

School inspection report

12 to 14 March 2024

Repton Preparatory School

Foremarke Hall

Milton

Derby

Derbyshire

DE65 6EJ

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'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	4
RECOMMENDED NEXT STEPS	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	6
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	8
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	10
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	12
SAFEGUARDING	13
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	13
SCHOOL DETAILS	14
INFORMATION ABOUT THE SCHOOL.....	15
INSPECTION DETAILS	16

Summary of inspection findings

1. Leaders and managers actively promote an environment in which pupils learn to understand the importance of truth, respect and the pursuit of excellence. Governors visit the school frequently and provide appropriate oversight to support and challenge leaders as they strive to meet these goals. Leaders ensure the appointment of well-trained staff who work collaboratively to provide pupils with an education, which takes account of their intellectual, emotional and physical needs.
2. Pupils of all ages and abilities make good progress in all curriculum areas. Teachers use detailed assessment data to plan their lessons well so that pupils' individual needs are met. Their written and oral feedback helps pupils understand their strengths and what they need to do to improve their work. Academic and pastoral staff work closely together to identify the means by which pupils experiencing difficulties can be supported. An extensive extra-curricular and sports programme enables pupils to identify new talents and extend their skills, including leadership and teamwork.
3. Leaders have created a personal, social, health and economic (PSHE) education programme which contributes positively to the warm, tolerant and friendly atmosphere in the school. The many opportunities for discussion with staff, including form periods and in the boarding houses, help pupils develop self-esteem and self-confidence. Relationships and sex education supports pupils in forming healthy relationships. Pupils feel well supported and that there are always adults to whom they can turn if they have worries or concerns.
4. Leaders take appropriate action to promote the physical, mental and emotional wellbeing of the pupils. They actively promote constructive behaviour through the consistent application of rewards and sanctions. When pupils make mistakes, leaders help them to understand what they have done wrong. The focus on reconciliation contributes positively to pupils' understanding of moral values. Leaders create many opportunities for discussion and debate about contemporary affairs and philosophical problems. Pupils show respect for the views of others and appreciation of cultural diversity.
5. Pupils prepare to take their part in wider British society by learning about economic matters and through the election of boarding house prefects and school council representatives. Pupils also learn about the needs of others and raise funds for charities. There are, however, few opportunities for them to contribute positively to life in the local community.
6. Appropriate arrangements are made to safeguard and promote pupils' wellbeing. Those with safeguarding responsibilities are suitably trained and work closely, as required, with the relevant local authorities. All staff receive the required training and know how to respond to concerns about pupils' safety and wellbeing. All those who work with pupils at the school have been properly checked during the recruitment process.

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 enable pupils to understand how they can make a positive contribution to life within the local community.

Section 1: Leadership and management, and governance

7. Leaders know the pupils well and manage the school successfully. Detailed information about the academic and personal development of the pupils is used to support their education and pastoral care. Leaders identify the school's strengths and areas for development through an effective processes of self-evaluation.
8. Leaders are suitably qualified, experienced and diligent in implementing policies which contribute to positive outcomes for pupils. They ensure the curriculum meets the needs of pupils and aligns with the school's aims. They oversee effective systems of communication between different leadership and staff groups so that pupils receive appropriate support and they meet their individual needs. Information is used to provide pupil reports containing detailed feedback for parents and setting out the next steps in learning. Leaders ensure that necessary information about the management of the school is provided and made available to parents.
9. Governors visit the school frequently to meet with pupils and staff, attend lessons and observe how policies are put into practice. They are closely involved in the management of the school through participation in safeguarding, health and safety and pastoral committees. As a result, they know the school well and provide appropriate oversight.
10. Leaders' effective management of risk is supported by staff training to ensure that risk-management is both comprehensive and secure. Risk assessments, both on-site and for educational visits, are suitable and there is a daily check of the premises, which are well maintained and secure. School leaders ensure appropriate supervision of pupils.
11. Staff celebrate pupil achievements in line with the school's aim to foster the pursuit of excellence. Pupils are encouraged to take risks, challenge ideas and participate in debate. Leaders have created a community with high aspirations in a supportive learning environment where pupils are encouraged to be self-motivated. As a result, they can plan their own work in lessons and organise extra-curricular activities independently.
12. Leaders provide teachers with clear guidance regarding consistent behaviour management. As a result, pupils feel that they are treated fairly. Discrimination is not tolerated, and leaders ensure appropriate adjustments are made so that the school meets the needs of pupils who have SEND.
13. Well-trained early years staff continually review the curriculum to ensure that children learn and thrive. Leaders provide extensive opportunities for children to enjoy physical activity to foster their growth and development. Staff make effective use of the well-designed early years' centre and outdoor learning environment to support children's development.
14. Leaders have established an effective boarding house leadership team which enhances pupils' experience of boarding. Appropriate staffing levels and regular house meetings encourage feedback and ensure boarders enjoy a warm, welcoming and safe environment which enhances their physical and emotional wellbeing. The houses provide bright, homely spaces in which boarders can socialise and relax.
15. Leaders work effectively with external agencies. Safeguarding leaders complete training provided by the local safeguarding children's partnership. The department to support pupils who have special educational needs and/or disabilities (SEND) works closely with a range of external specialists.

