



**ISI** Independent  
Schools  
Inspectorate

**Additional Inspection Report**

**Repton School**

**November 2022**

## School's details

<b>School</b>	Repton School			
<b>DfE number</b>	830/6001			
<b>Registered charity number</b>	4390219			
<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>Age range</b>	13 to 18			
<b>Number of pupils on roll</b>	638			
	<b>Day pupils</b>	208	<b>Boarders</b>	430
	<b>Seniors</b>	356	<b>Sixth Form</b>	282
<b>Date of inspection</b>	13 September & 1 November 2022			

# 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 73 pupils who require support for special educational needs and/or disabilities (SEND). No pupil has an education, health and care plan. There are 90 pupils who speak English as an additional language. The school's previous inspection was a regulatory compliance and educational quality inspection in February 2020.

## Purpose of the inspection

- 1.2 This was an unannounced additional inspection at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs), and the National Minimum Standards for Boarding 2022.
- 1.3 Inspectors returned to the school after an initial day of inspection on 13 September to collect further evidence and following communication of additional concerns.

Regulations which were the focus of the inspection	Team judgements
Part 3, paragraphs 7 (safeguarding) and 8 (safeguarding of boarders); NMS 8	<b>Not met</b>
Part 3, paragraph 9 (behaviour); NMS 15	<b>Met</b>
Part 3, paragraph 10 (bullying); NMS 16	<b>Met</b>
Part 3, paragraph 11 (health and safety); NMS 9	<b>Met</b>
Part 3, paragraph 14 (supervision of pupils); NMS 20	<b>Met</b>
Part 3, paragraph 16 (risk assessment); NMS 9	<b>Not met</b>
Part 6, paragraph 32 (provision of information)	<b>Met</b>
Part 7, paragraph 33 (complaints); NMS 14	<b>Met</b>
Part 8, paragraph 34 (leadership and management); NMS 2	<b>Not 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 does not meet the standards.
- 2.4 In some areas the safeguarding policy is implemented effectively. Suitable procedures are in place to listen to pupils. Pupils confirm that they have sufficient opportunities and channels to express concerns and that action is taken where necessary. Safeguarding records show that the school liaises promptly with the local safeguarding children partnership. However, the decisions and actions of governors and senior leaders, including the designated safeguarding lead (DSL), are not always consistent with a culture that considers at all times what is in the best interests of the child and recognises that abuse could happen anywhere. The school has not always comprehensively assessed and therefore mitigated safeguarding risks. External review of the school's decisions and actions commissioned by the school has not been sufficiently broad in scope, in particular with regard to considering transferable risk to children as identified by *Keeping Children Safe in Education*.
- 2.5 Discussion with teaching staff confirmed that they understand their responsibilities to safeguard children, including those with SEND. They share and record concerns and know that they can make a direct referral to children's services if necessary. They understand current definitions of abuse and recognise the vulnerability of pupils with SEND. Staff confirm that they are aware of the procedures to minimise the risk of child-on-child abuse and recognise the possibility that such abuse may be taking place without being reported.
- 2.6 Records show that, on joining the school, new members of staff receive appropriate induction in safeguarding. The DSL and deputy DSLs have the required levels of up-to-date advanced training for their roles, including training in mental health and pupils' wellbeing. Documentation provided by the school shows that the school has clear and effective systems in place for identifying mental health problems and providing any necessary support, including making appropriate referrals. These operate effectively. The DSL ensures that all staff and governors receive regular formal training in line with local requirements, as well as informal updates on safeguarding practice and issues. Records of this training are systematically kept and show that the training for all staff and governors is current and appropriate. In discussion, staff showed that their safeguarding training equips them to deal effectively with pupil concerns.
- 2.7 The school's safeguarding policy and practice are reviewed annually by the governing body.

### **Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9; NMS 15]**

- 2.8 The school meets the standards.
- 2.9 The school has an appropriate written behaviour policy, which sets out the standards it expects of pupils. It incorporates a suitable system of rewards, and the sanctions to be adopted in the event of

misbehaviour. The school's expectations are based on principles of respect and the promotion of equality, diversity and inclusion.

- 2.10 In discussion, pupils spoke of their respect for one another and for their teachers, as well as their capacity for self-discipline and ability to learn from their mistakes. They appreciate the fact that rules and sanctions are clear and say that they know what to expect if their behaviour fails to meet the required standard. Records show that the prevalence of behaviour of a serious nature in school, in boarding houses and on trips is low, and that sanctions are applied consistently and proportionately.

