

School inspection report

28 to 30 April 2026

Hampton School

Hanworth Road

Hampton

TW12 3HD

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. Leaders make promoting pupils' wellbeing their highest priority. This is particularly evident in the school's co-curricular provision. The programme is exceptionally comprehensive and well managed, fulfilling leaders' aim for pupils to receive a well-balanced education. The co-curricular programme has a highly positive and beneficial impact on all aspects of pupils' wellbeing, particularly their behaviour, achievement and their social and emotional development. It plays a great part in helping pupils to develop confidence and self-esteem. This is a significant strength of the school.
2. The school's ethos plays a major role in the life of the school. It is well known and understood throughout the school community. Pupils are routinely encouraged to do their best and are reminded to be kind and respectful to others. They rise to these expectations well. As a result, the school is a welcoming and harmonious place where pupils behave and achieve very well.
3. Governors visit the school often to assure themselves of the quality of provision. They provide leaders with appropriate support and challenge. Governors check that leaders have the skills and knowledge they need and that they carry out their roles effectively. Governors ensure that the Standards are met consistently.
4. The curriculum is well considered and appropriate. It includes a suitable breadth of subjects that develops as pupils progress through the school. The curriculum is taught well by staff who have good knowledge and understanding of the subjects they teach. Teachers are successful in encouraging pupils to develop positive attitudes to their work alongside a love of learning for its own sake. Pupils make good progress during their time at the school. Results at both GCSE and A level are consistently above the national average.
5. The personal, social, health and economic education (PSHE) curriculum is well developed and appropriate. It provides pupils with the knowledge and understanding they need for their adult lives. This includes relationships and sex education (RSE) and economic education. Pupils are given plentiful opportunities to take on responsibilities and develop leadership skills as they move through the school.
6. The school's buildings and grounds are well maintained. Robust practices ensure that necessary checks and maintenance are carried out in a timely fashion. Fire safety procedures are similarly rigorous, making the school a safe environment for pupils and staff.
7. The school's careers provision is effective and follows national guidelines. Older pupils, particularly, receive the support and guidance they need to make choices about their future lives. In the youngest year groups, careers provision is less well developed. Consequently, these pupils do not learn as much about their possible future pathways and careers as they could.
8. The school has a robust safeguarding culture. Leaders and staff are well trained and vigilant. Leaders respond promptly to any concerns that are raised, taking effective action to protect pupils, where necessary. Safer recruitment practices are robust. All necessary checks are carried out before anyone is allowed to begin working at the school.

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:

- develop careers provision for younger pupils in the school so that they develop a greater understanding about future choices at an early stage.

Section 1: Leadership and management, and governance

9. Leaders place their highest focus on promoting pupils' wellbeing. Their primary concern is how the decisions they make will affect pupils. This is particularly evident in the school's co-curricular provision, which has a highly beneficial impact on pupils' achievement, behaviour and social and emotional development. Leaders have a deeply held belief that pupils should experience a broad education beyond the academic. They consider the academic curriculum and the co-curricular programme to be intrinsically linked. Leaders organise the school day to include an extended lunchbreak so that all pupils can take part in activities, regardless of how far they travel to school. Pupils throughout the school are highly positive about the co-curricular opportunities available to them and enjoy attending their chosen activities. Where, very occasionally, pupils are more reticent, leaders encourage them to find something suitable, including adding to the already packed programme, if necessary. Leaders review, adjust and add to the programme regularly so that it meets all pupils' needs.
10. Leaders promote the school's ethos well so that it has a clear impact on the life of the school. When pupils join the school, they are ceremonially presented with a 'charge card' in assembly. The card reminds pupils of the school's aim for them to do their best and to be kind and respectful to others. The card also reinforces leaders' aim for every pupil to develop a sense of belonging as a valued member of the school community. These messages are continually reinforced throughout pupils' time at the school. As a result, the school is a positive and welcoming place where pupils thrive.
11. Leaders have good knowledge and skills. They carry out their roles effectively. Leaders continually seek to improve and develop the school. They regularly evaluate the quality of provision to see what is working well and what could be improved further. Leaders use this information to inform well-considered school development plans, which they implement effectively.
12. Governors know the school well and visit regularly. This helps them to both support leaders and hold them to account. Governors have thorough systems in place to assure themselves that leaders are effective in their roles. Governors ensure that the Standards are met consistently.
13. Leaders prioritise communication with parents from the application process onwards. They encourage parents to speak to form tutors at the earliest opportunity in order that any concerns can be addressed promptly. Leaders routinely attend events, such as Saturday sporting fixtures, in order to be visible and available to parents who might wish to raise concerns informally. The school has a suitable complaints policy that is implemented properly at both informal and formal stages.
14. The school's risk management procedures are robust. Leaders and staff receive appropriate training in risk assessment. They identify risks thoroughly, including those that are not immediately obvious. For example, they identify possible risks to do with site security, the building and grounds, supervision and educational visits. Leaders put suitable control measures in place to mitigate the risks identified. They review risk assessments regularly and make changes to them, as necessary.
15. The school meets its responsibilities under the Equality Act 2010. Responsibility for the school's accessibility plan is shared across the school's departments. Leaders use an external contractor to help them to identify the right objectives to continue to develop the accessibility of the site. The accessibility plan is well focused on meeting the needs of pupils who have special educational needs

