



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

HAMPTON SCHOOL

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Hampton School

The preparatory school was inspected at the same time and a separate report published.

Full Name of School	Hampton School
DfE Number	318/6071
Registered Charity Number	1120005
Address	Hampton School Hanworth Road Hampton Middlesex TW12 3HD England
Telephone Number	020 89795526
Fax Number	020 87834035
Email Address	staff@hamptonschool.org.uk
Head	Mr Kevin Knibbs
Chair of Governors	Mr Nigel Spooner
Age Range	11 to 18
Total Number of Pupils	1296
Gender of Pupils	Boys
Numbers by Age	11-18: 1296
Number of Day Pupils	Total: 1296
Inspection Dates	01 Mar 2016 to 04 Mar 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 standard inspection was in 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.

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 and other governors, 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

Mr Martin Bussey	Reporting Inspector
Mrs Ann Aughwane	Team Inspector (Former Head, GSA school)
Mr Stephen Holliday	Team Inspector (Head, HMC school)
Mr Stephen Holroyd	Team Inspector (Head of Department, HMC school)
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Mr Karl McCloskey	Team Inspector (Head, GSA school)
Mrs Ann Prior	Team Inspector (Former Deputy Head, ISA school)
Mr David Pritchard	Team Inspector (Head of Department, GSA school)
Mr Paul Sanderson	Team Inspector (Head, HMC school)
Mr James Sheridan	Team Inspector (Head, GSA school)
Mr Rod Spencer	Team Inspector (Former Senior Master, HMC school)
Mrs Kate Walters	Team Inspector (Head of Learning Support, HMC school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Hampton School is an independent day school for boys aged 11 to 18. It was founded in 1556 and is located in south-west London. It is a charitable company limited by guarantee, with the trustees forming the board of governors. In 1999, it merged with Denmead School, a local preparatory school; this became Hampton Preparatory and Pre-Preparatory School in February 2016. Both schools are administered by the Hampton board of governors.
- 1.2 The school aims to be a friendly, lively and unpretentious school for boys; to attract and educate boys of academic and all-round ambition and provide them with a challenging and stimulating education within a supportive environment. It seeks to develop in boys the desire to achieve their full academic potential, a participative but critical approach to learning, a helpful and committed attitude to the school and the community, a respect for themselves and others; to promote involvement in co-curricular activities and enable skills for life at university and beyond. It aims to do this through a broad and balanced curriculum, an established system of pastoral care, a co-operative and collaborative relationship with the community and the development and maintenance of the school site and its facilities.
- 1.3 At the time of the inspection, 1296 pupils were on the roll. Most pupils enter the school in Year 7, with another third entering in Year 9. Pupils from the preparatory school constitute around a tenth of Year 7. A small number of pupils join in the sixth form. Pupils travel from boroughs across the south of London and some from further afield. The majority are of British or other white background and others represent a range of ethnicities.
- 1.4 The ability profile of pupils in Years 7 to 11 is well above the national average. In the sixth form, the profile is above the national average for pupils in sixth-form education. There are 40 pupils who speak English alongside another language at home but none requires specialist language support. Two pupils have either a statement of special educational needs or EHC plan. The school has identified 128 pupils as having special educational needs and/or disabilities (SEND); 39 receive specialist learning support.
- 1.5 Since the previous inspection, the school has refurbished many facilities, including those for sports, dining and learning support; it has updated laboratories, and continued to develop the landscaping of the school site. An atrium building has opened, providing new classrooms and display areas and more toilet facilities for pupils and staff. This area is also used for study, displays and school events. The head was appointed in September 2013, having previously been the deputy head.
- 1.6 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its NC equivalence are shown in the following table.

