



## **Progress Monitoring Inspection Report**

**Repton School**

**October 2023**

## School's details

<b>School</b>	Repton School		
<b>DfE number</b>	830/6001		
<b>Registered charity number</b>	1093166		
<b>Address</b>	Repton School The Hall Repton Derbyshire DE65 6FH		
<b>Telephone number</b>	01283 559221		
<b>Email address</b>	headmaster@repton.org.uk		
<b>Headmaster</b>	Mr Mark Semmence		
<b>Chair of governors</b>	Mr Mark Shires		
<b>Proprietor</b>	Repton School		
<b>Age range</b>	12 to 18		
<b>Number of pupils on roll</b>	625		
	<b>Day pupils</b>	203	<b>Boarders</b> 422
	<b>Seniors</b>	354	<b>Sixth Form</b> 271
<b>Date of inspection</b>	10 October 2023		

## 1. Introduction

### Characteristics of the school

- 1.1 Repton School is an independent co-educational boarding and day school, set in its own grounds in the village of Repton. The school is a charitable company limited by guarantee and is administered by a board of governors which also oversees the separately registered prep school, Repton Preparatory School. There are ten boarding houses, four for female and six for male pupils, located around the village. The school has 102 pupils who require support for special educational needs and/or disabilities (SEND). No pupil has an education, health and care plan. There are 79 pupils who speak English as an additional language. The school's previous inspection was in November 2022.

### Purpose of the inspection

- 1.2 This was an unannounced progress monitoring inspection at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the additional inspection in November 2022. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs), and the National Minimum Standards for Boarding 2022 (NMS).

Regulations which were the focus of the inspection	Team judgements
Part 3, paragraphs 7 and 8 (safeguarding); NMS 8	<b>Met</b>
Part 3, paragraphs 9 (behaviour) and 10 (bullying); NMS 16	<b>Met</b>
Part 3, paragraph 16 (risk assessment); NMS 9	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 8, paragraph 34 (leadership and management); NMS 2	<b>Met</b>

## 2. Inspection findings

### Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8; NMS 8]

#### Safeguarding policy

- 2.1 The school meets the requirements.
- 2.2 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

#### Safeguarding implementation

- 2.3 The school meets the standards.
- 2.4 Implementation of all aspects of the school's safeguarding procedures is effective in providing appropriate support for the needs of pupils, many of whom are boarders.
- 2.5 Safeguarding procedures are implemented to safeguard children at risk and those in need. Staff show effective understanding of their responsibilities, including with regard to child-on-child abuse and any such abuse linked to respect for those with protected characteristics. Staff show appropriate awareness of the staff code of conduct, whistleblowing policy and safeguarding procedures. They have a suitable knowledge of the thresholds for reporting issues. Staff are aware of who to go to if they have a concern or receive a disclosure. They understand that they can make a direct referral to children's services if necessary. They take appropriate action when necessary.
- 2.6 The safeguarding policy includes suitable definitions of abuse and has been reviewed effectively in line with the latest statutory guidance. It provides appropriate guidance regarding possible abuse by one or more pupils against another pupil, including linking such abuse to bullying. Discussion with the designated safeguarding lead (DSL) and designated safeguarding coordinator (DSC) for the school confirmed that pupils receive help to address risks and prevent issues escalating. The DSL acts on and refers the early signs of risk or need, monitors any potential for radicalisation, and ensures the school listens to the views of individual pupils as required by *Keeping Children Safe in Education*. This is confirmed in written evidence from safeguarding records. All behavioural issues and allegations of bullying are treated as potential safeguarding concerns. Issues related to potential sexual harassment and abuse are addressed in partnership with the relevant local safeguarding partners. Effective communication is maintained with parents. Pupils receive guidance on staying safe and show understanding of what they have been taught, including in relation to e-safety. Monitoring and filtering of technology is effective. The physical and mental health of all pupils involved in any incident are given a high priority, and the school provides effective counselling.
- 2.7 The safeguarding policy gives contact details for required local safeguarding partners. Suitable recruitment procedures for staff are outlined within the safeguarding policy and detailed in a separate recruitment policy. The training for those with specific safeguarding responsibilities is in line with local requirements and statutory advice and is up to date. Training in safeguarding for teaching and non-teaching staff is of sufficient quality and frequency. Recent training has reinforced the importance of a safeguarding culture that promotes the message that 'it could happen here'.
- 2.8 Suitable arrangements for handling allegations against staff, senior leaders or the governors, and potential misconduct, are included in safeguarding procedures; they include seeking immediate advice from the local authority designated safeguarding officer (LADO). Records show that procedures are followed effectively, and the school follows up actions promptly. Staff use the low-level concerns procedures without hesitation to ensure that the DSL and DSC can properly consider potential issues. The school understands and fulfils its role in reporting any person to relevant regulatory bodies if circumstances require it.