and/or disabilities (SEND), such as through providing touch-typing lessons for pupils who need support with writing.

16. Leaders keep up to date with changes to government advice and guidance. They make changes to policies to ensure that they are in line with statutory requirements. For example, leaders responded quickly to recent changes about the use of mobile phones and of reasonable force in schools by updating existing policies and developing new ones. Leaders share policies with pupils, parents and staff so that they are widely known and understood. Policies are implemented consistently.
17. Leaders provide parents of current and prospective pupils with all required information, mainly via the school's website. They provide parents with regular feedback about their child's attainment, progress and effort including an annual written report. Leaders report to the local authority, as required, when pupils leave or join the school other than at standard transition points. Leaders provide all required information to the local authority regarding pupils' education, health and care plans (EHC plans).

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. The school's curriculum is suitable and well thought out. The curriculum for younger pupils is deliberately broad, so that they receive a thorough grounding across a wide range of subjects. In addition to English, mathematics, sciences, physical education (PE) and PSHE, pupils in Years 7 and 8 learn about art, music, history, geography, computing and coding, and design and engineering. The curriculum promotes the learning of languages. When they join the school, pupils choose a main language, either French, German or Spanish, which they study through to GCSE. In the spring term, pupils in Year 8 are given 'taster' sessions in all the languages that the school offers, including Mandarin and Russian, to help them make informed choices about future study.
20. In Year 9, pupils continue to study a compulsory core curriculum. Pupils also study three subjects, which they choose from a range of options. All pupils are required to select at least one language and one creative subject, so that they continue to receive a broad education. In Years 10 and 11, most pupils take at least 11 GCSEs, with some taking ten and others taking up to 13. Pupils make good progress as they move through the school. They attain very highly at GCSE level, with the vast majority of results being at grade 8 and above for the past three years.
21. When they join the sixth form, pupils select four subjects from a wide choice of options, three of which they take through to A level. This is augmented by an extensive enrichment programme. The programme is designed to encourage pupils to develop broad knowledge and understanding about issues ranging from current affairs to first aid, and from Arabic language and culture to an introduction to women's studies. It supports pupils to develop opinions about issues and their ability to discuss matters competently and with conviction. Pupils attain very highly at A level. Around three-quarters of A-level results were graded A or A* for the past three years.
22. The curriculum is well planned and delivered effectively. Teachers use well-chosen resources to support and extend pupils' understanding. They explain learning clearly so that pupils understand what they are taught. Teachers have good knowledge and understanding of the subjects they teach. This enables them to ask challenging questions that encourage pupils to think deeply. Pupils are stretched and challenged academically so that they make the progress of which they are capable. Teachers plan and deliver lessons that are engaging and interesting, and which encourage pupils to develop and maintain very positive attitudes to learning.
23. Pupils who have SEND are identified promptly. Leaders share pupils' individual learning plans with staff effectively so that individual needs are widely known and understood. Individual support strategies are followed consistently. Pupils who have SEND are provided with the support they need to be successful and make good progress.
24. Pupils who speak English as an additional language (EAL) are identified during the admission process. Effective support is provided for pupils who speak EAL, such as through the provision of texts in pupils' home languages. Where appropriate, pupils are also provided with support to help them understand and cope with cultural and social differences they may encounter. Pupils who speak EAL make good progress and achieve well.
25. Teachers routinely check pupils' work as part of their day-to-day teaching. They provide pupils with useful feedback that helps them to improve their work and extend their understanding. Regular formal assessments are carried out to check pupils' attainment and effort in the subjects they study.