School	NC name
Year 1	Year 7
Year 2	Year 8
Year 3	Year 9
Year 4	Year 10
Year 5	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of the pupils' achievement in academic and co-curricular areas is exceptional. Often, pupils achieve at levels beyond those expected for their age. This represents excellent progress, including for pupils with SEND. Those pupils identified as the most able, and those who are gifted and talented, succeed at very high levels. Many pupils succeed equally well across diverse areas. These levels of achievement are enabled by a challenging and stimulating education within the curriculum, coupled with the provision of a wide range of academic societies and co-curricular activities. Pupils' learning skills are at unusually high levels. They are characterised by a mostly unwavering focus on their work, as well as enthusiasm and involvement. All pupils have a strong desire to succeed, alongside the ability to recognise and learn from others' success. Teaching is excellent throughout the school and demonstrates expert subject knowledge. This results frequently in lessons that show a real sense of scholarly collaboration between teachers and pupils, based on mutual respect and a shared love of learning.
- 2.2 The pupils' personal development is excellent throughout the school, supported by a highly relevant personal, social and health education (PSHE) programme. This is supplemented by innovative mindfulness teaching which develops resilience and promotes mental health. This demonstrates the excellent care that the school provides for pupils within an academically demanding environment. It enables pupils to become self-reflective, alongside their well-developed qualities of integrity and honesty. A minority of pupils, in response to pre-inspection questionnaires, particularly younger pupils, indicated that they perceive lesser sanctions to be inconsistently applied. Inspection evidence shows that such sanctions are effectively monitored for consistency but that guidance regarding their use provided to parents and pupils is less specific than that provided to staff. This contributes to uncertainty. Arrangements to promote the pupils' welfare, health and safety are excellent. Checks on new staff are highly efficient and accurate, and are recorded with extreme care.
- 2.3 Excellent governance, and leadership and management, provide a strong foundation for the pupils' exceptional achievement and excellent personal development, which fulfil the school's aims and ethos with great success. The recommendation of the previous inspection to strengthen links with the preparatory school has been met. Governors provide strategic planning, astute financial management and rigorous challenge to senior managers. They also contribute advice from their own expertise to the school's strong arrangements for safeguarding. Governors maintain excellent oversight of all regulatory areas. Leadership and management are characterised by highly effective teamwork and a humane approach. Leaders provide focused and successfully implemented planning in response to vigilant and thorough self-evaluation, and have created strong links with parents. Those parents who responded to pre-inspection questionnaires show extremely high levels of satisfaction with the education provided by the school.

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) Recommendation for further improvement

2.5 The school is advised to make the following improvement.

1. Provide clearer guidance to pupils and their parents regarding the use of lesser sanctions, to match that given to staff.

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 exceptional.
- 3.2 The school meets its aim to educate pupils of academic and all-round ambition with much success.
- 3.3 Pupils demonstrate excellent subject knowledge and skills in all subject areas, enabled by a stimulating curriculum. They apply their knowledge and skills with great success when they engage in new learning. Often, pupils' achievement is at levels beyond those expected for their age. Pupils articulate their logical ideas with great clarity and maturity both orally and in writing. Their learning is frequently characterised by scholarship, particularly in the sixth form, in response to the excellent subject knowledge that informs teaching. Pupils apply their very advanced numeracy skills to excellent effect. They develop strong skills in modern foreign languages (MFL) and are adept in their use of technology. Many pupils excel in creative subjects. Outstanding performance in areas of physical activity is common amongst pupils of all ages and potential.
- 3.4 Pupils are extremely successful in the wide range of co-curricular activities offered by the school. Many pupils succeed equally well across diverse areas. Sporting success at national level is frequent; teams win national rugby and football competitions, participate in national finals for rowing, and individuals have won medals in acrobatics and triathlon competitions. Pupils achieve well in The Duke of Edinburgh's Award scheme (DofE); 36 pupils achieved the gold award in 2015. Pupils are highly successful in instrumental examinations, gaining distinctions at high grades and being awarded diplomas while still at school. The school's male-voice ensemble has enjoyed considerable success in national choral competitions. Individuals participate in national choral and instrumental ensembles and theatre groups. Pupils enjoy much success in national and regional mathematics, physics, chemistry, chess and problem-solving competitions. Individuals have won national poetry competitions and gained engineering scholarships.
- 3.5 The following analysis uses the national data for the years 2012 to 2014. These are the most recent three years for which comparative statistics are currently available. Results in GCSE and at A level are exceptional when compared with the national average for pupils in maintained schools. They are above the national average for pupils in maintained selective schools. In 2015, GCSE results showed improvement on this performance, with 93% of grades being awarded at A* or A. A-level results maintained previous levels of attainment with 94% of grades being awarded at grades A* to B. Nearly all pupils continue into the sixth form and over four-fifths of sixth-form leavers proceed to universities with demanding entry requirements, frequently in scientific and technological subjects. These levels of attainment, considered alongside the pupils' responses in interviews, their written work and in lessons, indicate high levels of progress relative to those of similar ability by the time pupils leave the school.
- 3.6 Pupils with SEND attain at levels in line with their peers through focused support and their own perseverance. This represents excellent progress. Those pupils identified as the most able, and those who are gifted and talented, succeed at very high levels because the school helps them to find distinctive areas in which to thrive, demonstrating excellent progress. For example, pupils have initiated a model

