



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

HAMPTON PRE-PREP AND PREP SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Hampton Pre-Prep and Prep School

Hampton School was inspected at the same time and a separate report published.

Full Name of School **Hampton Pre-Prep and Prep School**

DfE Number **318/6071**

Registered Charity Number **312667**

Address **Hampton Pre-Prep and Prep School
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Middlesex
TW12 2UQ**

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Email Address **secretary@hamptonprep.org.uk**

Head **Mr Tim Smith**

Chair of Governors **Mr Nigel Spooner**

Age Range **3 to 11**

Total Number of Pupils **223**

Gender of Pupils **Boys**

Numbers by Age 3-5 (EYFS): **40**

5-11: **183**

Number of Day Pupils Total: **223**

Head of EYFS Setting **Mrs Imogen Murphy**

EYFS Gender **Boys and Girls**

Inspection Dates **01 March 2016 to 04 March 2016**

PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI second cycle inspection was in January and February 2010.

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

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iii) an investigation of the financial viability of the school or its accounting procedures;
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for children aged under two), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

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 chair of governors of the main board and the governor with oversight of the school, 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.

Inspectors

Mrs Louise Harwood	Reporting Inspector
Mrs Claire Delo	Team Inspector (Senior teacher, IAPS school)
Mr Peter Hopkinson	Team Inspector (Head, IAPS school)
Mr Chris Manville	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Hampton Pre-Prep and Prep School, formerly known as Denmead School, aims to provide a challenging and stimulating education within a friendly and supportive environment. It sets out to develop in its pupils a desire to achieve their full academic potential. It promotes these aims through its core values of participation, respect and commitment. In addition, it seeks to develop in its pupils a range of personal qualities and characteristics for life and learning.
- 1.2 The school was founded in 1924 and is located in south-west London. It is a registered charity run by a limited company trust called the Hampton School Trust. It is directed by a board of governors that also oversees Hampton School, with which it merged in 1999. Links between the two schools have increased over the years and, in February 2016, the school changed its name from Denmead School to become Hampton Pre-Prep and Prep School.
- 1.3 The school is co-educational to the age of seven and a school for boys thereafter. It offers Early Years Foundation Stage (EYFS) provision to children in its Nursery and Reception classes, which are accommodated within the pre-preparatory building together with Years 1 and 2. Since the previous inspection, Years 3 to 6 have moved into new purpose built facilities a short distance away from the pre-preparatory site. Additional changes since the previous inspection include the expansion of the senior management team to include a deputy head academic and the formation of the Hampton Pre-Prep and Prep committee. This committee comprises several governors and reports to the whole governing body. The current headmaster took up his post in January 2015.
- 1.4 There are 223 pupils on roll: 40 in the EYFS and 183 in Years 1 to 6. Forty-eight pupils receive additional support for their learning, of which seven have been identified by the school as having special educational needs/or disabilities (SEND). One pupil has an education, health and care (EHC) plan. Thirty-five pupils have English as an additional language (EAL). Of these, two require, and receive, learning support for this.
- 1.5 Results of standardised tests indicate that the ability profile of the pupils is above the national average. Most pupils are of at least above average ability with a notable proportion having well above average ability. Pupils mostly come from mainly professional and business families in the local area. A small proportion of pupils are from minority ethnic or overseas backgrounds.
- 1.6 National Curriculum nomenclature is used by the school from Reception and throughout this report to refer to year groups. The school refers to its Nursery as Kindergarten.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Hampton Pre-Prep and Prep School is highly successful in meeting its aims. The achievements of the pupils are excellent, including those of the children in the EYFS. Pupils display high levels of numeracy and literacy, and all ability groups make excellent progress throughout the school. Pupils benefit from excellent teaching underpinned by a good curriculum. Teachers in the EYFS make excellent use of resources to guide, extend and stimulate children's learning. Very occasionally, tasks are not sufficiently challenging for the more able children. The curriculum for Years 1 to 6 fully supports the school's aim to develop a positive approach to learning in all pupils. Provision includes focused interventions for pupils with identified needs and, as a result, these pupils make rapid progress. However, planned activities in recently extended English and mathematics lessons do not routinely provide opportunities for independent and self-initiated learning. Teachers throughout the school know their pupils well and understand their needs. They have excellent subject knowledge and inspire their pupils to do well. Adherence to the marking policy is inconsistent.
