



INDEPENDENT SCHOOLS INSPECTORATE

HAMPTON SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Hampton School

Denmead School, the preparatory school, was inspected at the same time and a separate report published.

Full Name of School/College **Hampton School**

DCSF Number **318/6071**

Registered Charity Number **312667**

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Headmaster **Mr B R Martin**

Chairman of Governors **Mr A J Roberts**

Age Range **11 to 18**

Total Number of Pupils **1186**

Gender of Pupils **Boys**

Number of Day Pupils **1186**

Inspection date **25 Jan 2010 to 26 Jan 2010**

Final (team) visit **22 Feb 2010 to 24 Feb 2010**

PREFACE

This inspection report follows the STANDARD *ISI schedule*. It consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in April 2004.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Founded in 1556, Hampton School is an academically selective independent day school for boys aged 11 to 18. From 1910 to 1975, it was a voluntary controlled grammar school. Located in the South West London suburbs, it has an extensive catchment area, served by its own coach transport network. It is a charitable company limited by guarantee, with the Trustees forming the Board of Governors. In 1999, it merged with Denmead School, a local preparatory school. Both schools are administered by the Hampton Board of Governors, but continue to operate independently on a day-to-day basis.
- 1.2 The school aims to provide boys with a challenging and stimulating education in a friendly, supportive environment, developing in its pupils the desire to achieve their full academic potential, a spirit of intellectual enquiry and a respect for self and others. Alongside academic excellence, strong emphasis is placed on pastoral support and on the provision of extensive opportunities over a wide range of activities.
- 1.3 Of the 1186 boys in the school, 336 are in the sixth form. Two-thirds enter into Year 7, the rest into Year 9. A small number join the lower sixth form. The overwhelming majority are of British or other white background. For 38 pupils, English is an additional language; one requires specialist language support. No pupil has a statement of special educational need. The school has identified 106 pupils as having learning difficulties and/or disabilities; 31 require specialist learning support.
- 1.4 Boys' performance in nationally standardized tests taken in Year 9 indicates that the ability profile of the school is consistently above the national average and in recent years far above. All Year 13 leavers go on to higher education, with just over a quarter taking a gap year.
- 1.5 Since the last inspection, an extensive new buildings programme has greatly enhanced facilities.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

School	NC name
First Form	Year 7
Second Form	Year 8
Third Form	Year 9
Fourth Form	Year 10
Fifth Form	Year 11
Lower Sixth Form	Year 12
Upper Sixth Form	Year 13

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 The quality of pupils' achievements is excellent; they attain extremely high standards in external examinations and make exceptional progress in their learning because of their excellent attitudes to study, dedicated and often inspiring teaching and an academically challenging curriculum which is flexibly adapted to suit all pupils' needs. The curriculum is enriched by an outstanding range of activities, which greatly extends pupils' all-round educational experience. Pupils with English as an additional language (EAL) and those with learning difficulties or disabilities (LDD) make exceptional progress, thanks to the high quality of learning support provided, in lessons and in extra clinics. The school is aware of the advantage to be gained by expanding links with the preparatory school to provide greater continuity of progression and a smooth transition for those pupils transferring to Hampton School.
- 2.2 The quality of pupils' personal development, the central feature of the school's holistic educational aims, is outstanding. It is supported by excellent pastoral care, which is all-pervasive, a highly effective emphasis on pupils' welfare and well being, robust welfare, health and safety procedures and stimulating opportunities offered by an extensive programme of activities, clubs and trips worldwide. The caring and supportive example set by most staff is mirrored in the pupils' own interaction. They show genuine concern for each other's welfare and grow strongly in self-awareness and self-esteem. They feel safe and well-supported and are not afraid to do their own thing, showing enthusiasm and ability without fear of ridicule. Their strong moral, social and cultural awareness is highlighted in their commitment to and involvement in the service of others, locally and worldwide.
- 2.3 The school's aims are being fully realised, a strong testimony to the quality of governance, as well as to exceptional leadership and clear direction from senior management, whose success in empowering middle managers and getting staff to share their educational vision has allowed both teaching and learning and pastoral care to be taken to a higher level in recent years. Since the last inspection, governors have invested in greatly improved facilities, including upgrades to the library and to ICT facilities recommended in the last report. Effective use of ICT now permeates pupils' learning. The school promotes excellent links with parents, whose replies to their questionnaire showed overwhelming support for all aspects of school life, including excellent communication between school and parents.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.