aviation club following research into electronics and constructed a multi-rotor drone. Other research has produced a sophisticated account of perceived misuse of statistics in the courtroom.

- 3.7 Pupils' unusually high levels of learning skills are characterised by mostly unwavering focus on their work, enthusiasm and involvement. They work very productively with others and can switch quickly to equally effective independent learning. Intellectual curiosity is a common trait, allied to a critical eye. All pupils have a strong desire to succeed, alongside the ability to recognise and learn from others' success.
- 3.8 Almost all parents and pupils who responded to the questionnaires were pleased with the progress that the school enables.

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

- 3.9 The contribution of curricular and co-curricular provision is excellent.
- 3.10 A challenging and stimulating education that is broad and balanced is central to the school's curriculum. This, coupled with the provision of a wide range of academic societies and co-curricular activities, amply supports its aims. Almost all parents, in response to questionnaires, expressed positive views about the curriculum and activities offered by the school.
- 3.11 Pupils in Years 7 to 9 study a core of subjects, including computing, which covers the required areas of learning. A compulsory, very well resourced creative option encourages pupils to retain a wide range of interests. At (I)GCSE, beyond the core of English language and literature, mathematics, a modern language and separate sciences, there is a wide range of options. There is a broad and flexible provision for MFL and classics, including ancient Greek, Mandarin and Russian. These options are extended at A level and Pre-U by such subjects as economics, government and politics, and psychology.
- 3.12 A commitment to encourage private reading is supported by significant links between the English department and the library. The introduction of mobile computing devices and the newly launched virtual learning environment (VLE) provides useful resources and tools for learning.
- 3.13 The school's highly relevant, integrated and clearly planned PSHE programme is taught in assemblies and individual lessons. Pupils are further supported, and their resilience developed, by an innovative mindfulness course. In the sixth form, pupils benefit from an enrichment programme that includes key skills and explores a wide range of contemporary and historical issues. It ensures balance in any presentation of political views. A well-tailored careers and higher education programme prepares pupils throughout the school for the next stage of their education. Enhanced provision is made for overseas applications and those applying for sports scholarships.
- 3.14 Those pupils who have SEND and those with EHC plans benefit from excellent facilities that are extremely well resourced and staffed. Care is taken to identify individual needs and recognise ways in which to support these. Careful liaison between the learning support department and heads of year ensures that pupils' progress is monitored.

