



INDEPENDENT SCHOOLS INSPECTORATE

**REPTON PREPARATORY SCHOOL
(FOREMARKE HALL)**

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Repton Preparatory School (Foremarke Hall)

Full Name of School	Repton Preparatory School (Foremarke Hall)		
DfE Number	830/6019		
Registered Charity Number	5271717		
Address	Repton Preparatory School (Foremarke Hall) Milton Derby Derbyshire DE65 6EJ		
Telephone Number	01283 707100		
Fax Number	01283 701185		
Email Address	office@foremarke.org.uk		
Head	Mr Richard Merriman		
Chair of Governors	Sir Henry Every BT		
Age Range	3 to 13		
Total Number of Pupils	433		
Gender of Pupils	Mixed (232 boys; 201 girls)		
Numbers by Age	0-2 (EYFS):	0	5-11: 223
	3-5 (EYFS):	68	11-18: 142
Number of Day Pupils	Total:	372	
Number of Boarders	Total:	61	
	Full:	38	Weekly: 23
Inspection dates	30 Apr to 02 May 2014		

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing primarily on compliance with the National Minimum Standards for Boarding Schools (NMS). The inspection occurs over a period of two and a half continuous days in the school.

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) (England) Regulations 2010, as amended. From September 2011 the inspection of boarding welfare forms part of the inspection process. This inspection focuses on the school's compliance with the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection. Boarding inspections were previously carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills. The relevant Ofsted report refers to an inspection in December 2010 and can be found at www.ofsted.gov.uk.

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 judgement.

INSPECTION EVIDENCE

The inspectors conducted formal interviews with boarders, held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended registration sessions. Inspectors visited each of the boarding houses and the facilities for sick or injured pupils. The responses of parents and boarding pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Bridget Windley Reporting Inspector

Mr Crispin Cole Team Inspector for Boarding (Deputy Head, IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Repton Preparatory School, commonly known as Foremarke Hall, is an independent co-educational boarding and day school for pupils aged from three to thirteen. Initially a junior boys' house at Repton School, it became established as a preparatory school in 1940. It now occupies a 50-acre site in the village of Milton in south Derbyshire, ten miles south of the city of Derby. A board of governors oversees all parts of the preparatory school and the senior school. The boarding side is split into four houses, two catering for boys, one for girls and one mixed house accommodating day boy and girl pupils who wish to sample boarding. Facilities include a floodlit artificial pitch, an indoor swimming pool, a multi-functional sports hall and a lake for sailing and canoeing. Since the previous inspection a new chair of governors, headmaster and head of boarding have been appointed and a major building development has been completed to include specialist facilities for languages, art and design and technology.
- 1.2 Opportunities for pupils to board commence in Year 3 with full-time, weekly and flexi-boarding offered. At the time of the inspection there were 38 full boarders (25 boys and 13 girls) and 23 weekly boarders (13 boys and 10 girls). There are approximately 35 additional flexi-boarding beds which are regularly used. The school has identified 62 pupils as having special educational needs and/or disabilities (SEND) and approximately 13 pupils speak English as an additional language. No pupil has a statement of educational needs. Boarders are drawn from mostly business and professional backgrounds in the local neighbourhood with a small number in the services. Most are of white British origin with approximately one sixth coming from overseas.
- 1.3 Within its Christian ethos, the school aims to ensure that boarders live in an environment that is happy with a good family/community spirit in which they can have fun. It should be caring, safe, disciplined and positive and they should have sufficient privacy for themselves. It should be home-from-home, a place where each pupil is known and cared for as an individual. Every boarder should have someone who will be their advocate or champion, like a day pupil's parent, if required.
- 1.4 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school.

2. SUMMARY

(i) Compliance with regulatory requirements

2.1 The school meets all the National Minimum Standards for Boarding Schools 2013.

(ii) Recommendation for further improvement

2.2 The school is advised to make the following improvement.

1. Ensure that boarders can contact family and friends more readily.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by Ofsted in December 2010. Recommendations were made to provide suitable washing and showering facilities for girls, improve risk assessments with regard to safety and security of the premises, undertake regular performance reviews of boarding staff and ensure that the governing body monitors welfare provision in the school. All have been met in full.