- 2.2 Pupils have an excellent level of personal development by the time they leave the school. Children in the EYFS are confident and happy to try new experiences. Pupils throughout the school demonstrate high standards of behaviour and respect others' opinions and beliefs. They are compassionate and active fund-raisers and are determined to play their part in the local community. Pupils benefit from excellent pastoral care. A close and nurturing atmosphere is at the heart of the school. Strong support systems are in place and pupils feel their voice is heard and valued. The procedures to promote pupils' welfare, health and safety are comprehensive and implemented well. All safeguarding policies are followed diligently and adhere to current statutory guidance.
- 2.3 The governance of the school is excellent. Highly effective oversight is provided by both the full governing body and the Hampton Pre-Prep and Prep committee. The latter, formed since the previous inspection, provides excellent support directly to the school. The leadership and management of the school are excellent; the new leadership team has made significant progress in many areas. It demonstrates clear educational direction for the school and shares this vision with all members of the school community. The recommendations of the previous inspection have been successfully addressed; there is a greater choice of extra-curricular activities and teaching methods are more varied to meet the needs of all pupils. Parents express strong satisfaction with all aspects of the school's provision.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Develop consistency in the inclusion of next steps for improvement in the marking of the pupils' work.
2. Ensure curriculum planning consistently provides opportunities for independent and self-initiated learning.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 The school is highly successful in achieving its aim of ensuring that pupils develop a desire to achieve their full potential. Pupils consistently demonstrate a willingness to improve their performance in all their activities and, as a result, pupils of all ages and abilities make excellent progress. In the pre-inspection questionnaire, a very large majority of parents stated that they were pleased with the progress their child was making, as did all pupils.
- 3.3 In the EYFS, all children, including those with SEND and EAL, make outstanding progress from their individual starting points due to the carefully planned activities and extensive range of imaginative resources available to them. Pencil control is well developed, and children use scissors with dexterity. Younger children count spontaneously during their play and older children use mathematical skills to complete independent number challenges such as calculating number bonds to ten. They ask and answer questions fluently, and frequently demonstrate a range of spoken vocabulary that is well in advance of that expected for their age. In Nursery, children begin to recognise letters and sounds and make early attempts at writing. In Reception, children write simple sentences independently. They develop familiarity and competence with information and communication technology (ICT) through regular use of interactive whiteboards, programmable toys and computers for independent and guided activities. Children are enthusiastic, independent learners who greatly enjoy the many opportunities they have to engage in freely chosen or adult-led activities. They apply themselves with high levels of concentration, working and playing equally well on their own or with others, and they especially delight in investigation and experimentation.
- 3.4 Standards of achievement in Years 1 to 6 are particularly high in literacy and mathematics. All pupils demonstrate a wide general knowledge and apply it well to make informed connections and to place their learning in context. Younger pupils select adjectives with care in order to convey their ideas more precisely. Older pupils understand how to enhance the effectiveness of their writing using a good range of literary devices. In observed lessons and assemblies, pupils performed stories, poems and plays with an excellent awareness of audience through clear intonation, tone and volume. In mathematics, pupils show well-developed reasoning and numeracy skills; older pupils were observed solving algebraic word problems with great enthusiasm and exceptional skill. Skills in ICT are strong and pupils use them routinely to enhance their studies.
- 3.5 Pupils develop an excellent knowledge of history and geography and show good levels of creativity in drama, music and art. Many pupils learn a musical instrument and succeed well in music examinations. In physical education (PE) and games lessons, pupils gain an excellent level of skill across a range of sports and perform to a very high standard. Pupils regularly represent their school with notable success through participation in local fixtures and regional and national tournaments. Talented individuals are supported well by the school and play in county teams and gain success in national competitions.
- 3.6 Pupils' attainment cannot be measured in relation to average performance in national tests but on the evidence available it is judged to be high in relation to age-

related expectations. Pupils' success in gaining entry to highly selective senior schools and the significant proportion of scholarship awards supports this. This level of attainment, as judged, indicates that pupils make excellent progress in relation to pupils of similar ability. This is confirmed by analysis of the standardised systems to measure progress that the school employs, together with the scrutiny of pupils' books, observation of work and performance in lessons and interviews with pupils. Pupils with SEND and EAL achieve well. They make excellent progress in relation to their starting points due to early identification of their needs, the high quality of teaching and the individual help they receive. More able pupils make excellent progress, particularly when offered the opportunity to extend their learning and when high expectations prevail.

