

School inspection report

30 September to 2 October 2025

Hampton Court House

Hampton Court Road

East Molesey

Surrey

KT8 9BS

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. The proprietor body, governors and leaders collectively ensure that the requirements of the Standards are met consistently. They are knowledgeable and skilled. They actively take decisions to promote pupils' wellbeing. They successfully promote a holistic and inclusive educational philosophy where pupils are known and nurtured as individuals, transitioning smoothly and happily from the early years through to the sixth form.
2. Governors use well-developed procedures to systematically monitor the effectiveness of leaders' work. Together with leaders, they undertake regular self-evaluation and review, so that they have a clear understanding of areas for improvement. They act in a timely way to ensure that they bring ongoing improvement in the provision for pupils. For instance, using their monitoring of teaching to provide staff with precise professional development opportunities.
3. A broad and balanced curriculum includes a focus on the development of linguistic skills from an early age, so that pupils become articulate learners who listen to others and engage thoughtfully in discussion. Well-planned schemes of work and a variety of teaching strategies ensure that pupils are engaged by their learning and increasingly develop independent study skills. The 'preparing for life' initiative in the sixth form supports the oldest pupils to be well equipped for their future lives. Pupils learn effectively, achieve well in public examinations and go on to highly appropriate post-16 and post-18 destinations. However, pupils who speak English as an additional language (EAL) do not always receive the structured support in lessons which enables them to engage fully in their learning.
4. Leaders have created a very supportive community, where mutual respect and appropriate behaviours are readily understood. Pupils are empathetic and considerate of others, enjoying positive relationships with other pupils and staff. They benefit from the school's wide-ranging support for their wellbeing and mental health. Leaders have developed comprehensive and well-coordinated plans for the teaching of personal, social, health and economic education (PSHE) throughout the school. However, arrangements for Years 9 to 11 are not consistently effective in providing pupils with appropriate time and teaching to develop a thorough understanding of the curriculum content.
5. Pupils' lives are enriched by the multicultural and inclusive nature of the school. Pupils are suitably informed to make informed subject choices as they move through the school and are well prepared for their next stages in education, training or employment. Pupils make a valuable contribution to the lives of others in the school and the local community. Pupils develop a keen sense of social justice and responsibility.
6. Rigorous safeguarding procedures are implemented effectively. There is robust oversight by the proprietor body and governors, supported by regular review and collaboration with school leaders. Staff recognise their collective responsibility for safeguarding and are well trained. They are vigilant and timely in acting on any concerns about pupils.

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:

- ensure that all staff are equally well trained to support pupils' specific needs so that pupils who speak EAL develop sufficient linguistic skills in a timely way
- ensure that pupils in Years 9 to 11 experience well-taught and effectively timetabled PSHE lessons so they develop a rich understanding of the curriculum content.