Leaders liaise with the local authority, as appropriate, and the Early Years Foundation Stage Profiles are reported to the local authority.

16. Complaints are logged and leaders take action to ensure issues are addressed appropriately. Records show that formal complaints and those which proceed to a panel hearing are handled in accordance with the school's procedures.

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

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

Section 2: Quality of education, training and recreation

18. Leaders have established a curriculum which enables pupils to develop their knowledge and skills. A rigorous assessment process enables leaders to track pupils' progress. They share this information with the teaching staff to provide them with an accurate overview of pupils' performance. Leaders ensure additional support for pupils achieving below expected levels. As a result, pupils of all ages and abilities make good progress. Year 8 pupils typically achieve significant success in scholarship assessments to senior schools and in national mathematics and history competitions.
19. Leaders implement a well-designed curriculum in the early years so that children make good progress in all areas of learning. Staff plan activities which take account of children's interests to ensure their enthusiastic engagement. Adults provide children with a sound foundation in speaking, listening, literacy and numeracy skills.
20. Well-planned schemes of work ensure pupils learn and make good progress in all areas of the curriculum. Pupils analyse texts accurately to identify key words and phrases. They solve arithmetic, algebraic and geometric problems confidently and demonstrate a sure grasp of key scientific concepts. Topics studied in the humanities engage the pupils' interests. In history, for example, Year 7 pupils debated the value of studying international history with enthusiasm and understanding.
21. Staff demonstrate good knowledge and understanding of their subjects. Teachers plan challenging activities which enable pupils to deepen their understanding and use suitable terminology. Teachers successfully employ a variety of approaches to engage pupils' interest. Open-ended questioning, modelling of language, stimulating prompts and effective deployment of learning enhancement assistants ensure high levels of pupil focus and concentration. Pupils work diligently, listen carefully to their teachers and each other, take responsibility for their own learning and employ conceptual language appropriately.
22. Teachers organise their lessons well and make effective use of a range of resources. Their effective behaviour management and appropriate use of time contribute positively to pupils' enjoyment of lessons. Teachers provide immediate feedback and support in class which enables pupils to make progress on set tasks.
23. Specialist tuition and expertise in sports and the performing and creative arts enable pupils to extend their skills further. This is enhanced by their involvement in the popular extra-curricular activity programme which offers a wide range of options. Leaders ensure there are many recreational activities in the evening for boarders, such as dance, drama, music, sports and art, and weekend trips to places of interest.
24. Leaders monitor teaching standards effectively through lesson observations, appraisals, and termly meetings with early years staff to ensure that pupils are well taught. Teachers observe each other's lessons so that good practice is shared, and teaching is thereby improved.
25. The careful monitoring of pupil performance enables the early identification of pupils who have SEND. Specialist teachers provide specific, individual support, and strategies for teachers and learning enhancement assistants to employ in lessons. As a result, pupils who have SEND make good progress with their peers.

26. Leaders assess pupils who have English as an additional language (EAL) when they join the school. Teachers use a variety of effective strategies, including individual lessons, the use of word banks and teaching language specific to particular subjects, to support pupils. As a result, these pupils make good progress and develop their English language skills rapidly.
27. Facilities are available in the boarding houses for boarders to complete additional academic study in the evening. Structured time is also provided for them to complete homework as part of the extended school day.

