

The Regis School

Westloats Lane, Bognor Regis, West Sussex, PO21 5LH

Inspection dates 20–21 November 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good. Most students enter the school with average or below average attainment. They make strong progress so that currently by Year 11, they are almost all at or above national averages.
- All groups of students, including those eligible for the pupil premium, disabled students, students with special educational needs, and those who need special help to catch up, make at least good and sometimes outstanding progress through the school.
- The sixth form is good and becoming increasingly popular. Students achieve good results in their examinations. This is due to the excellent pastoral care and high quality teaching they receive.
- The great majority of teaching is typically good or better and, as a result, most students make good progress from their starting points.
- The school provides excellent care, guidance and support for its students and relationships throughout the school are strong. Consequently, the great majority of students behave well, feel safe, and love coming to school.
- The principal and senior leaders provide effective leadership. They are passionate and determined about providing the best possible education for all students. Together with the highly competent and committed governors and willing staff, they have brought about improvements in teaching and attendance that have resulted in strong improvements in students' progress.

It is not yet an outstanding school because

- Not all teaching is good or better.
- The proportion of students achieving the highest GCSE grades is lower than it should be.

Information about this inspection

- Inspectors observed 48 lessons, of which one was a joint observation with the principal and four were with assistant principals.
- The inspectors talked with students, looked at samples of their work, and listened to a group of Year 8 students read.
- Meetings were also held with teachers, a group of governors including a representative of the school's sponsor (United Learning Trust), the principal, the senior leadership team, and the school's middle leaders.
- The inspectors took account of the 59 responses to the online questionnaire (Parent View), the school's own parent survey, two letters from parents, and 67 questionnaires returned by school staff.
- The inspectors observed the work of the school and looked at many documents including minutes of governing body meetings, the school's checks on how well it is doing, the school's development plan, performance management documentation, planning documents, monitoring and assessment information, school policies, and records relating to attendance, behaviour and safety.

Inspection team

John Collins, Lead inspector

Additional Inspector

Gill Carter

Additional Inspector

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Full report

Information about this school

- The school is larger than the average-sized secondary school and has a sports specialism. It converted to academy status in January 2012. When its predecessor school, also known as The Regis School, was inspected in March 2011, it was judged to be satisfactory.
- The school benefits from its own sixth form, which is also open to boys and girls from other schools.
- Most students are White British. The proportion of students from minority ethnic backgrounds is well below the national average but about 1 in 10 are East European. Although some students are at an early stage of English language acquisition, most have good command of the English language.
- Alternative education is provided for some Years 10 and 11 students. There are 15 students attending full time and 36 students part time at Chichester College, Northbrook College, and through the Out of School learning programme provided by the West Sussex County Council.
- Approximately one in four of the students are eligible for the pupil premium; this is showing a steady increase over previous years but remains slightly below the national average. Pupil premium provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families.
- The proportions of disabled students and those with special educational needs supported at school action and school action plus are higher than average. The proportion of students with statements of special educational needs is also above average.
- The school met the government's floor standards in summer 2012, which set the minimum expectations for students' attainment and progress.
- The school has gained Artsmark Bronze Award, the Healthy Schools Award, the Equalities Award and the prestigious UNICEF Rights Respecting Award at Level 1

What does the school need to do to improve further?

- Improve the proportion of students achieving the higher grades at GCSE by:
 - raising teachers' expectations of what students can do still further, especially more -able students
 - encouraging them to take pride in their work and insisting they present it well
 - ensuring all teachers' written feedback to students is regular, accurate, and makes clear what they must do to improve.

