

Report summary for parents and carers on Westbourne School

Date of inspection: 12/05/2026

Summary

Westbourne School fosters a caring and inclusive environment where pupils feel valued, supported and proud to belong to a diverse community. Throughout the school, pupils demonstrate highly positive attitudes towards learning and interact with one another with maturity, respect and compassion. They engage enthusiastically in lessons, contribute confidently to discussions and show resilience when faced with challenges. Older pupils willingly seek guidance to deepen their understanding, while younger pupils collaborate effectively and persevere with problem-solving activities. These strong attitudes towards learning contribute significantly to the purposeful atmosphere seen across the school.

The school offers pupils a wide range of learning experiences, particularly within the prep school, where the curriculum is broad and enhanced effectively through extracurricular activities and enrichment opportunities. However, curriculum choices within the senior school reduce opportunities for pupils to experience the full breadth of learning in subjects such as the expressive arts. Pupils benefit from experiences that help them develop leadership skills, social awareness and an understanding of their role within both local and global communities. Opportunities such as charitable work, community engagement and pupil leadership roles strengthen pupils' confidence and sense of responsibility. In the sixth form, pupils achieve well through the International Baccalaureate (IB) programme and progress successfully to higher education pathways.

Pupils across the school make strong progress in developing their communication and numeracy skills. Younger pupils produce imaginative and purposeful written work, while older pupils express their ideas clearly and thoughtfully in a range of contexts. Speaking and listening skills are especially well developed, with pupils communicating confidently and respectfully with adults and peers. Numeracy skills are applied successfully across different subject areas, enabling pupils to interpret information, solve problems and make accurate calculations confidently.

Teaching is underpinned by positive working relationships between staff and pupils. Teachers know pupils well. In the strongest practice, teachers provide useful feedback and adapt questioning skilfully to extend pupils' thinking and understanding. However, the quality of feedback and curriculum planning is not consistent across all areas of the school, and opportunities to deepen pupils' higher-order thinking are sometimes missed.

Since taking up post, the principal has established a strong culture focused on inclusion, ambition and pupil well-being. Leaders and staff work collaboratively and communicate high expectations clearly across the school community. Processes for monitoring teaching and supporting professional learning are developing appropriately. Leaders recognise that aspects of the school's work require further strengthening to ensure greater consistency and accountability.

At the time of the core inspection the school did not meet all of the requirements of the Independent

School Standards (Wales) Regulations 2024.

Recommendations and next steps

We have made four recommendations to help the school continue to improve:

- R1 Fully comply with the Independent School Standards (Wales) Regulations 2024
- R2 Increase opportunities to ensure pupils to receive experiences in all areas of learning consistently.
- R3 Ensure teacher planning and delivery provides appropriate challenge to all pupils consistently
- R4 Increase consistency in the quality of feedback to ensure pupils know what they need to do to improve

The school will draw up an action plan to address the recommendations from the inspection.

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#).

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