

Regents Park Community College

King Edward Avenue, Southampton, Hampshire SO16 4GW

Inspection dates 10–11 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Since 2011, the proportion of students who achieved five A* to C grades, including English and mathematics, at the end of Year 11, has been below average.
- In 2011 and 2012, results for students in Year 11 were significantly lower than they should have been in a range of subjects.
- Too many students underachieve across many subjects in Key Stages 3 and 4 because not enough teaching is good or better and too much is inadequate.
- Too many lessons do not progress at an appropriately brisk pace.
- Many teachers do not have high enough expectations of what students are capable of achieving and do not make sure that students' work is always well presented.
- Teachers' marking does not always help students to improve their work.
- Teachers do not regularly ensure that work is well matched to the skills and abilities of all students.
- Teachers do not adequately check the progress that students make in lessons so that they can change activities if students find the work too hard or too easy.
- A significant minority of students have poor attitudes to learning and too many teachers do not use the behaviour management system consistently.
- Most, but not all, students feel safe at school.
- Leaders and managers, including governors, have failed to demonstrate the ability to improve achievement and teaching as they have not dealt with the issues from the inspection in 2010 adequately. Consequently, achievement, teaching and behaviour have declined.

The school has the following strengths

- Attendance is improving and staff have successfully reduced the proportion of students who do not attend school regularly.

Information about this inspection

- Inspectors observed 37 lessons, five of which were jointly observed with senior leaders. The inspection team also made several short visits to other lessons to check on the progress and behaviour of different groups of students.
- Meetings were held with five groups of students from Key Stages 3 and 4. Other meetings were held with governors, senior leaders and staff, including those responsible for leading subjects.
- Inspectors analysed 23 responses to the on-line parent questionnaire (Parent View) during the inspection, as well as responses to questionnaires from 56 staff.
- Inspectors observed the work of the school and looked at a number of documents, including the school improvement plan and the school's self-evaluation. They also looked at records relating to attendance, behaviour, bullying and safeguarding students, and data on students' progress.
- The lead inspector had a telephone conversation with a representative from the local authority.

Inspection team

Richard Sutton, Lead inspector	Additional Inspector
Una Maria Stevens	Additional Inspector
Carolyn Steer	Additional Inspector
Karen Roche	Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school is not permitted to appoint newly qualified teachers.

Information about this school

- The school is smaller than the average-sized secondary school.
- The proportion of disabled students and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- A third of the students are from minority ethnic heritages, which is higher than average.
- The proportion of students who speak English as an additional language is above average.
- The proportion of students known to be eligible for support through the pupil premium, which provides additional funding for students in local authority care, those known to be eligible for free school meals and students from service families, is above average.
- A small number of students in Key Stage 4 study vocational courses at City College, Southampton.
- The school meets the government's current floor standard, which sets the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and students' achievement so that they are good or better in all subjects by making sure that:
 - all teachers have the highest expectations of what all students are capable of achieving and always insist on the highest standards of presentation of work and behaviour
 - teachers ensure that work is accurately matched to the skills and abilities of all students
 - teachers monitor the progress that students make in lessons so that they can modify the activities for students who find the work too easy or too hard
 - teachers' marking and feedback is accurate and helps students improve their work
 - lessons proceed at a suitably brisk pace so that students can learn quickly.
- Improve the impact of leaders and managers, including governors, on raising standards by ensuring that:
 - demanding, but achievable, targets are set for all students which reflect high expectations, particularly in Key Stage 3
 - the targets set for teachers to improve their teaching are rigorously checked to assess how effective they are, and that the targets are modified during the year if required
 - the systems for helping teachers to develop their skills and share expertise are rigorously monitored and evaluated to see if improvements in teaching are helping students to achieve to the best of their ability
 - all those responsible for leading and managing subjects are appropriately skilled and have a good impact on improving achievement, teaching and behaviour

- the school development plan clearly identifies how the objectives will result in improving students' achievement and how this will be checked at regular times throughout the year
 - all teachers, teaching assistants and supply teachers use the school's behaviour management system consistently and appropriately
 - students' behaviour is regularly monitored and evaluated in all departments and at senior leadership level
 - all teachers have the right skills to enable students to develop their reading, writing and communication skills in all subjects
 - the views of parents and students are regularly sought, evaluated and acted upon where appropriate.
- Improve governance so that the work of the governing body has a positive influence on behaviour, teaching and achievement by:
- making sure that the targets which are set for teachers to improve their teaching are appropriately monitored and reviewed
 - ensuring that it receives information which is accurately interpreted for them by senior leaders about the school's current and past performance
 - acting on the findings of the external review of governance.