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

28. All the relevant Standards are met.

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

29. Pupils learn the value of mutual respect, care, tolerance and kindness through assemblies, discussions during form periods and in the boarding houses, and displays around the school. Leaders ensure that form teachers are allocated time each week to discuss pastoral issues with their tutees individually. As a result, relations between pupils and staff are positive, contributing to pupil self-esteem and understanding of their strengths and weaknesses.
30. Staff at all levels know the pupils well and senior leaders are closely involved with behaviour management. Rewards and sanctions are administered fairly and there are effective procedures in place to manage instances of racist, sexist or discriminatory behaviour. As a result, pupils understand and adhere to the school's behavioural expectations. When pupils behave inappropriately, leaders are concerned to identify the reasons for this and work closely with parents to secure improvement. Pupils are encouraged to admit mistakes, say sorry and move on positively.
31. Leaders prioritise boarders' health, safety and wellbeing through careful monitoring of appropriate policies and regular house meetings. Appropriate accommodation ensures that boarders are comfortable and enjoy being with their friends. Elected prefects and staff provide support for the boarders and there are many opportunities for them to put forward ideas for improvements or express concerns. Committed staff who create a homely environment enable boarders to thrive as confident, friendly and polite pupils.
32. The relationships and sex education policy is available on the school website and parents are sent written information about the topics taught. Suitable staff training and a well-structured, appropriately monitored curriculum ensure that pupils receive effective teaching. Pupils think the programme is both helpful and informative and helps them build positive relationships. Pupils feel supported and confident to address issues or concerns with their teachers.
33. Teachers create opportunities for pupils to build self-esteem and develop a sense of wonder at the world around them. This was exemplified in a science lesson where older pupils expressed delight at the beauty of the cells they were examining under microscopes.
34. Children in the early years are confident to decide which activity to attempt and to ask for support when needed. They readily and accurately explain what they have learnt. Their physical development is nurtured by the freedom to learn through play, both indoors and outdoors, using equipment to develop their fine and gross motor skills. Appropriate staff training in first aid and food hygiene and effective supervision ensure a safe, secure environment for early years children. Staff develop positive relationships with children who are well supported to manage their emotions and self-regulate their behaviour. Clear guidance and positive reinforcement from adults ensure the personal, social and emotional development of the children.
35. A wide-ranging programme of sporting activities helps pupils to stay healthy. Effective coaching by appropriately qualified staff enables pupils to acquire skills in a range of different sports. Pupils develop self-esteem and an understanding of the importance of teamwork through opportunities to represent the school in competitive fixtures against other schools. Pupils learn about the importance of a healthy lifestyle in PSHE lessons and benefit from the balanced diet.

36. Leaders ensure effective development of the emotional and mental wellbeing of the pupils. Pupils complete regular questionnaires and surveys which enable staff to respond promptly to any issues and support pupils effectively to overcome challenges and difficulties. Pupils feel that teachers are very accessible and there is always someone to turn to if they are worried.
37. Leaders' thorough approach to health and safety ensures that the premises and accommodation are suitably maintained. They take appropriate precautions to reduce the risk from fire, including fire evacuation drills that take place termly, both in school and in boarding houses. Admissions and attendance registers are suitably maintained, and any significant levels of absence are followed up with parents. Medical provision and supervision arrangements meet the needs of the pupils.

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

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

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

39. Pupils acquire the knowledge and understanding they need to take their place in British society. Leaders have created a programme of activities which enables pupils to develop an understanding and appreciation of British values and traditions. Pupils learn about their own culture and current affairs through assemblies, PSHE lessons and educational visits.
40. Leaders encourage debate and discussion whilst ensuring that balanced views are presented when political matters are discussed. Pupils engage in informed debates at formal events such as the termly Year 8 dinners organised around topical issues. Extra-curricular activities provide further opportunities, such as the model United Nations club and debating club for Year 6 pupils. Lessons and form times include lively discussions of challenging questions about topics such as happiness and global developments.
41. Staff provide constructive support so that pupils understand how their behaviour impacts others. This contributes to a school culture in which pupils readily take responsibility for their own decisions. Pupils understand the importance of rules and laws in their school and wider society. They feel able to tell staff about mistakes they have made, knowing that reconciliation and learning from experience are the priority, alongside sanctions when appropriate.
42. Pupils understand democratic values and play an active role in school life, electing school councillors and house prefects. Those standing for election give presentations in support of their candidature before voting by pupils in Years 5 to 8.
43. In line with the school's aims, leaders encourage respect for others. Pupils discuss themes such as different family structures, same sex marriage, gender issues and special educational needs and disabilities in form periods and PSHE lessons. They learn to value the uniqueness of everyone through assemblies, discussion during form periods and their own posters displayed around the school. Leaders have created an environment in the school and the boarding houses which helps pupils to understand and show sensitivity to the needs of others.
44. The PSHE and religious studies programmes and assemblies on contemporary global issues foster pupils' understanding of different cultures and beliefs and their respect towards those around them. Pupils who have EAL learn about life in the United Kingdom and are also invited to bring in items from their own culture and explain their significance to other pupils. This contributes further to the open, tolerant atmosphere which prevails.
45. Pupils throughout the school learn about the economy and how to manage money through age-appropriate lessons and activities. Children in the early years baked cakes and engaged in role play, selling them to their teachers. Pupils in the pre-prep ran a pop-up café in their playground and parents paid for their items with cash which the pupils collected and counted. Pre-prep pupils also discussed confidently the differences between necessities and luxury, categorising items appropriately. Older pupils study aspects of the economy and produce posters showing understanding of the role played by the Bank of England.

