

Repton Primary School

Inspection report

Unique Reference Number	112976
Local Authority	Derbyshire
Inspection number	338066
Inspection dates	28–29 September 2009
Reporting inspector	Andrew Stafford

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	The governing body
Chair	Andrew Moody
Headteacher	Helen Wallis
Date of previous school inspection	0 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited nine lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a range of evidence, including the tracking system to monitor pupils' progress, the work pupils were doing in their books, the school development plan, questionnaires completed by the parents, staff and a sample of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rate of progress of all groups of pupils in the school
- how effectively teaching is engaging the pupils and ensuring that they make progress
- the effectiveness of the assessment systems so that pupils know their targets and are aware of how to improve their work
- the effectiveness of the leadership and management in supporting improvements in the school.

Information about the school

Repton Primary School is an averaged-sized primary. It is situated in rural South Derbyshire. The school serves a community of mixed social and economic backgrounds. The majority of pupils are from White British backgrounds and there are very small numbers from minority ethnic groups. The proportion of pupils with a special educational need and/or disabilities is well below the national average, as is the percentage known to be eligible for free school meals. There is a high rate of pupil mobility in and out of the school. One third of the teaching staff, including the current headteacher, are recently appointed. The school has been awarded the Activemark for sport, Eco Schools award and the National Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Repton Primary is a good school. It has a real sense of purpose for the community it serves. The key to this has been the very good leadership of the headteacher, coupled with the strong support of staff. Parents are very happy about the school's work with their children. One, expressing the views of many, wrote: 'I am very happy with Repton Primary. My daughter loves school and is progressing well'.

Pupils are extremely polite, very well behaved, but also ready to express their views and ideas. They show excellent levels of initiative and take their responsibilities seriously as school councillors or as monitors. The school contributes very well to village life. The pupils are very well aware of the need to maintain very good healthy lifestyles for which the school has been awarded 'Healthy School' status. Pupils keep themselves safe in and out of school. They enjoy all the experiences provided for them including the good range of clubs after school. Eco-awareness clubs help them develop individual skills and talents. They are well prepared for the future.

Teaching is good and ensures that pupils progress well throughout the school. Teachers plan stimulating lessons to engage pupils' interest and maintain their concentration. They give them clear targets and encourage them to assess their own progress towards learning objectives. Teachers track pupils' progress meticulously and with the headteacher, identify those who may benefit from extra support. Teaching assistants provide a variety of support carefully tailored to meet pupils' different needs. Consequently, almost all pupils achieve well. Pupils in Year 2 reach above average standards in the national assessments in reading, writing and mathematics. Pupils continue their good progress through Years 3 to 6 and reach above average standards in English, mathematics and science by the time they leave school. Teaching is very well supported by the flexible, lively and stimulating curriculum which is frequently reviewed to ensure it matches pupils' needs and interests

All adults know the pupils well and this makes for a very warm and supportive atmosphere, where pupils thrive and grow into responsible young people. All the school's work is underpinned by the staff's excellent care and support for each child. Good links are made with families when children start and this continues through the school. Child protection has a high profile and the school responds quickly and appropriately if there are concerns. Good procedures to support children starting school help them to settle quickly and strong links with the local secondary school ease transition at the end of Year 6. Those with special educational needs and/or disabilities are supported well by teachers and teaching assistants to work on targets set for their development so that they can participate effectively in lessons. Good links are made with a range of outside agencies.

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The school carries out regular and rigorous safety checks and risk assessments. However, it is yet to respond to the recent changes in staffing and therefore new members of staff require training on current child protection issues. Security can be further strengthened by preventing public access to the playground as soon as school starts. Good attendance is achieved, with awards being given during assemblies and recognised in annual reports.

The headteacher monitors the work of the school well and is accurate in her evaluations of performance, acknowledging that writing for the more capable boys needs improving. The school promotes community cohesion extremely well within the school, and in the local and global context. It is the hub of the village community and is promoting very effective links with pupils and teachers at a school in Gambia. However, there are no strong links with different communities in the United Kingdom to extend pupils' learning about life in multicultural Britain. Governors have played an important role in ensuring that the leadership and management of the school is strong. The school's performance dipped slightly from the exceptionally high levels evident at the time of the last inspection. This was undoubtedly due to changes and illness in staffing. Nonetheless, standards are above average and pupils make good progress because of the good teaching they receive. The school is in a strong position to continue to improve in the future.

What does the school need to do to improve further?