Inspection judgements

The achievement of pupils

is inadequate

- The proportion of Year 11 students achieving five A* to C grades, including English and mathematics, has been below average for the past two years. The students who left in 2011 joined the school with significantly lower than average attainment but, overall, they did not achieve as well as they should have done, particularly in English, history, geography and science. The students who left in 2012 joined the school with broadly average attainment but they also underachieved, overall, and particularly in these four subjects.
- Too many students underachieve in many subjects in across Key Stages 3 and 4.
- In Key Stage 3, higher-ability students make inadequate progress in science in Year 7 and Year 8, and below average progress in Year 9. These students make similarly inadequate progress in English in Year 7. Overall, the progress that students make in English, mathematics and science by the end of Key Stage 3 is too slow.
- The achievement of students from minority ethnic heritages, those who speak English as an additional language, disabled students and those who have special educational needs varies too much and is inadequate overall.
- Students supported through additional Year 7 catch-up funding, which helps students who join the school with attainment below the expected levels in English and mathematics, make good progress in English and expected progress in mathematics. The school uses this funding to provide one-to-one and small group tuition in English and mathematics.
- The school spends some of its pupil-premium funding on additional staff to give students one-to-one support. Students known to be eligible for free school meals are making better progress than they have in previous years. However, in 2012, eligible Year 11 students achieved, on average, almost a grade lower than other students in GCSE English and a grade lower in mathematics.
- The students who study vocational courses at the local college attend regularly and achieve well.
- Over half of the students in Year 11 currently have already passed their GCSE mathematics at grades A* to C. The school's strategy is to allow students to take the examination more than once in order to achieve higher grades.
- In some subjects and year groups, students' progress is improving. However, these improvements are not happening quickly enough or consistently across all subjects and year groups.

The quality of teaching

is inadequate

- Too much teaching is ineffective and not enough is good, leading to students' inadequate achievement.
- Too many teachers do not have high enough expectations of what students are capable of achieving and many lessons do not proceed quickly enough. Students are often not appropriately challenged because teachers do not ensure that the work is well matched to the needs of all students. Consequently, a significant minority of students lose concentration and lack the motivation to succeed. This results in poor behaviour and negative attitudes to learning.
- Students' work is too often untidy and many teachers do not pay sufficient attention to ensuring that work is well presented.
- Teachers do not regularly check the progress that students are making in lessons and so work is rarely modified for those who are finding it too hard or too easy.
- The quality of marking in students' books and folders is inadequate because it does not help students to improve their work by setting targets and teachers do not make sure that suggestions are followed up, for example.
- Teachers do not provide enough opportunities for students to improve their skills in reading,

writing, communication and mathematics in all subjects.

- Although not typical, teaching is sometimes good in some subjects and year groups. In a Year 10 mathematics lesson, for example, students were highly focused on their learning because the teacher made sure that the work was at the right level for all students and that progress was regularly assessed during the lesson.

