



AMESBURY SCHOOL
HINDHEAD

ISI INSPECTION REPORT HIGHLIGHTS

“Leaders consistently promote the school’s aim to create a kind and caring community where pupils are celebrated as individuals”

ISI Inspection Report, June 2025



FROM THE HEAD

It is a great pleasure to share with you the outcomes of our recent ISI inspection that took place late in the Trinity term. The process was rigorous and searching, as you would expect, but also affirming. Inspectors saw what our staff see every day at Amesbury – pupils who are full of character, kind, purposeful, curious, and who relish the opportunities that come their way.

Whilst the recent changes to the way ISI report means that wording used is more analytical and less effusive, our report is still full of highlights, and I am delighted that the inspectors recognised the strength of our community. They observed that *“Governors and leaders create a culture that values pupils as individuals and prioritises their wellbeing”* and noted that *“pupils are kind, support each other well and are empathic because this is modelled by staff.”* Those comments reflect closely what the Senior Leadership Team and I witness daily in classrooms, on the playing fields, in the Wellbeing Hub, in the PAC and VAC, or when seeing children tend to the guinea pigs and support one another across year groups.

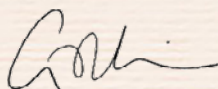
We were also pleased to see inspectors highlight the breadth and quality of what we offer. They praised a curriculum that *“broadens pupils’ wider experiences in sport, creative subjects and performing arts”* and confirmed that pupils are *“well prepared to transition successfully to secondary school, with a number achieving scholarships.”* These successes come from the passion, energy and expertise of our staff as well as the commitment and effort of our pupils.

The report also commends our first-class pastoral care and safeguarding, describing how *“leaders have established a culture that safeguards pupils effectively”* and how pupils themselves know what to do if they ever need help. This reassurance matters greatly to us: that every child not only achieves but feels secure, supported and understood.

As we look ahead, the inspectors’ words encourage us to keep building on these strong foundations. They recognised our *“shared commitment to continuous improvement”*, and that is exactly our focus: ensuring that we continue to be ambitious for every child, while remaining a community that is caring, compassionate and kind.

My thanks go to our pupils for the way they conducted themselves throughout the inspection – they really were a credit to themselves and to the school. Thank you also to our parents for your trust and support, and to my colleagues for their dedication and professionalism.

This report is something we can all take pride in. It confirms that Amesbury is a community where pupils are celebrated as individuals, supported to flourish, and encouraged to be curious, confident and kind.



Gavin Franklin

LEADERSHIP & MANAGEMENT

“Governors and leaders create a culture that values pupils as individuals and prioritises their wellbeing.”

“Governors and leaders have created a caring community, where pupils are kind and considerate, and value the care that they receive.”

“Leaders and governors have a shared commitment to continuous improvement.”

“Leaders are well trained and knowledgeable about their roles and responsibilities in boarding.”



QUALITY OF EDUCATION

“Teachers are skilled and knowledgeable about the subjects that they teach.”

“Leaders have created a broad curriculum across a range of subjects that also broadens pupils’ wider experiences in sport, creative subjects and performing arts.”

“Teachers are adept at supporting pupils who have special educational needs and/or disabilities (SEND)... Pupils access the curriculum successfully alongside their peers, learn and achieve well.”

“Pupils quickly develop linguistic skills in English. They learn to speak, write and communicate in English with confidence.”

“Pupils benefit from an extensive and diverse co-curricular programme, outdoor learning activities, trips, visits and expeditions.”

“The curriculum, through Life Skills lessons and the school’s Amesbury Award, ensures that pupils understand important values such as democracy, the rule of law and liberty.”

“Pupils are successful in gaining places at a range of academically selective senior schools, a number of whom achieve scholarships.”

“Pupils are well prepared to transition successfully to secondary school.”

EARLY YEARS

"The early years is well led and managed. Children experience a stimulating environment that promotes exploration and collaboration."

"Children's language and communication skills are developed through a range of ways, including high-quality reading, stories and interactions."

"Children in the early years are well supported to develop their physical and emotional health. Adults help children to develop their motor skills through regular opportunities to climb and explore the outdoor environment."

"Leaders invest in an environment that is nurturing and inspiring. Children are provided with high-quality experiences, are well cared for, and are effectively supported to transition into Year 1."



BOARDING

"Pupils enjoy boarding and develop their social skills and independence through the experience it provides."

"A varied programme of evening activities develops interests."

"Pupils are well cared for by supportive boarding staff in a homely and welcoming boarding house."





WELLBEING

“Leaders consistently promote the school’s aim to create a kind and caring community where pupils are celebrated as individuals.”

“Pupils value the range of initiatives provided to support their wellbeing, including the Wellbeing Hub with guinea pigs, the Friday Club and the reading dog.”

“Pupils are kind, support each other well and are empathic because this is modelled by staff.”

“Pupils are confident to mix between year groups for activities because of the community ethos within the school.”

“Pastoral staff encourage pupils to reflect on the impact of their behaviour on themselves and others”

“Pupils are encouraged to take responsibility for their actions, in an environment where restorative acts are encouraged.”

CONTRIBUTION TO SOCIETY

"Pupils demonstrate care and compassion towards one another, in line with the school aims, and understand social responsibilities well."

"Opportunities such as year-group performances and choral evensong help pupils to develop self-confidence."

"The curriculum ensures that pupils understand important values such as democracy, the rule of law and liberty."

"Pupils articulate the importance of treating everyone equally and appreciate that not everyone has the same opinions or makes the same choices about their lives."

"The school's Amesbury Award helps pupils to learn about institutions such as the judiciary, while they plan and organise fund-raising activities."

"The school's economic education starts with the youngest children... The school's Amesbury Award helps pupils to learn about institutions, such as the judiciary, while they plan and organise fund-raising activities."

SAFEGUARDING

"Leaders have established a culture that safeguards pupils effectively."

"Safeguarding leaders are knowledgeable and well trained."

"Pupils are aware of what to do if they have any concerns or need help, including how to communicate directly with safeguarding leads."

"Staff are alert to signs that a pupil might be at risk of harm and ensure that they report all concerns, so that leaders have a full range of information about pupils."

"Leaders take a thorough approach to teaching pupils how to keep themselves safe, including online."

"Leaders ensure that pupils access well-resourced, safe and effectively maintained premises and resources."

"There are comprehensive health and safety policies and procedures in place, including in relation to fire risk."





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