

# Hampton Court House

Hampton Court House, Hampton Court Road, East Molesey, Surrey KT8 9BS

## Inspection dates

28 February and 16–18 May 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Outstanding</b>
Sixth form provision	<b>Good</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a good school

- Since the last inspection the headteacher, supported by senior leaders, the proprietor and governors, has introduced a number of successful strategies to improve the school. Leaders have ensured that good teaching enables pupils to achieve well. However, teaching does not sufficiently challenge pupils to achieve their best in all subjects.
- The headteacher's determined leadership has been the driving force in raising the expectations of both staff and pupils.
- Pupils' behaviour is exemplary. They have excellent attitudes to learning, work well together and are highly motivated to succeed.
- The well-designed curriculum enables pupils to develop a thirst for knowledge, wide interests, a love of learning and real concern for others.
- In key stage 2, the quality of teaching is inconsistent in a few subjects other than English and mathematics.
- Safeguarding arrangements are effective and, as a result, pupils feel very safe and well cared for.
- Governance is effective. Governors are confident in challenging and holding leaders to account for improving the quality of teaching and pupils' outcomes.
- Outstanding leadership, provision and teaching in the early years have ensured that children make excellent progress.
- Provision, leadership and teaching are good in the sixth form, enabling students to achieve well. However, work is not always set at a level that enables individuals to achieve the highest possible standards.
- Staff and governors do not always have full information about the progress of different groups of pupils across all subjects on which to base their decisions.

### Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## **Full report**

### **What does the school need to do to improve further?**

- Improve the quality of teaching and pupils' outcomes still further, by ensuring that teachers:
  - set activities at the correct level so that all pupils are challenged to achieve their very best in all subjects, including students in the sixth form
  - improve the consistency of teaching at key stage 2.
- Provide staff and governors with information summarising the progress of different groups of pupils across all subjects to inform their discussions and decisions.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since the last inspection the headteacher, supported well by staff and governors, has taken a strong and determined lead in consolidating the school's strengths and developing new ones. For example, middle leadership has been enhanced and the senior team has been expanded to good effect. Appraisal arrangements, together with the training and development programme for staff, have been strengthened. These actions have helped to ensure good provision and that the independent school standards are met. Senior leaders know what needs to be done to improve the provision to become outstanding.
- The headteacher and senior leaders inspire staff and pupils to form a vibrant learning community. The school also nurtures pupils' personal, intellectual and cultural development. Central to the school's ethos is a genuine care for the happiness and well-being of each individual pupil and member of staff. The school's self-evaluation is accurate and matches well the findings of the inspection team.
- Staff are very appreciative about the many training opportunities for professional dialogue with other teachers. In particular, they value the increasingly regular contact with both maintained and independent schools in the area to discuss ideas and to share good practice. This leads to innovative approaches within the school that help to motivate pupils to achieve at the highest levels.
- The well-balanced curriculum promotes a thirst for knowledge and a love of learning. Opportunities to study fundamental values are extensively promoted throughout the pupils' school experiences. Literacy and numeracy skills are developed well across subjects, with reading having a very high profile in all year groups.
- Pupils' participation in outdoor learning, including the 'forest school', strongly promotes their practical skills, happiness and well-being by connecting with the natural world. The breadth of the curriculum enables them to develop a range of skills to a high level in order to meet the requirements of the 11-plus, Common Entrance, GCSE and A-level examinations.
- The provision for pupils' spiritual, moral, social and cultural development is excellent. The programme of enrichment activities provides a stimulating additional dimension to their learning. On average, around 50 clubs run each week, ranging from animation to archery and from the science, technology, engineering and mathematics club to street jazz. Pupils have many opportunities to learn about people whose characteristics are protected in law and to learn to respect those with differing lifestyles. Outings to places of interest in London and beyond, together with residential visits to France, Iceland, Italy, Kenya and Switzerland, develop pupils' confidence and self-esteem. Evening lectures given by eminent outside speakers provide further opportunities to deepen pupils' understanding of their subjects and world affairs.
- The wide range of subjects at key stages 4 and 5 enables all pupils and students to acquire a broad range of skills and experiences. The curriculum is well tailored to meet their needs and aspirations. Effective careers advice, together with interesting work-experience placements, enables them to make informed decisions about their futures.

