ISI Independent Schools Inspectorate

School inspection report

2 to 4 June 2026

West Hill Park School

St Margaret's Lane

Titchfield

PO14 4BS

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. The school is a supportive, close community environment in which pupils are known well as individuals. Leaders place pupils' wellbeing at the centre of decision-making across day, boarding and early years provision. The school's values are reflected consistently in relationships, daily routines and the curriculum.

2. Governors play an important role in supporting and overseeing school leaders, ensuring leadership is effective and accountable. Effective working within the proprietor's group of schools allows leaders to access shared policies, expertise and resources, enhancing their ability to innovate and adapt to emerging challenges. Governors ensure that the school meets the requirements of the Standards consistently.

3. Leaders are committed to improvement. They engage in effective self-evaluation, ongoing reflection and purposeful action. Leaders seek feedback from across the community, ensuring that views are heard and valued. Leaders act on this feedback to respond to the evolving needs of the school. For example, leaders have enhanced both the indoor and outdoor facilities for pupils and reviewed how they report on pupils' progress to parents.

4. The broad curriculum, enhanced by the school's pre-senior baccalaureate framework and outdoor education programme, promotes intellectual curiosity and enables pupils to develop knowledge, skills and understanding across a wide range of subjects. Leaders use assessment and monitoring to track pupils' progress as they move through the school. However, teachers do not use assessment information consistently across all curriculum areas to identify when pupils are ready to deepen their understanding and apply their learning in more complex ways.

5. In the early years, leaders ensure that children develop and learn through well-planned activities, effective teaching and positive relationships. Leaders actively consider children's feedback to devise a curriculum that takes into account their interests as well as their needs. Children explore, investigate and develop communication and language skills as they play and learn in engaging environments.

6. Boarding leaders promote a welcoming, supportive community. The boarding provision enables pupils to benefit from a nurturing, secure environment, well-maintained accommodation and a diverse selection of engaging activities. Staff support boarders effectively and ensure that the requirements of the National Minimum Standards for boarding are met.

7. The school teaches pupils to recognise the importance of respecting all people. Pupils learn about inclusion, cultural diversity and different faiths. As a result, they engage well with wider social, political and cultural issues. Pupils learn and understand that discrimination is unacceptable in any form.

8. Governors and leaders maintain vigilant oversight of safeguarding procedures. Leaders ensure staff are suitably trained and consistently promote a positive culture of safeguarding across the school. Leaders forge effective links with external agencies as sources of advice, guidance and support. Collectively, governors, leaders and staff take all reasonable action to keep pupils safe in a timely and effective way.

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:

- ensure that teachers use assessment information consistently to identify and support pupils who are ready for greater challenge, so that they deepen their understanding and apply their learning in more complex ways.

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Section 1: Leadership and management, and governance

9. Leaders provide visible, approachable leadership and maintain oversight across all parts of the school. They ensure that their strategic plan aligns with and prioritises the school's values of ambition, resilience and kindness. Leaders devise, implement and review action plans to support the further development of the school and provision for pupils. As part of this process, leaders regularly take pupils' views into account and act on their suggestions where appropriate.

10. Governors scrutinise the impact of leaders' management of the school through committees and regular reports from school leaders. They actively engage in school life, make regular visits to the school to speak to leaders, staff and pupils and check the implementation of policies. Consequently, governors provide effective oversight of the school's provision and its impact on pupils' wellbeing and academic and personal development.

11. Knowledgeable early years leaders support children's learning and development successfully. They provide a structured environment that promotes children's progress. Leaders' understanding of children's needs informs all aspects of the provision. This thoughtful and caring ethos is understood and promoted well by staff. As a result, children are happy, settled and confident in their routines.

12. Leaders' approach to identifying, managing and mitigating risk across the school is appropriate. Appropriately trained staff identify potential hazards and provide comprehensive risk assessments to mitigate them. These risk assessments cover all aspects of the curriculum, pupils' educational experiences and the school site. Leaders review risk assessments regularly and amend them, as required.

13. Leaders provide appropriate information for parents on the school's website. They ensure that parents receive regular and helpful written reports about their child's attainment, progress and effort. Leaders also provide suitable opportunities for parents to discuss their child's progress with staff.