Section 1: Leadership and management, and governance

7. The proprietor body and governors are well informed about the effectiveness of leaders' work. They exercise attentive and robust oversight of all aspects of the school's work. They receive comprehensive reports and have developed procedures for systematic monitoring. They visit the school regularly and speak to staff and pupils. They work collaboratively with leaders to understand areas for development. They assure themselves that leaders have appropriate skills and knowledge to fulfil their responsibilities effectively, so that Standards are met consistently.
8. Leaders are thorough and ambitious in their approaches to self-evaluation. They have a shared understanding of areas for development and take decisions always to prioritise and promote pupils' wellbeing. They have brought many well-considered improvements to pupils' experiences, including in academic monitoring, in the sixth-form curriculum, in developing pupils' opportunities to provide their viewpoints and in supporting pupils' mental health. The cohesive leadership team successfully promotes a holistic and inclusive educational ethos where pupils are known and nurtured as individuals, which leaders term 'achievement with heart'.
9. Leaders ensure a smooth transition for pupils as they transition between year groups to the next stage of their education. Leaders responsible for early years have detailed understanding of early learning goals (ELGs). The co-ordinated approach of academic and pastoral leaders in junior and senior schools then enables close knowledge of pupils' needs and the provision of guidance which helps them to thrive. Leaders effectively analyse pupils' educational outcomes and identify areas for improvement. This is supported by a comprehensive programme of staff development, as well as frequent monitoring and review.
10. Leaders ensure that clear policies and protocols are in place and that they are updated and implemented in line with relevant guidance and legislation. For example, the school meets the requirements of the Equality Act 2010. A suitable accessibility plan is in place, which includes actions to enable all pupils to access the physical environment and the curriculum. There is also a suitable three-stage complaints policy that is implemented effectively. Leaders invite parental feedback and listen thoughtfully to concerns. They keep detailed records so that they can identify any trends and consider opportunities for improvement.
11. Leaders have developed clear mechanisms to communicate with parents on a regular basis and at key moments in their child's education. Comprehensive information related to school policies and processes are available through the school's chosen website. Parents receive helpful feedback on their child's progress through parents' evenings and written reports, which celebrate achievement and provide guidance for improvement.
12. Leaders work closely and collaboratively with a range of external agencies. They seek advice and report concerns in a timely manner and establish partnerships to promote pupils' wellbeing. Where pupils have an educational, health and care plan (EHC plan), leaders provide appropriate information to the local authority, including information related to finance and funding. They also provide the local authority with information about pupils who join or leave the school at non-standard transition points.
13. There is a proactive approach to the identification and management of risks and staff are appropriately trained. Leaders have a thorough awareness of contextual risks for pupils. They are

well informed, vigilant and take effective action when required. Leaders' understanding of risk informs their decision-making and pupils' physical and emotional wellbeing are firmly prioritised.

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

14. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

15. Leaders have planned a curriculum which places emphasis on language-immersion as part of a broad range of subjects. Following the *LabelFrancÉducation* programme, stories are told in the French language to the youngest children in the early years, while many subjects are taught in French from Years 1 to 4. Leaders continue to invest in pupils' interest in languages, through the introduction of Mandarin from Year 5 and Spanish and Latin from Year 7. As they grow older, pupils experience a wide array of subjects at GCSE and A Level, including French international qualifications.
16. The youngest children in the early years receive a curriculum that fully meets their needs. Staff are well trained and knowledgeable about how young children learn and develop. They provide high-quality support to help the development of children's communication and language skills, in French and English. Children acquire a thorough understanding of the sounds that letters make, and how to blend these sounds into the formation of words. Effective approaches to early reading also support pupils in their early writing skills. By the end of Reception, the youngest children are well prepared for the Year 1 curriculum.
17. The school's 'preparing for life' programme in the sixth form focuses on providing provision to support pupils' holistic development. There is a well-embedded approach to providing a curriculum programme that supports pupils' physical and mental health, their leadership skills, their contribution to the community, their cultural understanding and experience, as well as their academic success.
18. Teachers have secure understanding of their subject areas. They use a range of effective methods and good-quality resources to develop pupils' knowledge and skills. Teachers use a range of assessment information to identify accurately what pupils know and can do. Teachers adapt learning to provide precise and individual support in lessons and through additional intervention, when needed. They encourage pupils, including the oldest pupils in the sixth form, to apply their learning in more complex ways and with increasing independence. They often provide pupils with specific guidance and feedback about how to improve their work.
19. Leaders have developed an assessment framework, which monitors the progress of pupils from the early years to the sixth form. They use a range of performance information to identify and tailor individual support for pupils. Leaders also use this information to develop curriculum planning and provide further staff training and development. As a result, pupils of all ages learn and achieve well. For instance, the youngest pupils acquire fluency in foundational knowledge in reading, writing, mathematics and communication skills. The oldest pupils in Year 11 and Year 13 achieve a range of qualifications. Many attain very high standards. They move onto highly appropriate next-step destinations in education, training and employment.
20. Pupils who have special educational needs and/or disabilities (SEND) have their needs identified quickly. Leaders provide teachers with training and guidance about how to support their individual needs, supplemented by further support outside lessons where required, such as speech and language therapy. Leaders work closely with parents and pupils to provide support at school and at home. As a result, over time, pupils learn to manage their own needs with increasing success and independence. They learn and achieve well.

