School report

Repton Primary School

Springfield Road, Repton, Derby, Derbyshire DE65 6GN

Inspection dates	21–22 March 2019

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

Summary of key findings for parents and pupils

This is a good school

- The governing body's determination to appoint strong leaders and the subsequent appointment of the headteacher and his deputy, has brought a period of frequently changing leadership to an end.
- Leaders have identified the school's weaknesses and, in a short period of time, made considerable improvements. However, some do not routinely evaluate the impact of the changes they make on the quality of teaching and learning.
- Safeguarding is effective. Leaders are tenacious in following up concerns to make sure that pupils get the help they need. Pupils know how to keep themselves safe, including when online.
- Leaders have improved relationships with the majority of parents. However, communication with the parents of some pupils with special educational needs and/or disabilities (SEND) has not improved enough to satisfy them because they do not get clear or frequent information about their child's progress.
- The quality of teaching and learning is good because teachers have high expectations of what pupils can achieve. Consistent approaches to the teaching of reading, writing and mathematics contribute to pupils making strong progress.
- Pupils behave well in lessons and around the school. They listen carefully to instructions from adults and support each other in their learning.
- Provision in the early years is good. Children make good progress from their starting points because of the exciting curriculum and the teachers' high expectations.
- The curriculum for English and mathematics successfully underpins the systematic teaching of skills and knowledge and contributes to pupils making strong progress. Although wider curriculum topics create exciting opportunities for pupils to learn about the world around them, pupils do not remember some of the skills and knowledge they encounter because they are not taught as systematically.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
  - leaders evaluate their work and use this to plan precisely for further improvements in a timely manner
  - leaders communicate with parents, particularly those of pupils with SEND, regarding their child's specific support and progress in a clear and timely manner.
- Improve further the effectiveness of teaching by ensuring that teachers plan to build pupils' knowledge and skills systematically across the wider curriculum.

Inspection judgements

Effectiveness of leadership and management	Good

- Since the previous inspection, the school has gone through a period of turbulence and has had three changes in leadership. The governing body's successful appointments of the current headteacher in January 2018 and deputy headteacher in April 2018 have brought stability to the school.
- Following his appointment, with the effective support of the local authority, the headteacher quickly and accurately assessed the strengths and weaknesses of the school and began to implement the necessary changes to improve the school. The headteacher and deputy headteacher have changed the culture of the school. The vast majority of staff, pupils, parents and governors feel proud to be a part of Repton Primary School.
- Senior leaders recognised that many parents had lost faith in the school and were keen to involve them in school improvements. Parents, pupils, governors and staff were all included in the design of the current curriculum. All were asked for their ideas about what was important and these were taken on board. Summing up the views of many parents, one stated, 'The school has changed considerably since the new head came. He is present and visible and has made positive changes in both the curriculum and ethos of the school.'
- Leaders ensure that additional government funding such as the pupil premium and the primary physical education (PE) and sports funding has been effectively used. The attainment and progress of disadvantaged pupils are carefully tracked and they currently make strong progress similar to their peers. Leaders target support according to individual needs. Pupils enjoy a variety of team sports and their participation in sporting events is monitored.
- Recently, there has been an increase in the number of pupils with complex needs joining the school. The special educational needs coordinator has been supported to improve the provision for these pupils. Identification of pupils' individual needs is now more accurate. Extra teaching is put in place to support good progress. However, leaders do not regularly check that this additional support is helping pupils to make sufficient progress.
- Middle leaders have helped to implement the changes that have led to improvement since the previous inspection. They have attended training that has equipped them with effective strategies to improve standards for pupils in their subjects. They do not, however, routinely evaluate the impact of their actions in a timely manner.
- The curriculum ensures that pupils enjoy a wide range of experiences including visits to the local sailing club and a variety of extra-curricular activities. British values are skilfully weaved throughout the curriculum. The curriculum is particularly well planned in English and mathematics but is less systematic in other subjects. Pupils do not make as strong progress in these subjects.
- The school has improved communication with parents. However, some parents feel that they do not receive enough information about the progress their children make.

Communication with some parents is not as clear or as frequent as it could be. This is particularly true for some parents of pupils with SEND.

Governance of the school

- Governors are ambitious for the school and the future of every pupil. They have responded well to the outcomes of the previous inspection, and are determined that the school will continue to improve. Through the completion of a skills analysis, they have ensured that the members of the governing body possess the necessary range of skills to be effective. This analysis has been used when recruiting new members.
- The governing body is developing its effectiveness in holding senior leaders to account for the school's performance. Governors ask pertinent and increasingly probing questions. However, they are not always provided with enough detailed information to allow them to hold leaders fully to account for the impact of their actions.