- Almost all parents and carers who completed Ofsted's questionnaire, Parent View, stated that they would recommend the school to another parent.
- The school's assessment information enables leaders to see how well individual pupils are achieving. However, it provides less detail and analysis about the progress being made by different groups of pupils across a range of subjects and year groups. Leaders and governors have rightly judged that they have less information summarising pupils' achievement across different groups and subjects than they would wish in order to inform their discussions and decisions.

## **Governance**

- Governance is effective.
- The proprietors and governors bring a wealth of experience and expertise from the fields of education, finance, law and safeguarding. This gives them the confidence to challenge and hold leaders to account for the school's performance.
- The chair of governors monitors the work of the school very effectively by making regular visits to classrooms, often in partnership with subject leaders. He shares his findings with the headteacher and they are then discussed with governors. This ensures that governors have an accurate and up-to-date view of pupils' classroom learning.
- The proprietors and governors have put in place robust arrangements for the performance management of the headteacher, which is conducted by an external consultant. The process involves the scrutiny of performance information and takes into account the views of staff, parents and pupils. Detailed reports are presented to the proprietors and governors and challenging targets are set for the headteacher. As a result of the success of this process, it is now going to be extended to the performance management of senior staff.
- The proprietors and governors regularly commission external reviews of different aspects of the school's work to ensure that they have an accurate view of the school's performance. Recently, reviews of the effectiveness of provision for sports and for health and safety have been carried out. As a result of the recommendations from these reviews, the relevant areas have been strengthened.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding and vigilance, in which the safety of pupils is given the highest priority. High levels of staff supervision, in classrooms, around the school site and during trips and visits, help keep pupils safe.
- The school provides a safe and caring environment in which pupils feel comfortable and confident about sharing their anxieties. Pupils say that staff are good listeners and provide effective ways of dealing with any concerns and of discussing sensitive issues.
- The school's comprehensive and suitable safeguarding policy reflects the Secretary of State's most recent guidance and is published on the school's website. It contains helpful references to, and contact details for, the local authority safeguarding officers.
- All staff training, including that for the designated and deputy safeguarding leads, is up to date. Staff were able to demonstrate the impact of training. For example, in discussion

with inspectors they described how they would spot the signs that pupils may need urgent help. Staff work effectively in partnership with parents and external agencies. This is to ensure that any concerns for vulnerable pupils and their families are followed up swiftly so that they receive the help that they need.

- Pupils reported that they feel safe in school. They are particularly aware of the risks associated with examination stress and of ways to maintain mental health and well-being. The effective personal-development curriculum enables them to learn about risks in the community, such as gang culture, drugs and alcohol.

## Quality of teaching, learning and assessment

**Good**

- Pupils achieve well and make good progress because they are well taught.
- Since the last inspection, much has been done to improve the quality of teaching and assessment. For example, the management skills of subject leaders have been enhanced so that teachers' understanding of how pupils learn across a range of disciplines has been developed further.
- Characteristic of most teaching is the secure subject knowledge of the staff and their enthusiasm for their subjects. This is used effectively together with good use of assessment to develop pupils' reading, writing, speaking and listening skills, as well as their understanding in mathematics and other subjects. Pupils become confident learners because of their strong communication skills.
- In the most successful teaching, teachers develop exciting activities through which to engage pupils in discussion, debate and further exploration, and to foster a love of the subject. A collaborative, scholarly ethos and warm working relationships support pupils' motivation to learn and achieve well. For example, Year 6 pupils in English thoroughly enjoyed debating the usefulness of the tricolon in driving home a point, by repeating three parallel words or phrases in succession. Pupils learned that this was a popular literary technique, particularly favoured by politicians and television presenters.
- Over time, pupils benefit greatly from being taught in dual languages from Years 1 to 4. As a result, they develop strong communication skills in both English and French, and also in other languages. Specialist teaching in music and ballet enables pupils to develop their confidence and self-esteem so that they are able to perform in public with credit.
- As pupils move through the school, the range of methodologies used in classrooms supports them very well in becoming increasingly independent learners. This helps prepare students well for higher education.
- Pupils who have special educational needs (SEN) and/or disabilities receive the help they need to support them in their learning. Personalised experiences enable them to make significant progress and overcome barriers to learning. As a result, pupils who have SEN make similar progress to that of other pupils in the school.
- Sometimes, teachers plan classroom activities that pupils find either too easy or too hard. When this occurs, progress is not as strong, as pupils are not challenged or supported to achieve their very best.
- At key stage 2, the quality of teaching is inconsistent in a few subjects other than English and mathematics.