- 3.7 Throughout the school, pupils show excellent attitudes towards learning. They are very willing learners and relish challenge. Their exemplary behaviour also contributes significantly to their high levels of achievement; they settle to work quickly, listen attentively and appreciate the opportunities presented to them to extend their learning. They work well in pairs or groups and enjoy independent research when given the opportunity.

3.(b) The contribution of curricular and extra-curricular provision

- 3.8 The contribution of curricular and extra-curricular provision is good.
- 3.9 Throughout the school, including in the EYFS, the curriculum is effective in covering all the required areas of learning and contributes well to the school's aim to develop a positive approach to learning in all its pupils. Provision for pupils with SEND, EAL, or any pupil with an EHC plan, is excellent, supported by focused interventions. The streaming of pupils by ability across Years 3 to 6 in English and mathematics provides opportunities for the more able to be challenged; further extension activities within these sets are not consistently planned.
- 3.10 In Nursery, an emphasis on purposeful play allows ample opportunities for self-directed, independent learning. In Reception a more structured timetable, with a higher proportion of adult-initiated lessons, is introduced gradually in preparation for the transition to Year 1. Outings, visitors and special events days are used particularly well to enhance the curriculum; they provide meaningful, first-hand experiences which develop children's knowledge of the world. In recent months, a trip to a local bakery, and another which incorporated several modes of transport, both provided a strong link to classroom themes to consolidate and extend learning. Themed days such as *Detective Day* provide exciting opportunities for investigation and problem-solving in the natural environment outside the classroom. As a result of the carefully planned and varied curriculum within the EYFS, children consistently achieve, and frequently exceed, the levels of learning and development expected for their age.
- 3.11 In Years 1 and 2, pupils' PE skills are enhanced by a weekly swimming lesson and music is taught by a music specialist. Their transition into the preparatory school is supported effectively, both by the curriculum and by close liaison between teachers from the two departments. From Year 3, geography and history are taught in a combined humanities programme which develops a broad range of general knowledge and provides good opportunities for cross-curricular learning. Religious education lessons and a comprehensive personal, social, health and economic education (PSHEE) programme firmly establish a forum for the discussion and understanding of fundamental British values from an early age. These lessons,

together with assemblies, present pupils of all ages with a balanced presentation of opposing views on a given subject and pupils are given many opportunities to exercise choice, for example by voting in mock elections. French is introduced in Year 4 and the course focuses effectively on practical communication, laying strong foundations for further foreign language teaching in the senior school. The Year 6 leavers' programme is carefully designed and prepares pupils well for their transition to senior school by emphasising the importance of self-reliance, organisational skills, and leadership qualities.

- 3.12 Drama, ICT and art, together with music, give good opportunities for creative, expressive and technological exploration. English and mathematics are taught in recently extended daily double lessons; however, curriculum planning in these lessons does not always provide opportunities for independent and self-initiated learning. Similarly in science, there is a lack of opportunity for independent investigative work. Pupils benefit greatly from the well-planned programme of games lessons and fixtures against other schools and PE features strongly throughout the weekly timetable. A very large majority of parents who responded to the questionnaire agreed that their child is offered an appropriate range of subjects.
- 3.13 Since the previous inspection, and in response to its recommendation, the school has increased the number of extra-curricular clubs and activities available. Clubs include cookery, judo, choir, chess and craft. Most pupils in Years 3 to 6 participate in at least two clubs each week and pupils who spoke to inspectors, together with those who responded to the questionnaire, expressed great satisfaction with the range of activities available to them. A very large majority of parents concurred with them, stating that they were pleased with the variety of activities offered. The number of opportunities to participate in extra-curricular activities is limited for pupils in Years 1 and 2. An extensive programme of visits and visiting speakers enriches the curriculum for pupils of all ages, and residential trips in Years 3 to 6 contribute greatly to the pupils' educational experience and personal development.
- 3.14 Links with the local community are well-developed and enhance the pupils' increasing sense of social responsibility and community spirit. Junior safety officers, for example, work hard to raise awareness of road safety and sustainability and recently received gold star status from the local authority for their dedication. The pupils are active fundraisers for local charities. They visit the local church and a home for elderly residents on a regular basis.

