

Progress monitoring inspection and material change inspection report

1 to 2 May 2025

Westbrook Hay School

London Road
Hemel Hempstead
Hertfordshire
HP1 2RF

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'.

Inspection outcome

The school meets all the relevant Standards that were considered during this inspection.

The school has also requested a material change request to increase the age range from 3 to 13 to 3 to 16. The school is likely to meet the relevant independent school Standards if the material change is implemented. It is recommended that the material change be approved.

Inspection findings

Part 1. Quality of education provided

ISSR Paragraphs 2(1)(a); 2(1)(b); 2(2)(a); 2(2)(b); 2(2)(d); 2(2)(e); 2(2)(h); 2(2)(i); 2A(1)(b); 2A(1)(d); 2A(1)(e); 2A(1)(f) and 2A(1)(g); 2A(2); 3(a); 3(b); 3(c); 3(d); 3(e); 3(f); 3(g); 3(h); 3(i); 3(j); and 4.

1. Leaders and managers have revised the written curriculum policy and supporting plans to include appropriate breadth, content and teaching methods for pupils up to the end of Year 11. This includes the curriculum and plans for personal, social, health and economic education (PSHE). The schemes of work take into account the ages, aptitudes and needs of all pupils in the proposed age range, including pupils who have special educational needs and/or disabilities (SEND) and those pupils who speak English as an additional language (EAL).
2. The curriculum provides appropriate experiences in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. It includes a suitably broad range of subjects to be taught for GCSE examinations. The schemes of work support pupils effectively in acquiring speaking, listening, literacy and numeracy skills. The curriculum provides all pupils with the opportunity to learn and make progress and to be effectively prepared for the opportunities, responsibilities and experiences of life in British society.
3. Personal, social, health and economic education (PSHE) reflects the school's aims and ethos and senior leaders have prepared suitable programmes for the proposed change in age range. PSHE promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
4. The extra-curricular programme has been developed to include a suitable range of activities for pupils in Years 9 to 11. A suitable programme of careers guidance for senior pupils is in place, which includes work shadowing, volunteering, as part of The Duke Of Edinburgh's Award Scheme (DofE), psychometric profiling and a range of visiting speakers.
5. Leaders have reviewed and revised the programme for relationships and sex education (RSE) to include appropriate provision for the particular needs of pupils in Years 9 to 11. The school consults parents about revisions to the RSE curriculum and publishes a written statement of its policy which has regard to the relevant statutory guidance. The policy sets out the arrangements for parents to request that their child be excused from sex education that forms part of the RSE programme.
6. Leaders regularly monitor the quality of teaching by undertaking lesson observations and scrutiny of pupils' work. Teaching does not undermine the fundamental British values.
7. Leaders have appointed suitably qualified and experienced staff to teach pupils in Years 9 to 11.
8. Leaders have extended the programme of regular assessments of pupils' work to include appropriate senior baseline assessments for pupils in Years 7 to 11.

9. The school is likely to continue to meet Standards if the material change is implemented.

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

ISSR Paragraphs 5(a); 5(b); 5(c) and 5(d)

10. Suitable teaching encourages pupils to develop self-knowledge and self-confidence, to distinguish right from wrong and accept responsibility for their own behaviour. Teaching enables pupils to develop understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Leaders monitor schemes of work, documentation and lessons to ensure that pupils are given a balanced presentation of different views when political issues are presented.
11. The school is likely to continue to meet the Standards if the material change is implemented.

Part 3. Welfare, health and safety of pupils

ISSR Paragraphs 7(a) and (b); EYFS 3.5 and 3.7

12. Leaders ensure effective implementation of the school's safeguarding procedures. The designated safeguarding leader (DSL) is now a member of the Executive Group of senior leaders and has sufficient authority to fulfil the role effectively. The safeguarding team also comprises five deputy DSLs, including one with responsibility for the early years. The safeguarding team meets weekly to discuss and monitor any concerns about pupils and review the depth of staff safeguarding knowledge and understanding.
13. Safeguarding leaders keep appropriately detailed records in line with statutory requirements. Leaders take quick and suitable action, including referrals for early help, and they seek advice as appropriate from the local authority's children's services. The safeguarding leaders communicate well with parents and ensure that appropriate support is put in place for individual pupils.
14. The DSL and DDSLs are trained to the required level and possess a clear and detailed understanding of inter-agency working. The training of staff in all sections of the school, including the early years, is comprehensively planned. The induction programme for new staff is robust and reflects local requirements. Weekly safeguarding briefings, regular safeguarding quizzes and termly training for all staff ensure that any misunderstandings are recognised and clarified. The safeguarding leaders offer individual support and advice to staff to ensure their secure understanding of the school's safeguarding policy and reporting procedures. Staff have sufficient understanding and knowledge of safeguarding procedures and policies, including how to recognise and report low-level concerns about colleagues.
15. The school meets the Standards and is likely to continue to meet the Standards if the material change is implemented.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

