

School inspection report

28 to 30 April 2026

Hampton Pre-Prep & Prep School

Gloucester Road

Hampton

TW12 2UQ

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'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	4
RECOMMENDED NEXT STEPS	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	6
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	8
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	10
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	12
SAFEGUARDING	13
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	13
SCHOOL DETAILS	14
INFORMATION ABOUT THE SCHOOL.....	15
INSPECTION DETAILS	16

Summary of inspection findings

1. Governors and leaders collaborate closely to provide effective strategies and support systems that promote pupils' wellbeing across all areas of school life. They have a rigorous approach to identifying and managing any potential areas of risk across the school. Leaders create detailed risk assessments, including for educational visits and use of school's facilities, to facilitate pupils' safe access to the different activities. Governors and leaders regularly review the school's strategic direction, including its aims, so that it remains reflective of their aspirations. Positive relationships between staff and pupils create a supportive and purposeful learning environment.
2. The well-planned curriculum is thoughtfully designed and its effectiveness closely monitored, including the early years. Leaders ensure that pupils develop appropriate skills and knowledge in preparation for the next stage of their education. Teachers' expert subject knowledge, high expectations and choice of motivating activities extend pupils' thinking and enable them to make good progress. Leaders make extensive use of assessment data to evaluate pupils' levels of effort, attainment and progress. They adjust planning and provide additional support, when required, to cater for pupils' individual learning needs. Pupils are conscientious and focused. They contribute mature responses during class discussions and support their viewpoints with well-considered reasoning.
3. Leaders prioritise pupils' welfare needs. They implement effective health and safety arrangements and monitoring systems. Leaders carry out suitable health and safety checks, including in fire safety, and for the ongoing maintenance of buildings and facilities. A well-structured personal, social, health and economic education (PSHE) curriculum supports pupils' self-understanding through topics including healthy lifestyles, understanding and managing emotions as well as physical changes during puberty. The school's behaviour policy and supporting procedures provide pupils with a clear understanding of leaders' expectations. Pupils are well behaved, polite and show consideration to others.
4. Leaders develop pupils' financial awareness to inform their decision-making in their adult lives. They prepare pupils well for life in British society and introduce them to aspects of wider social responsibilities. Leaders plan learning points in lessons, assemblies and class discussions to reinforce pupils' understanding of the importance of mutual respect and valuing individuality. They plan opportunities for pupils to raise funds in support of various charitable organisations. Pupils make donations, such as books and personal care items. However, there are fewer opportunities for pupils to broaden their understanding of how they can make a positive impact on the welfare of others in their local community.
5. Governors carry out effective oversight of the school's safeguarding arrangements. Leaders implement comprehensive measures to protect pupils from harm. They seek advice from specialist advisors, when needed, and maintain detailed records to support their decision-making. Leaders reflect thoughtfully on potential learning points to further develop their practice when incidents arise. Leaders with responsibility for safeguarding are knowledgeable. They undertake the required checks before adults begin work at the school and record these accurately in a single central record of appointments (SCR).

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:

- provide regular opportunities for pupils to engage with their local community to broaden their awareness of how they can make positive contributions to the lives of others.