14. Leaders respond promptly and appropriately to any complaints. They maintain detailed records, including of actions that they have taken to resolve any complaints. Leaders systematically review the causes of complaints to identify issues or trends and see complaints as an opportunity to improve practice.

15. Leaders engage proactively with external agencies, such as the local authority, so that they keep up to date with educational developments and promote pupils' wellbeing effectively. Leaders report to the local authority any pupils who join or leave the school at non-standard transition times. They provide the local authority with information about any pupils who have an education, health and care plan (EHC plan), including information related to finance and funding.

16. Leaders and governors ensure that the school complies with the requirements of the Equality Act 2010. The school implements a suitable, regularly reviewed and detailed accessibility plan. This sets out clear targets and the required actions to enhance pupils' accessibility to the school site and curriculum, including pupils who have special educational needs and/or disabilities (SEND).

17. Leaders of boarding ensure effective communication between boarding staff, academic staff and the pastoral team so that potential issues, including any relating to boarders' pastoral wellbeing, can be identified and responded to swiftly. For instance, daily medical handovers are completed carefully.

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This oversight supports boarders' wellbeing and growing independence. Boarding staff relate to pupils in a caring and approachable manner.

The extent to which the school meets Standards relating to leadership and management, and governance

18. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

19. Leaders ensure that pupils receive a broad, creative and well-planned curriculum which is regularly reviewed to ensure it meets pupils' abilities and learning needs. Leaders have developed a thematic curriculum to enable pupils to apply their knowledge and skills across different areas of study. For example, pupils study the migration journey of the Vikings in history and reinforce their understanding through music, using body percussion to create musical imagery.

20. The curriculum is enhanced by the school's pre-baccalaureate, a skills-based programme that focuses on the application of knowledge and development of lifelong learning skills. The outdoor provision is also a distinctive feature in the school's curriculum. Outdoor education programmes are embedded in the curriculum so that pupils develop skills in practical problem-solving and teamwork, alongside an appreciation of the natural environment.

21. Teaching across the school is purposeful and well resourced. Teachers provide precise explanations, model new learning and use questioning effectively to extend pupils' thinking. In many subjects, pupils learn through practical tasks and real-life problem solving, for example when exploring how light travels or using angle facts to calculate missing angles in science and mathematics. Effective classroom management and established routines support pupils' positive behaviours.

22. The curriculum helps pupils to develop important foundational knowledge in reading, writing and mathematics. Beginning in the early years, pupils develop effective speaking, listening, reading and writing skills through a well-planned phonics and spelling programme. As they get older, pupils analyse language and intention in texts, apply literary devices in their own writing and develop their speaking and listening skills through opportunities such as debates and public speaking. Well-planned mathematics teaching enables pupils to build on prior knowledge and understanding. Children in the early years develop their mathematical understanding through practical activities and resources, while older pupils have regular opportunities to practise and develop fluency in calculation. As a result, pupils become articulate and confident communicators and develop secure mathematical knowledge and skills.

23. The curriculum provides pupils with a broad range of opportunities to develop their creative, technical and expressive skills. Knowledgeable subject specialists teaching in areas such as design technology, music, drama and art, help pupils to develop confidence, independence and subject-specific expertise. Opportunities for performance and presentation promote collaboration and self-expression. Teachers build pupils' knowledge and skills progressively over time in age-appropriate ways. As a result, pupils develop their talents and express themselves confidently across a broad range of subjects.

24. The early years curriculum is planned effectively to promote children's learning and curiosity. Planned activities stimulate children's interest and motivate them to explore ideas. Teachers encourage children to express their thoughts and support them in developing their vocabulary. The core curriculum is complemented by well-planned activities and trips, such as a visit to the local botanical gardens to introduce a topic on environmental issues and animal habitats. As a result, children learn and develop well, and are ready to transition into Year 1.

25. Leaders and teachers use a range of assessment information to monitor pupils' progress and inform teaching. They ensure that pupils learn effectively and make good progress. However, some

teachers do not use assessment information consistently to identify when pupils are ready to apply their knowledge and skills in more complex ways. When this happens, some pupils do not deepen their knowledge as well as they could.