- 3.15 Co-curricular academic activities provide significant challenge for pupils, including the most able. Various societies engage pupils with interesting and unusual ideas. Some clubs to develop innovative thinking and problem solving are offered to all, while pupils are selected to attend others. There is a strong focus on mathematics; the most able mathematicians are accelerated through examination courses. The school's extended learning programme, and project for sixth-formers, provide excellent frameworks for research skills and extended writing. Numerous extension classes are provided at lunchtimes.
- 3.16 The excellent co-curricular programme includes a diverse range of opportunities and activities, viewed by both the school and pupils as an integral part of the educational experience. Participation is monitored effectively. Opportunities range from a holocaust project to social football. Many activities provide for the beginner as well as the very advanced. Activities are often organised by the pupils themselves, supervised by staff, enabling them to develop their own leadership qualities and specific interests.
- 3.17 Excellent sporting activities range from the traditional sports and rowing to wakeboarding and biathlon. Expert coaching supports pupils of all abilities. Pupils benefit greatly from participation in the DofE and many take part. The combined cadet force (CCF) runs in conjunction with a local girls' school. The many music ensembles cater for pupils of all standards. Drama productions throughout the year give pupils of all ages the chance to perform. A variety of clubs and activities enables budding entrepreneurs to develop their business skills. The diversity of the school's comprehensive programme of trips is typified by geography in Iceland, rowing in Bruges and classics at Hadrian's Wall.
- 3.18 The school has fruitful links with other local maintained and independent schools. These enable pupils to benefit significantly from teaching and supporting others. Other such connections allow artistic collaboration. Charitable events run by the pupils raise substantial sums. In addition, pupils participate in charity work abroad, for example in Malawi.

3.(c) The contribution of teaching

- 3.19 The contribution of teaching is excellent.
- 3.20 This excellent quality of teaching clearly fulfils the aims of the school. It enables pupils to achieve their full academic potential. Teaching is highly successful in promoting pupils' progress, often beyond levels expected for their age. Most teaching shows high expectations of the pupils but, in a few lessons, teaching is less successful because the tasks provided do not challenge the pupils sufficiently.
- 3.21 Teachers display expert subject knowledge which they use to inspire and guide pupils. Many lessons have a real sense of scholarly collaboration between teachers and pupils, based on mutual respect and a shared love of learning. This excellent rapport continues beyond timetabled lessons. Teachers willingly give time to help pupils catch up or clarify issues.
- 3.22 Lessons are very well planned and are conducted at a brisk pace, with time managed expertly to provide a rich variety of stimulating tasks to challenge and engage pupils. A wide range of teaching techniques, involving the use of excellent resources, caters well for different learning styles. Opportunities for pair or group work are frequent and are used effectively to enable pupils to deepen their understanding of more complex ideas. This was seen to good effect in a sixth-form

ethics lesson where pupils worked together purposefully to prepare presentations on dualism.

- 3.23 Skilful use of questions and answers to promote reasoning is a strong feature of much teaching. In more practical subjects, pupils are inspired to be creative and to develop their talents to the full. Much teaching makes effective use of information and communication technology (ICT). Digital learning resources are increasingly being incorporated into lessons to enhance and extend learning opportunities. For example, in GCSE French, pupils used individual tablet devices to work at their own pace and develop their own responses to a listening exercise; the youngest pupils used similar devices in PSHE to research and present material on dental health.
- 3.24 Teachers know the pupils well and provision for pupils with different learning needs is excellent. Work of additional challenge in lessons challenges the most able and complements the many additional opportunities offered outside lessons for pupils to broaden and deepen their academic interests. Pupils with SEND are well supported in lessons, and teachers devise or amend tasks specifically for them in line with guidance from the learning support department. Outside lessons, support for pupils with SEND is highly effective and the pupils speak appreciatively about the help they receive. Provision for those with EHC plans or statements is suitable.
- 3.25 Teaching promotes excellent behaviour and pupils clearly enjoy their lessons. They listen to and respect one another's opinions whilst feeling confident to challenge and question appropriately. Lessons promote tolerance and respect and are non-partisan in the coverage of political issues.
- 3.26 The best marking is of a high standard and includes helpful comments to promote pupils' progress but there is much variation in the quality of marking between and within departments. Some is too brief and misses the opportunity to offer specific personalised comments to back up the helpful general feedback often given in lessons. Appropriate assessment data are used skilfully and sensitively by staff to track pupils' progress. A 'traffic light' system on grade cards and reports allows tutors and parents to understand any learning issues easily.