3. COMPLIANCE WITH NATIONAL MINIMUM STANDARDS

3.(a) Boarding provision and care

- 3.1 The school meets all of the NMS under this section.
- 3.2 The school has an appropriate process of induction which begins with handbooks being provided to parents and new boarders. Taster nights happen throughout the year and cover general boarding procedures. The houses operate a 'new boarder induction question sheet' and a 'buddy' system so that new boarders are helped to settle quickly into the routines. Boarders say that there are many adults within the school community to whom they can turn should they need support. Telephone numbers for helplines and the independent listener are clearly visible on the house notice boards and boarders are clear when they can use these numbers. [NMS 2]
- 3.3 The school implements appropriate procedures for all boarders who fall ill or who are injured, overseen by a qualified nurse. Detailed policies for dealing with medical emergencies, first aid and care of those with chronic conditions and disabilities ensure boarders' well-being. Suitable accommodation is provided for those who are unwell and all boarders mention with enthusiasm the high level of care they receive. Prescribed medicines are administered by trained staff. Medicines are stored securely and meticulous records are kept of medication, treatment and accidents. Medical, dental and optometric or other services are arranged locally with a local doctor on site once a week. With only appropriate exceptions, boarders do not self-medicate and their rights to confidentiality and privacy are respected. [NMS 3]
- 3.4 Although boarders are able to contact their parents and families in private, using the telephones available in the boarding houses, a few girls in interview expressed concern that they often have to queue for this facility. This explained the views of the few boarders who indicated in the questionnaires that they could not contact their family and friends. The boarders have opportunities to use email and the school monitors their use of electronic equipment and ensures that it is kept safe. [NMS 4]
- 3.5 The boarding areas for boys and girls are suitably separate. The fabric, fixtures and fittings of the boarding houses are treated with care and the houses are well lit, ventilated, cleaned and heated. Dormitories or 'Bedders' as they are known, are tidy, homely and boarders bring in their own duvet covers, pictures and other personalised items to enhance their space. Next to each bed is a private working area. An appropriate number of washing and toilet facilities is readily accessible and these have a suitable level of privacy. Each house has bright and comfortable common room areas for watching television or relaxing and boarders have their own personalised mugs to drink from. A spacious games room equipped with sofas, table games and a separate bank of computers provides a meeting place for all boarders to integrate socially. Boarders have supervised access to the school's facilities and are able to use the library for private study. Access to the boarding houses is restricted to residents and school staff. Arrangements for security around the school do not intrude on privacy. [NMS 5]
- 3.6 Boarders, including those with special dietary requirements, are provided with healthy meals which they enjoy. A very small minority of pupils indicated in the pre-inspection questionnaires that the food was not good, but having sampled the quality, quantity and choice of meals served, the inspection findings did not support this view. Food is prepared in hygienic conditions and served in the school's dining hall. Fruit and drinking water are always available for boarders. Boarders are able to contribute to the menus by being part of a food committee. [NMS 8]

