

# New Regent's College

## Inspection report

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<b>Unique Reference Number</b>	134635
<b>Local Authority</b>	Hackney
<b>Inspection number</b>	381706
<b>Inspection dates</b>	8–9 November 2011
<b>Reporting inspector</b>	Melvyn Blackband

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

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<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Community
<b>Age range of pupils</b>	14–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	137
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Kerran Jefferson (Executive Headteacher)
<b>Date of previous school inspection</b>	2 October 2007
<b>School address</b>	Nile Street London N1 7RD
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<b>Age group</b>	14–16
<b>Inspection date(s)</b>	8–9 November 2011
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 10 lessons taught by 10 teachers. Meetings were held with students, staff, and representatives of the local authority and management committee. Inspectors observed the school's work, and looked at a range of the school's documentation including all safeguarding procedures, assessment and tracking of the students' progress, behaviour records, curriculum arrangements and the range of accreditation offered as well as the school's development planning. The inspection team also analysed six parents' and carers' questionnaires, 11 students' questionnaires and 21 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether students at all levels of ability and from the range of ethnic groups are making the progress of which they are capable and how well the college staff monitor and track this progress.
- The degree to which the college promotes the students' personal development, positive attitudes to school and learning and equips them for the next stage in their education or training.
- The effectiveness of the college's provision for the support of students in helping them to attend regularly and behave well.
- The effectiveness of the leadership and management of the college on all levels of responsibility. Whether leaders effectively monitor, evaluate and improve successfully provision and outcomes for students.

## Information about the school

In September 2010, the Regent's Vocational College merged with New Visions pupil referral unit to become New Regent's College providing for students aged 14 to 16. Students have been excluded from mainstream schools or are at risk of exclusion. The students come from an ethnically diverse background, reflecting the borough's population. Three quarters of students are boys. A small proportion has statements of special educational needs, in most cases for emotional, behavioural and social difficulties. The number known to be eligible for free school meals is above average. While a minority of students are taught on the college site a greater number are in full-time vocational placements, provided by a variety of outside training agencies. Governance is the responsibility of a management committee.

**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

New Regent's College provides a good education for its students. It has several outstanding features, notably the quality of care, support and guidance the students receive and in the excellent arrangements to ensure they are safe. Students report that they personally feel very safe at the college and their parents and carers confirm this as well as their satisfaction with their children's education. As one parent put it, 'We love this school. God bless the staff!' Since its inception just over one year ago, the college has continually improved the levels of the students' progress. The attendance of most students has increased substantially compared to their attendance in previous mainstream schools. This has a very positive impact on their attainment and progress. There are a few students, however, whose level of absence makes it difficult for them to benefit fully from their learning.

The students' attainment rises sharply when they enter the provision. By the time they leave their attainment is broadly average. Their progress is good. Through good teaching and careful tracking of their performance, students in most cases reach the challenging targets they are given and subscribe to. When students do not appear to be making the progress of which they are capable the college acts quickly to introduce extra support. Students with additional emotional, behavioural and social needs are well supported and they make equally good progress. There are no significant differences in the achievement of different ethnic groups. Another strong feature of the college is the way it has succeeded in creating a very strong sense of community among the students and in promoting a high degree of mutual respect, tolerance and understanding.

The good curriculum has been carefully developed and now provides a substantial range of basic skills and vocational courses matched well to the students' differing abilities and interests. As a result, the students have a wide choice of 'pathways' as they approach further education and training and they respond with good behaviour and an increased interest in learning. Several students expressed the wish that they could have come to the college earlier in their school careers. The good quality of the courses supplied by the many outside providers is rigorously monitored to ensure the consistency of the teaching and curriculum offered. The college and outside providers work in outstanding partnerships. The assessment of the students' work is thorough and well recorded. On occasions, however, teachers do not precisely target the steps in learning which students need to make next and they do not always adapt activities sufficiently to take account of the students' differing abilities. The feedback which students receive on their work is sometimes inconsistent and does

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not always help them understand how well they are doing or how to improve further. This can result in some students not being challenged enough or other students finding the work too hard. In either case, the pace of learning is slowed.

The improvements in the provision and the outcomes for students have been driven by the expertise and determination of the executive headteacher. Together with an experienced and able senior team, she has steered the college to its present success. Staff at all levels self-evaluate their work effectively. She is well supported by the local authority and management committee who provide informed challenge and support. All this demonstrates that the college has a good capacity for sustained improvement.