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 Pupils' excellent spiritual development and their high levels of self-awareness are much in evidence through artwork, drama, music, activities and sports. Pupils make excellent use of the ample opportunities to explore spirituality provided through the religious education (RE) and PSHE programmes, faith group activities and assemblies. They regularly use their training in mindfulness to be aware of their own thoughts and feelings. The promotion of fundamental British values is very much in evidence in daily school life and teaching; the fruits are evident in pupils' behaviour and outlook. The school successfully fosters a culture in which the individual matters and everyone's contribution is valued. Pupils show a strong sense of mutual respect and social awareness. Pupils are concerned for one another's well-being and readily celebrate each other's achievements and successes.
- 4.3 The school achieves its aim to produce mature, confident yet grounded young men who are a positive force in the school and the wider community. Pupils demonstrate a sense of fairness, and develop strong moral awareness under the guidance of a caring staff body. The guidance given in PSHE and other activities develops the pupils' emotional maturity and promotes articulate discussion on a wide range of sensitive topics, including male body image and politics. Pupils have a well-developed sense of democracy and individual liberty. They possess an effective working knowledge of the civil and criminal law systems of England, together with public institutions and services. The constant influx of authors, speakers and contributors to enrichment workshops ensures a range of balanced views is heard.
- 4.4 The pupils' social development is excellent. Strong relationships with others encourage well-mannered, considerate behaviour. Senior pupils conduct themselves with maturity and are excellent role models for younger pupils, often acting as academic and pastoral mentors. Pupils make very effective use of leadership opportunities, such as taking responsibility for leading assemblies, fundraising, as captains of sports teams, in the CCF, and as school prefects. Pupils follow clear guidelines on conduct, behaviour and fair play in sports. The rights of the individual, including those with protected characteristics, are championed by pupils, highlighted by their participation in the genocide project and a group supporting those of differing sexualities.
- 4.5 Pupils actively contribute to the community. A progressive service programme includes outreach work, such as concerts in the community, and helping to run weekly lunchtime clubs in local primary schools. This shapes pupils' thinking positively. Fundraising for those less fortunate than themselves is a key focus for all pupils. Initiatives include support for overseas schools, refugees and the local hospice. The school annually raises money for three charities chosen by the pupils.
- 4.6 The pupils' excellent cultural development is marked by the strong relationships and interactions within the diverse school community. Pupils develop an appreciation and celebration of differences. They benefit from the extensive range of cultural activities. Expeditions and sporting trips to such places as Uganda and South America allow pupils to appreciate different cultures and ways of life. They report these to be memorable experiences.

- 4.7 Pupils are self-reflective and develop appropriate ambition as they progress through the school. They know themselves well and are comfortable in their own abilities. Pupils demonstrate well-developed qualities of integrity and honesty alongside a sense of justice. By the time they leave school they are able to make suitable social, moral and economic choices. They have a purposeful sense of what they wish to do next and are ready to meet the challenges of adult life.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 The school successfully meets its aim to provide a friendly and supportive environment. This makes a strong contribution to the pupils' personal development.
- 4.10 Since the previous inspection, pastoral care has been significantly extended by increased counselling services and the introduction of the mindfulness programme. This has enhanced the school's provision for pupils' mental health and well-being. Highly effective support systems actively promote all aspects of pupils' care. Staff know the pupils extremely well and enable them to take full advantage of the opportunities offered by the school. Relationships between pupils and staff, and amongst pupils, are excellent. In responses to the questionnaires, the vast majority of parents expressed satisfaction with the quality of care provided. Almost every boy agreed that he enjoys being at the school.
- 4.11 The school encourages pupils to lead healthy lifestyles. The PSHE programme and high-quality sports provision help to promote the pupils' informed choices about balanced, nutritional eating, fitness, and their emotional and mental well-being.
- 4.12 The school has appropriate policies to promote good behaviour and guard against bullying. These contribute to a positive atmosphere around the school. School leaders work exceptionally well with pupils to guard against all forms of bullying, including online. Any which occurs is dealt with quickly and very effectively. Pupils have a secure understanding of the risks posed by technology. A minority of pupils responding to the questionnaires, particularly younger pupils, indicated that they perceive sanctions to be inconsistently applied. A small minority felt similarly about rewards. Scrutiny of records showed that rewards are equably distributed. The school celebrates success at all levels. The school applies and records serious sanctions with care and fairness. The use of sanctions for lesser misdemeanours is monitored effectively. The guidance provided to parents and pupils is, however, less specific regarding the use of lesser sanctions than that provided to staff. This, uncharacteristically in the school's policy making, contributes to uncertainty about consistency.
- 4.13 The school has a suitable plan to enable access for those with SEND.
- 4.14 Pupils have many opportunities to participate actively in decision making, planning, and reviewing decisions that may affect them. In response to the questionnaires, a minority said they were dissatisfied with opportunities to give their views and receive a response. Inspection evidence shows that there are various groups provided for pupils to express their views. These operate, and responses are published, effectively. They include the school council, ecology group, digital council and school nutrition review group. These utilise pupils' expertise and involve them meaningfully as active partners in shaping their learning experiences and the school environment.