- 3.7 Laundry arrangements ensure that clean clothes and bedding are returned efficiently to the correct boarder's area. Boarders can obtain personal and stationery items through their house parent. Boarders can store personal items in a lockable area, or hand in anything of particular value to their house parent for safe keeping. [NMS 5]
- 3.8 Boarders confirm that a wide range of activities is available in the evenings and this was supported by the inspection evidence. Activities range from jewellery making to sailing on the school's lake. External visits are also arranged, for example to an indoor ski school and a fun park. There are several areas where boarders can be alone should they wish. In their questionnaire responses, a small minority of boarders felt that there was not a good balance between free time and activities, but inspection evidence confirms that there is an appropriate amount of time assigned to both. Boarders have access to television, newspapers and the internet to gain an awareness of current affairs. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school meets all of the NMS under this section.
- 3.10 The school has a written policy on compliance with relevant health and safety laws which is effectively implemented. Suitable risk assessments are carried out for all areas of the school, including activities both on and off site. Maintenance issues are dealt with promptly and all portable electrical equipment is appropriately tested. In their responses to the questionnaire, parents and boarders were strongly positive that the school keeps boarders safe. [NMS19]
- 3.11 The school complies with the Regulatory Reform (Fire Safety) Order 2005 and fire safety is comprehensive. Regular fire drills, both in the day and during boarding time, ensure that boarders are aware of procedures in a variety of situations. Records are kept of fire drills and maintenance of fire equipment and suitable action is taken to remedy any problems. [NMS19]
- 3.12 Arrangements for safeguarding boarders are implemented correctly and all staff are trained appropriately with the designated officers undertaking a higher level of training. Good links have been established with the local safeguarding board and communication is open and helpful. The school is very aware of new developments in safeguarding and has already put measures in place to address the government guidance issued in the 2014 Keeping Children Safe in Education publication. Governors are committed to the annual review of safeguarding procedures and ensure that any deficiencies are rectified without delay. [NMS19]
- 3.13 Good behaviour is encouraged and promoted by suitable policies which are implemented consistently. In school time well-structured procedures operate which are understood by all staff and boarders. In boarding time different systems are in place and a few boarders indicated in responses to the questionnaires that teachers are inconsistent in their use of rewards and sanctions. However, in interviews, boarders acknowledged and appreciated that this is mostly due to the differences in age and gender across the houses. Anti-bullying procedures are reinforced through assemblies and personal, social and health education. Boarders and parents reported through their extremely positive questionnaire answers, that bullying behaviour does not occur. Almost all commented that they enjoy boarding. As required, the school has suitable policies in place for the use of physical restraint and for searching pupils and their possessions, which include useful guidance for staff. [NMS19]

- 3.14 The single central register follows the requirements for safer recruitment. Appropriate checks and suitable written agreements are in place for all family members over the age of 16 living in boarding accommodation. Visitors to the school do not have unsupervised access to boarders or their accommodation. Boarders' parents who live overseas make all the arrangements for guardians within the UK. [NMS19]

3.(c) Leadership and management of the boarding provision

- 3.15 The school meets all of the NMS under this section.
- 3.16 The school provides parents and boarders with a detailed statement of the principles and practice of boarding which is implemented effectively. [NMS12]
- 3.17 Leadership and management of boarding ensure that standards are upheld consistently. High levels of communication between boarding and day staff ensure the boarders' needs are quickly addressed. Self-evaluation of the boarding provision is undertaken by the leadership through discussion with boarders and staff and the results are used to plan for the future. Boarding staff have appropriate experience for their roles and opportunities exist for further training. All records required by the NMS are appropriately maintained and monitored. In their responses to questionnaires the parents were unanimous in their praise of the organisation of boarding. [NMS 13]
- 3.18 Job descriptions detail roles and responsibilities for all boarding staff, including spouses, and they all receive appropriate induction and appraisal. Supervision of boarders beyond the school day is suitable and the publication of the staff duty rota means that all boarders know which qualified member of staff is in charge of them. Boarding staff live within boarding accommodation and boarders know how to contact them at night should the need arise. Staff accommodation is suitable and access to this accommodation by boarders is always properly supervised. Staff know the whereabouts of boarders and effective procedures are in place in the unlikely event of a missing boarder. [NMS 15]
- 3.19 Boarders are treated equally, with due respect for religious or cultural backgrounds and dietary needs. Those with particular pastoral needs receive appropriate care and support to enable them to participate in school life. In interviews all boarders, including those from overseas, confirmed that they are well cared for. [NMS 16]
- 3.20 A very small minority of boarders indicated in their questionnaire responses that the school does not listen or respond to their suggestions, but inspection findings did not support this view. Boarders have many opportunities to make their views known to staff informally and through weekly house meetings, a suggestion box, a boarders' council, and a food committee. No boarder is penalised for raising a concern. [NMS17]
- 3.21 A complaints procedure for parents that complies with regulations is in place and the required records are securely kept. Almost all parents who responded to the questionnaire were satisfied with the school's handling of concerns. [NMS18]
- 3.22 The school does not appoint prefects within the boarding house and all boarders have equal standing. However, there are many opportunities for the older boarders to help the younger ones, which typifies the caring relationships within the boarding community. [NMS19]
- 3.23 The school does not arrange long-stay lodgings for pupils. [NMS 20]