school. In art lessons, pupils select project themes which reflect their individual interests and develop their artistic skills effectively. In computing lessons and science, technology, engineering and mathematics (STEM) activities, pupils produce graphic and three-dimensional (3D) designs that combine their technological and creative skills. Regular cultural visits, for instance to the theatre and opera, enable pupils to develop their understanding and appreciation of performing arts.

27. Leaders maintain a thorough and effective framework for assessing pupils' progress. Leaders use information provided by previous schools and assess pupils when they join the school to establish the level at which they are working. A combination of ongoing formal assessments and teachers' evaluations are used to monitor pupils' academic and personal progress towards the targets identified in their EHC plans. Leaders review pupils' progress regularly, and work with teachers

constructively to provide prompt and additional support for those who do not make progress at the expected level.

28. Pupils take part in a range of recreational activities that develop their knowledge and skills. Clubs, including chess and tabletop games, enable pupils to develop their social and collaborative skills. Pupils develop their physical skills playing sports such as football and basketball during lunchbreaks and learn to work as a team. After school, pupils take part in drama, music and art clubs to develop their creative and aesthetic skills.

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

29. Most pupils at the school have social, emotional and mental health needs. Leaders understand these needs well and provide a wide range of approaches, procedures and additional support to help pupils develop effectively. Regular training ensures that staff understand how to supportively respond to pupils, including how to avoid negative interactions. Staff develop close, trusting relationships with pupils which promotes and develops their emotional wellbeing and self-esteem.

30. A school therapy plan helps staff to maintain a consistently thorough approach to supporting pupils. Leaders use a comprehensive assessment process to measure pupils' emotional understanding and self-awareness. This information is used to produce plans for individual pupils and informs group 'nurture' sessions. In these sessions, pupils develop their ability to understand themselves and their emotions effectively. Leaders monitor pupils' progress in a range of skills such as managing their emotions, developing relationships and using positive body language. Where necessary, specialist staff provide additional support so that pupils improve and develop their communication, language and physical skills.

31. Staff systematically and sympathetically promote positive behaviour. Pupils work towards specific behaviour targets and staff routinely monitor their progress against these targets. Pupils understand what is expected of them and reflect well on their own progress towards their behaviour targets. Staff model positive behaviour around the school and create a calm environment. If a pupil's behaviour falls below the school's high expectations, a reflection strategy is used to help pupils learn from their mistakes and develop their moral understanding. Leaders maintain detailed records of behaviour, including appropriate records of any restrictive interventions.

32. Leaders maintain an appropriate anti-bullying policy which staff implement effectively. Pupils understand how to recognise and report bullying. Instances of bullying are rare and are managed appropriately when they occur.

33. The school is a mobile phone-free environment. Leaders have developed clear policies and support staff to implement them consistently. Pupils hand in their phones on arrival and receive them back at the end of the day. Pupils understand the benefit they gain from being in school without using their phones.

34. Leaders provide a comprehensive programme for personal, social, health and economic education (PSHE). The curriculum is based on a range of themes which pupils regularly revisit at an appropriately mature level. Teachers adapt the curriculum to meet pupils' individual needs, ensuring topics are accessible and meaningful. Teachers balance ongoing assessments, observations and pupil reflections to measure and evaluate their progress.

35. The PSHE curriculum includes a suitable relationships and sex education (RSE) component. The school's 'RSE charter' establishes clear expectations so that pupils engage in respectful discussions which allow them to participate confidently in sensitive conversations. Pupils' understanding develops as they move through the school. For instance, pupils debate the principles of consent in relation to respecting personal spaces before widening their discussions to learn about sexual consent.

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36. Pupils eat healthily and learn to keep themselves physically active. In physical education lessons, pupils develop a range of sporting skills such as ball skills in tennis and rugby. Pupils develop their fitness by taking part in cross-country and fitness days. They learn about how regular exercise contributes to physical health and the risks of taking drugs to enhance sporting performance. In PSHE and cookery lessons, pupils learn about the importance of a balanced diet and how to prepare and cook nutritious food.