(ii) Recommended action

- 2.5 The school is advised to make the following improvement:
1. develop links with the preparatory school further to enable greater continuity of curricular progression and a smooth transition for pupils transferring to Hampton School.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills.

- 3.1 Pupils are exceptionally well educated in accordance with the school's holistic educational aims. The excellent quality of their achievements stems from their intellectual curiosity and love of learning, stimulated by much inspired teaching. Pupils develop excellent levels of knowledge, understanding and skills. They are highly articulate; they listen carefully to, and formulate, convincing arguments. Mathematical and literary skills are developed to outstanding levels. Pupils work extremely well individually and co-operatively. Concentration levels are high. Exceptional results in the Extended Project Qualification (EPQ) show strong development in creative, independent and logical thinking, which is encouraged from an early age. High levels of creativity and of ICT skills are seen in their art and design and technology (DT) work. Pupils with LDD achieve very well. Co-curricular success is exceptional. Pupils achieve outstanding individual and team success in drama, music and sport, whilst a film by pupils on the search for the Higgs boson particle is now being used by the CERN outreach team.
- 3.2 Results in GCSE, in the last three years for which comparative data is available, have been excellent when compared with the national average for boys in all maintained schools and high when compared with the average for boys in maintained selective schools. Pupils in mathematics and science took IGCSE examinations, achieving high levels compared with the national average. At A level, where the ability profile of pupils from all maintained schools is considerably higher than at GCSE, pupils' performance over the same three years was high, when compared with the national average for boys in both all maintained and maintained selective schools. In 2008, it was excellent, far above the average for boys in all maintained schools' and well above (the highest ranking available) the maintained selective schools' average; it was amongst the very best in the country. This higher level of performance was replicated in 2009. In both of the last two years, well over nine out of every ten pupils' papers were awarded an A or B grade, with nearly three-quarters being awarded an A grade. Standardized national measures of progress and inspection evidence indicate that pupils make exceptional progress over time in relation to their ability.
- 3.3 Pupils have an enthusiastic love of learning and infectious, unselfconscious intellectual curiosity, largely brought about by their excellent relationships with an extremely supportive staff. Their successful achievement is supported by their exemplary behaviour and healthy work ethic; pupils focus upon and persevere with their work and show great enthusiasm and enjoyment for their studies.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

- 3.4 A broad, balanced, challenging curriculum, flexibly adapted to enable pupils to achieve to their full potential, makes an excellent contribution to pupils' achievements and learning and is instrumental in the school's fulfilment of its aims. All areas of experience are covered, but provision is particularly strong in mathematics, sciences and modern foreign languages. Effectively timetabled pathways through the curriculum allow many pupils to take early GCSE, IGCSE, AS and A2 examinations, whilst judicious setting allows weaker mathematicians to

follow a more appropriate course. The introduction of the EPQ enables talented pupils doing A level to extend a personal academic interest through research and independent study. Provision of an effective, comprehensive, personal, social and health education (PSHE) programme increases pupils' awareness. The integration of ICT across the curriculum and the development of a virtual learning environment (VLE) further support pupils' learning. Extensive use is made of the excellent ICT and library facilities, fulfilling the recommendations made in the last report. An appropriate careers and higher education programme helps prepare pupils for the next stage of their education.