The behaviour and safety of pupils are inadequate

- A significant minority of students have poor attitudes to learning and do not show an appropriate level of respect for teachers or one another.
- Some students do not take an active interest in their learning because too many lessons are not well matched to their skills and abilities.
- Students who spoke to inspectors were clear that teachers do not use the behaviour management system consistently, and inspectors agree. This lack of consistency, combined with too much weak teaching, results in some lessons which are disorderly and where learning is significantly disrupted, particularly for students who are in lower-ability sets. Of the parents who responded to the on-line questionnaire, almost half disagreed that the school makes sure students are well behaved.
- Some students do not behave well during lesson changes and at break times. Some do not show enough respect towards their peers and this is seen through the use of unacceptable language and the physical pushing of other students.
- Students have a sound understanding of issues relating to safety and most feel safe at school. However, some groups of students do not always feel safe because of the poor behaviour of others.
- Students have a clear understanding of bullying and the various forms that it can take. Bullying is rare but, when it does occur, some students are not confident that teachers always deal with matters quickly and appropriately.
- Exclusions are reducing as a result of better strategies for supporting students who may be at risk of exclusion.
- Attendance has improved this year and is broadly average. The proportion of students who do not attend school regularly has reduced.

The leadership and management are inadequate

- Leaders and managers are not taking effective steps to improve achievement, teaching and behaviour. They have not tackled the most important areas for improvement identified at the previous inspection.
- Leaders' expectations of what students and staff are capable of achieving are too low. For example, the expectations of what students in Key Stage 3 should achieve are not high enough. Similarly, although targets to help teachers improve their teaching are set, and these are appropriately used to guide decisions about pay progression, leaders do not monitor progress towards achieving these targets adequately. Consequently, this process has a minimal impact on improving teaching.
- The system of teachers working in small groups and pairs so that they can improve their teaching with the support of a colleague is not robustly monitored. This means that leaders are not able to evaluate how effective this approach is in improving teaching and achievement.
- The quality of subject leadership is too variable. This is partly because some subject leaders are new to their posts. However, too many subject leaders do not have enough impact on achievement, teaching and behaviour in their areas of responsibility. Whilst this team of leaders has a monitoring schedule, senior leaders do not evaluate what the information gathered is telling them well enough to identify what they need to do to make improvements.
- The school development plan is not effective enough because the objectives are not linked to

measurable outcomes in students' achievement at various points throughout the year. Consequently, the impact of the actions in the plan cannot be fully evaluated.

- Leaders do not robustly monitor behaviour across the school or analyse this information in order to establish the specific actions which need to be taken to improve behaviour. In addition, they have not monitored how consistently staff use the behaviour management system. Poor behaviour management and inadequate teaching are the main reasons why behaviour has declined since the previous inspection.
- Leaders have provided teachers with support and training so that they are equipped with the skills to teach reading, writing, communication and mathematics in all subjects. However, the impact of this to date has been minimal.
- Students are entered for GCSE mathematics earlier than at the end of Year 11. This is an effective strategy which is ensuring that greater proportions of students are now achieving higher grades.
- Leaders and managers do not engage with parents sufficiently. In particular, they do not regularly seek the views of parents about the school's performance so that, where appropriate, improvements can be made in partnership with parents.
- Senior leaders do not have an accurate view about the school's past and current performance.
- The local authority has provided an adequate level of support to the school. Most recently this has involved support for subject leaders. The local authority has also provided sufficient challenge to the school with respect to underperforming students. However, the impact of these actions has been limited.
- **The governance of the school:**
 - The governing body has not challenged the school's leaders robustly enough about students' behaviour, the accuracy of the information which it receives about the school's current and past performance or how well leaders monitor the targets that are set for teachers to improve their teaching.
 - Governors have not challenged leaders sufficiently about establishing clear and measurable targets in the school development plan, at various points throughout the year. Consequently, they cannot evaluate if the school is on track to achieve its targets.
 - The governing body has not ensured that parents have appropriate opportunities to express their views about the school.
 - The governing body ensures that members are appropriately trained. For example, most recently, some governors took part in training which helped them to understand achievement information. The governing body is appropriately self-evaluative and recently commissioned an external review.
 - It has a clear understanding of how the pupil premium is spent and is aware that this is beginning to have a positive impact on achievement for eligible students.
 - The governing body makes sure that the school fulfils its responsibilities to safeguard students. All staff have been checked as required, and are trained appropriately to keep students safe and free from harm.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116450
Local authority	Southampton
Inspection number	412830

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	752
Appropriate authority	The governing body
Chair	Sue Stanek
Headteacher	Sarah Hill
Date of previous school inspection	23–24 June 2010
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