21. Leaders have given careful thought to the provision of support for pupils who speak EAL. They are developing productive links with external agencies, and a recent successful summer school has benefited those who are in the early stages of learning English. Bespoke and structured support such as vocabulary lists or verbal prompts enables pupils who speak EAL to participate confidently in many lessons and to make progress. However, a lack of such support in some lessons makes it difficult for them to engage and learn as effectively as they could.
22. The school provides a stimulating environment. There are ample opportunities for outdoor learning for children in the early years and for pupils in the junior school. There is a suitable range of extra-curricular activities. Some result from pupils' initiative or requests, and some are led by pupils in the sixth form who develop leadership skills and foster a sense of community across the school.

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

23. All the relevant Standards are met.

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

24. Leaders foster an environment of mutual trust and respect, effectively modelled by staff and senior pupils. The PSHE curriculum supports pupils' understanding, including learning about different faiths, cultures, and sexualities. A thoughtfully devised assembly programme focuses on respect for other people, particularly those with protected characteristics, including through Black History Month, and emotional literacy.
25. Pupils' spiritual awareness is enhanced by the natural environment and their opportunities for outdoor learning. For instance, in the early years children spend time learning outdoors about the lives of hedgehogs, while pupils studying A-Level art use the natural world as the stimulus for their photography portfolios. The teaching of philosophy in the senior school develops pupils' self-knowledge in relation to others and the world around them.
26. Pupils' wellbeing is very well supported. Pupils access support for their emotional and mental health from an early age, through initiatives such as wellbeing walks, a therapy dog and counselling. Older pupils are trained as mental health champions and raise funds for the development of additional facilities for pupils, such as the recharge room. Over time, pupils develop confidence to communicate their views, take part in public performances and be proactive citizens in the school community. For instance, the oldest pupils in the sixth form take on a range of responsibilities for different aspects of school life. They work closely with school leaders, providing informed information about pupils' experiences of school life. They are a force for positive change.
27. Pupils benefit from a well-planned and taught physical education (PE) curriculum and extra-curricular programme. Pupils learn a range of sports, competitive sports and opportunities to develop their fitness. Leaders use on-site and off-site facilities to provide high-quality opportunities for pupils. For instance, the school enjoys partnerships with a local university, a leisure centre and a rowing club. Leaders constantly seek new ways in which to engage more pupils in sport and exercise, such as boys' netball, girls' football, sixth-form coaches, combined year group fixtures, and through the sixth form's 'preparing for life' programme. Through PE and PSHE, pupils also learn about healthy lifestyles and nutrition.
28. Comprehensive and well-co-ordinated plans for the teaching of PSHE, including the coverage of the relationships and sex education (RSE) are in place and adhere to statutory guidance. Parents are appropriately consulted and informed of the curriculum content and their rights. Teachers provide an appropriate programme of activities. External agencies support teachers by delivering sensitive or specialist content. Pupils are given a range of opportunities to ask questions, including through anonymous ways. However, pupils in Years 9 to 11 do not receive the timetabled time or the consistently high-quality teaching to develop a rich understanding of the content.
29. Leaders have created and implemented effective approaches related to behaviour and anti-bullying. Behaviour throughout the school is positive and respectful. Pupils have many opportunities to earn rewards and house points, and understand the system used for sanctions. Bullying and unkind behaviour are rare and are addressed promptly and appropriately by staff when they occur. Leaders work effectively to support the few pupils who need extra help to regulate their emotions and behaviour. Leaders monitor the information related to behaviour and bullying to plan whole-school assemblies and tutor-time activities.

30. Collectively, the proprietor body, governors and leaders ensure that all aspects of health and safety, including fire safety, are addressed effectively. They undertake regular reviews and commission external audits to gain specialist expertise. They maintain detailed records and take prompt action, whenever required. Premises and accommodation are well maintained, including the well-organised medical and first aid facilities. Staff are appropriately trained, including in paediatric first aid, and maintain appropriate records. Pupils are suitably supervised throughout the school and during off-site activities.
31. The admissions and attendance registers are kept in accordance with statutory guidance. Leaders monitor pupils' attendance and take appropriate steps where they have any concerns. They notify local authorities as required, informing them whenever pupils join or leave the school at non-standard transition points.