- 3.5 Provision of excellent learning support, effective use of individual education plans, and regular tracking of pupils' progress enable pupils with LDD or EAL to make rapid progress. The need for continuity of curricular progression for those pupils transferring from the preparatory school is beginning to be addressed.
- 3.6 The curriculum is enriched by an extensive, varied range of outstanding co-curricular activities and links with the community, which constitutes one of the strengths of the school. Pupils of all sporting abilities and interests are catered for, by the range of teams put out and by the large variety of sports. Specialist coaching is provided in the major sports. The large number of choirs, musical ensembles and drama groups make full use of excellent facilities, leading to innumerable productions, concerts and Hampton's 'Sweeney Todd' at the Edinburgh Fringe. Three chess teams have regular fixtures. Numerous visits abroad extend pupils' cultural horizons, whether involving fieldwork in Iceland or Uganda, work experience in Lille, cricket in India or scuba diving in the Red Sea. Staff commitment is outstanding.
- 3.7 Service in the local community is seen as an integral part of the experience for all pupils. All sixth-formers act as teaching assistants in local primary schools for six weeks, whilst large numbers of pupils in Years 10-12 help there at lunchtimes.

3.(c) The contribution of teaching

- 3.8 Dedicated, committed and often inspiring teaching makes an excellent contribution to pupils' educational experience and is a vital factor in their outstanding academic progress. The school's aim to foster in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves is overwhelmingly fulfilled. Nearly three-quarters of teaching observed was outstanding; very little was less than good; none was unsatisfactory. The catalyst for this success is the productive rapport which most teachers establish with their pupils, which is symptomatic of the community's all-pervasive mutually supportive relationships.
- 3.9 All teachers have an excellent knowledge of their subject and many are passionate about communicating it. They have high expectations and inspire pupils to rise to the challenge. Many lessons are innovative and creative, generating intellectual curiosity and an excitement in learning. They capture the pupils' imagination and often stimulate discussions of an extremely high standard. Even the less challenging lessons are well planned and get pupils involved, although they are without the pace, rigour and creativity of the best. Independent learning is encouraged from an early age.
- 3.10 Nearly all teaching uses a variety of strategies to involve the pupils, including active learning suited to most boys' learning styles. Teachers have an excellent understanding of their pupils' needs and plan their lessons accordingly. They

willingly give support, both in lessons and in extra clinics, to individual pupils who need particular guidance. Pupils are challenged to use ICT appropriately as a tool in the learning process. The VLE is used effectively, in combination with other virtual technologies, to enhance both teaching and learning.

- 3.11 Marking is mostly of very high quality, including detailed, informative praise and guidance for effective improvement. Teachers use assessment data effectively in their planning.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The quality of pupils' personal development is excellent, promoted by the outstanding quality of relationships within the supportive school community and the excellent care shown for them by a highly dedicated staff. The school achieves its aim of producing mature, confident yet unpretentious young people, who have a helpful, committed attitude both to their school and to the wider community.
- 4.2 Pupils' high levels of self-awareness derive from a secure learning environment, which allows them to develop a strong sense of self worth. All are valued for being themselves and striving to do their best; mutual support is strong and pupils have no fear of ridicule. Pupils' development in spiritual awareness is strengthened by its integration into the compulsory programme of religious studies in Years 7-10. Life skills, wellbeing and mindfulness complement the Year 10 exploration of Zen Buddhism's training to break down the stifling force of habit in order to liberate one's potential for growth and change. Philosophical discussions abound. Moments of reflection and meditation form a regular part of assemblies, which invariably stimulate pupils' thinking, whether after a presentation by the Forgiveness Project or a talk on managing your mind.
- 4.3 Pupils are independent-minded. They are respectful of the values and views of others. Their tolerance is nurtured by imaginative assemblies and a well-developed PSHE programme. Pupils act upon their moral awareness in various ways. Some are involved in the 'Lest we forget' project to keep the Rwandan genocide in our thoughts, others go out to Malawi to help build and maintain a safe haven for orphans. Many make a commitment to regular service in the community. The environment committee has raised awareness of green issues so that the school is now carbon neutral and one of the national leaders in this area. Charity work is wide ranging; this year's charity was chosen after an assembly presentation on a cricket tour to India dwelled on the issue of rampant poverty. Pupils support the system for awarding rewards and sanctions. A perception of unfairness in some pupils' responses to the questionnaire was strongly contradicted by the inspectors' experience during the inspection.
- 4.4 Relationships are excellent, encouraging well-mannered, considerate behaviour. Staff and senior pupils are effective role models. Pupils' strong social awareness leads them to play a full part in school life. Sixth form pupils mentor new pupils in Years 7-9. Pupils readily grasp the many opportunities for teamwork and leadership, not least in the Combined Cadet Force (CCF), run jointly with the neighbouring girls' school. Pupils' understanding of public institutions is strengthened in PSHE, history and general studies lessons.
- 4.5 The school achieves its aim of enhancing cultural awareness and promoting tolerance and harmony. The school celebrates cultural and religious festivals. Pupils' understanding of different faiths is deepened through focused assemblies, augmenting work done in PSHE and RS lessons, whilst they gain first-hand experience of other cultures on the numerous trips abroad, whether it be helping in village projects in Uganda or going on a European language exchange.