37. In PSHE lessons and in form time, pupils learn to consider the non-material aspects of life. They learn about different religious traditions and spiritual practices. Regular trips to the nearby coastline and other outdoor locations help them learn to appreciate the natural environment and the value of nature.

38. Leaders take a systematic approach to monitoring and promoting pupils' attendance at school. Many pupils arrive at the school with a history of absenteeism. The school's nurturing and compassionate ethos means that pupils typically improve their attendance during their time at the school. Leaders regularly review pupils' attendance and take prompt actions to support any pupil whose attendance is falling below expectations. Pupils register in school prior to attending any alternative provision and their attendance is recorded appropriately. Staff understand their role to support the school's attendance strategy and take active steps to welcome pupils on arrival and ensure that they feel they are valued and belong in school.

39. Leaders allocate and deploy staff carefully to ensure that pupils are closely supervised throughout the school day. Where necessary, staff support small groups or individual pupils so that they receive appropriate levels of support.

40. Staff maintain the premises to a high standard and take a systematic approach to managing the school's health and safety and fire safety procedures. Staff conduct regular and comprehensive checks of the school site. They maintain accurate records of these checks and of any identified maintenance requirements. Staff make effective use of proprietary expertise and external contractors to provide specialist maintenance and equipment testing. Leaders manage the potential risks from fire effectively, such as by training a suitable number of staff as fire wardens and checking fire routes are not blocked. Pupils regularly rehearse suitable fire and lockdown procedures so that they know what to do in the event of an emergency.

41. The medical room provides suitable facilities to care for any pupils who become unwell or injured. Leaders promote a positive first aid culture in the school. All staff have suitable first aid training so that pupils receive appropriate first aid assistance. Staff maintain robust procedures for storing and administering pupils' medication.

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

42. Pupils develop cultural knowledge in their PSHE lessons and during form periods. They spend time planning an overseas trip that includes researching different cultures, traditions and national events associated with the countries they plan to visit. Teachers plan effective cross-curricular activities that provide pupils with well-considered opportunities to celebrate different cultures. For instance, pupils explore traditional foods associated with different areas of the world in their humanities lessons and subsequently prepare some of these foods in cookery lessons.

43. Pupils learn how to contribute to others both in school and within the local community. Teachers consult with pupils and the school council about the voluntary activities they might undertake. Pupils take turns to cater for each other during the school day, for instance by helping to cook the Christmas lunch. They also provide service and volunteer to help their local community by working in a dog sanctuary or participating in litter-picking initiatives. Through such actions, pupils develop their communication and leadership skills and learn the importance of contributing to their community.

44. A range of well-planned activities help pupils to develop mutually respectful and inclusive attitudes towards others. Pupils participate positively in Pride events and understand the importance of opposing racism. They develop a secure understanding of the importance of respecting others by commemorating events such as Holocaust Memorial Day.

45. Pupils learn about the institutions and services of modern Britain. Visits from the police, army and firefighters help them to understand the roles different groups play in upholding the rule of law and keeping them safe. A wide programme of trips and visits enables pupils to respectfully visit institutions in their local area. Pupils learn about government, democratic principles and elections in PSHE lessons, for instance studying the development of democracy in Britain. Pupils practise voting in elections for the school council.

46. Leaders and staff integrate a programme of economic education throughout the curriculum. In mathematics lessons, for example, younger pupils learn to calculate with money. Older pupils learn more sophisticated concepts such as accumulated and compound interest. Teachers provide practical opportunities for pupils to use their economic knowledge, for instance when budgeting to purchase supplies for cooking activities. Older pupils also raise money and prepare a budget for their trip abroad. This includes comparing the cost of airline flights and hotels and successfully calculating exchange rates for different currencies.

47. Leaders provide a comprehensive careers programme that provides pupils with thorough guidance and information about future employment opportunities. In PSHE lessons, for instance, pupils learn about job applications and workplace expectations. Teachers arrange visits to different workplaces in the local area so that pupils understand the range of opportunities open to them. Pupils learn how to prepare and apply for jobs and teachers provide regular interview practice. Staff provide older pupils with individual careers meetings and support so that they develop their knowledge of possible careers and approach the application and interview process confidently.