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

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

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

33. Economic education forms part of the PSHE programme and mathematics curriculum. The curriculum starts with the youngest children who learn about the use of money through role play. As they get older, pupils learn about increasingly complex topics including budgeting, tax and compound interest. Pupils are given many opportunities to apply their learning in practice. For instance, pupils in Year 6 are given a budget to work with as part of an entrepreneurial challenge. They devise their own concepts, make and advertise their product and then set up stalls for younger pupils to buy from them. Sixth formers learn how to open a bank account and take a lead with charity fundraising. Pupils benefit from the many opportunities to develop their understanding of finances and their economic independence.
34. Leaders and teachers plan a wide range of lessons and activities to develop pupils' understanding of respect and tolerance for those of different cultures, faiths and beliefs. Through the curriculum, pupils learn about a variety of important concepts, such as breaking down stereotypes, the differing roles of women in literature, cultural celebrations, religious tolerance and urban poverty. Pupils learn about current political issues in the world, such as conflicts in the Middle East. Teachers encourage the open expression of views within an atmosphere of respect and tolerance. Leaders enrich the curriculum through a range of other activities such as pupils writing in French to pen pals in Africa, Belgium and Canada, or through contributing their own stories to the annual culture day.
35. Pupils learn about important public services, such as the police and courts, and values such as the rule of law, and right and wrong. Pupils have a keen understanding of right and wrong, and this is reflected in their caring behaviour. This starts with the youngest children in the early years, who are taught about important jobs that help people. Children are taught how to manage their emotions, to express their likes and dislikes. Staff model social skills such as listening and taking turns. Children learn the importance of helping each other and taking responsibility for their actions.
36. Pupils are well informed and well supported to make decisions about their futures. Through the curriculum, such as in PSHE, pupils are encouraged to reflect on their careers and aspirations in an age-appropriate way. As they get older, pupils receive focused and individualised guidance on their GCSE and A-level options and future post-18 destinations. Pupils in the sixth form benefit from weekly guidance sessions with a senior leader and careers forums providing more specialist expertise. The curriculum is supplemented by events such as a careers day.
37. Leaders provide a range of opportunities for pupils to make a valuable contribution to the lives of others. For example, pupils in Years 1 to 4 write Christmas cards to elderly people in France as part of the French immersion programme. House competitions fundraise for charities, such as supporting schools in Africa. Pupils support mental health and anti-bullying charities. The sixth-form community encourages volunteering, such as litter picking in the local community. They organise collections for local foodbanks, with the support of the parents' association. As a result, pupils develop a keen sense of the importance of contributing to the local community and of social responsibility.
38. Through the curriculum pupils learn about democracy. They also receive lots of opportunities to apply democracy in their school life. For example, in the early years, children take responsibility as 'line leaders' and vote for the story they want to hear at the end of the day. Older pupils elect school council representatives in the junior and senior schools. The recently formed sixth-form committee

seeks younger pupils' feedback and communicates views to senior leaders. The politics club in the senior school leads assemblies to coincide with elections for the school council or of national or international importance.