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

- 2.11 The school meets the standards.
- 2.12 The school has an appropriate bullying policy, which sets out clearly the measures taken to prevent bullying, and those taken to deal with it when it occurs. Staff receive appropriate training and pupils confirm that they receive effective guidance about bullying. Boarders and day pupils are confident that incidents are taken seriously and dealt with effectively. Staff understand their responsibility for reporting any instances of alleged bullying, and records show that this happens in practice, although cases of serious bullying are rare. The threshold for reporting concerns is low, thereby enabling early intervention and recognition of patterns. Resolution of bullying incidents involves discussion with both perpetrator and victim, and parents of all parties are kept informed. Staff understand that such incidents may become safeguarding issues and may require the involvement of the police or children's services. Those with designated responsibilities understand the thresholds for such referrals.

### **Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11; NMS 9]**

- 2.13 The school meets the standards.
- 2.14 The school has an appropriate policy for health and safety which it implements effectively. There are clear procedures in place to ensure that pupils are kept safe both on and off site. The health and safety policy is supported by a suitable educational visits policy, the implementation of which is overseen by a senior member of staff. This ensures that all trips are appropriately staffed, planned and risk-assessed, as evidenced by records provided by the school. All trips are reviewed effectively and policy is amended if lessons have been learnt. In discussion, pupils spoke of feeling safe and unthreatened on site, in boarding houses and on residential and foreign trips.

### **Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14; NMS 20]**

- 2.15 The school meets the standards.
- 2.16 Records and discussion with staff and pupils, including boarders, show that arrangements for the supervision of pupils at break, lunchtime, on moving around the school and in boarding houses are appropriate. Pupils acknowledge the effectiveness of a strong staff presence. Appropriate consideration is given to the nature of the campus and the fact that it extends into the village.

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

- 2.17 The school does not meet the standards.

- 2.18 The school has an appropriate written risk assessment policy which is implemented effectively in many areas of school life. It includes suitable assessments of risk involving places, activities and pupils. It identifies those at risk and those who might pose a risk to others.
- 2.19 However, some risk assessments relating to safeguarding are not adequate when they do not explicitly identify the different types of risk and they fail to identify a process to monitor and review the implementation of the planned risk controls. Leaders have not always considered the transferable risks associated with the behaviour of staff.

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

- 2.20 The school meets the standards.
- 2.21 An annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise.
- 2.22 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.

### **Manner in which complaints are handled [ISSR Part 7, paragraph 33; NMS 14]**

- 2.23 The school meets the standards.
- 2.24 The school has an appropriate policy for the handling of complaints which it implements effectively. Scrutiny of the school's complaints log and supporting documentation indicates that due regard is given to concerns expressed by parents and that these are addressed within the specified time frames, including where the formal complaint procedure is invoked. Requirements relating to the conduct of panel hearings and the recording and confidentiality of information are met.

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

- 2.25 The school does not meet the standards.
- 2.26 Governance does not ensure that all those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role, that they fulfil their responsibilities effectively, and that they actively promote the wellbeing of pupils, so that the school meets the independent school standards consistently.

### 3. Regulatory action points

3.1 The school does not meet all of the requirements of the Education (Independent School Standards) Regulations 2014 and the National Minimum Standards for Boarding Schools 2022 and should take immediate action to remedy deficiencies as detailed below.

#### **ISSR Part 3, Welfare, health and safety, paragraphs 7 and 8; NMS 8**

- The school must further strengthen its safeguarding culture by ensuring that the same rigour is applied consistently to all decisions made and actions taken which relate to pupils' welfare, demonstrably putting the child first and recognising that abuse could happen anywhere [paragraphs 7(a) and (b) and 8(a) and (b); NMS 8.1].

#### **ISSR Part 3, Risk assessment, paragraph 16; NMS 9**

- The school must ensure that those responsible for safeguarding take a more robust approach to the identification and mitigation of risk, in particular by ensuring that all possible relevant definitions of risk are included in assessment, and by formally monitoring the implementation of risk assessment [paragraph 16(a) and (b); NMS 9.3].

#### **ISSR Part 8, Leadership and management, paragraph 34; NMS 2**

- The school must ensure effective oversight of the management of safeguarding risk so that standards are met consistently, and the wellbeing of pupils is actively promoted [paragraph 34(1)(a), (b) and (c); NMS 2.1, 2.2, 2.4, 2.5 and 2.8].

## 4. Summary of evidence

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

### Inspectors

Mr Stephen Fox	Reporting inspector
Mr Andrew Farren	Assistant reporting inspector
Mrs Louise Robinson	Assistant reporting inspector