

# Repton Primary School

Springfield Road, Repton, Derby, Derbyshire DE65 6GN

## Inspection dates

23–24 November 2016

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The school has had several recent changes in key leadership roles and these have limited its effectiveness in continuing the improvements begun after the last inspection.
- This has also meant that some policies and procedures have not been maintained as effectively as they should have been. Systems and procedures for record-keeping and monitoring incidents are not rigorous enough. The school website does not contain several statutory requirements.
- Leaders have lost the confidence of a proportion of parents.
- Information about how well the school is doing and plans for improvement are not shared widely enough among leaders, including governors, to enable all to fulfil their roles effectively.
- Some lower-attaining pupils do not make the progress that they could because not all teachers understand how to improve basic skills in older pupils. The presentation of these pupils' work, especially their handwriting, is too variable.

### The school has the following strengths

- Teaching, learning and assessment have improved since the last inspection and are now good. As a result, pupils' achievement across the school is more consistent. They attain standards which are above the national average and are making good progress in most subjects.
- Governance has also improved since the last inspection. Governors have benefited from training and are using their skills to offer increased levels of challenge to leaders.
- Pupils feel safe in school and parents and staff also believe that they are safe.
- Children get a good start in the Reception class, due to high expectations and good teaching.
- Pupils' positive attitudes towards their learning are reflected in their above-average attendance.
- The school has a calm and purposeful atmosphere. Pupils enjoy the many opportunities to take responsibility and show initiative.

## Full report

### What does the school need to do to improve further?

- Improve the quality of leadership and management by ensuring that:
  - systems for recording and monitoring incidents are rigorous
  - information available on the school's website meets statutory requirements
  - new leaders have appropriate training, support and time to enable them to carry out their roles effectively
  - information is shared among key stakeholders in a timely and effective way to ensure that they are fully involved in supporting and challenging the school
  - communication with parents is strengthened so they have sufficient notice of events and better understand important decisions about the way the school is run.
- Improve the quality of teaching, learning and assessment further by ensuring that:
  - leaders undertake more frequent checks on what is going on in lessons and pupils' books so that any areas needing improvement are identified and addressed more quickly
  - staff understand better how to support lower-attaining pupils to improve their writing and mathematical skills
  - all staff have high expectations of how pupils should present their work.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- There have been significant changes to many of the key leadership roles since the summer. Teachers who have stepped into these key positions have not yet had sufficient support and training to enable them to work as effectively as is needed. This support and training are urgently required.
- Governors and the local authority are aware of the impact of the changes and are working closely with leaders to ensure that the necessary actions are swiftly addressed.
- Despite some lapses in paperwork and systems relating to safeguarding, staff have sufficient knowledge and understanding of how to keep pupils safe and know who to talk to about these matters. Evidence gained during the inspection shows that the school keeps pupils safe and well. Parents and pupils also have confidence in the school's ability to do so.
- Leaders and governors have an accurate view of the school's priorities and, although they have not had access to some key documents, they have established plans for improvement based on a detailed analysis of the school's performance information and their checks on the quality of teaching. They had already recognised the areas for improvement identified by the inspection team and had planned actions to address them.
- Leaders undertake regular checks on learning, based on school priorities. Sometimes this means that other areas requiring improvement, such as the presentation of pupils' work, are not addressed quickly enough.
- Despite the turbulence in leadership, the teaching and support team is committed to making a strong contribution to pupils' safety, well-being and academic outcomes. They are keen to learn and develop their practice and take full advantage of the support and guidance they receive. There is now a greater consistency of approach within classrooms, for example in the application of the school's marking and feedback policy. As a result, the quality of teaching has improved.
- Leaders and teachers are using assessment information increasingly well, with teachers being given responsibility for analysing their own results and deciding on the next steps in learning for individuals and groups. All of this is done with the capable support of the assessment leader, who has a very secure grasp of the whole school picture. Evidence of this approach was seen during lesson observations.
- The curriculum is broad and balanced and pupils have access to a range of learning opportunities within school and beyond, such as the upcoming Year 6 residential visit to Wales and the Forest School work with younger pupils. These ensure that pupils progress well in all subjects and acquire the broad range of skills they need to succeed now and in the future.
- Leaders have ensured that the additional funding for physical education and sport has been used well to promote positive attitudes to keeping fit and healthy and pupils value this. Specialist teachers work with all classes across the school throughout the year and are able to provide high-quality professional development for the teaching

staff at the same time. Pupils take part in a range of sports, including competitions, and further opportunities are planned.