Safeguarding

- The arrangements for safeguarding are effective. Leaders ensure that all statutory requirements with regard to recruitment are met. Records show that concerns about pupils' safety and welfare are dealt with effectively and in a timely manner. They are thorough and illustrate the steps taken to secure pupils' safety and welfare. Leaders are tenacious in securing support from the local authority and outside agencies, when necessary. The headteacher works proactively with other agencies, for example to ensure that pupils who attend alternative provision are safeguarded.
- Teachers, teaching assistants and other staff undertake regular training. They know what they should look for when considering the well-being of pupils. All staff understand their responsibility to safeguard pupils and the process they should follow. They do so vigilantly.
- The vast majority of pupils and parents agree that this is a safe school. Pupils are taught how to stay safe in a variety of situations, including when online. Pupils feel they can easily talk with the adults in school if something is wrong. They understand the difference between general falling-out and bullying. Instances of bullying are rare.
- Pupils used words such as 'welcoming' and 'respectful' to describe their school. One parent summed up the views of many parents by saying that their child 'goes into school happy and confident every day and comes home full of the joy of learning'.

Quality of teaching, learning and assessment — Good

- Teachers plan purposeful learning opportunities for pupils and provide tasks which are usually well matched to individual abilities. All pupils are supported and challenged regardless of their starting points allowing them to make strong progress.
- Teachers and teaching assistants have high expectations of pupils and use a consistent approach across the school in communicating with them. The majority of pupils understand how to improve their work and what they need to learn next. Work in

pupils' books shows that they act upon advice and increasingly edit and improve their own work independently.

- The consistent approach to the teaching of reading and writing has had a positive impact on pupils' progress. Teachers provide pupils with well-structured systems to support their writing and to develop their vocabulary. The quality of pupils' writing across the school has improved and pupils write at length with growing confidence and sophistication. Pupils say that they enjoy reading and were keen to discuss their favourite books and authors with inspectors.
- Phonics is taught well throughout the school and this helps pupils to develop their early reading skills. Pupils use their phonic knowledge to support their reading and writing.
- Teachers and teaching assistants regularly extend pupils' learning through skilful questioning. They encourage pupils to think for themselves and to explain their answers. This helps pupils to deepen their understanding of concepts and develop independence in their learning.
- Teaching assistants are used effectively to support pupils. They are highly trained in the interventions they provide, allowing them to be confident in the support they give. During a 'Lego therapy' session skilfully led by a teaching assistant, pupils were successfully developing their communication and teamwork skills
- Teachers and teaching assistants make explicit links to prior learning when introducing new learning. This is particularly true in English and mathematics. As learning is thoroughly planned and delivered in a sequential manner, pupils are able to clearly articulate what they are learning and how teachers and the tasks provided are helping them to develop further.
- Pupils enjoy the topics covered within the wider curriculum. Work in pupils' books shows that they benefit from a wide variety of interesting topics. These capture their interest, allowing them to explore the world around them. Each topic begins with a 'hook' to engage pupils and contains a carefully linked visit and ends with a celebration event which is enjoyed by pupils and parents alike. However, the precise planning evident in English and mathematics which systematically builds on prior learning has not yet been fully embedded within the wider curriculum. Therefore, the retention of some key concepts and skills within these subjects is not as strong.

Personal development, behaviour and welfare — Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The ethos and the culture of the school has been rejuvenated with the launch of the new collectively written motto: 'We respect. We take pride. We succeed.' When pupils were asked, they said they were proud of the school and happy with the changes made by the headteacher. They particularly enjoy the visits that are now part of the curriculum, such as the residential trip, camping out on the school field and visits linked to the topics taught in classes.

- Relationships between adults and pupils in the school are positive. Pupils demonstrate a good social skills and interact well with each other and with adults. They work cooperatively, supporting one another's learning both inside and out of the classroom.
- Pupils' confidence is built through the role of class ambassadors. Pupils also enjoy taking on responsibilities in school such as house captains, reading buddies and members of the school council. Pupils have opportunities to engage with the local community such as singing for the residents of the retirement home.
- Arrangements to promote the personal development and welfare of pupils who attend alternative provision are effective. Structures are in place to check attendance and safety and to monitor their progress.

Behaviour

- The behaviour of pupils is good.
- Pupils are well mannered and friendly, both inside the classroom and around the school. The vast majority of pupils respond quickly to adults' instructions, including during playtimes and lunchtimes. Consequently, very little learning time is lost.
- The learning culture in school is clearly valued by pupils, staff, governors and the majority of parents. Classrooms, corridors and the outdoor area are tidy and the atmosphere is bright and welcoming.
- Pupils' attendance is similar to the national average.
- A very small minority of pupils whose behaviour can be challenging at times are well managed by trained staff. This approach exemplifies the inclusive nature of the school.
- The school has recently introduced a new behaviour system. Pupils were keen to share this with inspectors and say it is upheld consistently by staff. They enjoy receiving rewards for positive behaviour. The chance to sit on the 'VIP bench' in assembly is a popular reward. The new system is having a positive impact on behaviour and low-level disruption is rare.
- Occasionally, some pupils rely too heavily on adults and do not develop independent learning habits.