3.(c) The contribution of teaching

- 3.15 The quality of teaching is excellent.
- 3.16 In the EYFS, staff are highly adept at supporting children's learning through the skilful use of questions to stimulate creative and critical thinking. Engaging presentations hold children's attention and encourage advanced levels of independent and concentrated application. Staff are highly skilled at following and developing children's self-initiated play, and make excellent use of resources to guide, extend and challenge them in their learning. Very occasionally, tasks are not sufficiently challenging for the more able and activities then become less purposeful. The learning support team guides staff when activities require adaptation to ensure all children participate at a level appropriate to their individual capabilities. External professionals participate with staff when necessary. As a result, children with SEND and EAL achieve well. Assessment systems are strong; they inform planning so that provision accurately reflects children's needs and interests. Children's

achievements in independent activities are not always fully reflected in observation records. Resources are plentiful and imaginative. They provide meaningful and enjoyable activities indoors and outside. For example, the children created a hide and made binoculars from cardboard tubes to go bird watching in the Nursery garden.

- 3.17 Throughout the school, teaching is a strong contributory factor to the pupils' excellent achievement. Lessons are carefully planned and teachers are reflective in their practice. They evaluate each lesson against specific success criteria. They know their pupils well and understand their needs. They assess pupils' progress during lessons and use this to guide and support learning. In the most successful lessons, tasks are immediately provided for different abilities and enable all pupils to develop their skills to a high level. Games lessons in the preparatory school are exemplars of this excellent practice. Teaching assistants support pupils highly effectively in a calm, unobtrusive manner. The quality of marking is variable. At its best, it includes targets and suggestions for improvement but this practice is not consistent across all subjects and year groups.
- 3.18 Teachers employ a wide variety of methods to facilitate and stimulate learning. The extensive use of talking partners and the provision of *steps to success* enable pupils to clarify their ideas and understanding. Group work is encouraged and pupils benefit greatly from the opportunities to exchange and test ideas and opinions with each other. For example, older pupils made rapid progress in a humanities lesson due to the opportunity for collaboration and peer assessment. Teachers have excellent subject knowledge and are passionate about delivering it. In their responses to the questionnaire, and in interview, all pupils were fulsome in their appreciation of their teachers' skill. Teachers create an excellent rapport with their pupils, which instils in them a respect for one another, a thirst for learning and the confidence to contribute. When discussing world events, such as political referendums, they always ensure they present a balance of opposing views. Provision of interesting tasks and positive encouragement from teachers fosters engagement and application. For example, younger pupils sustained exceptional concentration during a music lesson as they rose to the challenge of following a demanding music score. Teachers expect pupils to behave well and to respond politely and promptly; they are rarely disappointed.
- 3.19 Teaching supports pupils of all abilities. There is excellent guidance provided by the learning support team, and pupils with SEND and EAL are provided with carefully planned activities and resources to enable them to respond positively in all their lessons. Teachers are skilled in ensuring that these pupils remain highly motivated to achieve their potential. High-quality support is provided for those pupils with an EHC plan; targets are regularly reviewed and attached to timetables so that all staff can focus on identified skills. Able and gifted pupils, and those with particular talents, are identified through assessment and observation. Extended writing projects and problem-solving tasks enable these pupils to work at advanced levels; which is an improvement since the previous inspection. However, in a few lessons, expectations for these pupils were limited to the level of the majority due to the lack of opportunity for independent work.
- 3.20 A wide variety of resources are used to support pupils' learning. All pupils benefit from access to a well-stocked library and interactive whiteboards in all classrooms. There is a dedicated ICT suite in the preparatory building and pupils make good use of laptops and tablets for research and design. In the pre-preparatory building, vibrant displays stimulate and motivate the pupils' learning. Thoughtfully planned

outdoor spaces, including planting areas, support pupils with different learning styles as they take their learning outside the classroom. Plans are in place to develop the outdoor facilities of the new preparatory building to the same high standard.