Section 1: Leadership and management, and governance

6. Governors and leaders work in partnership to ensure pupils' wellbeing needs are met. They invest in promoting and prioritising the wellbeing of pupils. For example, they plan focused assembly programmes, informative displays and specific learning points in lessons to promote pupils' personal and academic growth. The school's aims are widely reinforced through behaviours modelled by staff. Leaders arrange regular staff training, recently in rugby and cricket, health and safety, and neurodiversity, to provide staff with updated skills and knowledge to fulfil their roles. This reflects the school's ongoing ambitions for pupils' learning outcomes and welfare.
7. Governors are well informed and their oversight of leaders' work is effective. Governors receive detailed updates from leaders, including about the early years, attendance and pupils' learning outcomes. They use school events and learning walks to develop an in-depth understanding of the work of the school. Governors engage actively with the views of staff and pupils. They oversee a range of school initiatives, including innovations to the curriculum and reward systems. Governors offer leaders counsel and appropriate challenge. They ensure that leaders possess suitable skills and knowledge to fulfil their responsibilities well.
8. Leaders set out a clear vision for the school's continuing development. They use a range of well-considered information to check on the effectiveness of their work and where things need to improve. They take effective and precise action. For example, their work to develop the teaching of mathematics and phonics has brought meaningful and sustained improvements in the school's work.
9. Leaders in the early years are knowledgeable about the way that the youngest children learn and develop. They encourage staff to engage in regular dialogue about children's learning and pastoral requirements. Staff routinely review their practice so that planning can be adjusted, when needed, in line with children's interests and needs. They ensure that children learn well and grow in skill and confidence as a result.
10. Leaders implement a well-structured system for policy review. Governors meet regularly with leaders to scrutinise policy detail and to confirm that policies reflect the latest statutory guidance. They check the effectiveness of policy implementation through site visits and discussions with staff and pupils.
11. Leaders provide parents with access to the required information about the school, including its aims and contact details, through the school's website or on request. They share information with parents during meetings and in written reports, so that parents remain updated about their child's personal development and academic progress.
12. Leaders establish beneficial relationships with a variety of external agencies to obtain specialist advice regarding pupils' welfare and learning requirements. This ensures that leaders are well informed to address pupils' individual needs when situations arise. Leaders inform the local authority when pupils leave or join the school at non-standard transition times. Currently, there are no pupils with an education, health and care plan (EHC plan) or for whom the school is in receipt of any state funding.
13. Leaders demonstrate a proactive approach to identifying any potential areas of risk across the school. They implement robust and well-communicated measures and take action promptly to adapt procedures, when necessary. Relevant staff are suitably trained. Thorough risk assessments outline

arrangements across a range of areas, including those for specialist classroom facilities, including the science laboratory and art room. Leaders consider pupils' needs and medical requirements when organising educational visits and swimming lessons. They review safety protocols closely to ensure that every pupil can participate safely in the activities provided.

14. A suitable complaints process is implemented. Leaders respond to concerns promptly and deal with them in accordance with the specified time frames. They make effective use of detailed record-keeping to support their decision-making.
15. Leaders ensure that the school fulfils its responsibilities under the Equality Act 2010. Pupils are not discriminated against by the school. A detailed accessibility plan outlines arrangements to enable pupils' equal access to the school's site, curriculum and information. The addition of disabled toilet facilities and parking bays facilitates pupils' movement and access around the school.

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

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

Section 2: Quality of education, training and recreation

17. Leaders have designed a comprehensive curriculum that provides pupils with secure foundations in English and mathematics, alongside wider opportunities including in creative, scientific and technological subjects. They use lessons in engineering and philosophy to enhance pupils' critical thinking and problem-solving skills. Leaders create well-planned schemes of work and challenge pupils' thinking by introducing subject content that integrates links between learning skills, such as resilience and reasoning, alongside precise subject knowledge. The curriculum provides for pupils to have lots of opportunities to apply their learning in practical ways, to support them to become independent learners who reflect and improve on their own experiences.
18. Teachers are aspirational in their expectations about what pupils can achieve. They routinely challenge pupils to think and apply their learning in more complex and independent ways. For example, an emphasis on correct pronunciation enables pupils in Year 4 French lessons to respond accurately when describing their breakfast choices. In Year 6 English lessons, pupils are challenged to assess the effectiveness of statistics in enhancing the clarity of an argument. Subject-specialist teaching, skilful questioning, well-modelled subject-specific terminology and stimulating activities engage pupils' interest and deepen their understanding. Pupils are curious, enthusiastic and self-motivated learners. They reflect thoughtfully before responding, listen attentively to others' views and articulate their views insightfully.
19. Leaders proactively review the curriculum to ensure that it remains responsive to pupils' evolving needs. For example, a school-wide approach to the teaching of mathematical vocabulary supports pupils' ability to build systematically on their existing knowledge. Leaders' heightened focus in phonics is having a positive impact on pupils' reading confidence and fluency for the youngest children. As a result, pupils achieve well and develop relevant skills and knowledge for the next stage of their education.
20. Leaders utilise a thorough assessment programme to monitor pupils' attainment, effort and ongoing progress. They reflect regularly on a range of assessment information, including consideration of pupils' skills-based knowledge, and adapt planning to reflect pupils' prior attainment and learning needs. Subject leaders monitor pupils' progress closely through work scrutiny, planning reviews and departmental meetings. Teachers use a range of strategies such as verbal feedback, marking codes and targeted questions so that pupils know how to improve their work and understanding.
21. Pupils who have special educational needs and/or disabilities (SEND) make good progress. Leaders identify pupils' needs early and use a range of information to provide effective in-class and individual support sessions, such as in handwriting, when needed. They use specialist classroom resources and activities designed to build pupils' confidence in social interactions to nurture their emotional wellbeing. Additional adults are deployed thoughtfully to support pupils' learning and pastoral needs in class and at breaktimes. As a result, pupils grow in confidence, access the curriculum alongside their peers, learn and achieve well.
22. Pupils who speak English as an additional language (EAL) participate confidently in class discussions. Leaders evaluate pupils' language fluency when joining the school and provide targeted support when required. Teachers introduce subject-specific vocabulary in advance of topics, apply subtitles when sharing video excerpts and arrange conversation groups. Over time, pupils develop greater understanding and fluency in English.