- Although there is not a written plan for the current use of the pupil premium funding, leaders are aware of how additional support can be used to ensure that pupils make the same good progress as others nationally. Leaders are now formalising these plans so they can be regularly checked. This will ensure that the funding continues to have the required impact.
- The leader for the provision for pupils who have special educational needs and/or disabilities is new to her role this term. She recognises the need to improve communication with parents about the progress of their child. While these pupils are generally making progress similar to their peers from their starting points, provision to address specific learning needs is not always in place as soon as it could be.
- Pupils' spiritual, moral, social and cultural development is good. Pupils help and support each other in many ways, including as play leaders, by helping in the lunch room or by talking about their learning together in lessons. The school ensures that pupils have many opportunities to understand and apply the traditional British values of democracy, the rule of law, individual liberty, tolerance and respect for differences.
- Broadly half of the parents who responded to the Parent View questionnaire, and those spoken to outside the school, raised concerns about leadership and management. Some concerns about communication are being addressed by a new messaging system. Other concerns centred on the school's response to issues raised and challenge for the most able pupils. Inspectors found some evidence that leaders do not respond quickly enough to concerns raised. Observations in lessons, work in pupils' books and assessment information show that the most able pupils are making good progress in line with similar pupils nationally. Some parents expressed concerns about bad behaviour by pupils. Inspectors found no evidence of this while they were at the school. Other parents, particularly those who have children in the Reception class, praised the school and the teachers.
- The local authority has provided consistent and appropriate support to the school since its previous inspection, including support for checking on the quality of teaching and to develop the skills of middle leaders.

### **Governance of the school**

- Governors have acted on the recommendations of the last inspection, participating in relevant training, and have improved their practice as a result. They have a range of relevant skills and knowledge which they use to support and challenge the school's leaders.
- At times they are not provided with sufficient or timely information to enable them to support and challenge as effectively as possible. However, they have developed a clear view of the school's strengths and areas for improvement from the information they have and understand the need to support and develop new leaders.
- Governors are aware of how the pupil premium funding is being used and its impact on eligible pupils.
- The governing body has a good understanding of performance-management procedures and it ensures that the management of teachers' pay is carried out as

required.

- Governors have ensured that the sports funding is used to provide different activities that pupils enjoy and which enhance their skills and participation. They have used the funding to help staff learn new skills which they can then apply in their lessons.
- The governing body has appointed a safeguarding governor to oversee and monitor safeguarding and welfare matters, but is aware that it needs to do more to ensure that systems and processes are more rigorous. It also understands its responsibilities with regards to internet safety and has ensured that appropriate filtering systems are in place to protect pupils when they are in school.

## Safeguarding

- The arrangements for safeguarding meet requirements.
- During the course of the inspection, leaders were able to demonstrate that safeguarding in the school is effective and that no pupils are at risk of harm. Rigorous recording of incidents and actions taken has not always taken place. Leaders recognise this and have acted swiftly to improve this area of the school's practice. Staff have an adequate understanding of safeguarding and further training was due to take place. Pupils and parents raised no safeguarding concerns during the inspection. The vast majority of responses from parents concerning pupils' safety were positive.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching, learning and assessment has improved since the last inspection. As a result, teaching is now good and pupils make good progress.
- Teachers have good subject knowledge and they use this to ask questions which draw out pupils' thinking and learning and help them move on to more challenging work. This is particularly true in mathematics, where outcomes are strong across the school. The most able pupils benefit from this approach and are consistently able to explain their thinking, understanding the 'why' of mathematics as well as the 'what'.
- The high profile given to improving writing is evident in displays around school and in learning prompts in classrooms. However, work in English books shows that some lower-attaining pupils make slower progress in this area, as there is insufficient support for them to address the gaps in their learning. This information is reflected in the outcomes of the 2016 Year 6 writing assessments. The school has recognised this issue in its own checks on learning and has developed clear and simple assessment systems which enable teachers themselves to identify where there are gaps in the understanding of groups or individuals. As a result, teachers are thinking more deeply about how they can meet the needs of their pupils.
- Teaching assistants are generally deployed effectively and support a range of pupils in class, thereby encouraging independence and self-reliance where relevant. Some pupils need a higher level of individual support and this too was seen to be effective.
- Staff have high expectations of pupils' learning and behaviour in lessons and good relations are evident. The very large majority of pupils rise to these expectations by behaving well and working hard. Pupils are positive about their learning and understand why specific tasks are planned. They settle quickly and persevere. Some younger pupils find listening well a challenge, especially when they know the answer to

a question. This can slow the pace of the lesson and interfere with the learning of others.