- 3.21 In the pre-inspection questionnaire, a very small minority of parents and a small minority of pupils revealed dissatisfaction with the amount and type of homework given to pupils. Evidence gathered during the inspection indicates that the school has recently reviewed its policy of setting homework and is in the process of embedding a new approach.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 Children in the EYFS are encouraged to have positive attitudes and be willing to make a contribution, such as laying out writing pencils for their classmates and helping to tidy up. From an early age, children quickly appreciate that games are successful when everyone plays by the rules, and levels of co-operation, respect and tolerance are high. Children consider others' sensitivities and make decisions which will enhance their friendships. For example, following the hatching of chicks, children chose to capture their feelings on a digital recorder in order to share the experience with their friends later. Their courtesy and good behaviour reflect the promotion of characteristic British values, which are celebrated in weekly assemblies. Children are happy to try new experiences and are consequently well-prepared for the next stage of their education.
- 4.3 The school actively promotes its core values of participation, respect and commitment. Consequently, pupils of all ages are confident, emotionally mature for their age, and have a well-developed sense of themselves and an appreciation of others. They are quick to express gratitude for the friendships they enjoy and acknowledge the care and consideration shown to them by their teachers. They have an excellent level of personal development by the time they leave school.
- 4.4 Spiritual development is strong. Pupils reflect sensitively on experiences which open their eyes. For example, older pupils expressed their wonder at the beauty and peacefulness they experienced when visiting a Buddhist temple, and the 'tingle' of shared excitement they feel when they sing a traditional carol for their parents in the local church each year. The exultation of collaboration on the sports field and in drama and music productions is a pleasure they fully appreciate and constantly seek to repeat. Younger pupils showed sympathy in an assembly about homeless people and sang *Streets of London* with visible emotion. Older pupils spoke of the awe and astonishment they experienced as they viewed rows of war graves on a visit to a Normandy war cemetery.
- 4.5 Pupils demonstrate an excellent understanding of moral and ethical values in their dealings with each other and in discussion of world issues. They hold reasoned opinions on a range of topics they deem important, such as the right for everyone to have access to clean water and that children can make a big difference to the environment. They believe that everyone's opinion should be treated with respect. From an early age they know the difference between right and wrong and develop an understanding of the over-arching nature of the civil and criminal law of England. They appreciate that rules exist to ensure the safety and well-being of everyone. They understand that making a choice involves personal responsibility and that the choices they make can have consequences for others.
- 4.6 The social development of pupils is excellent. Pupils communicate with confidence and show concern for others, as exemplified by the many fund-raising and charitable activities they organise. There is a strong sense of school community spirit; older pupils write and read stories to younger pupils and organise events such as scooter workshops for them. They demonstrate great pride in their roles and responsibilities. For example, the junior safety officers work hard to encourage others to lead healthy lifestyles and to show consideration for the local environment. Pupils' political and

economic awareness is excellent. They are familiar with the terms manifesto, referendum and ballot and they vote in elections to choose school councillors, house captains, head boy and deputy. They gain knowledge of the public services and institutions in England, for example, from visits to the House of Commons and the Foreign Office.

- 4.7 The pupils' cultural awareness is strong. They have a well-developed sense of cultural diversity. They show a respect for each other's different faiths and beliefs and work in harmony with their peers. Their appreciation of the ideals that underlie British values are a natural extension of the values they respect within their own school community; those of mutual respect, tolerance, justice and compassion.