4.(b) The contribution of arrangements for welfare, health and safety

- 4.6 The pastoral care provided for pupils is excellent and helps fulfil the school aims of providing a challenging and stimulating education within a friendly and supportive environment. Both pupils and teachers cherish the ethos of trust and encouragement which permeates school life. The staff care for, support and inspire the pupils, promoting their self-confidence by guiding them to take part in a wide range of activities. The strong pastoral structure promotes effective targeted support for each individual pupil. These arrangements benefit from the cohesive and passionate leadership of a dedicated pastoral team.
- 4.7 Form tutors combine pastoral care with academic monitoring and support, including the use of tracking data, and this tutoring of the whole person, allied to the emphatic stress laid on pupils' well-being, plays a vital role in the fulfilment of the school's holistic educational aims. Heads of year and their assistants monitor the form tutors' delivery of the PHSE programme, which is reinforced through assemblies, outside help and workshops. Boys make unselfconscious use of the counselling services, offered by trained teachers and an outside professional. Mentoring of younger boys by trained sixth formers fosters friendship, mutual respect and academic ambition. The year and school councils are effective channels of communication. The proposal to join the educational charity SHINE in providing local primary school children with free enrichment lessons in art, DT, English, mathematics and science was in part initiated by discussions in the school council.
- 4.8 Excellent relationships generate a supportive environment, in which all pupils feel safe to be themselves and do their own thing. Respect for others is combined with a passionate interest in exploring ideas; the resulting conversations are often inspirational. Behaviour in class and around the school is excellent. A thought-provoking anti-bullying programme, delivered within PSHE lessons, is highly effective. Bullying incidents are very rare. Pupils appreciate that when bullying occurs, it is dealt with promptly and fairly.
- 4.9 The safeguarding of pupils is a major priority; the safeguarding policy is compliant with regulations and implemented successfully. All necessary measures are taken to reduce the risk of fire and other hazards. Health and safety procedures are effective, with thorough risk assessments covering all aspects of school life, including trips off-site. The health and safety committee meets regularly. Health and safety documentation is thorough. Accidents are suitably recorded and facilities for pupils who become ill during the school day are good. An appropriate plan is in place to improve educational access for pupils with disabilities. Pupils understand the importance of choosing a healthy diet and grasp opportunities to take regular physical exercise. School meals are nutritious and give plenty of choice. The admission and attendance registers have been accurately maintained.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good overall with many outstanding features. The exceptional standards of pupils' achievements and personal growth testify to governors' clear vision and strong strategic thinking, which enable the school to meet its challenging aims.
- 5.2 Governors' oversight of the school is good. They monitor policies, procedures and provision, they are involved in senior staff appointments, they appraise senior managers and even help staff with guidance on career development. They have a clear view of the boundary between governance and management and implement it. The experienced and committed chairman meets regularly with senior management. One governor has been delegated to oversee safeguarding, welfare, and health and safety procedures and their implementation, reporting back to governors for their annual review of these areas.
- 5.3 The governing body has a dedicated approach to its role. They attend courses on governance as well as participating in in-house training. They gain good insight into the workings of the school through regular visits. They have sampled pupils' experience, shadowing a pupil throughout a school day, observed teaching and interviewed pupils.
- 5.4 The governing body offers excellent support for the school's continuing development through their extensive continuing investment in high quality staff, accommodation and resources. Financial planning is excellent. The dedication and involvement of such a high calibre governing body is of great benefit to the school, enabling purposeful management and inspiring similar levels of dedication from the staff who appreciate greatly governors' support.