## **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- The personal, social, health and economic education programme promotes the school's aims extremely well in helping pupils to fulfil their potential. Timetabled lessons, special events and assemblies enable pupils to learn about personal relationships and how to lead healthy lives. Participation in sport and other physical pursuits contributes effectively to their physical and emotional well-being.
- Leaders provide well for pupils' personal well-being and for a wide range of future careers, enabling them to become confident and articulate learners.
- Pupils of all ages make a very strong contribution to school life and the wider community. For example, they have raised funds for a charity which works with institutionalised children in Sri Lanka and they help those in need locally. Sixth-form students regularly support and work with younger pupils on a range of projects such as assemblies, charity events and clubs. This creates a strong sense of family throughout the school and illustrates the pupils' genuine concern for others.
- Pupils know how to keep themselves safe in a variety of situations. They have a mature appreciation of the different types of bullying, including those which are racist and homophobic. Those who spoke with inspectors said that bullying is rare and that, if it does occur, it is dealt with quickly by teachers.
- The school very positively promotes a welcoming ethos in which pupils feel at ease with both one another and with staff. Pupils are very secure in their knowledge that there is always an adult to help them should the need arise. The school's open and supportive culture ensures that pupils feel confident and comfortable about raising sensitive issues. These include those characteristics relating to equality and diversity which are protected in law.

## **Behaviour**

- The behaviour of pupils is outstanding.
- In classrooms and around the school site, pupils are extremely polite, friendly and well mannered, showing respect for each other and their teachers and working well together. Their conscientiousness and studious attitudes to learning enable them to achieve well.
- The high expectations of staff and their effective planning of classroom activities motivate pupils to adopt the highest standards of behaviour.
- Pupils love and respect their school and, as a result, they attend regularly. Leaders are making good progress in dealing with the remaining small proportion of pupils who are persistently absent.
- In recent years, the school has gone out of its way to admit pupils whose attendance had previously been a cause for concern. The school's information shows that the attendance of these pupils has improved markedly since they started at Hampton Court House.

## Outcomes for pupils

**Good**

- Overall, because they are well taught, pupils in all year groups make good progress from their generally above-average starting points at the beginning of key stage 1. They are well prepared for the next stage of their education. In 2017, pupils aged 11 and 13 successfully passed entrance examinations and all gained places in competitive fields at independent, selective and non-selective secondary schools.
- In 2017, just under a half of all Year 11 pupils achieved the highest level at GCSE in English and mathematics, with just over a third gaining the top grade in all other subjects. Pupils achieved particularly high standards in English, mathematics, modern foreign languages, Latin and science. They performed less well in computing and psychology. However, effective strategies have now been put in place to improve the quality of teaching in these areas.
- Pupils from different nationalities, including those who are bilingual, make the same good progress as others. This is also true of those who have SEN and/or disabilities. This is because staff know them well and plan stimulating activities that motivate them and help them to overcome barriers to learning.
- Pupils read very well. Teachers skilfully incorporate appropriate phonics teaching to ensure that all pupils make strong progress in their reading skills at key stages 1, 2 and 3. Attractive displays around the school and in classrooms are rich in language. Together with an appealing range of books in classrooms, they help pupils to develop a love of reading. Throughout their time in the primary and secondary phases, pupils hone their basic skills in writing and oracy, laying firm foundations on which to build their successful post-16 experience.
- Visits to classrooms and scrutiny of pupils' work show that pupils develop strong skills in mathematics during their time at the school. Interesting problem-solving activities deepen their understanding of mathematical concepts because they are often related to real-life situations.
- Pupils make good progress overall in English, mathematics, science, physical, technological, creative and linguistic subjects, including French, Mandarin, Spanish and Latin. From Year 1, a number of pupils are entered for examinations in ballet and French and achieve well. Similarly, pupils are successful in examinations on a variety of musical instruments. These experiences help them to become confident and assured when they present themselves in public.
- Sometimes, teachers do not always plan classroom activities consistently to enable pupils to achieve their very best. This results in variation in pupils' progress between some subjects and some year groups.