- Raise standards of attainment in writing, especially for more capable boys, to the levels achieved in mathematics and science by ensuring the school:
 - provides frequent opportunities to write at length across a wider range of subjects
 - focuses on the acquisition of writing skills as an enrichment activity
 - fosters greater interest in writing through special visitors and trips.
- Improve safeguarding for pupils by ensuring the school:
 - prevents public access to the playground as soon as school starts, within four weeks of the publication of this report
 - updates staff training to meet current requirements.

Outcomes for individuals and groups of pupils

2

Evidence of pupils' work during the inspection and analysis of recent records shows that a large majority of individuals and groups of pupils make good progress. This is due to effective teaching. In a Year 5 literacy lesson observed, for example, pupils readily accepted the challenges set by the teacher and enthusiastically tackled analysing persuasive arguments. They used their speaking and listening skills well to help them in this new work and build well on their prior knowledge. The look of concentration on their faces was only equalled by the sincere praise given by the teacher. Every child's

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efforts were praised and their success in acquiring understanding was celebrated by teacher and class.

The inspection focus on teaching provided evidence to indicate that the vast majority of pupils enjoy learning and make good progress from their average starting points. Focused support, for any pupil identified as underachieving, regardless of gender or capability, is raising pupils' attainment. Pupil mobility is high and causes variations in the rate of progress across the school. The school has rightly identified the development of writing, as the key area for improving the rate of pupil progress.

Pupils value being part of a caring community in which they feel safe and secure. They are confident that issues such as the rare cases of bullying are addressed promptly and effectively. Attendance is above the national average. Behaviour in classrooms and around school is often exemplary and this reflects the school's high expectations for all pupils. The vast majority have a very clear understanding of eating healthily and frequently take part in sporting activities. The school council is active in improving the school and support projects such as the provision of playground equipment. The pupils raise money for a range of charities and make a significant contribution to the local community. Spiritual, moral, social and cultural development is good overall, and pupils have satisfactory awareness of the multi-cultural diversity of our society. Pupils' basic skills and ability to work with others are developing well. As a result, they are prepared well for their secondary education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

One of the main reasons for pupils' good progress throughout the school is the good teaching that they receive. Lessons are carefully planned and organised and pupils are well aware of teachers' expectations of their work and behaviour. Teachers make sure that pupils receive work which challenges them and helps them take the next steps in their learning. All teachers use assessments of previous learning very effectively to match work to the capabilities of individual pupils. The vast majority of pupils have positive attitudes to learning. They display great eagerness to do well in their work and have the confidence to learn independently. Teaching assistants play a valuable role in supporting pupils who find learning more difficult. Their work is generally directed well by teachers. In most cases teaching is lively and engages pupils' interest and concentration. Occasionally, however, pupils lose concentration when the teacher spends too much time talking. This hinders progress.

Teachers assess pupils' learning very carefully and there are effective systems in place for tracking their progress. Pupils respond positively to the useful advice that teachers provide about how to improve their work. They are clear about their learning targets and are keen to succeed. Any underachievement is quickly identified and actions taken to get those pupils back on track. Written comments, as part of feedback on pupils' work, have greater impact than indications that the teacher has seen the work.

The curriculum provides an exceptionally wide range of learning opportunities that engage pupils and make learning exciting. There are now more frequent opportunities for extended writing across a range of subjects. This is leading to an increasing number of pupils achieving outstanding outcomes. Other subjects receive very good attention. French, music and physical education are taught by specialists and provide pupils with a very secure basis on which to further develop their skills. The orchestra was observed performing to an extremely high standard. Very extensive opportunities exist for pupils to take part in school clubs and educational visits. There is a missed chance to use enrichment activities to foster greater interest in writing. The schools' Activemark status leads to very many opportunities to excel in sporting activities which vastly enrich pupils' personal development.

Pastoral care is outstanding. The headteacher and other staff know the pupils extremely well and are quick to notice if problems arise. Arrangements for the safeguarding of pupils in the classrooms are robust and supervision outside is rigorous. Health and safety procedures are carefully managed. The school successfully engages all pupils, including those who join the school at times other than the usual. These pupils settle quickly and become fully involved in all parts of school life. Rigorous measures taken to

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sustain above average attendance have been very successful. Pupils with special educational needs, and/or disabilities, are catered for extremely well. Advice from external agencies is used very effectively to support these pupils.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides inspirational leadership so that staff work together very effectively on improving the school's performance. She is very clear about the areas for development and the newly formed leadership team is providing a strong impetus in supporting staff in successfully raising standards. This is seen in the above average standards in the end of Year 6 national tests this year. English and mathematics have been monitored and evaluated well resulting in significant gains in pupils' achievements. The school acknowledges that there is still work to be done in writing for the more capable boys.