Outcomes for pupils — Good

- The school's own assessment information and work in current pupils' books indicate that the majority of current pupils, including the disadvantaged and pupils with SEND, are making strong progress in reading, writing and mathematics. Boys and girls make similar progress.
- Leaders make regular checks on the progress pupils make. Leaders and teachers discuss individual as well as groups of pupils to identify those who are falling behind in their learning. Prompt and targeted support is put in place to enable them to catch up.
- The proportion of pupils who achieve the expected standard in the phonics screening check at the end of Year 1 is consistently similar to the national average. Those pupils

who do not reach this standard are well supported to catch up and the vast majority achieve it by the end of Year 2.

- In 2018, the proportion of pupils who reached the expected standards in reading, writing and mathematics by the end of key stage 1 was above the national average. The proportion achieving a greater depth in reading and mathematics was similar to that seen nationally. In writing, however, the proportion of pupils reaching a greater depth was below average.
- In 2018, the proportions of pupils achieving the expected and higher standards in reading, writing and mathematics at the end of key stage 2 were above the national averages. The proportion of pupils achieving the expected and higher standards in reading, writing and mathematics combined was also above the national average.
- Published data indicates that across key stage 2, pupils made average progress in reading, writing and mathematics in 2018. While girls and boys both make average progress, typically girls make stronger progress than boys in reading and writing. In 2018, boys made stronger progress than girls in mathematics.
- Pupils enjoy reading and they read widely and often. Pupils are keen to discuss their favourite books and authors. A variety of strategies, including phonics skills, are used by pupils to read unfamiliar words. They demonstrate a good understanding of what they read and are developing secure comprehension skills.

Early years provision — Good

- Children in the early years get off to a good start in their education. The early years leader is effective in securing good practice. She uses assessment information about the children to identify and plan for their next steps in learning.
- Children enter the early years with skills that are typical for their age. From these starting points, children make good progress and the vast majority leave the Reception Year with a good level of development. They are well prepared to start Year 1.
- Relationships between school staff and family members are made before children start school. Transition arrangements are effective. Relationships between staff and families are established before children start school. Staff visit children in their nursery setting and meet with parents. Children settle quickly into school life.
- Teachers and teaching assistants support children well to develop their vocabulary through modelling and the high quality of communication provided during learning activities. Adults use effective, probing questions to engage and challenge children's thinking further and deepen their understanding of key concepts.
- Early phonics is taught well and children make good progress. Adults skilfully weave opportunities for children to practise their letter names and sounds into a variety of activities throughout the day. High expectations of pencil grip and letter formation ensure that children develop good handwriting skills, enabling them to make strong gains in their early writing.
- Adults think carefully about the learning activities they provide for children ensuring that they are purposeful and are linked with identified next steps. The learning environment created is stimulating and exciting. The wooded area is a favourite spot

for many children and they were enjoying creating their 'stickman' during the inspection.

- The children positively respond to the warm and caring environment created by the staff and demonstrate sustained concentration in their activities. They enjoy learning together and supporting each other.
- Children usually understand what is expected of them because adults make it clear what they want them to do. However, occasionally, activities designed to encourage children to independently practise and apply their writing skills are not as freely chosen as other activities and do not consistently motivate them to write. This is particularly true of some boys.

School details

Unique reference number	112976
Local authority	Derbyshire
Inspection number	10087349

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair	Darrell Taylor
Headteacher	Steve Tague
Telephone number	01283 703732
Website	www.repton-pri.derbyshire.sch.uk
Email address	info@repton-pri.derbyshire.sch.uk
Date of previous inspection	23–24 November 2016

Information about this school

- The school is an average-sized primary school and children are taught in single year group classes.
- Since the previous inspection there have been significant changes in teaching staff and the leadership team including three changes of headship. The current headteacher has been in post since January 2018.
- The proportion of disadvantaged pupils who are supported by pupil premium funding is below the national average
- The proportion of pupils with SEND is below the national average.
- Since the previous inspection, the school has received support from the local authority.
- The school uses Forest Lodge alternative off-site provision.

Information about this inspection

- The inspectors observed learning in 13 lessons across all classes. Eight of these were completed jointly with the deputy headteacher. A learning walk across the school was also completed jointly with the headteacher. Work in pupils' books covering a range of subjects, abilities and year groups was looked at by inspectors together with senior leaders.
- The inspectors met with the headteacher and with leaders responsible for English and mathematics and for pupils with SEND. They also met with two newly qualified teachers as well as members of the governing body. The lead inspector met with a representative from the local authority who has been supporting the school and spoke with a senior leader of an alternative provision.
- Inspectors spoke informally with pupils during lessons and during breaktimes. The lead inspector also met with a group of pupils formally to consider their views of their school.
- The inspectors considered the 102 responses to Ofsted's online survey, Parent View, the 60 written comments from parents and spoke informally with parents at the start of the school day. The lead inspector also spoke to a parent on the telephone.
- The inspectors looked at a range of documentation including the leaders' self-assessment of the school's performance, the school improvement plan, governing body minutes and reports, the school's most recent information on pupils' progress and information relating to safeguarding, behaviour and attendance.

Inspection team

Heidi Malliff, lead inspector	Ofsted Inspector
Mandy Wilding	Ofsted Inspector

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