5.(b) The quality of leadership and management

- 5.5 Leadership and management are excellent at all levels of the school and enable the school to meet its aims. The exceptional leadership of the school is inspirational, challenging and supportive. It successfully encourages initiative to flourish. Since the last inspection, strategies have been successfully developed to take teaching and learning to an even higher level, without losing the enfranchising balance between academic, pastoral and co-curricular provision. Encouragement of mutual lesson observation and regular sharing of ideas has led to a spread of innovative and creative teaching, whilst pastoral care has benefited from considerable additional staffing. In-service training (INSET) has been focused on supporting these development strategies, in order to provide appropriately for the increasing numbers of high ability boys entering the school. Forward planning in bursary provision has also been a feature.
- 5.6 Managers at all levels are practised evaluators of their own work and are encouraged to implement strategies for ongoing improvement. This delegating of authority is a great strength of the school, and managers respond enthusiastically and effectively. Minutes of all meetings are published on the network. Development planning is closely aligned to the aims of the school, and is realistic and rigorously challenging. Senior managers' clarity of vision for the school's future benefits the whole community and is reflected in the excellent achievements and personal

development of the pupils. Departmental development planning reflects the degree of autonomy which is granted to all leaders, and illustrates the high quality of thought and action which are the response to this granting of responsibility.

- 5.7 Senior leaders successfully recruit teaching and support staff of a high calibre. Staffing levels are excellent, so that strong support is given to pupils. Effective schemes for induction, for professional development and review, and for in-service training are in place. Procedures for the recruitment of staff, including volunteers, supply staff and governors, include thorough arrangements for checking their suitability. Six senior managers have undergone recruitment training. Safeguarding of pupils' welfare, health and safety is given high priority in staff training and induction. Support staff make an important contribution to the school's caring ethos.

5.(c) The quality of links with parents, carers and guardians

- 5.8 Links between the school and parents are excellent and strongly support the school's aims. Responses to the parental questionnaire show that parents believe that these aims are achieved to an exceptionally high degree. They are delighted with all aspects of the school; many receive almost unanimous approval.
- 5.9 Communication with parents is excellent. Email contact ensures that parental concerns regarding their child's progress generate a rapid response from tutors. Annual parents' evenings are held for each year group, as well as an informative pastoral parental forum and, recently, a study skills evening, integrating learning support into the contact with parents. Parents receive two full reports a year as well as a grade card at each half-term. Reports are informative, but meaningful targets do not feature, as they are discussed individually with pupils and entered into their calendars for them to discuss with their parents. Full information, including all school policies, is available for parents on the school website. Parents are sent the excellent annual school magazine, as well as a termly newsletter and two literary and sporting publications entirely produced by the boys.
- 5.10 Opportunities for parental involvement are many. Large numbers of parents attend school events, whilst a musical society and a prayer group cater specifically for parents, who are also invited to lectures given by eminent speakers. An active Parents' Association arranges events to raise money to support school activities. The recent appointment of an events co-ordinator ensures that the interface between school and parents is as seamless as possible.
- 5.11 Parents appreciate the way the school deals with their concerns. A formal complaints policy operates, which complies with regulations. The allocation of a senior manager to deal exclusively with external matters has helped ensure that concerns are dealt with quickly and effectively.

What the school should do to improve is given at the beginning of the report in section 2.

6. INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chairman of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Mr John Sugden	Reporting inspector
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