## Early years provision

**Outstanding**

- The provision for children in the early years is outstanding and successfully promotes their welfare, along with their progress in learning.
- Teaching across the early years is excellent. Staff work together as a strong and effective team to promote children's interest in and excitement in learning. Teachers have a good understanding of how young children learn and plan exciting activities that build on what



they already know and can do. Children are extremely well behaved. From an early age they develop the skills to take responsibility for themselves.

- Most children enter the early years with skills and knowledge that are typical for their age. All of them achieve exceptionally well, with the majority exceeding expectations for their age by the end of the Reception Year. As a result, they are very well prepared for entry into Year 1.
- An excellent range of resources, both indoors and out, stimulates children's curiosity and their desire to experiment and explore ideas. Staff make use of the school's extensive grounds to extend children's ideas, knowledge and skills. Teachers are skilled in assessing what children know and in planning new challenges. All staff work effectively to build the children's confidence and resilience so that they are ready to try new things and to collaborate with one another.
- The stimulating curriculum is well planned and matched to the children's age, interests and maturity. Staff know their children well. On entry to the setting, they assess children's development carefully and set next steps effectively to move them on in their learning.
- Excellent induction procedures enable adults to get to know children, and their families, before they start at school. Staff build highly effective relationships with parents to support their children's learning at home. Relations with external agencies and other partners are used well to promote the children's welfare.
- The leadership of the early years is outstanding. Staff have an excellent understanding of children's learning, and regularly communicate with parents, sharing information to ensure that children make the best possible progress. Staff provide well-planned workshops for parents to help their children with their reading. The high quality of provision in the early years is largely the result of outstanding leadership.
- The school meets the statutory early years requirements and the independent school standards in relation to the early years provision. Safeguarding is effective.

## Sixth form provision

**Good**

- Provision in the sixth form is good and students achieve well.
- In 2017, at the end of their advanced-level studies, just under two thirds of all students achieved at least grades that ranged from A\* to B. One in eight students gained at least one A\* grade. The quality of learning in classrooms ensured that most students reached their first choices of prestigious universities in the United Kingdom.
- Students make good progress in English and mathematics. This is as a result of a strong focus on developing students' literacy and numeracy skills across a range of subjects.
- Students' conduct and behaviour around the school and in classrooms are exemplary. Relationships between staff and students and among the young people themselves are exceptionally positive, promoting an ethos in which students relish the opportunity to be challenged. Older students provide excellent role models for younger pupils, taking a lead role in organising fundraising events for the school's charities, and leading assemblies.



These activities enable students to gain a deeper appreciation of those who are less fortunate than themselves and of their responsibilities to their fellow global citizens.

- Teachers have excellent subject knowledge which enables them to plan interesting activities that motivate students to learn well. Teachers make a conscious effort to debate and challenge students in their thinking and understanding. Most are served well by this strategy. However, teachers do not always set classroom activities at the correct level to enable all students, including the most and least able, across the 15 subjects on offer, to achieve their full potential.
- The well-considered curriculum is carefully tailored to meet the aspirations and interests of students. It successfully nourishes their personal development, giving them the skills and confidence to achieve well. Students engage purposefully in learning activities, including their extended projects, and are determined to do well.
- Visits from outside speakers and 'life skills' lessons give students a mature appreciation of the threats and dangers outside the school environment. Students feel very safe and know how to keep themselves safe in a variety of situations both in and out of school. In discussion with an inspector, they reported that there was virtually no bullying because of the friendly and family-like ethos that permeates the school.
- The school's extensive programme of enrichment activities plays a significant part in developing students' confidence, leadership and employability skills. For example, all Years 12 and 13 students are assigned a well-qualified mentor to support their applications to university.
- The leadership and management of the sixth form are good. Leaders and staff are increasingly effective in securing the best outcomes for students. Just under a half of all Year 11 pupils progress into Year 12. In 2017, almost all students staying in the sixth form moved up from Year 12 into Year 13. High-quality careers education and guidance, together with interesting work-experience placements and effective teaching, prepare students well for their futures.