Leaders use the results of assessments to identify where pupils require additional support or challenge. They put effective measures in place that help pupils to make good progress.

26. The school's co-curricular programme is highly extensive and notably well thought out. Pupils are offered a particularly wide range of activities to choose from, including a host of music, performing arts and sporting opportunities. The programme is much broader than this, with clubs and societies to suit every pupil's needs and interests, such as faith groups and clubs including beekeeping, cryptic crosswords and debating. The co-curricular programme has a very clear impact on how much pupils enjoy school and how well they achieve. It helps pupils to develop their social skills, such as co-operating, negotiating and working effectively in a team. It encourages pupils to be interested in and engaged with the world around them, and to develop a love of learning for learning's sake.

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

- 27. All the relevant Standards are met.**

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

28. Mutual trust and respect are at the heart of the school's culture. Leaders make their expectation, that pupils should be kind to each other and treat other people with respect, very clear. They continually promote these messages through their own conduct as well as in assemblies, tutor time, PSHE and throughout the curriculum.
29. Pupils are taught explicitly about protected characteristics as defined in the Equality Act 2010. Leaders work with heads of department to consider where there are opportunities in each subject for pupils to learn about equality and diversity issues. For example, in English, teachers choose texts that challenge pupils to think about issues such as stereotyping and racism. As part of the co-curricular programme, the school provides opportunities for pupils to explore and express themselves, such as through the Diversity and Inclusion club and the Pride group.
30. All pupils from Year 7 to Year 10 learn about religious studies (RS). They learn about world religions and the culture and traditions of people who follow them in their RS lessons. Pupils can choose to take RS at GCSE and A level. As part of the co-curricular programme, the school runs faith groups for each of the major religions. These are valued by pupils and are well attended. Leaders make suitable arrangements to meet pupils' spiritual needs, such as accommodating pupils' particular needs during Ramadan.
31. The school's PSHE curriculum is comprehensive and well developed. Leaders think very carefully about what should be taught when, so that pupils learn about a wide range of aspects at the right stage of their development. The curriculum is delivered effectively by knowledgeable form tutors and a range of external speakers. It helps pupils to learn about their physical, emotional and digital wellbeing in an age-appropriate way.
32. Relationships and sex education (RSE) is taught as a strand of the PSHE curriculum. The programme is organised so that pupils' knowledge and understanding is built on, year by year. Younger pupils are taught about matters such as puberty, healthy relationships and consent. As they grow older, pupils learn about key issues including contraception, pregnancy and risks around pornography. Pupils are provided with the knowledge and understanding they need for their adult lives.
33. Physical education (PE) and sport play a major part in the life of the school. The curriculum is extensive and taught effectively. Pupils develop their skills and abilities in a wide range of sports including football, rugby, cricket, rowing, basketball, badminton and swimming. Pupils achieve well in PE and sport, with some performing at elite levels. Staff balance this with encouraging all pupils to enjoy physical activity for its own sake. Pupils learn about the benefits of a healthy lifestyle. This helps to prepare them to lead healthy adult lives.
34. Leaders promote pupils' mental health effectively, including through the curriculum. For example, in PSHE, pupils learn about themes such as resilience, the importance of sleep, self-esteem and addiction. In PE, pupils are taught about the positive impact that physical activity can have on mental health and wellbeing. Members of the school's counselling team make themselves readily available to pupils, who can request appointments directly, without needing another adult to arrange this for them.