23. Effective teaching methods and high expectations enable children in the early years to learn well. Staff make purposeful use of stories, conversations and songs to develop children's confidence in communication. For example, they use phonics lessons to extend children's vocabulary, introducing words such as 'zipwire' and 'zero' when practising the 'z' sound with children in the nursery setting, known as Kindergarten. Staff provide a range of activities to develop children's number knowledge. Children practise counting skills during adult-led board games, developing more rapid recognition of the connection between objects and numbers. Children maintain focus during conversations with adults and contribute their ideas enthusiastically.
24. Leaders encourage pupils to practise their existing skills and embrace new interests by providing wide-ranging co-curricular activities. For instance, clear modelling of techniques in karate club enables pupils in Years 1 and 2 to maintain balance. During drama rehearsals in Year 6, pupils perform with confidence and expression, adapting their voices to suit specific roles.

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

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

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

26. Leaders encourage pupils to reflect on, and develop, their spiritual wellbeing during assemblies, festival celebrations such as Diwali and Harvest Festival and religious studies (RS) lessons that explore different world religions. Pupils in pre-prep engage enthusiastically in singing practice. Older pupils diligently complete gratitude journals in PSHE lessons, where they reflect on moments of happiness in their daily lives.
27. Regular physical education (PE) and games lessons enable pupils to keep fit and active. Teachers are knowledgeable about the subject they teach and create well-planned lessons to help pupils increase their technique and physical development. For example, detailed explanations enable pupils in Years 5 and 6 to execute a variety of cricket batting strokes using accurate techniques.
28. Children in the early years increase their physical development through regular access to PE and swimming lessons and outdoor activities. Use of climbing frames, scooters and playground crates develops children's agility and balance. Activities using tweezers, rolling playdough and drawing circles support children's dexterity and co-ordination.
29. A carefully planned PSHE curriculum, including topics on healthy eating, exercise and bedtime routines, raises pupils' awareness of ways to support their own physical and emotional wellbeing. A suitable relationships education programme provides pupils with strategies for managing their changing emotions and forming successful friendships. Topics on puberty support older pupils' understanding of bodily changes and brain development. Pupils are well prepared to navigate personal challenges that may arise as they grow older.
30. The behaviour strategy sets out leaders' expectations appropriately and precisely. 'Golden rules' in pre-prep encourage pupils to be gentle, kind and helpful, and 'pride points' in the prep school celebrate acts of kindness towards others. Pupils also have a secure understanding of the consequences if their behaviour falls short of expectations, such as the use of warnings and 'yellow cards'. Leaders consider pupils' perspectives and wellbeing, as well as statutory guidance, in the ongoing development of behaviour policies, such as their approaches to mobile phones. Pupils are well behaved, courteous and sensitive to the needs of others.
31. Leaders create a nurturing and purposeful environment that encourages pupils to be positive members of the school community and engage actively in the breadth of school activities. They have an effective approach to anti-bullying. Leaders offer pupils strategies for identifying and reporting bullying behaviours through online safety assemblies, posters and PSHE lessons. Instances of bullying occur infrequently and leaders act quickly to address situations when they do. They keep and review detailed records, to inform their future actions or adaptations to the curriculum.
32. Leaders establish a positive culture around pupils' attendance. They review absence data regularly to identify any patterns and communicate closely with parents and pupils to offer support, when needed. Pupils understand the impact of irregular attendance on their education. Leaders maintain admission and attendance registers in accordance with statutory guidance.
33. Leaders display a meticulous approach to health and safety checks. These are routinely carried out, well recorded and monitored by governors. Facilities and buildings are well maintained.