## School details

Unique reference number	133443
DfE registration number	318/6586
Inspection number	10012845

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	241
Of which, number on roll in sixth form	23
Number of part-time pupils	0
Proprietor	Alexander Houstoun-Boswall and Eliana Houstoun-Boswall
Chair	Tristram Jones-Parry
Headteacher	Guy Holloway
Annual fees (day pupils)	£13,245 to £18,906
Telephone number	020 8614 0865
Website	<a href="http://www.hamptoncourthouse.co.uk">www.hamptoncourthouse.co.uk</a>
Email address	<a href="mailto:reception@hchnet.co.uk">reception@hchnet.co.uk</a>
Date of previous inspection	18–20 June 2013

## Information about this school

- Hampton Court House is an independent school for boys and girls aged from three to 18 years. The school opened in 2001 and is registered to admit up to 300 pupils. It is housed in a historic Grade II listed building and located in the London Borough of Richmond upon Thames.

- The school prepares pupils for the 11-plus, common entrance and scholarship examinations, as well as GCSE and A level. Students also take the Diplôme d'Études en Langue Française, which is set by the French government. The school itself is accredited as an Institut Français centre.
- The school seeks to give pupils from Years 1 to 4 a fully bilingual education in English and French. It also offers pupils the possibility of following the French curriculum from the age of six, in partnership with the Centre National d'Enseignement à Distance (CNED).
- Currently there are 241 pupils on roll. This total is made up as follows: 34 children in the early years, 86 pupils in primary phase, 98 pupils in secondary and 23 students in the sixth form.
- Most pupils are of White British or White European heritage. A third of pupils have a language other than English as their first language. Most pupils are largely bilingual by the end of the primary phase.
- The school supports just over one in five pupils who have SEN and/or disabilities. Very few pupils have a statement of special educational needs or an education, health and care plan. There are no pupils supported by the pupil premium.
- The school aims to 'create a kinder world by developing, scholarly, cultured, reflective minds, alert to opportunity and informed about current affairs'. It also seeks to 'focus on traditional, systematic teaching which stretches and stimulates every child'.
- The school was last inspected in June 2013, when it was judged to be good.
- The school meets the independent school standards for what it must publish on its website.
- Off-site provision is made available for pupils to attend a wide range of sporting activities at:
  - the Xcel Centre at Waterside Drive, Walton-on-Thames KT12 2JG and
  - the Pavilion Club at Hurst Lane, East Molesey KT8 9DX.
- When they leave, most students gain places at their first-choice universities in the United Kingdom.

## Information about this inspection

- This section 109 inspection took place on 28 February and 1–2 March 2018 but was suspended at the beginning of the second day of the inspection because of inclement weather.
- This additional evidence inspection took place with one day's notice.
- The inspectors observed teaching and learning across all year groups and subjects, in almost all cases jointly with senior staff. They spoke to pupils informally throughout the inspection and visited an assembly.
- There were 91 responses to Parent View and 56 text comments from parents. Inspectors considered the school's analysis of its own survey of the views of pupils and parents. Inspectors also took into account the 46 responses to the staff questionnaire.
- Inspectors held discussions with one of the proprietors and three governors, as well as with senior and middle leaders and other staff.
- Inspectors reviewed key documents and policies, including those relating to safeguarding, to check the school's compliance with the independent school standards. They scrutinised pupils' books and the school's information about pupils' attainment and progress.

## Inspection team

Sam Hainey, lead inspector	Her Majesty's Inspector
David Scott, lead inspector	Ofsted Inspector
Gerard Strong	Ofsted Inspector
Andrew Wright	Her Majesty's Inspector

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