35. Pupils behave very well throughout the school, both in lessons and during less structured parts of the day. Leaders and staff have high expectations of pupils, which they respond positively to. Pupils are polite, well-mannered and considerate. Pupils abide by the school's policy, making it a mobile-phone-free environment. The behaviour policy is implemented fairly and consistently.
36. Leaders take a firm stance against bullying. They have a deliberately low threshold for what might be considered bullying in order that nothing is missed. Pupils learn about the forms bullying can take and what they should do if it happens to them or somebody else. Bullying is rare. Incidents are dealt with promptly and effectively when they do occur.
37. Pupils are well supervised throughout the day. Relationships between staff and pupils are positive, which helps pupils to feel safe and to enjoy their time at school.
38. The school's admission and attendance registers meet current statutory requirements and are well maintained. Leaders monitor attendance carefully to identify pupils who need support. They put suitable measures in place to improve attendance, including making referrals to the local authority, where necessary.
39. The school premises are well maintained. Leaders use external specialists to carry out compliance checks, including those relating to legionella, electrical equipment and fire safety. Leaders take comprehensive precautions to reduce the risk of fire. Fire safety equipment and systems are checked systematically. Fire evacuation drills are carried out termly to ensure that pupils and staff know what to do in the event of an emergency.
40. First aid arrangements are appropriate. A suitable number of staff are qualified in first aid so that there is sufficient coverage across the school site. Pupils receive the help they need if they hurt themselves or become unwell when they are at school.

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. Fundamental British values, such as democracy and individual liberty, are threaded through everything the school does. Across the curriculum, leaders and teachers actively seek opportunities to extend pupils' knowledge and understanding about these values. The PSHE curriculum teaches pupils about British values in a systematic way. For example, pupils are taught explicitly about voting systems, Parliament and the role of democracy in British society. Pupil groups provide opportunities for pupils to further their interest in these areas. For example, pupils in the genocide awareness society develop their understanding of mutual tolerance through interviewing survivors of genocide and reflecting on their stories.
43. Pupils learn about the diversity in society in a range of ways. As well as studying different faiths and belief systems during RS, they learn about different cultures and heritages through assemblies and by listening to visiting speakers. Pupils are expected and encouraged to both tolerate and celebrate the different cultures, religions and beliefs that make up modern society. They respond well to these expectations, developing positive views about equality and diversity.
44. The concept of service and contributing to society is reinforced throughout the school. The pupil-led charity committee is highly active in organising fundraising for charities working at local, national and international level. Pupils are also encouraged to give their time to philanthropic endeavours, such as helping local foodbanks. Older pupils provide mentoring support for pupils in Years 5 and 6 in local primary schools. These opportunities help pupils to develop their understanding of the wider community and the positive impact they can have on it.
45. Pupils are given plentiful opportunities to develop leadership, responsibility and independence as they move through the school. The school offers a very wide range of groups for pupils to join, including societies for the environment and equality, diversity and inclusion. Pupils are elected to the school council and to other groups, such as the food council. Prefects and school captains have clear roles and responsibilities that they follow diligently. The extensive range of roles, groups and societies provide plentiful opportunities for pupils to express their thoughts and opinions so that they influence the way the school works.
46. The school provides age-appropriate careers advice and guidance that meets the Gatsby benchmarks. The programme is comprehensive and detailed from Year 10 onwards, including opportunities for work experience as well as talks from speakers representing a wide range of careers. Pupils are given the information they need around university courses as well as apprenticeship options. Pupils are supported with their degree applications and typically go on to their university of choice. Careers provision for younger pupils is less well developed. As a result, pupils do not learn as much as they could about careers in the early stages of their time at the school.
47. Economic education is thorough and appropriate. The programme is progressive and well matched to pupils' ages and stages of development. Through the PSHE curriculum, all pupils are taught systematically about issues such as banking, savings and investments, budgeting and the risk associated with gambling. The economics and finance clubs provide opportunities for pupils to develop their interests further. Pupils can also choose to study economics at A level. The sixth-form

curriculum enrichment programme includes options to learn about issues such as meal preparation and budgeting, in readiness for university life.