Comprehensive safety measures, including clearly marked fire evacuation routes and signage, reduce potential risks to pupils in the event of an emergency. Appropriate arrangements for the supervision of pupils are in place, during all on-site and off-site activities. An appropriate ratio of adults to children is consistently maintained in the early years.

34. Leaders cater suitably for pupils' medical needs. They store medication securely and maintain detailed first aid records. Staff with first aid responsibilities are well trained, including in paediatric first aid in the early years.
35. In the early years, children's positive relationships with staff enhance their personal development. Staff encourage children to share their feelings and offer them reassurance when needed. They understand when to step in to support children and when to encourage their independence so that children gain confidence in their abilities. They support children's emotional wellbeing by teaching them to understand their feelings and the feelings of others.

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

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

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

37. Leaders enable pupils to develop age-appropriate financial literacy during PSHE lessons and other activities. Children in the early years become familiar with money transactions when visiting a local bakery. Older pupils learn about budgeting, debit and credit cards and safety surrounding digital payments. Pupils are well equipped with strategies to inform their future economic decision-making.
38. Leaders promote British values and learning around themes such as ethnicity, gender and disability. Teachers design well-planned lessons and use carefully considered resources to foster pupils' inclusive attitudes. For example, in PSHE lessons, teachers' use of film characters introduces pupils to dialogues around racism, and science lessons highlight topical themes, including female underrepresentation in scientific careers. Older pupils give talks to pupils in Year 6 on equality, diversity and inclusion. These activities provide pupils with a developed understanding of the importance of respect for different groups of people in British society.
39. Pupils learn to appreciate and respect those with differing beliefs, religions and cultures by engaging in well-designed topics and activities. For instance, in PSHE lessons, pupils discuss their family values and customs as well as themes linked to racial equality. Older pupils research cultural festivals that are unfamiliar to them and present their findings to the class. Leaders introduce pupils to Celtic, Māori and Latin American customs during dance lessons. This offers pupils insight into a variety of voices, traditions and viewpoints.
40. Leaders plan widespread opportunities for pupils to engage in thoughtful discussions about moral issues, particularly during philosophy and PSHE lessons. Pupils develop responsible decision-making skills and informed viewpoints, for example when reflecting on ethical considerations related to consumers and animals. Teachers present balanced, wide-ranging perspectives to enhance pupils' understanding.
41. Leaders arrange talks from visiting speakers, including from data analysts and detectives, to offer pupils insight into the world of work. Pupils in pre-prep learn about the roles of people who help them, including dentists and the school nurse. A careers afternoon provides pupils in Year 6 with a wider understanding of various occupations.
42. Effective transition arrangements ensure that pupils proceed smoothly to the next stage of their schooling. Opportunities including taster sessions and residential visits help familiarise pupils with expectations of new year groups. Older pupils are well prepared for senior school. Teachers support pupils by providing specialist entrance examination guidance and interview practice.
43. Leaders create opportunities for pupils to make purposeful contributions to school life. Pupils respond positively to leadership responsibilities such as school councillors, house captains and breaktime helpers. Older pupils develop a sense of collective responsibility when engaging in dialogue with leaders, through their wider roles as digital, sports and curriculum ambassadors.
44. Leaders arrange varied ways for pupils to experience supporting various charities. Pupils raise funds for children's hospices and clean water charities and donate books to a nearby school. Pupils in pre-prep learn about the work of a local hygiene bank. In Year 3 to Year 5, pupils organise individual community service projects through the 'L.I.O.N.' award (leadership, independence and

opportunities to nurture). However, wider opportunities for pupils to engage actively with their local community are less well developed. This means that pupils are not as well informed as possible of ways they can contribute positively to the lives of others.

45. Pupils learn the importance of living in a democratic and law-abiding society. They vote for the different pupil leadership roles. Older pupils watch a video of a parliamentary debate to inform their understanding of government procedures ahead of conducting their own debate. Leaders introduce pupils to road safety principles and human rights laws explaining children's right to education, shelter and food.
46. Carefully planned activities promote children's social development in the early years. Staff act as positive role models and encourage children to develop listening and turn-taking skills. Role-play activities, where children prepare meals, place orders digitally and tidy away equipment, conscientiously support their understanding of routines for later life. Children play happily alongside older peers at breaktimes.