48. Leaders help pupils to prepare for life beyond school effectively. Form tutors engage in positive conversations with pupils about their futures. Staff provide individual support for pupils to identify

their preferred next educational steps after completing GCSE examinations. Transition days help pupils prepare for college, for instance by helping them plan the journey between home and the campus they are planning to attend. Pupils are also encouraged to visit their next educational establishment so that they know how to navigate around the campus and seek help and pastoral support.

Safeguarding

49. Staff prioritise safeguarding across the school. They know pupils well and use this information to monitor their wellbeing carefully. Staff form positive relationships with pupils and create an environment in which pupils are able to raise concerns.

50. Leaders with responsibility for safeguarding understand their roles well. They attend regular safeguarding training with the local authority and school group. They have a comprehensive understanding of local, regional and national safeguarding trends and emerging risks. Leaders maintain a comprehensive safeguarding policy that reflects current statutory guidance. Leaders provide staff with regular and thorough safeguarding training, including at induction.

51. Leaders maintain clear and effective systems for reporting and recording safeguarding concerns. Staff understand the reporting systems and use them proactively to record any concerns, including reporting any low-level concerns relating to adults who work at the school. Leaders maintain close oversight of these concerns and respond promptly and appropriately where necessary. Safeguarding leaders meet regularly to review individual pupils. These meetings include input from therapeutic staff so that pupils' individual needs are considered and supported carefully.

52. Staff collaborate closely to protect pupils from harm and promote their wellbeing. Safeguarding leaders work closely with the leaders of provision for pupils who have SEND, therapeutic staff and form teachers to ensure that pupils receive individualised support throughout the school day. They liaise closely with parents and local safeguarding partners to support pupils, including working with local children's services and the police where necessary. Staff maintain close links with the school's alternative provision provider and share safeguarding concerns with them appropriately.

53. Pupils are taught to keep themselves safe, including when online. In computing and PSHE lessons, pupils learn about the risks of online harms, including those relating to artificial intelligence. Staff understand some pupils have additional vulnerabilities and adapt their teaching to take these into account. The school implements a suitable internet filtering and monitoring system that robustly protects pupils when they access digital resources.

54. Leaders ensure that staff and governors undergo all required safer recruitment checks before they join the school. These checks are accurately recorded in staff files and on a suitable single central record of appointments.

School details

School	Westfield House School
Department for Education number	926/6002
Address	Westfield House School 191 Sutton Road Terrington St Clement Kings Lynn Norfolk PE24 4EX
Phone number	01553 827848
Email address	admin.westfield@keyseducation.ac.uk
Website	www.keys-group.co.uk/education/send-schools/westfield-house-school-kings-lynn
Proprietor	Unique Care Homes Support Limited
Chair	Mr David Manson
Headteacher	Mrs Jo Murray
Age range	10 to 18
Number of pupils	74
Date of previous inspection	31 October to 2 November 2023

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Information about the school

55. Westfield House School is a co-educational independent special school situated in Norfolk. It specialises in providing education for pupils who have special educational needs and/or disabilities, especially pupils who experience social, emotional and mental health difficulties. The school forms part of the Keys Group and is overseen by a board of governors. Since the last inspection a new chair of governors was appointed in June 2023. The previous inspection of the school was by Ofsted. This is the first inspection of the school by ISI.

56. All pupils in the school have special educational needs and/or disabilities and an education, health and care plan.

57. The school has identified that no pupils speak English as an additional language.

58. The school states its aims are to promote pupils' self-confidence, encourage independence and provide firm, fair and consistent boundaries for pupils. It endeavours to support pupils' effective and meaningful communication and to help each pupil achieve their aspirations both academically and socially.

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Inspection details

Inspection dates	29 September to 1 October 2026

59. A team of three inspectors visited the school for two and a half days.

60. 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 chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work including with staff and pupils
- scrutiny of a range of policies, documentation and records provided by the school.

61. 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.
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