26. Leaders identify pupils who have SEND effectively and provide staff with precise guidance about how to support their needs. Teachers use this information to adapt learning and provide appropriate support so that pupils can access the curriculum successfully alongside their peers. Leaders monitor pupils' progress regularly and review the effectiveness of support. As a result, pupils who have SEND learn effectively and make good progress from their starting points.

27. Teachers ensure that pupils who speak English as an additional language (EAL) are provided with suitable support and resources including glossaries and vocabulary lists as needed. Teachers understand the needs of pupils and ensure that they learn the intended curriculum successfully alongside their peers. Pupils who speak EAL develop important linguistic skills.

28. Boarding arrangements make a positive contribution to boarders' academic progress and personal development. Boarders benefit from a varied programme of activities and also enjoy free time. Staff use the school grounds and indoor spaces to fully support social and physical development. Boarders have dedicated time for prep and access to quiet spaces for relaxation as well as opportunities for social and outdoor pursuits including big screen nights and playing spotlight outside.

29. The school provides pupils with opportunities to extend their skills and interests through a range of co-curricular activities, such as podcasting, crochet, archery and choir. These activities promote teamwork, mutual respect and leadership. Through the outdoor education programme, pupils develop resilience, independence and problem-solving through engaging and collaborative expeditions in natural environments.

The extent to which the school meets Standards relating to the quality of education, training and recreation

30. All the relevant Standards are met.

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

31. Relationships between pupils and adults are warm and positive. Pupils are enthusiastic about their time at school. Teachers are effective role models. They demonstrate care and empathy through their interactions with pupils. Pupils respond well to positive praise, are confident, and display high levels of self-esteem. Leaders ensure pupils' emotional wellbeing is supported through established pastoral systems. Staff know pupils well and respond promptly to their concerns. Trained emotional literacy support assistants help pupils understand and regulate their feelings. These arrangements enable pupils to seek support and ensure that any concerns are followed up promptly and effectively.

32. A well-structured programme of personal, social, health and economic education (PSHE) lessons, including relationships and sex education (RSE), is in place. Leaders ensure that what pupils are taught is age-appropriate and suitable for pupils' needs. Teachers deliver this curriculum effectively and check pupils' understanding through discussions in class and by revisiting topics. Pupils study appropriate topics such as growing up, relationships, respect, healthy diets and anti-bullying. Children in the early years explore topics about positive friendships.

33. Leader provide precise expectations for behaviour through the pupil code of conduct. Leaders share their behavioural expectations clearly with staff, pupils and parents. When behaviour falls short of the school's expectations, leaders adopt a restorative approach and provide time for those involved to learn through appropriate discussion and reflection. Leaders monitor behaviour records closely and respond promptly to address any concerns that arise. Pupils' behaviour is of a high standard, encouraged by a rewards system that recognises qualities such as resilience and respect.

34. Leaders have developed an effective anti-bullying strategy in line with the school's values. Pupils learn about the different types of bullying and report any concerns. Pupils are advocates for anti-bullying and understand the importance of challenging unkind behaviour when it occurs. Any rare incidents of bullying are carefully logged and appropriate action is taken, for all pupils involved.

35. Specialist physical education (PE) and games teaching enables pupils to value exercise as part of a healthy lifestyle. Leaders ensure that the provision is accessible to all, offering both team and individual sports. Many pupils take part in regular sporting fixtures, including national tournaments such as for netball, cricket and hockey. Staff provide helpful instruction and teaching so that pupils develop physical skills, co-ordination, stamina and an understanding of positive sporting values and teamwork.

36. Staff in the early years organise routines and the learning environment to promote the children's physical development and emotional regulation. Children benefit from regular outdoor learning experiences such as riding tricycles, balancing and climbing activities which support their movement, co-ordination and physical strength. Children develop their fine motor skills in a range of activities such as using tweezers to pick spiders from a web and using hammer and nails in the construction area. Through these activities, children develop independence and approach their learning confidently.

37. Leaders promote boarders' wellbeing effectively. The boarding accommodation is comfortable and of good quality. Boarders are able to personalise their own spaces and have secure storage for their

possessions. Leaders establish consistent routines which help boarders to be organised and ready for lessons, meals and activities. Boarders are provided with balanced and nutritious meals and the ability to make snacks outside of mealtimes. Boarders can access support from staff at any time. As a result, positive relationships flourish within an inclusive boarding community.