46. Leaders help pupils to learn about different careers. Visiting speakers from key services, such as the fire and police, speak to the early years and pre-prep pupils. Older pupils have several presentations each term provided by people working in different professions.
47. Pupils contribute positively to the school community as prefects and school councillors. Charitable activities enable them to contribute to the lives of others, both locally and nationally. Pupils support a national cancer charity, and the money collected during World Book Day went to a local breakfast club which provides meals for vulnerable children in a nearby city. However, pupils are not as aware of the ways in which they can actively contribute to the lives of others within the local community, and the positive impact this can have on their social development.

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

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

Safeguarding

49. Leaders implement suitable policies and procedures to promote and ensure the safeguarding of pupils. Safeguarding leaders liaise closely with pastoral staff to monitor pupil wellbeing. As a result, relevant staff are kept aware of safeguarding issues and take appropriate action in response. Governors maintain close oversight of safeguarding through an annual review and regular visits to the school.
50. Governors and staff, including those with safeguarding leadership responsibilities, receive appropriate training for their roles. Staff are familiar with the school's safeguarding procedures and understand that safeguarding is everyone's responsibility. Staff are regularly updated on changes to current statutory guidance. They understand how to recognise and report a safeguarding concern and are alert to the need to monitor pupil attendance.
51. Leaders work effectively with external agencies when concerns arise. Any referrals to children's services and the police are made in a timely manner when required. Leaders implement appropriate procedures to respond to concerns about child-on-child abuse and allegations against adults working in the school.
52. All required safer recruitment checks are undertaken for staff, volunteers and governors and a suitable central record of appointments is maintained. The safeguarding governor conducts a termly check of the central record of appointments.
53. Leaders ensure that boarding and day pupils know how to keep themselves safe, including when online. Leaders maintain a filtering and monitoring system on the school network to prevent and respond to any inappropriate use.
54. Safeguarding leaders in the early years setting ensure thorough oversight through weekly meetings and information sharing with staff. Systems are in place for pupils to raise concerns, including anonymously, and boarders have trusted adults they can speak to outside school hours. Pupils are confident to use these, knowing that staff will respond appropriately. Leaders listen to pupils' views expressed through the school council and work with them to bring about beneficial change. Leaders ensure that safeguarding risks, both onsite and beyond the school campus, are assessed and mitigated.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Repton Preparatory School
Department for Education number	830/6019
Registered charity number	1093165
Address	Repton Preparatory School Foremarke Hall Milton Derby Derbyshire DE65 6EJ
Phone number	01283 707100
Email address	prepoffice@repton.org.uk
Website	reptonprep.org.uk
Proprietor	Repton Preparatory School
Chair	Mr Edward Mark Shires
Headteacher	Mrs Vicky Harding
Age range	2 to 13
Number of pupils	406
Number of boarding pupils	50
Date of previous inspection	4 to 5 December 2019

Information about the school

56. Repton Preparatory School is a co-educational day and boarding school. It is located in Milton, near Repton in Derbyshire. The school is a charitable company limited by a guarantee and is administered by a board of governors which also oversees the separately registered senior school. A new head was appointed in September 2022.
57. There are two separate boarding houses for boys and girls who are full time or weekly boarders. Flexi-boarders are accommodated in a further two separate boys' and girls' boarding houses.
58. There are 57 pupils in the early years comprising one Nursery and two Reception classes.
59. The school has identified 66 pupils as having special educational needs and/or disabilities (SEND). Four pupils in the school have an education, health and care (EHC) plan.
60. English is an additional language for 11 pupils.
61. The school states its aims are to develop the whole person, encourage respect for others and the pursuit of truth and excellence.

Inspection details

Inspection dates

12 to 14 March 2024

62. A team of five inspectors visited the school for two and a half days.

63. 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 the chair
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

64. 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**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net