Inspection judgements

The achievement of pupils is good

- A high proportion of students enter Year 7 with below average achievement; about one in three have reading ages well below their actual age. School records of progress support the view of most parents (Parent View and school survey) that the current achievement of students in all year groups, including those that arrived partway through their secondary education, has improved significantly and is now at or above that expected for their ages by Years 9 and 11. Lesson observations and scrutiny of work confirm that most students are making good progress from their starting points. Consequently achievement is good.
- Achievement in the sixth form is good. Almost all students that start A-level or Level 3 courses complete them successfully. Recent AS, A-level and Level 3 vocational examination results at all levels show improvement over previous years, and pass rates are above national averages. The achievements of students in the Level 3 diploma in sport are especially good and reflect the high levels of respect the academy has acquired nationally as a specialist sports college.
- In Years 7 to 9, school records and inspection evidence show most students are making good progress in both English and mathematics. This is built upon in Years 10 and 11 and current data, confirmed by inspection evidence, show that most Year 11 students are at or above national averages in these and many other subjects.
- The school met the government's floor standards in 2012 but GCSE results dipped in 2013. There were two principal reasons for this. This cohort contained an exceptionally high proportion of students with special educational needs and students who joined partway through Key Stage 4 with either low prior attainment or low levels of English proficiency, sometimes both. Second, teacher absence and some temporary weaknesses in teaching led to considerable disruption for some students' learning; these issues have now been rectified. When the GCSE results are separated for these groups, mainstream students who had joined in Year 7 achieved broadly in line with national averages.
- The school has in the past entered its students early for GCSE English and mathematics examinations but has opted not to do this in future. This is largely because fewer students than expected achieved the higher grades.
- Students receiving part of their education through alternative provision are closely monitored by both the school, and the college or centre they attend. Records of progress held jointly by both show they attend well and make good progress from their starting points
- Students that enter with below average reading scores benefit greatly from the revised 'Catch-up' programme and some make exceptionally good progress. Reading, writing and speaking programmes are used with all students and are having good impact on their reading and language development. As a result, by Year 11, almost all students read widely for pleasure and are confident, fluent English speakers.
- Most more able students are successful in GCSE examinations and go on to achieve well in the sixth form and universities.
- School records for students eligible for the pupil premium show that the gap in attainment between these and other students is closing rapidly in both English and mathematics. When comparing the progress from their starting points, those receiving pupil premium are improving at a faster rate than their classmates. In November 2012, eligible students were more than one year behind their classmates in both subjects. Current evidence shows this has now reduced to about one term because of the high-quality support they receive from subject teachers and the various intervention programmes provided by the school.
- The progress of disabled students and those with special educational needs is good in almost all subjects, and is occasionally remarkable. This is largely because of the supportive way the school encourages its students to strive for success and also because of the high-quality teaching and support they receive.

The quality of teaching is good

- Teaching across the school is typically good and often outstanding.
- Teaching has been a focus for improvement and the results are clear to see in most lessons. As a result, almost all students clearly enjoy their lessons and make good progress.
- Teaching in mathematics and in English is typically good or better and prepares students well for the next stage of their lives. Most teachers use student progress information and assessment effectively to track and monitor their progress and use this information to challenge all groups. This has had a clear impact on raising standards in both subjects.
- In some lessons, teachers' expectations of what more able students can do are too low and they are not given sufficient opportunities to think hard about real-life problems. However, most lessons are planned and structured to meet the needs of all students.
- For example, in a Year 9 mathematics lesson, students of average ability were learning to multiply algebraic expressions in brackets and challenged to complete some difficult examples alone. One student discovered for himself a more efficient method than that he had been shown and demonstrated this confidently to the class, much to the delight of his teacher and other students.
- Teaching is sometimes inspirational and leads to outstanding progress. In a Year 13 lesson on sports massage, students had exceptionally good knowledge of the theory and practice of sports massage and demonstrated their skills superbly under the watchful eye of their teacher.
- Great emphasis is given to improving all students' literacy skills. For example, students in all year groups 'drop everything and read' at some time everyday. Consequently students' reading skills are generally good and the reading skills of weaker readers are improving rapidly.
- Students who have difficulty in English and/or mathematics benefit from small-group work and one-to-one teaching to enable them to catch up rapidly with their classmates.
- When assessing students' written work, a few teachers do not provide sufficient written information to enable students to understand what they have to do to improve and to move to the next level. However, the great majority give high-quality advice and guidance.
- In the sixth form, teachers have high expectations of their students and this encourages them to achieve and progress well. Teachers have strong subject knowledge and lessons are carefully planned and structured to meet the needs of individual students. Much of the teaching is outstanding as a result.
- Various groups of students told inspectors that teaching is good. The overwhelming majority of parents who responded to either the online questionnaire or the school's own survey agreed and were pleased with the quality of homework set.

The behaviour and safety of pupils are good

- Students say they feel safe and are happy at the school.
- Almost all students have very positive attitudes to learning; this is a consequence of their strong relationship with teachers. They take part in learning activities enthusiastically, ask and answer questions confidently and competently, and work well independently and with others.
- The great majority of students have high levels of motivation and strive to do well. This is evident in the way most present their written work, which is mostly systematic and with care. They make effective use of teachers' comments for improvement.
- A consequence of students' eagerness to learn, their pride in their school, and systematic monitoring by staff is that their attendance has improved and is currently above the national average. Exclusions have dropped dramatically over the past two years and are below national averages. This is largely because of the school's successful alternative education provision.
- Behaviour in lessons and around the school is good. Almost all students are well mannered and courteous to each other and to adults. They show respect for each other's feelings, beliefs and

property. The school has achieved the prestigious United Nations award as a Rights Respecting School. The school does much to create a culture of caring and the pastoral care system provides outstanding support for all students.