- Teachers follow the school's marking policy consistently. In some classes, teachers and pupils develop a dialogue about the learning which makes a considerable contribution to their subsequent progress. Pupils are praised for what they have done well and receive clear feedback to help them improve further. Most act upon this but some do not receive enough support to enable them to benefit fully.
- Actions to improve pupils' reading skills have had a positive impact on their enjoyment and frequency of reading. Pupils spoken to said they like reading and records show that they read often and widely. New books in the library and regular times when teachers read to pupils are supporting this. The impact of other actions, such as guided reading sessions, has yet to be evaluated by leaders.
- The large majority of parents who responded to Parent View felt that their children were taught well and made good progress in school.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good
- Parents say that their children are well looked after and agree they are kept safe. Pupils are well supervised and the site is secure.
- Pupils like school and their teachers, and positive relationships are evident. They are confident and articulate and are happy to talk about their learning, both with adults and with each other as part of their lessons. They know that doing well in school is important.
- They are polite and respectful towards adults and each other and the school is often complimented on their behaviour when they are out on visits. They understand what is right and wrong and can apply this to their own and others' actions. They are keen to take on responsibilities around school, such as being play leaders or school councillors.
- Pupils say that bullying is not a problem in school. They understand its different forms and say that staff deal with any issues quickly. They know they can also report any concerns through the 'worry box' and that these will be addressed.
- They understand the risks that the internet poses and most were able to identify how to keep themselves safe and what to do if they had concerns.

### Behaviour

- The behaviour of pupils is good.
- The atmosphere is calm and pupils relate well to each other in class and around school. Pupils recognise that 'we all have our moments' but say that behaviour is generally good. They know how they are expected to behave and this guides their actions.
- Interesting activities in lessons hold pupils' attention so they behave and learn well. At times, younger pupils find it harder to resist the urge to call out answers. However, when working in groups or on their own, these pupils are focused and apply

themselves to their learning.

- Pupils' enjoyment of school is reflected in above national average rates of attendance for all groups of pupils.

### **Outcomes for pupils**

**Good**

- Most pupils start school with skills which are broadly similar to those typically found at their age. As a result of high-quality teaching, children make good progress and leave the class well prepared for the demands of Year 1.
- Attainment at almost all nationally assessed points is above average and the school's own assessment information and evidence in books show this to be consistent across other year groups. The most able pupils, including those who are disadvantaged, are making good or better progress in reading, writing and mathematics.
- National assessment information for Year 6 indicates that lower-attaining pupils made less progress in writing than other groups last year. This group is now a priority in all classes and teachers have identified key actions to support these pupils and ensure that activities are planned to meet their needs more precisely. It is too early to assess the impact of these.
- Pupils enjoy reading and read very frequently at home and at school. Most read widely, although a few have a more limited range. They show very good comprehension skills and read fluently and with expression. They tackle unfamiliar words confidently, using their phonics skills and knowledge where appropriate.
- Pupils develop these good skills in phonics as a result of accurate and consistent teaching over time. In 2016, the proportion of pupils reaching the expected level in the phonics screening check was above the national average. By the end of Year 2, the vast majority have reached the expected standard.
- Pupil premium funding is used well to provide additional support in and out of class. In 2016, disadvantaged pupils did not make as much progress as pupils with similar starting points nationally, although the school can explain the reasons for this. School records and analysis show that disadvantaged pupils currently in the school are progressing as well as their classmates.
- Pupils who have special educational needs and/or disabilities generally make the same good progress as their classmates in reading and mathematics, although their progress in writing is more variable. Staff provide appropriate support in lessons so that pupils can access all subjects and activities.