The school development plan is a comprehensive working document with clear actions and targets which are particularly focused on improving pupil attainment and progress. Governors are well informed about the school's progress and areas for development. They are actively involved in monitoring progress and holding the school to account. Governors acknowledge that they could extend the scope of their work by working more closely with pupils and understand that, in order to do this, they need to undergo security checks. The subject leaders, of whom several are new to the responsibility, are developing their effectiveness and are monitoring and supporting the current good progress in their subjects. The school has a very strong commitment to inclusion and equal opportunities for all. Leaders collect and analyse information on groups of learners and focus intervention for identified groups of underachieving pupils.

The school has productive relationships with parents and carers. Parents are given regular information about school events, and how they can be actively involved in their child's education and the progress they are making. The school has good partnerships with community groups, external services and local schools. Strong links with the University of the First Age support the professional development of teachers while the parents' association, for example, sponsors the soccer kit. The school promotes community cohesion further afield very effectively through its links with a school in Gambia. This initiative helps pupils learn about life in a community very different from their own.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children receive a very good start to their education in the Early Years Foundation Stage. Most children start the Reception Year with a range of knowledge, skills and experience which is generally in line with that expected for this age. Due to good teaching, they make good progress in the six areas of learning and the vast majority achieve, or exceed, the expected levels by the time they are ready to enter Year 1. The very well-focused support given by the well-informed learning support assistant ensures that children with special educational needs and/or disabilities make equally good progress. Progress in pupils' personal and social skills is particularly good due to well-established routines, excellent relationships with all staff and consistently high expectations. Children behave extremely well. They enjoy a broad range of interesting and engaging practical activities. The 'home corner' is used very effectively to help children develop their language skills. The outside space is well-resourced and stimulating, and the nature area is being developed impressively to extend the outdoor curriculum. Leadership of the Early Years Foundation Stage is very effective and ensures there is continuity for the children in all areas of the Early Years Foundation Stage curriculum. Children's achievements are tracked carefully to identify any individuals who need extra practice or support in specific skills.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents and carers are extremely positive about the work of the school and its impact on their children's learning. There are a number of detailed comments emphasising the good leadership of the headteacher, the improvements in the school, and the very good provision in the Early Years Foundation Stage. Parents mention the very caring approach of staff towards the children. There are no particular trends in the very small number of criticisms made in the questionnaires. Overall, parents' and carers' views reflect the inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Repton Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 46 completed questionnaires by the end of the on-site inspection. In total, there are 222 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	78	10	22	0	0	0	0
The school keeps my child safe	32	70	13	28	0	0	0	0
The school informs me about my child's progress	28	61	17	37	0	0	1	2
My child is making enough progress at this school	26	57	17	37	2	4	0	0
The teaching is good at this school	33	72	10	22	1	2	0	0
The school helps me to support my child's learning	31	67	12	26	3	7	0	0
The school helps my child to have a healthy lifestyle	33	72	12	26	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	63	12	26	1	2	0	0
The school meets my child's particular needs	29	63	13	28	2	4	0	0
The school deals effectively with unacceptable behaviour	28	61	14	30	1	2	1	2
The school takes account of my suggestions and concerns	27	59	18	39	0	0	0	0
The school is led and managed effectively	30	65	12	26	0	0	0	0
Overall, I am happy with my child's experience at this school	34	74	11	24	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 September 2009

Dear Pupils

Inspection of Repton Primary School DE65 6GN

Thank you for making us so welcome and for talking to us during the inspection. We really enjoyed watching your lessons and looking at your work. It was also good to see you in the assembly and during playtime. Repton Primary is a good school with some outstanding features. We know that your parents and carers are very pleased with the provision and progress you are making.

There are many positive things about your school.

You enjoy school and try hard in your lessons.

You have an outstanding understanding of how to keep yourselves safe and healthy.

You are friendly, polite and extremely well behaved.

The teachers and support staff provide excellent for you.

Your teachers work hard to make your lessons interesting.

There are many extra activities and trips.

Standards are above average.

You have a very good headteacher.

We have asked Mrs Wallis, the staff and governors to do the following things to make the school even better.

Help the more capable boys to gain even better results in writing.

Prevent anyone getting into the school playground after school starts.

You can help by working hard and enjoying the many things you do at Repton Primary School. We would like to wish you success in your future education.

Yours faithfully

Andrew Stafford

Lead inspector

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