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

- 4.15 The arrangements to ensure the welfare, health and safety of pupils are excellent.
- 4.16 The school has strong arrangements for safeguarding. Excellent co-ordination between governors, senior managers and those with designated responsibilities ensures effective implementation of highly effective strategies to support both children in need and those at risk. These are reviewed regularly and fully reflect the most recent requirements. Regular contact is maintained with local agencies and advice is followed. Training for all staff, including those with specific responsibilities, is well organised and understood; it is extended to all governors. Staff show a clear understanding of appropriate reporting arrangements. The school provides e-safety training to all pupils through the PSHE programme, and filtering of the school network is careful and rigorous. Appointments reflect safer recruitment guidelines.
- 4.17 The school provides suitable facilities for pupils who are unwell. They receive care from qualified nurses in the well-resourced medical centre. The first-aid policy provides well for emergencies and awareness regarding sports injuries is at a high level. Good numbers of staff are qualified in first aid. Due care is taken to ensure the health and safety of any pupils with special learning needs.
- 4.18 Arrangements for health and safety are excellent. Policies and risk assessments are extremely thorough and implemented knowledgeably and efficiently. Measures to prevent risks of fire and other hazards are thorough and checks are recorded effectively and centrally. Regular evacuation drills are held and the outcomes recorded, stored and analysed. Areas for action identified in the fire risk assessment produced by external consultants are systematically attended to. Electrical testing is methodical.
- 4.19 Registration is regular and recorded electronically. Any unauthorised absence of pupils is followed up efficiently. The school maintains and stores an appropriate admission register.

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 governing body demonstrates a range of skills and experience which benefits the school greatly. Governors' strong support provides an excellent foundation for the pupils' exceptional achievement and excellent personal development. This demonstrates improvement since the previous inspection. This support is enhanced by strategic planning, astute financial management and rigorous challenge. Those governors who are able to, visit the school very regularly; these visits include lesson observation and discussion with individual teaching and support staff. Governors review the implementation of policy in other areas on such visits, including measures to guard against bullying and the handling of parents' concerns. Meetings of governors include presentations from all levels of management and also from pupils who have achieved distinction in a particular field.
- 5.3 Governors strongly promote the school's ethos and seek to extend the range of pupils who can benefit from the excellent education the school offers through bursary schemes. They enable substantial improvements to existing facilities as well as new buildings, most recently that for the preparatory school, linked to increased co-ordination between the two schools. All governors receive safeguarding training; some undertake further training or utilise the fruits of their training in other educational institutions. Governors regularly review their own effectiveness and evaluate how they can improve the fulfilment of their responsibilities.
- 5.4 Governors review health and safety arrangements through a designated committee and participate in monitoring their implementation within the school. Monitoring of welfare arrangements includes an appropriate annual review of safeguarding policy and procedures. Safeguarding governors are closely involved through giving advice from their own expertise when desirable, but all governors show clear understanding of the distinction between advisory and executive roles in the school. Checks on newly recruited staff are carried out with great efficiency and accuracy; they are recorded with extreme 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

- 5.5 The quality of leadership and management, including links with parents, is excellent.
- 5.6 Leadership and management are fully focused on the school's distinctive aims and these are met with great success through highly effective teamwork and a humane approach. They naturally encompass the active encouragement for all pupils to develop values that encourage respect for others and democracy.
- 5.7 The excellent academic achievement of the pupils identified by the previous inspection has been consolidated and enhanced to reach exceptional levels. It is characteristic of the school that this progress has been matched by equally successful measures to promote the excellent personal development of the pupils. The recommendation to strengthen links with the preparatory school has been met

through the appointment of a liaison member of staff, by closer links with senior managers in the preparatory school and the commitment of resources to a new building.