### **Early years provision**

**Good**

- The early years provision continues to be very well led and managed.
- Children join the Reception class with skills which are typical for those of their age. They are confident and quickly settle to the high expectations of the setting, learning new routines and making the most of the well-resourced and enticing learning environment.
- Well-planned and exciting learning opportunities build upon children's existing skills.

For example, the work on astronauts stimulated children's interest and enthusiasm to read and find out more information. They cooperate well with each other, and further develop their independence. All adults know the children well and so are well placed to spot any who need extra help so they do not fall behind.

- The high-quality teaching and assessment enable children to make good progress from their starting points. The proportion reaching a good level of development was above the national average in 2016, although slightly lower than the previous year. As a result, children are well prepared to start Year 1.
- Daily phonics sessions promote early reading and writing skills well. Adults effectively model key skills and language, such as when teaching children how to represent adding in a formal written way, and, as a result, children are encouraged to think hard. Leaders recognise the importance of challenging children so that they reach even greater heights, particularly in reading.
- Children's learning is shared with parents electronically and this helps them to see how well their children are doing at school and how they can help them at home. Learning journals and workbooks clearly show the good progress that has already been made this year and this view was confirmed by parent comments made during the inspection. Parents have appreciated the arrangements made for the children's transition and feel these have been very successful.
- The inside area is organised well to include activities linked to the theme introduced by the adult-led sessions and to develop skills identified as priorities. The key skills of literacy and numeracy are well promoted, with children's individual achievements celebrated. The outdoor environment is equally well resourced and planned with clear links to the children's next steps in learning.
- Safeguarding arrangements are secure and are well known by staff. The care and concern shown by staff are key elements in enabling children to be happy and settle quickly.



## School details

Unique reference number	112976
Local authority	Derbyshire
Inspection number	10019546

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	Local authority
Chair	Lisa Eaton
Headteacher	Helen Wallis
Telephone number	01283 703 732
Website	<a href="http://www.repton-pri.derbyshire.sch.uk">www.repton-pri.derbyshire.sch.uk</a>
Email address	<a href="mailto:info@repton-pri.derbyshire.sch.uk">info@repton-pri.derbyshire.sch.uk</a>
Date of previous inspection	3–4 December 2014

## Information about this school

- The school does not meet requirements on the publication of information on its website about its use of the pupil premium funding. It does not have a compliant and up-to-date report about the implementation of the governing body's policy for pupils who have special educational needs and/or disabilities. It does not publish the appropriate information about pupils' attainment and progress at the end of Year 6. Policies for pupils' behaviour and safeguarding are also not up to date. There is no information about the early years curriculum within the school or the schemes that the school uses for the teaching of phonics or reading.
- The school is smaller than the average primary school.
- The large majority of pupils come from a White British background.
- The proportion of disadvantaged pupils supported through the pupil premium is well below average.
- The proportion of pupils who have special educational needs and/or disabilities is

below average.

- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Most pupils are taught in single-age classes. Years 3 and 4 are taught in three mixed-age classes.
- The headteacher was absent from the school during the inspection. The deputy headteacher left the school at the end of the summer term. She was also the coordinator for pupils who have special educational needs and/or disabilities, the lead for assessment and one of two designated teachers with responsibility for safeguarding.

## Information about this inspection

- The inspectors carried out 14 observations.
- The inspectors observed pupils' behaviour in classrooms, around school, in the playground and during lunchtime.
- An inspector heard individual pupils read and talked to them to gain their views on reading.
- A group of pupils discussed their learning with inspectors. They also spoke to pupils informally in the playground and around school.
- Inspectors carried out a detailed scrutiny of work in pupils' books across a range of classes.
- The inspectors held meetings with members of the governing body, school leaders, a representative of the local authority, staff and pupils.
- An inspector also talked with a number of parents and carers as they brought their children into school.
- The inspectors reviewed a range of documents, including information on pupils' current and recent progress and attainment, the school's improvement plan and records of visits by the local authority representative. They also looked at documents relating to safeguarding and records of behaviour and attendance.
- The inspectors took account of the 98 responses to the online questionnaire, Parent View, one letter from a parent, one response to the inspection questionnaire for staff and 28 responses to the pupils' questionnaire. The school's website was also scrutinised.

## Inspection team

Joanne Sanchez-Thompson, lead inspector	Ofsted Inspector
Jennifer Digges	Ofsted Inspector

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