

Westfield House School

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

Inspection date

10 June 2021

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 4

- Leaders have a curriculum policy which sets out what the school will teach to pupils of different ages. This is supported by schemes of work which determine what different classes will learn and when.
- Pupils have dedicated personal, social, health and education (PSHE) lessons which include careers education, learning about the law and about other cultures. Leaders introduced relationships and sex education in September 2020. They adjusted the order in which this was taught due to the need for some pupils to be out of school during the COVID-19 (coronavirus) pandemic.
- Leaders make sure pupils study a broad range of subjects, in line with the requirements of the independent school standards.
- Leaders have ensured that these independent school standards are met.

Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4

- Teachers' use of the behaviour policy is inconsistent. For example, some teachers give pupils generous reward points, even when pupils exhibit very poor behaviours. As a result, too many pupils are not encouraged to develop behaviours that support their learning. They interrupt their own learning and that of others.
- Teachers have appropriate expertise for the subjects they teach. PSHE, for example, is taught by a small number of individuals who work closely together to ensure that they cover the subject well.
- Teachers routinely check what pupils have learned during lessons. They adapt what they teach next based on how well pupils have understood what has already been taught.
- This independent school standard is no longer met.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- Leaders make sure pupils learn about different aspects of the world around them. During international themed days, for example, pupils learn about different laws and cultures around the world.
- Teachers of PSHE ensure that pupils learn what they should. Pupils are taught, for instance, about consumer laws and rights, and about protected characteristics.
- Each year, teachers review what pupils have learned. They plan work for the following year to make sure pupils receive the spiritual, moral, social and cultural education they need.
- Some aspects of leaders' work to promote pupils' spiritual, moral and cultural development have been hindered by the pandemic. For example, visits to churches which pupils would normally benefit from have not taken place.
- Leaders have ensured this independent school standard is met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), (7)(b)

- Systems for recording, reporting and reviewing concerns are not used effectively in order to take all appropriate action to safeguard pupils. There is confusion between staff and leaders about where different types of safeguarding concern should be logged, among the various systems that exist. As a result, serious safeguarding concerns are not always being spotted quickly and acted on in a timely manner.
- Too often, the actions that are taken to safeguard pupils following an incident are poorly recorded, or sometimes not recorded at all. Leaders and the proprietor body's oversight of these records is insufficient. They had not spotted these inadequacies in reporting and recording prior to the inspection.
- Leaders and the proprietor body do not follow statutory guidance precisely when dealing with serious safeguarding incidents. They do not always refer concerns to appropriate external agencies, such as children's services teams. Leaders are too trusting that other providers will make appropriate referrals, without checking that these have been made. Leaders do not know if every reasonable action has been taken to keep vulnerable pupils safe.
- Leaders' records of the referrals to the local authority designated officer (LADO) regarding safeguarding are not maintained or reviewed appropriately. Vital information is sometimes missing from the limited paperwork that leaders do have, such as the dates of alleged incidents. There is often little to no formal risk management following these events. Leaders and the proprietor body do not know if all appropriate action is being taken in line with statutory guidance.
- Until very recently, there was no formal recording of pupils who left the school. There are no records for any leaver prior to 2018. Leaders have attempted to create a backdated version of the leavers admissions record, but there are errors and gaps in basic information, such as pupils' destinations. There was at least one example found by an inspector where a pupil had left in 2018 and this was not recorded on this new

system. Leaders were unable to provide evidence that the local authority had been informed when pupils had left the school. As a result, the oversight and safeguarding of those who have left the school are very poor.

- This independent school standard is no longer met.

Paragraph 9, 9(a), 9(b), 9(c), 10

- Leaders have a written behaviour policy to encourage the positive behaviour of pupils. They are keen for pupils to learn to manage their own behaviour. This is encouraged through leaders' approach to rewarding positive behaviour.
- Some teachers have low expectations of how pupils should behave. They reward pupils for behaviour which is not appropriate. They do not challenge unacceptable behaviour well enough. This undermines leaders' approach. Too many pupils do not behave well in lessons because high expectations of their conduct are not established.
- Leaders' oversight of staff's use of physical restraint is insufficient. Errors, omissions and concerns in staff's recording of these incidents have not been identified by leaders or the proprietor body. As a result, leaders do not know enough about whether physical restraints are appropriate, or if there are any staff training needs. This includes where physical restraint has led to allegations made by pupils which have led to LADO referrals.
- Despite leaders' actions to tackle any bullying or discriminatory behaviour, pupils lack confidence in staff to deal with bullying. Some pupils feel that they are picked on for their beliefs or lifestyles. They do not think staff deal with this well enough, so the bullying continues.
- These independent school standards are no longer met.

Paragraph 11, 12, 13, 14

- The proprietor body and leaders work together effectively to comply with health and safety legislation. The proprietor body has comprehensive health and safety documentation to support their health and safety policy. School leaders maintain regular checks on first aid equipment. The school has an up-to-date fire risk assessment. Leaders are vigilant in following up on actions identified in this and the previous fire risk assessment.
- Leaders maintain appropriate levels of staff supervision. Class sizes are small and often have a ratio of fewer than four pupils per staff member. The number of staff present while pupils are outside during their free time is sufficient to ensure that pupils are closely monitored.
- Leaders and the proprietor body have ensured that these school standards are met.

Paragraph 16, 16(a), 16(b)

- Leaders have numerous risk assessments in place, including those for the site, health and safety, individual pupils and curriculum opportunities.
- However, leaders do not review potentially risky situations well enough when safeguarding incidents occur for individual pupils. This includes a lack of risk management linked to how pupils interact with one another. Similarly, leaders do not

review and pro-actively think about risk management following allegations against staff.