- 5.8 Focused and successfully implemented planning, informed by the school's ethos, has led to the development of many areas of school life. Notable examples include increased facilities and resources, in particular an extensive outdoor, irrigated, artificial grass surface which is the hub of pupils' lunchtime games. These are played in a friendly spirit which typifies the school's ethos. Other successful planning has developed mindfulness teaching and strong safeguarding of pupils' welfare. In addition, departments review their own success and plan accordingly for improvement. All such development results from vigilant and thorough self-evaluation, including thorough monitoring of pastoral care, and of teaching and learning. Efficient budgeting provides different areas of the school with ample human and material resources. Excellent policies are monitored and renewed with care. This attention to detail ensured that policies comprehensively followed the relevant statutory guidance before the inspection was announced.
- 5.9 The school appoints staff of extremely high quality, both teaching and non-teaching. Procedures to ensure the suitability of staff, volunteers and governors to work with children are highly informed, methodical and recorded meticulously. The school invests strongly in staff development and well-being. A robust, comprehensive and well-established professional development review system promotes excellent reflection and dialogue, and ensures good practice is shared. Valuable initiatives arise from review, such as accompanying pupils during the school day to gain greater insight into their experiences. High-quality training for all staff includes that required in safeguarding, welfare, health and safety, alongside courses supporting school initiatives such as the introduction of individual tablet devices for pupils. This in-house training is complemented by the use of external training providers. Staff benefit from the school's encouragement and its support for their continuing professional development. Induction is well planned and documented.
- 5.10 The significance of the contribution of non-teaching staff to the success of the school is recognised by senior leaders. An annual appraisal process identifies opportunities for training and support in recognition of the key roles they play. They work closely with the academic staff for the benefit of all the pupils. The positive impact of the school's commitment to training for all is evident in the high levels of motivation staff demonstrate, and their commitment to best practice in their field in line with the ethos of the school.
- 5.11 Parents show extremely strong satisfaction with the education provided by the school. In their responses to questionnaires, they were almost unanimous in feeling that the school provides appropriate support for very able pupils, that they receive timely responses to their questions, and that the school is well led and managed.
- 5.12 Most parents are very satisfied with the information they receive about their child's progress. Communication is excellent. The school maintains a constructive relationship with parents and responds positively to their comments. Recent development of the school website has received a very positive response from the parents. Suggestions from parents regarding the website development, and the notices available on the parent portal, have been implemented. Electronic communication is used efficiently and effectively to provide access to form tutors, heads of year and other staff.

- 5.13 Parents' concerns are handled with care and sensitivity in accordance with the school's appropriate published procedures. Responses to the questionnaire show that a very large majority of parents feel strongly that the school has handled any concerns they have well.
- 5.14 Information for parents is extensive and easily accessible on the website and parent portal. All required policies are provided to parents of new and prospective pupils.
- 5.15 Parents receive half-termly grade cards on their son's achievement and effort which enable them to track easily the progress he is making. They also receive one full report covering all subjects each year. These reports are informative and most, though not all, give suggestions for future improvement.
- 5.16 Parents have a large number of opportunities to be involved in the work and progress of their children and in the life of the school in general. Many parents' evenings are held; these provide information in various helpful areas such as pastoral care, online safety, managing stress, study skills and drug education. There is one formal academic parents' evening to discuss individual pupils' progress. Other opportunities for parents to come into school include musical and boating groups. Parents' support at sporting fixtures offers yet another informal occasion to talk to staff. An active parents' association arranges social events for parents to give support, for example when pupils are new to the school.

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