38. Pupils develop their spiritual understanding through theology, philosophy and religion lessons. They explore a range of world faiths alongside non-religious world views, including humanism. They participate in collective activities such as assemblies, music and singing which foster a strong sense of community. Collective worship in the local church for harvest and Christmas services deepens pupils' understanding of religious traditions and broadens their appreciation of faith and belief.

39. Admissions and attendance are given a high priority, with clear and effective systems overseen by school leaders. Admissions and attendance registers are consistently maintained. Leaders have a robust tracking system that ensures prompt follow-up with families when needed, contributing to most pupils attending school regularly.

40. Leaders oversee a robust approach to health and safety, ensuring procedures are implemented effectively. The premises are well maintained, and any potential health and safety issues are promptly addressed. Appropriate procedures for the administration of first aid and medicines are carried out by suitably trained staff, including those trained in paediatric first aid. Leaders ensure there is suitable supervision in place for pupils both on the school site and during trips and outings.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

41. All the relevant Standards are met.

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

42. Pupils learn to value and understand respect and diversity in meaningful and age-appropriate ways through assemblies, educational visits and the wider curriculum. Teachers select texts carefully to help pupils understand these themes, such as *The Breadwinner* and *Kensuke's Kingdom*. Pupils celebrate festivals like Lunar New Year and Diwali and participate in themed days across the school. Pupils debate ethical questions such as 'what is the impact of modern slavery' and 'what makes a fair and just ruler'. They study historical figures from various cultures and backgrounds. As a result, pupils develop a secure understanding of inclusion, respect and cultural diversity so that they are well prepared for British and global society.

43. Pupils show a well-developed understanding of British values and how these help them to be prepared for life in British society. British values are taught explicitly in PSHE lessons, through assemblies and the wider curriculum. For example, teachers link respect for law to the rules that pupils follow in the playground and the wider grounds. Leaders promote a culture in which pupils are encouraged to take responsibility for their behaviour and understanding right from wrong. Pupils learn about voting and how elections are an important part of the democratic process. Leaders and staff help pupils consider different political perspectives in an age-appropriate and impartial manner.

44. Leaders and staff support the youngest children in the early years to develop effective social skills. Through routines, play, and a range of well-planned activities, children are taught the importance of sharing, taking turns, listening and playing co-operatively. At mealtimes, children engage in conversation and develop appropriate table manners. Children independently select resources and tidy away equipment. During play-based activities, children work together to build a house, sharing materials and communicating their ideas. Children learn that fairness, kindness and collaboration are important when working with others.

45. Leaders offer a range of suitable opportunities for pupils to develop responsibility and assume leadership positions. Senior pupils are appointed as house captains and sports captains and help staff at school events such as sports day and fundraising events. Pupils represent their peers by participating in school council and help influence leaders' decisions, such as to redecorate the common room and acquire playground equipment for the younger pupils. There is a gradual increase in responsibility from early years where children help clear the tables and lead others sensibly to lunch. In boarding, older pupils take on senior roles, acting as responsible role models and supporting younger boarders.

46. Pupils contribute positively to the wider community through a range of well-planned charitable and partnership activities. Pupils demonstrate a keen awareness of charitable giving and take part in regular initiatives to raise funds for charities and donate food to the local foodbank. They participate and collaborate with the local community, such as by regularly visiting local care homes where they play games, sing and host a talent show for the residents. Local primary schools participate in the school's community events such as a cricket matches and music festivals. Staff help pupils to understand the purpose of these activities so that they develop empathy, co-operation and a sense of social responsibility towards others.

47. Pupils receive effective careers guidance. The programme broadens pupils' awareness of career pathways and future roles. Visits from parents and local professionals, such as paramedics, biologists and nautical engineers allow them to share insights into their respective professional roles. The careers fair entitled 'little me, big me' also allows pupils to start making informed choices about their next steps in life. Leaders support pupils as they prepare for the next phase of education. They assist older pupils in getting ready for their examinations and provide activities that develop interview and presentation skills.