- This independent school standard is no longer met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6)

- Leaders have put effective processes in place to ensure that appropriate checks are carried out when recruiting staff. Staff files are kept well and record all relevant details about the recruitment of staff.
- The proprietor body, since it acquired the school, has brought renewed rigour to this process. It uses its central human resources team very effectively, to review all checks, including on the single central record. As a result, these checks and the record of these checks are maintained to a very high standard.
- Strong partnership working between leaders and the proprietor body ensures that they undertake appropriate checks on staff before they are appointed to the school.
- Leaders have ensured that these independent school standards remain met.

Part 6. Provision of information

Paragraphs 31(1), 31(1)(c)

- Leaders have published the school's arrangements for keeping pupils safe on the school's website.
- Leaders and the proprietor body have ensured that this independent school standard is met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(b), 34(1)(c)

- There are significant weaknesses in the management of the school's safeguarding, behaviour, bullying, admissions and risk assessment processes. The proprietor body was unaware of these failures prior to inspectors identifying these issues during the inspection. The proprietor does not have the necessary level of oversight.
- Leaders have not secured high enough expectations among staff for pupils' behaviour. This undermines leaders' systems for promoting positive behaviour. Leaders have not ensured that pupils feel safe from bullying.
- Despite these weaknesses, leaders and staff are committed and keen to get things right for the pupils in their care. They have worked hard to build relationships with pupils and to maintain education for pupils, most notably during the difficult period of the pandemic.

- Much of the day-to-day work falls to the headteacher, who is also often needed to support staff and pupils. Despite these demands on her time, she has made sure that staff take school evaluation and improvement seriously. Where leaders are aware of areas which need to improve, they take action. For instance, school leaders have an improvement plan which contains realistic targets, such as improving behaviour. Leaders regularly review this plan to see what progress has been made.
- The proprietor body has made some improvements since acquiring the school in February 2020. For example, the proprietor has improved the condition of the grounds outside the school building. The proprietor has introduced checks on the single central record of pre-employment checks and provides support to school leaders in developing and acting on the school improvement plan. These issues notwithstanding, the proprietor's oversight of the day-to-day running of the school is insufficient. It does not ensure that all appropriate checks and balances are in place.
- This independent school standard is no longer met.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	138138
DfE registration number	926/6002
Inspection number	10193623

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent special school
School status	Independent special school
Age range of pupils	10 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	41
Of which, number on roll in sixth form	0
Number of part-time pupils	0
Proprietor	Keys Group
Chair	Mrs Nicola Kelly
Headteacher	Mrs Jo Murray
Annual fees (day pupils)	£42,995
Telephone number	01553 827 848
Website	www.keys-group.co.uk
Email address	jo.murray@keys-group.co.uk
Dates of previous standard inspection	24–26 April 2018

Information about this school

- Westfield House School was acquired by Keys Group in February 2020. It was previously run by Unique Care Homes.
- The school is registered with the Department for Education (DfE). In November 2019, the DfE approved the school's proposal to increase the maximum number of pupils it

could admit. It is now registered to admit a maximum of 42 pupils. There are 41 pupils on roll.

- The school specialises in provision for pupils who have social, emotional and mental health needs. All pupils have education, health and care plans. Many have been excluded from their previous schools or have had extensive periods without formal education.
- Pupils are placed by numerous local authorities, including from their own local authority, Norfolk.
- Almost all pupils are from a White British background and their first language is English.
- A large majority of pupils are disadvantaged and are therefore eligible for additional pupil premium funding.
- The school currently uses no alternative provision.
- The headteacher was appointed in March 2016.
- School inspection history:
 - When the school was inspected in July 2016, which was a standard inspection, the school's overall effectiveness required improvement and two of the independent school standards were not met.
 - Following the standard inspection, the DfE issued the school with a warning notice and required an action plan to be submitted. The action plan submitted by the proprietor in May 2017 was not deemed acceptable.
 - At the progress monitoring inspection in October 2017, the school did not meet three of the independent school standards.
 - The school submitted an action plan to the DfE to address areas for improvement identified in the inspection. This was evaluated by Ofsted in February 2018. The proposed action plan was deemed acceptable with modifications.
 - The DfE commissioned Ofsted to consider, as part of the standard inspection in April 2018, the school's progress in meeting independent school standards that were judged to be unmet at the previous inspection in July 2016. At this standard inspection, the school was judged to have met all of the independent school standards.

Information about this inspection

- The current additional inspection was commissioned, by the DfE, as an emergency inspection. It was conducted in response to the concerns of the DfE about the effectiveness of the oversight of the school by the proprietor body. The inspection was conducted without notice.
- Inspectors met with the headteacher, a representative of the proprietor body, other school leaders and other school staff.
- Inspectors reviewed a range of documents, including safeguarding records, the single central record of pre-appointment checks, the safeguarding policy, the first aid policy, health and safety documentation, fire risk assessments and other risk assessments, and the admissions and attendance records.
- Inspectors considered the school's improvement plan, self-evaluation document and curriculum plans.
- They visited lessons, spoke with pupils and looked at pupils' work.

Inspection team

Andrew Hemmings, lead inspector	Her Majesty's Inspector
Kim Pigram	Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Part 1. Quality of education provided

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves; and
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
 - 9(b) the policy is implemented effectively.
- 10 The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].
- 16 The standard in this paragraph is met if the proprietor ensures that–
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;

- 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
- 34(1)(c) actively promote the well-being of pupils.

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