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

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

Safeguarding

48. Safeguarding arrangements for pupils, including those for children in the early years, are effective.
49. Governors carry out an annual review to verify that the school's safeguarding policy reflects the latest statutory guidance. They use regular discussions with leaders and school visits to check the policy's successful implementation and ensure that comprehensive measures are in place to protect pupils from harm.
50. Leaders with responsibility for safeguarding are suitably trained to carry out their roles. They collaborate purposefully with a range of specialist external agencies, including the police and children's services, to provide a proactive response when situations arise. Leaders maintain thorough and confidential records, monitoring them closely to identify any emerging patterns. They manage any incidents that do occur well and work closely with governors to reflect on any lessons that can be learnt to develop their practice further.
51. Staff are well trained in their safeguarding responsibilities. Leaders consult with staff in respect of their ongoing training needs. They arrange quizzes and regular updates, including on online safety and neglect, so that staff understand the latest safeguarding guidance. Staff across the school are knowledgeable about safeguarding procedures, including processes for reporting concerns about adults working with children. They draw on their in-depth knowledge of the pupils to respond to any changes in their behaviour.
52. Pupils understand how to keep themselves safe online. They develop a mature understanding of the importance of adjusting settings to protect their privacy and questioning content reliability. Regular assemblies help to raise pupils' awareness of potential risks associated with internet use. Leaders and governors oversee an appropriate internet filtering and monitoring system. They review any breaches thoroughly. Staff in the early years are vigilant about secure storage and use of electronic devices.
53. Positive relationships between pupils and staff enable pupils' concerns to be heard and addressed. Leaders offer different ways for pupils to express any worries. They provide pupils with worry boxes, as a confidential way to communicate their feelings, and opportunities to engage in conversations with various adults and counsellors. Pupils trust that adults will follow up quickly when any concerns are shared.
54. Leaders enact appropriate safer recruitment practices. They carry out all the required checks before a person starts work at the school. They ensure that these checks are recorded appropriately on the SCR and in staff files, as required.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Hampton Pre-Prep & Prep School
Department for Education number	318/6071
Registered charity number	1120005
Address	Hampton Pre Prep & Prep School Gloucester Road Hampton Middlesex TW12 2UQ
Phone number	020 8979 1844
Email address	secretary@hamptonprep.org.uk
Website	www.hamptonprep.org.uk
Proprietor	Hampton School Trust
Chair	Mr Andrew Munday
Headteacher	Mr Tim Smith
Age range	3 to 11
Number of pupils	227
Date of previous inspection	3 to 5 May 2023

Information about the school

56. Hampton School is a co-educational day school operating as a charitable trust, with the trustees also serving as members of the governing body. The school is registered as a single school under one unique reference number for pupils aged 3 to 19 years old. The school is organised into two phases: Hampton Pre-Prep & Prep School, for pupils aged three to 11 years old; and Hampton School, for pupils aged 11 to 19 years old.
57. This report relates to Hampton Pre-Prep & Prep School, for pupils aged 3 to 11 years old. The pre-prep section, for male and female pupils aged 3 to 7 years old, is located on Wensleydale Road, Hampton. The prep school, for male pupils aged 7 to 11 years old, is based on Gloucester Road, Hampton.
58. Hampton School, for male pupils from 11 to 19 years old, is located at the school's registered address, Hampton Road. The headteacher of this school is Kevin Knibbs. The provision for pupils at this site was inspected separately.
59. There are 40 children in the early years, comprising one nursery setting, known as Kindergarten, and one Reception class.
60. Hampton Pre-Prep & Prep School has identified 11 pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care plan.
61. Hampton Pre-Prep & Prep School has identified English as an additional language for 28 pupils.
62. The school states its aims are to provide pupils with a challenging and stimulating education in a friendly and supportive environment. It seeks to develop in its pupils a desire to achieve their full academic potential and to demonstrate a participative and positive approach to learning. The school aims for pupils to have a helpful and committed attitude to their school and community, to show respect for self and others, to engage in co-curricular activities and to develop skills for life at their next school and beyond.

Inspection details

Inspection dates

28 to 30 April 2026

63. A team of three inspectors visited the school for two and a half days.

64. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and an assembly
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair of the governing committee
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- discussions with learning support staff and visits to facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

65. 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**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net