4.(b) The contribution of arrangements for pastoral care

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 In the EYFS, every child has a key person who ensures their individual needs are met and helps them to feel safe. Home visits help staff to forge a close, trusting relationship with new children and their families, and form the basis of an on-going dialogue between school and home. Staff give unequivocal guidance on how to follow the golden rules and children are polite and caring towards one another as a result. The importance of personal hygiene is constantly reinforced by staff and self-care skills such as fetching, using and disposing safely of tissues are evident from an early age. Children understand the benefits of physical exercise and thoroughly enjoy being active on the climbing frames, scooters and trikes. They enjoy healthy snacks and understand that eating too many sweet foods is bad for their teeth.
- 4.10 Staff provide excellent support and guidance for pupils of all ages. A close and nurturing atmosphere is at the heart of the school. The pupils feel safe and cared for. This is valued greatly by the parents as reflected in the questionnaire responses, where a very large majority of parents agreed that their child was well looked after. Pastoral care is reviewed regularly and cross-referenced with the school development plan. Strong support systems are in place such as the practice of pairing younger pupils with older ones. When asked to describe their school, pupils of all ages immediately called it "friendly". Relationships between staff and pupils, and amongst pupils themselves, are excellent in lessons and during social times. As a result, pupils' behaviour is excellent, a fact acknowledged by almost all parents who responded to the pre-inspection questionnaire.
- 4.11 The comprehensive anti-bullying policy is implemented very effectively. Pupils are well informed and know exactly what to say and do if they are bullied. Anti-bullying themes feature regularly in PSHEE lessons and assemblies. Anti-bullying weeks are staged and workshops on e-safety provided by outside agencies are included. A few parents in the questionnaire stated that the school did not deal with bullying effectively. Inspectors investigated this and judged that records show that incidents are dealt with effectively and constructively. In their response to the questionnaire, a small minority of pupils felt that teachers were not always consistent in the way that sanctions were applied and rewards given. Inspectors found that sanctions were appropriately recorded and their use reasonable. The school has identified that a more consistent approach to the issuing of rewards is needed and is addressing this in the current pastoral review.
- 4.12 The pupils understand the importance of healthy eating and exercise. There is excellent provision and choice of nutritious food, which is greatly appreciated by the

pupils. There are plenty of opportunities for exercise in PE and games lessons as well as playtimes.

- 4.13 The school council is effective in giving pupils a voice. Councillors from Years 2 to 6 are elected democratically and are instrumental in making changes of behalf of the school community. The school has a suitable educational accessibility plan to support the needs of those with SEND.

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

- 4.14 The contribution of arrangements for welfare, health and safety is excellent.
- 4.15 Throughout the school, including for the EYFS, thorough policies and procedures for the safeguarding of pupils are fully implemented; this includes appropriate arrangements to protect children from radicalisation and extremist views. Senior staff with responsibility for safeguarding have a clear understanding of their roles which reflects official requirements and includes links with the local authority when necessary. All staff receive regular safeguarding training and demonstrate an excellent understanding of official guidance. Appointment procedures are followed diligently and clearly, and they are accurately recorded in the single central register of appointments.
- 4.16 Strong health and safety procedures are implemented thoroughly. All necessary actions are taken to reduce risk from fire and other dangers and detailed records are kept. Training on measures to reduce risk from fire is regular. Fire drills are held regularly and evacuation procedures are clear. Risk assessments for school activities and visits are specific and reviewed regularly. Suitable accommodation is provided in both the pre-preparatory and preparatory buildings for pupils who may be sick or injured, and first aid provision ensures that minor injuries are treated quickly and safely. Records of injuries and accidents are carefully kept and regularly monitored. High numbers of staff are trained in first-aid, including paediatric training in the EYFS, which is kept up-to-date.
- 4.17 The registers for pupil admission and daily attendance are correctly maintained and stored for the appropriate period. Attendance in the EYFS is promoted effectively and, throughout the school, any unexpected absence is investigated promptly.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The Hampton Pre-Prep and Prep committee comprises several governors and demonstrates excellent oversight of all school matters, including the EYFS. It reports to the whole governing body and, between them, a rigorous scrutiny of key areas such as education, health and safety and finance is maintained. This comprehensive level of vigilance contributes greatly to the school's success and the achievement of its overarching aims and ethos.
- 5.3 Governors provide strong support through their broad range of individual expertise and by regularly visiting both sections of the school. During their visits they review the implementation of policies in all areas including measures to guard against bullying and the handling of parents' concerns. They analyse the achievement of pupils and oversee the successful realisation of the school development plan.
- 5.4 Governors strongly promote the school's aim to provide a challenging and stimulating education by investing in high-quality staff and resources. The substantial investment in new, state-of-the-art accommodation for the preparatory pupils reflects the governors' careful planning.
- 5.5 All governors receive safeguarding training. The board reviews health and safety arrangements through a designated committee and participates in monitoring their implementation throughout the school. Monitoring of welfare arrangements includes an appropriate annual review of safeguarding policy and procedures. Governors with specific responsibility for overseeing safeguarding ensure that this key area of school life is given detailed attention. Checks on newly recruited staff are carried out with great efficiency and accuracy; they are recorded with care on the single central register of appointments. The register is monitored regularly by governors.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.6 The quality of leadership and management, including links with parents, carers and guardians is excellent.
- 5.7 The EYFS provides a secure and welcoming environment in which children can feel both comfortable and stimulated. Consequently, they thrive. Staff are meticulous in their implementation of all policies and procedures pertaining to safeguarding issues and the children's welfare. Communication between all managers and staff is open and reflective. Robust monitoring systems enable senior leaders to have a clear picture of all aspects of provision and to set well-defined priorities for improvement. Educational programmes are carefully evaluated, ensuring effective coverage of the requisite areas and accuracy in the assessment of children's achievements. Staff attend a wide range of training courses to develop their knowledge, understanding and skills and to support any specific needs identified through evaluation of the provision. The prevailing atmosphere is one of respect, tolerance and consideration for others. Assemblies, visitors and outings are arranged to build up children's understanding of these British values and to promote equality and diversity. Since the previous inspection, the setting has developed opportunities for outdoor play,