- 2.9 Governors are appropriately trained in safeguarding. A governor with appropriate expertise maintains a close working contact with the DSL and DSC. All incidents are formally reviewed and enable the governors to maintain a critical oversight of the implementation of safeguarding arrangements.

### **Welfare, health and safety of pupils – behaviour and bullying [ISSR Part 3, paragraphs 9 and 10; NMS 16]**

- 2.10 The school meets the standards.
- 2.11 A suitable behaviour policy and arrangements to guard against bullying are in place. Both are implemented effectively. There is a clear code of conduct for pupils. Arrangements recognise the particular circumstances of boarders. Sanctions are applied appropriately and proportionately. Records of misbehaviour are detailed, allowing trends to be identified and the effectiveness of sanctions to be evaluated. Appropriate adjustments are made for pupils with behavioural or other needs.
- 2.12 The school promotes respect of those with protected characteristics through its behaviour policy and has defined levels of behaviour that guide decisions when individual incidents arise. Records corroborate the views of pupils that there is almost no child-on-child abuse of those with protected characteristics. When any does occur, senior leaders treat incidents with due seriousness and effectively. They provide support for alleged victim and perpetrator and monitor the effectiveness of any action taken.
- 2.13 Detailed recording enables all pastoral concerns to be logged for each pupil. All incidents of misbehaviour between pupils are considered as potential bullying and/or safeguarding issues, and trends are analysed. Allegations of bullying when they occur, are reported quickly and in detail, and are dealt with proportionately. Documentation shows that parents of both alleged victim and perpetrator are involved at the earliest stages of any incident.

### **Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16; NMS 9]**

- 2.14 The school meets the standards.
- 2.15 The school's risk assessment policy clearly describes appropriate lines of responsibility and the approaches to be taken to identify and mitigate risk. There is an effective culture of assessing risk to pupils in any decision taken, in particular regarding pupils about whom behavioural or safeguarding concerns have been identified. The needs of those new to the school are identified. The effectiveness of induction arrangements for new pupils, including boarders, is reviewed annually. In all these areas, appropriate action is taken to mitigate risks identified.

### **Provision of information [ISSR Part 6, paragraph 32(1)(c)]**

- 2.16 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

### **Quality of leadership and management [ISSR Part 8, paragraph 34; NMS 2]**

- 2.17 The school meets the standards.
- 2.18 Senior leaders and governors demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are consistently met, and the wellbeing of pupils is actively promoted. The school has successfully and exhaustively

implemented the action plan following the previous inspection. Safeguarding procedures have been amended, and the role of designated safeguarding coordinator created. There has been a sharp and effective focus on improving the safeguarding culture in the school. Governors monitor compliance with regulations appropriately.

### **3. Regulatory action points**

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and the National Minimum Standards for Boarding Schools 2022 and no further action as a result of this inspection.

## **4. Summary of evidence**

- 4.1 The inspectors held discussions with the head, senior leaders and other members of staff and met with governors. They talked with groups of pupils, including boarders, and scrutinised a range of documentation, records and policies.