48. The PSHE curriculum teaches pupils about laws and their importance in society. For example, they learn about laws related to consent and to digital media. This builds on pupils' understanding of the need to follow rules for the benefit of everyone. Pupils learn about the consequences of breaking laws, both individually and at a societal level.

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 give safeguarding a high priority. They make sure that it is routinely considered and thought about by school staff. This creates a positive culture where safeguarding is seen as everyone's responsibility. Leaders understand the school's context well. They identify potential risks effectively and put suitable control measures in place to address them.
51. Staff receive thorough and detailed safeguarding training when they join the school. This is followed up by regular and ongoing training throughout the academic year. In addition to face-to-face training, staff receive online training that furthers their knowledge and understanding. As a result, staff know the signs to look out for that might indicate abuse, neglect or other safeguarding issues. They are vigilant and report concerns about pupils promptly when they arise.
52. The school's safeguarding leaders are knowledgeable and well trained. They are deeply committed to their roles in protecting and advocating for pupils. Leaders take swift action to protect pupils, such as making referrals to children's social care, where necessary. They work closely with safeguarding partners and other agencies, such as the police and child and adolescent mental health services (CAMHS), to protect individual pupils. Leaders seek and act on advice appropriately. They keep detailed records of concerns that are raised and the actions taken in response to them.
53. Staff know the importance of reporting low-level concerns about adults in the school, including self-referral. They report any low-level concerns or allegations promptly when they arise. Leaders respond appropriately to such concerns, taking effective action when necessary.
54. Leaders are well trained and understand fully the importance of rigorous safer recruitment practice. They put robust procedures in place to ensure that only suitable people are employed to work with pupils. For example, all shortlisted candidates are required to undertake an 'HR interview', where safeguarding aspects of their application are probed in detail, in addition to their 'main' interview. All required checks are completed before appointees take up their posts. They are recorded in the single central record of pre-appointment checks, as required.
55. Leaders use a suitable internet filtering and monitoring system, provided by an external company. This both limits what pupils are able to access online and notifies leaders about any potentially concerning internet use. Leaders respond promptly and appropriately when issues arise, including making referrals to outside agencies, if necessary.
56. Pupils are taught about ways to keep themselves safe in a range of scenarios through PSHE and other areas of the curriculum, assemblies and form time. For example, younger pupils learn about road safety and staying safe when travelling independently. Older pupils learn about safe driving and the risks associated with attending festivals. Throughout the school, pupils learn about internet safety through the PSHE and computing curriculums. They learn about the risks associated with using the internet, including social media, and strategies to keep themselves safe.

The extent to which the school meets Standards relating to safeguarding

57. All the relevant Standards are met.

School details

School	Hampton School
Department for Education number	318/6071
Registered charity number	1120005
Address	Hampton School Hanworth Road Hampton Middlesex TW12 3HD
Phone number	0208 979 5526
Email address	info@hamptonschool.org.uk
Website	hamptonschool.org.uk
Proprietor	Hampton School Trust
Chair	Mr Andrew Munday
Headteacher	Mr Kevin Knibbs
Age range	11 to 18
Number of pupils	1,347
Date of previous inspection	3 to 5 May 2023

Information about the school

58. Hampton School is a day school for male pupils in Hampton, Middlesex. The school is a charitable company limited by guarantee. The trustees form the board of governors.
59. The school has identified 325 pupils as having special educational needs and/or disabilities. A very small proportion of pupils in the school have an education, health and care plan.
60. The school has identified a very small proportion of pupils as speaking English as an additional language.
61. The school states its aims are to encourage pupils to be open-minded and tolerant, with a clear sense of right and wrong, and to have a participative but critical approach to learning. The school states that it aims for pupils to make sense of the world, to want to improve it and make a difference for good, and to aim for personal best while supporting those around them with kindness and respect.

Inspection details

Inspection dates

28 to 30 April 2026

62. A team of eight inspectors visited the school for two and a half days.

63. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- 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
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

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

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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