particularly for younger children, and extended the use of ICT throughout the EYFS. This has resulted in improved links across the different areas of learning.

- 5.8 The school is successful in meeting all of its aims. Management at all levels is strong and highly effective in promoting values which encourage respect for others and democracy. Since the previous inspection, roles and responsibilities have been clearly defined. These are successfully discharged within respective areas of oversight. This is always with regard to the benefit of the wider school community, as reflected in the excellent achievements of the pupils throughout the school and the high standard of their personal development from an early age. The newly formed school leadership team is deeply committed to improving the educational experience for all pupils. In characteristically collaborative and democratic fashion, the new leadership moved swiftly to include all staff in the comprehensive assessment of the strengths and weaknesses of the current provision. This led to the formation of an ambitious school development plan, which is a significant improvement since the previous inspection. The plan is the driving force for improvement in teaching and learning and the impact of initiatives is constantly measured against it.
- 5.9 Leadership is supportive, creative and instructional, as exemplified by the introduction of sharply focused twilight sessions aimed at improving various aspects of teaching. Staff appreciate the recently enhanced performance management process, stating that it has inspired their confidence and led to on-going dialogue about teaching methods across the school. This reflects the commitment of the leadership to encourage a supportive and stimulating environment where everyone's opinion is respected. This new culture of exchange of ideas is having a direct effect on raising levels of achievement throughout the school.
- 5.10 Leadership has established a thorough system of policy review, and the implementation of policies is carefully monitored. This is particularly evident in the monitoring of all safeguarding arrangements. This results in all staff having a very clear understanding about keeping pupils safe and providing for their well-being. Management is successful in recruiting and retaining high-quality staff, all of whom undergo thorough induction before commencing work. This includes training in safeguarding, welfare, health and safety. All required employment checks are carried out to ensure full compliance with safeguarding regulations.
- 5.11 The school is fully committed to creating and maintaining constructive relationships with parents throughout the school. Recent initiatives have ensured parents can contact teachers readily and the school actively promotes its new climate of openness and transparency. Parents of current pupils express strong satisfaction with the education and support for their children. Both they and the parents of prospective pupils are provided with a good range of information about the school. In the EYFS, comprehensive information regarding the content, structure and principles of the EYFS curriculum is readily available to all parents. Booklets and workshops presented by EYFS provide excellent guidance on supporting learning at home, so that parents feel fully involved in their children's education. The headmaster's weekly bulletin provides a helpful insight into events and activities across the school community.
- 5.12 Parents are welcomed into school to attend a number of school events throughout the year including sports fixtures, drama productions and assemblies. Responses to questionnaires show that a very large majority of parents feel that they are actively

encouraged to be involved in events and other aspects of the school's work, and that information and policies are readily available.

- 5.13 A very small minority of parents indicated that they were not satisfied with the information they received about their child's progress. However, pupils in Years 3 to 6 receive detailed termly reports with additional mid-term grade cards indicating effort and achievement, and pupils in Year 1 and 2 receive written reports twice a year. These informative reports ensure parents are kept well informed about their child's progress.
- 5.14 The school has a suitable complaints policy. A few parents indicated that their concerns were not handled well. Inspectors investigated this and found the record of concerns detailed and well-maintained, indicating that appropriate steps are taken to resolve concerns promptly. A very large majority of parents expressed the view that they received timely responses to their questions and would recommend the school to another parent.

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