16. The school meets the requirements for providing to parents information relating to safeguarding. Particulars of the arrangements for safeguarding are published on the school's website.
17. Leaders have effectively revised how the system for review of the safeguarding policy is managed and the arrangements to ensure it is published in a timely manner on the school website.

18. The school meets the Standards and is likely to continue to meet the Standards if the material change is implemented.

Part 8. Quality of leadership and management of schools

ISSR paragraphs 34(1)(a); 34(1)(b); 34(1)(c) and 34(2)

19. Leaders have effectively implemented the school's action plan to address the Standards which were not met at the previous inspection. They have successfully introduced new initiatives for staff training to ensure the secure safeguarding knowledge and understanding of all staff, including those in the early years. For example, regular briefings by the safeguarding leads, in-house and local authority training, weekly and termly safeguarding quizzes and individual support from safeguarding leaders ensure that staff are now confident in safeguarding procedures.
20. Governors have actively monitored the ongoing training of all staff through reports and presentations from safeguarding leads and visits to the school. They have ensured that the DSL has sufficient authority to fulfil the role effectively as a member of the Executive Group. In these ways, governors have ensured that leaders have the skills and knowledge to fulfil their responsibilities well and ensure that the Standards are met.
21. Governors have also maintained close oversight of leaders' comprehensive plans to provide suitable education for pupils aged up to 16 years. Leaders' planning shows that the curriculum policy has been revised to include preparation for external examinations at age 16. Leaders have carefully revised subject plans and schemes of work to ensure that they reflect the relevant specifications for GCSEs. Appropriately qualified teachers and pastoral staff have been appointed. All school policies and systems have been reviewed to support and promote the wellbeing of senior pupils. Plans to accommodate pupils aged 13 to 16 in suitable classrooms and appropriate changing facilities have been carefully considered.
22. The school meets the Standards and is likely to continue to meet the Standards if the material change is implemented.

School details

School	Westbrook Hay School
Department for Education number	919/6021
Registered charity number	292537
Address	Westbrook Hay School London Road Hemel Hempstead Hertfordshire HP1 2RF
Phone number	01442 256143
Email address	westbrookhay@westbrookhay.co.uk
Website	www.westbrookhay.co.uk
Proprietor	Westbrook Hay Educational Trust
Chair	Mrs Diana Robinson
Headteacher	Mr Mark Brain
Age range	3 to 13
Number of pupils	387
Date of previous inspection	26 to 28 November 2024

Information about the school

23. Westbrook Hay School is a co-educational day school on the outskirts of Hemel Hempstead. The school is organised into three sections: The early years and Years 1 and 2 form the pre-prep section; the prep section is for pupils in Years 3 to 6; and the senior section comprises pupils in Years 7 and 8. The school is a charitable trust which is administered by a board of governors.
24. There are 26 children in the nursery arranged into two classes and there are 36 children in Reception arranged into two classes.
25. The school has identified 75 pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care plan.
26. The school has identified a small number of pupils for whom English is an additional language.
27. The school states that its aims are to develop happy, confident and successful pupils who are prepared well for life in British and global society. It endeavours to develop a welcoming and inclusive environment where pupils give of their best.

Purpose of the progress monitoring and material change inspection

This was a progress monitoring inspection carried out under section 109(1) and (2) of the Education and Skills Act 2008, combined with a material change inspection. Inspectors carried out this inspection following an application made by the school to the DfE to make a material change to the school's provision. The purpose of this inspection was to monitor the progress the school has made in meeting the Independent School Standards, Early Years Foundation Stage requirements and any other Standards that were unmet at the school's previous inspection, and to advise the Secretary of State for Education about whether the school is likely to meet the independent school Standards if the material change the school has requested is implemented.

Inspection details

Inspection dates

1 to 2 May 2025

28. Two reporting inspectors visited the school for two days.

29. Inspection activities included:

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- tour of the school site to observe teaching and proposed changes to classroom accommodation
- discussions with the chair of governors and members of the governing body
- discussions with the headteacher, school leaders and managers
- discussions with pupils and staff.

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.
- For more information, please visit **www.isi.net**.

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