- Centres that provide alternative provision for students report those students behave well and feel safe. Academy staff also check this weekly.
- There are clear indications of the good impact of the school's values and caring ethos. For example, students regularly organise charity events and raise money to help others. During the inspection, groups of students could be seen collecting loose change from others and used this to form a map of the Philippines, with the money ultimately to be donated to hurricane victims.
- Sixth form students regularly support younger students in numerous ways, for example regularly supporting them, using their own instruments, during music making lessons. In 2012, a group of sixth form students achieved Gamesmaker status in the Paralympics, and two now serve on the national Youth Sports Trust. It is activities such as these that demonstrate the way the school prepares its students to be good citizens.
- Students say bullying rarely happens but if it does, it is dealt with swiftly and effectively. They know that other students provide excellent support when they share any worries. They are very tolerant of the differences in others and know that if they are worried, they can also talk with an adult in the school.
- Students have a good awareness of unsafe situations, including internet safety and road safety, and they know how to keep safe. Students throughout the school know the importance of exercise and are knowledgeable about healthy eating; their activities and standards in this regard led to their gaining the Healthy Schools Award.
- The very positive views of the great majority of parents and staff support the inspection findings about behaviour and safety.

The leadership and management are good

- The principal provides outstanding leadership and is supported in this by a highly competent leadership team. All are passionate about improving the school and the achievements of its students. They have ensured that all staff, parents and students have a clear understanding of the school's aims and their part in achieving the school's vision, which is to provide an outstanding education for all its students.
- Leaders at all levels influence decision-making and take an active part in starting, prioritising and leading improvement activities. Subject leaders in particular are knowledgeable and committed to improvement in the areas they lead but they have yet to increase the proportion of students achieving the highest grades.
- Communication at all levels is good and the great majority of staff are very positive about the importance of their role as part of a team. This has secured high levels of commitment from the mostly enthusiastic and highly competent staff and raises the aspirations of all in the school.
- The school's own checks on its strengths and weaknesses are mostly accurate, and its plans for improvement are correctly focused on improving teaching, attendance and students' achievement. Teaching and learning are very well managed and school records and inspection evidence show these have improved significantly as a result.
- The school has received strong support for improvement from its sponsor and from some of its external consultants.
- The school meets the requirements of the National Curriculum in offering a required wide range of well-planned learning activities, including sport, which motivates the students and helps them to develop well, academically and personally.
- Equality of opportunity and inclusion underpin the work and ethos of the school and led to the Equalities Award. There are many examples of students who, with the encouragement and support of school staff, have overcome substantial difficulties and are flourishing as young adults. They serve as examples of the high quality of spiritual, moral, social and cultural

development of students throughout the school.

- Almost all staff and parents say, through the various surveys, the school is well led. However, leadership and management are not yet outstanding overall because the impressive improvements made have not yet been sustained over an adequate period of time and some teaching is not yet good.

■ **The governance of the school:**

- This is an exceptionally competent, well-trained and informed governing body who are able to draw on considerable expertise from their occupations to support the school. Governors have a good understanding of how well students are doing compared with national averages and make effective use of national information. They make frequent checks on the progress of disabled students and those with special educational needs. They visit lessons and events, and monitor safeguarding. They have very good knowledge and understanding of the school's strengths and weaknesses and use this to hold the school to account. This enables them to take a major role in school improvement planning and in policy making. Their awareness of the need to ensure good progress for the students that are eligible for pupil premium funding, disabled students and those with special educational needs led to the allocation of funds to provide small-group and one-to-one tuition for those students, and for others needing to catch up. As a result, their progress is close to, and often better than, that of their peers. Governors are knowledgeable about the quality of teaching, and much involved in decisions about teachers' status and pay; they use safe recruitment procedures and do not permit unjustified promotion or salary increases. They ensure that all statutory requirements are met, and have good capacity to assist the school with further improvements.

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	137782
Local authority	West Sussex
Inspection number	430677

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

Type of school	All-through
School category	Academy sponsor-led
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1373
Of which, number on roll in sixth form	211
Appropriate authority	The governing body
Chair	Diane Willson
Headteacher	David Jones
Date of previous school inspection	Not previously inspected
Telephone number	01243 871010
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