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

- Raise attainment and accelerate rates of progress for all students, particularly the most and the least able, by:
  - providing activities which are targeted to their individual learning needs and abilities
  - ensuring the students receive clear oral and written feedback so they clearly understand how much progress they have made and how to improve their work further.
  
- Increase the attendance of those students with high rates of absence to enable them to benefit fully from the college provision.

**Outcomes for individuals and groups of pupils****2**

The students make good progress from their individual starting points, which are generally below average on entry. The college's induction process accurately identifies the students' level of attainment and they are given challenging targets in the basic skills of English, mathematics and information and communication technology (ICT), as well as in their chosen vocational subjects. By the end of Year 11, the large majority have met these targets and have gained appropriate qualifications which enable them to go on to further study at local colleges. The students enjoy their learning and this is demonstrated by the regular attendance and good behaviour of the very large majority. They find their work interesting and worthwhile and develop positive attitudes to their learning. This was illustrated in a 'sports and leisure' vocational course lesson where students discussed the types and applications of various bones in the human body. Through clear explanation and appropriate questioning by the teacher, the students gained a good understanding of the human skeleton. They were confident and relaxed, tolerant of others' points of view and keen to respond to questions and to give their opinions. They made good progress in their knowledge of the subject as well as effectively improving their social and language skills.

Most students have a good understanding and appreciation of healthy lifestyles. They understand the dangers of smoking and drugs and take part willingly in the physical

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activities the college offers. They have an outstanding awareness of how to keep themselves safe and they feel safe and confident at the college. This has a very positive impact on the quality of their concentration and motivation to learn. There is very little bullying or unacceptable behaviour. Where occasionally students experience problems with their behaviour, the college staff act decisively but sympathetically to restore order and ensure the students understand how to make amends. As a result, lessons take place in a calm and friendly atmosphere. Relationships between students are very good and this makes a strong contribution to their spiritual, moral, social and cultural development. The students have many opportunities to explore their feelings and to respect others. Teachers have high expectations of students' conduct and encourage them consistently to take responsibility for their actions. The system of 'restorative' justice' helps students to understand the moral framework to their lives. As a result, the students are able to express their attitudes to ethical and moral issues very well. They are extremely tolerant of other students and they have a very well developed sense of right and wrong. They value highly the social cohesion and the diversity of the college population, whether at the college or off site with the outside providers. There are many varied opportunities for multicultural activities, such as celebrating festivals for different faiths and nationalities, in curriculum work through researching and preparing foods from different countries as well as taking part in 'Black History Month'. Their understanding of their own and wider communities is extended through many visits to London landmarks such as galleries and theatres as well as an annual residential trip to Wales. The students and the college are well regarded in the local community.

The students have good opportunities for vocational activities and to increase their understanding through work experience and related learning. They work together in harmony and develop good basic skills which they apply appropriately within their vocational activities. Most students are well prepared for further study or training and leave for local colleges with confidence and the ambition to do well. A small minority, however, do not engage with what the college has to offer and have poor attendance and punctuality. This prevents them experiencing success and does not help them prepare for life beyond school.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The good teaching is made possible by the trusting and friendly relationships between students and staff which provide a good platform on which to build learning. Teachers plan interesting lessons and use well-developed resources. Together with their assistants, they provide a high level of individual support for students. The students respond well to their lessons and they show real appreciation for the levels of individual help and tuition they receive. This helps to ensure they are confident to try new things and that they make good progress. On occasion, however, teachers do not plan well enough exactly to meet the learning needs of each student. This can result in boredom or frustration. Teachers are not always consistent in letting students know how well they are doing or how to improve their work.

Since its amalgamation, the college has greatly extended the range and scope of the vocational and basic skills courses on offer. These give students a worthwhile choice and this well-developed and organised curriculum plays a major part in helping students to raise their expectations and improve their attitudes to study. The students experience a well-rounded and good quality curriculum at each centre where they apply their English, mathematical and ICT skills effectively to their chosen vocational subject. The curriculum is underpinned by good provision for personal, health and social education and by the many opportunities to visit other locations. This greatly enhances the students' self-confidence and their social and

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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personal skills.