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

39. All the relevant Standards are met.

Safeguarding

40. Leaders with responsibility for safeguarding have a thorough knowledge of current statutory guidance and requirements. They are very well trained, including through regular training with external agencies, such as children's services. Leaders collaborate and co-ordinate their work effectively and their knowledge of pupils supports the effective safeguarding culture which they promote.
41. The proprietor body and governors ensure rigorous and systematic oversight of safeguarding arrangements. Their oversight includes weekly and termly reporting, annual reviews, checking on leaders' documentation and frequent discussion with leaders responsible for safeguarding. The proprietor body and governors provide appropriate support and challenge, ensuring that leaders monitor trends and that they are effective in the actions that they take.
42. Safeguarding training for staff is thorough, frequent and begins with their induction. Termly staff training is supplemented by online training, quizzes and regular updates. Staff have a secure knowledge of safeguarding procedures and policies, as well as appropriate understanding of statutory government guidance. They report and respond to concerns, including those about other adults, and do so promptly. Detailed and clear record-keeping on the school's electronic system enables the identification of issues and the implementation of strategies to keep pupils safe and to promote their wellbeing.
43. Effective and collaborative relationships are maintained with external agencies. Leaders report safeguarding concerns in a timely manner, readily seek advice and conduct investigations appropriately. They have a thorough understanding of risks which might affect pupils and take actions to mitigate such risks.
44. Pupils learn how to keep themselves safe, including online, through the PSHE curriculum and assemblies. Pupils know how to raise any concerns, including the use of worry boxes monitored by staff and pupil leaders. There is also an online anonymous system available in the senior school. Pupils know the range of ways in which they can report concerns, and often choose to talk to staff directly, knowing that they will be listened to and that actions will be taken.
45. The school has an appropriate system in place for filtering and monitoring the internet. This system provides leaders with vigilance and effective monitoring of the use of online systems and digital hardware. They take timely and effective action when any concerns arise.
46. Appropriate procedures are in place for ensuring the suitability of adults and volunteers working in the school. Those responsible for carrying out required pre-employment checks are trained effectively. They ensure that all required checks are undertaken on adults before they begin working with pupils. The record of these checks is maintained on a single central record (SCR) of appointments. Recruitment procedures and records are regularly monitored by leaders and governors.

The extent to which the school meets Standards relating to safeguarding

47. All the relevant Standards are met.

School details

School	Hampton Court House
Department for Education number	318/6586
Address	Hampton Court House Hampton Court Road East Molesey Surrey KT8 9BS
Phone number	020 8614 0685
Email address	reception@hchnet.co.uk
Website	www.hamptoncourthouse.co.uk
Proprietor	Dukes Education Group Ltd
Chair	Mr Aatif Hassan
Headteacher	Mrs Katherine Vintiner
Age range	2 to 18
Number of pupils	351
Date of previous inspection	14 to 15 September 2022

Information about the school

48. Hampton Court House is a co-educational day school located in Hampton in the London Borough of Richmond-upon-Thames. It is housed in a historic Grade II listed building adjacent to parkland. It comprises four sections: Nursery and pre-prep (called 'Little Courtiers'), prep, senior and sixth form. The school is owned and governed by Dukes Education Ltd. There is also a governing body who act in the capacity of a critical friend. The chair of the proprietor body also takes on the role of chair of governors. The headteacher has been in post since January 2023.
49. The school was previously inspected by Ofsted. It received its last full standard inspection from Ofsted in May 2018 where the requirements of the standards were deemed to be met, and the school's overall effectiveness was judged to be good. The school transferred to the Independent Schools Association (ISA) in 2020. The school received its first regulatory compliance inspection by ISI in September 2022.
50. There are 23 children in the early years, comprising a Pre-nursery, a Nursery and a Reception class. They are located in a separate building on the same site.
51. The school has identified 86 pupils as having special educational needs and/or disabilities (SEND). A small number of pupils in the school have an education, health and care plan (EHC plan).
52. The school has identified 173 pupils as speaking English as an additional language (EAL).
53. The school states that its aims are to offer an extraordinary education and place of inspiration, with children at the heart of everything the school does. Its curriculum seeks to blend academic excellence with experiential learning, languages and the arts, nurturing each child's individual passions and skills. Beyond academics, it aims to equip young people through developing their sense of self, independence, empathy and emotional intelligence, preparing pupils to thrive and make a positive impact. It seeks to provide a nurturing space where children love to be and to learn, creating a culture where they feel respected, valued and cared for by every member of staff, and are empowered to grow, flourish and achieve.

Inspection details

Inspection dates

30 September to 2 October 2025

54. A team of four inspectors visited the school for two and a half days. The on-site inspection was quality assured.

55. Inspection activities included:

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

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

How are association independent schools in England inspected?

The Department for Education is the regulator for independent schools in England.

ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.

ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.

For more information, please visit www.isi.net.

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