48. The school provides a suitable economic education. In the early years, children engage with hands-on role-play activities that develop their understanding of money and coins when buying and selling flowers and seeds from the play garden centre. Older pupils build financial understanding in their mathematics and PSHE lessons, where they learn practical skills such as taxation, paying bills and staying safe when managing money online. Through the business enterprise club, pupils design and run a business and donate proceeds to local charities. Experiences such as these prepare pupils to take responsible financial decisions.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

49. All the relevant Standards are met.

Safeguarding

50. Leaders establish clear and effective systems to safeguard pupils. They understand the range of safeguarding risks to pupils and put in place appropriate strategies to manage them. The school's safeguarding policy is implemented consistently and reflects the latest statutory requirements.

51. Governors are experienced and knowledgeable. Through a range of activities, they oversee and check on the effectiveness of leaders' safeguarding work. For example, the designated safeguarding governor for the group visits the site routinely, speaks with pupils and staff, and reviews documentation. Governors maintain effective oversight, checking that leaders prioritise the wellbeing of pupils.

52. Staff work together to ensure a vigilant safeguarding culture. They understand that safeguarding is everyone's responsibility. Appropriately trained leaders with responsibility for safeguarding provide comprehensive training for all members of staff, including at induction. They support this training with regular updates. As a result, staff maintain vigilance regarding pupils' wellbeing. They respond promptly to any concerns about pupils or allegations against adults working at the school and report them in a timely and secure way.

53. Leaders work closely with external agencies, including the local authority and children's services. They refer concerns and seek advice when appropriate. The safeguarding team holds regular meetings to review concerns, monitor trends and implement support if required. They take effective action to ensure that pupils are safeguarded and protected from harm.

54. Leaders provide pupils with a variety of different ways to share their concerns, including online, in-person reporting methods and a thought box where pupils can share any concerns they have. Well-trained staff offer individualised, specialist support when needed. Boarders know who to approach, including the contact information and role of the independent person for boarders.

55. Pupils are taught how to stay safe. They learn about safety in an age-appropriate way, including physical safety when climbing or carving wooden tent pegs for their expeditions. When learning about online safety, pupils learn about topics such as online boundaries and how to distinguish between fact and fiction. Leaders implement suitable systems to filter and monitor the school's internet and the use of the school's digital devices. Leaders respond promptly to any concerns. They test monitoring systems regularly to check that they are functioning appropriately to keep pupils safe.

56. Leaders conduct thorough recruitment practices on all adults before they work with pupils. They complete the necessary pre-appointment checks to ensure that adults are suitable to work with children. Governors and senior leaders regularly review the school's recruitment processes and single central record (SCR) of appointments, which is well maintained and accurate.

The extent to which the school meets Standards relating to safeguarding

57. All the relevant Standards are met.

School details

School	West Hill Park School
Department for Education number	850/6009
Registered charity number	309243
Address	West Hill Park School St Margaret's Lane Titchfield Hampshire PO14 4BS
Phone number	01329 842356
Email address	admin@westhillpark.com
Website	www.westhillpark.com
Proprietor	St Peter's College, Radley
Chair	Mr David Smellie
Headteacher	Mr Christopher Ward
Age range	3 to 13
Number of pupils	196
Number of boarding pupils	48
Date of previous inspection	6 to 8 June 2023

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Information about the school

58. West Hill Park School is a co-educational day and boarding preparatory school. At the time of the previous inspection, the school was a charitable trust run by West Hill School Trust Limited. Since September 2025, the school has remained a charitable trust but is now overseen by St Peter's College, Radley with a new chairperson. The proprietor is responsible for the management of several schools, collectively known as Radley Schools Group. The proprietor provides governance through the oversight of its chief executive and several committees which form the Council of Radley College. There is also an advisory group which provides advice to the headteacher.

59. There is one boarding house located in the main school building. Weekly and flexi-boarders are accommodated in separate boys' and girls' boarding areas within the accommodation.

60. There are 54 children in the early years, comprising two Nursery and one Reception class.

61. The school has identified 55 pupils as having special educational needs and/or disabilities. A very small number of pupils in the school have an education, health and care plan.

62. The school has identified a small number of pupils who speak English as an additional language.

63. The school states its aims are to inspire every child to have a love of learning through curiosity, opportunities and experiences within a safe and nurturing environment.

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Inspection details

Inspection dates	2 to 4 June 2026

64. A team of four inspectors visited the school for two and a half days.

65. 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
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

66. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

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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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