The students are well known by the staff who work very effectively together to provide high standards of care and support. Vulnerable students and their families are extremely well supported. Care is tailored effectively to meet the students' and their families' needs and the college works seamlessly with a range of supportive health and social professionals to enhance support. There are excellent arrangements when students enter the college. Induction is thorough and sensitive and staff make every effort to ensure the students are well informed and secure about their future placements. Transition arrangements are equally thorough. The college maintains very good links with local post-16 colleges so that students feel confident to take this next step and move on to appropriate, more advanced courses. Parents and carers are very happy with the quality of guidance they receive at transition times. The good relationships the college maintains with parents and carers effectively support the students' well-being. The college makes strenuous efforts to raise attendance particularly among the hardest to reach students with notable successes. Most students have significantly improved their attendance since their previous schools due to effective and well-coordinated intervention strategies by staff. Consequently, many students with previously poor records of attendance now regularly attend the college.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The executive headteacher and head of school have driven a culture of critical self-appraisal, and well-organised provision which has resulted in high staff morale and improved outcomes for students. Together with the senior team, they have secured improvements in teaching and the curriculum and they use self-evaluation and careful monitoring to help them sustain progress. The systems to track the students' performance are well developed and effective. This enables senior staff to maintain a close watch on the progress of all individuals and groups and has a good impact in promoting the equal opportunities of all students.

There are excellent arrangements to safeguard students. Staff are regularly trained in child protection matters; there are stringent checks on all visitors to the sites. The students have good relationships with adults and are confident to approach someone should the need arise. The management committee properly fulfils its statutory duties to check and monitor safeguarding arrangements. Parents and carers have



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every confidence in the safety of their children.

The partnerships with providers and local colleges are outstanding. The different providers work closely with the college staff who monitor and support their work very effectively. The excellent relationships with local colleges of further education help ensure that students access worthwhile courses when they leave the centres. The management committee receives good information from the college about provision and outcomes for students. They monitor the college's performance regularly and have a good understanding of strengths and weaknesses. They provide a good level of challenge and support to the college's leaders. The harmonious, tolerant and supportive ethos of the college, with its many different ethnic groups, makes an outstanding contribution to community cohesion in the school and local community. The students develop an excellent understanding of the diversity found in their local community and in the wider London area as well as gaining a good understanding of communities in other regions and countries.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

There was a below-average response by parents and carers to the questionnaire. The parents and carers who responded value what the college is doing for their children. They agreed strongly that the students were safe, well taught and making good progress. They felt overwhelmingly that they were well prepared for their next steps in education or training.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at New Regent's College 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 six completed questionnaires by the end of the on-site inspection. In total, there are 137 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	5	83	1	16	0	0	0	0
The school keeps my child safe	5	83	1	16	0	0	0	0
The school informs me about my child's progress	5	83	0	0	0	0	0	0
My child is making enough progress at this school	5	83	1	16	0	0	0	0
The teaching is good at this school	6	100	0	0	0	0	0	0
The school helps me to support my child's learning	4	66	2	33	0	0	0	0
The school helps my child to have a healthy lifestyle	4	66	2	33	0	0	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)	6	100	0	0	0	0	0	0
The school meets my child's particular needs	5	83	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	4	66	1	16	0	0	0	0
The school takes account of my suggestions and concerns	3	50	2	33	0	0	0	0
The school is led and managed effectively	5	83	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	5	83	1	16	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



10 November 2011

Dear Students

### **Inspection of New Regent's College, London N1 7RD**

Thank you for making us welcome when we visited the college recently. We enjoyed the experience as a result of your friendliness and courtesy to us. I am pleased to tell you that New Regent's College provides you with a good education. Some of the features which we felt are particularly effective are:

- You make good progress in English, mathematics and information and communication technology (ICT) and this enables you to access vocational courses which will be a valuable passport to further education.
- You have a wide range of vocational courses to choose from when you join the college, all of which give you appropriate qualifications. You have a real choice and responsibility to make your own decisions in these courses and the staff help you choose well.
- You make good progress in your personal skills. You get on very well with everyone and your behaviour and attendance generally show much improvement. Well done!
- The college staff look after your safety very well. The support and guidance they give you are excellent.

To help you make even better progress we have asked the staff to do two main things. We have asked them to:

- give you targets which are more carefully adjusted to each individual student's ability. In this way, those of you who find the work easy can be stretched more and those who find it more difficult can be supported better. We also want teachers to give you a clearer idea of how well you are doing and how to improve your work.
- ensure that those students with high absence rates attend more often; in this way, their learning will be better and they will achieve more.

Keep up the good work, so that you gain worthwhile qualifications to help you get on in life.

Yours sincerely

Mel Blackband  
Lead inspector

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