

Regent College

Sai House, 167 Imperial Drive, Harrow, HA2 7JP

Inspection dates 20–22 May 2014

Overall effectiveness	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

This school is inadequate because

- Leaders and managers have failed to make sure that the school's policies and procedures ensure the students' welfare and their safety.
- The school fails to promote students' spiritual, moral, social and cultural development.
- Teaching does not enable students to improve their knowledge and skills in a wide range of subjects.
- The proprietors are not aware of a number of their responsibilities and have not adequately held the schools' leaders and managers to account.
- School leaders and the proprietors have not enabled the school to maintain the quality of provision reported at the previous inspection. They have not ensured that teaching and achievement are good.
- The school fails to meet many independent school regulations.

The school has the following strengths

- Many students achieve their aim of progressing successfully to the next stage in their education.
- Students are courteous around the school and behave well in lessons. This helps them with their work in school.

Compliance with regulatory requirements

- The school requires improvement and must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements. The details are listed in the full report.

Information about this inspection

- This inspection was carried out with a day's notice. It took place at a time when some students were on study leave. Only students in Year 10 had regular lessons during the inspection. Other students were in school to sit examinations and to take part in supervised revision sessions. The inspectors observed eight lessons of which four were supervised revision sessions. One lesson was jointly observed with the headteacher.
- The inspectors looked at students' work and held meetings with the headteacher, the proprietors, staff members and students.
- The inspectors looked at documentation including policy statements, schemes of work, teachers' planning and records of students' progress and of staff training.
- Too few parents and carers had completed Ofsted's Parent View online questionnaire so these were not available for scrutiny. The inspectors looked at the results of a survey of the views of parents and carers that the school had recently conducted. Questionnaire responses from eight staff members were taken into account.

Inspection team

John Gush, Lead inspector

Additional Inspector

David Smith

Additional Inspector

Full report

Information about this school

- Regent College is a non-selective, co-educational independent secondary school situated in Harrow in the north-western suburbs of London.
- It is housed in a modern building formerly used as commercial offices.
- There are currently 85 students on roll between 14 and 19 years of age. Of these, nine students are of compulsory school age, one student is in Year 10 and eight in Year 11. Provision for compulsory-aged students is in most respects separate from that for the older students.
- All students attend the college on a daily basis. They are from a wide range of ethnic heritages. A small minority regularly speak other languages at home and receive additional support for learning English as an additional language at school.
- None of the students have a statement of special educational needs and none of them are looked after by their local authority.
- The school makes use of an external agency to provide physical education for students in Years 10 and 11.
- The school's mission statement emphasises its aim of 'unlocking the potential of each individual student'.
- The college's last full inspection took place in January 2009. An emergency inspection was conducted in June 2013 and was followed by a progress monitoring inspection in November 2013.

What does the school need to do to improve further?

- Raise the quality of teaching by:
 - improving teachers' marking so students have a clear understanding of what they need to do to improve
 - ensuring that physical education lessons are effective in promoting good exercise habits among female as well as male students.
- Improve students' behaviour and safety by:
 - ensuring that they have a broad understanding of all forms of bullying so that they can develop resilience against them and learn about ways to tackle them.
- Improve leadership and management by:
 - ensuring all policies and procedures are fully implemented in a way that ensures the welfare and safety of all students.
- Governance is highly recommended in order to assess how this aspect of leadership and governance may be improved.
- **The school must meet the following independent school standards.**
 - Ensure that there is a curriculum policy set out in writing which is supported by appropriate plans and schemes of work, and that it is implemented effectively (paragraph 2(1)).
 - Ensure that provision is made for personal, social and health education which reflects the school's aims and ethos (paragraph 2(2)(f)).
 - Ensure that provision is made for appropriate careers guidance for pupils receiving secondary

education (paragraph 2(2)(g)).

- Ensure that the curriculum provides adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life (paragraph 2(2)(j)).
- Ensure that the teaching enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3(a)).
- Ensure that the teaching encourages pupils to apply intellectual, physical or creative effort and to show interest in their work and to think and learn for themselves (paragraph 3(b)).
- Ensure that principles are promoted which encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely (paragraph 5(a)(iii)).
- Ensure that principles are promoted which provide pupils with a broad general knowledge of public institutions and services in England (paragraph 5(a)(iv)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that these arrangements have regard to guidance issued by the Secretary of State (paragraph 7).
- Ensure that there is a written policy to promote good behaviour among pupils which sets out the sanctions to be adopted in the event of pupils misbehaving, and that this policy is implemented effectively (paragraph 9).
- Ensure that there is an effective anti-bullying strategy in place and that it is being implemented (paragraph 10).
- Ensure that it complies with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 13).
- Ensure that there is a record of the sanctions imposed upon pupils for serious misbehaviour (paragraph 16).
- Ensure that, for all appointments from 1 September 2003, appropriate checks have been carried out and completed to confirm each member of staff's:
 - medical fitness (paragraph 19(2)(b)).
- Ensure that, for appointments from 1 May 2007 only, in the case of any person for whom, by reason of living or having lived outside the United Kingdom, obtaining a criminal records certificate is not sufficient to establish his or her suitability to work in a school; further checks have been made as the proprietor considers appropriate which have regard to any guidance issued by the Secretary of State (paragraph 19(2)(d)).
- Ensure that a person offered for supply by an employment business to the school, only begins to work at the school after receiving written notification of the following checks including the date each check was completed or certificate obtained:
 - in the case of any person for whom, by reason of living or having lived outside the United Kingdom, checks in regard to any guidance issued by the Secretary of State (paragraph 20(2)(a)).
- Ensure that, for each member of staff appointed on or after 1 May 2007, the register shows that the following checks were made, including the date on which each check was completed or the certificate obtained:
 - in the case of any person for whom, by reason of living or having lived outside the United Kingdom, the further checks made which have regard to any guidance issued by the Secretary of State (paragraph 22(3)).
- Ensure that, for each member of staff appointed at any time before 1 May 2007, the register shows that the following checks have been made, including the date on which each check was completed or the certificate obtained:
 - in the case of any person for whom, by reason of living or having lived outside the United Kingdom, the further checks made which have regard to any guidance issued by the Secretary of State (paragraph 22(4)).
- Ensure that, in relation to staff not directly employed by the school, the register shows whether written notification has been received from the employment business that it has

carried out the checks referred to in 20(2)(a) together with the date the written notification that each check was made or certificate obtained. Checks required include:

- in the case of any person for whom, by reason of living or having lived outside the United Kingdom, checks in regard to any guidance issued by the Secretary of State (paragraph 22(5)).
- Ensure the availability of accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility (paragraph (23B(1)(b))).
- Ensure that there is suitable outdoor space to enable pupils to play outside (paragraph 23G(1)(b)).
- Ensure that the safeguarding children policy (as required under part 3, paragraph 7) is published on the school's website, or where no such website exists, that the school provides a copy to parents and carers of pupils, and of prospective pupils, on request (paragraph 24(1)(c)).
- Ensure that where a pupil who is registered at the school is wholly or partly funded by the local authority, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and on request to the Secretary of State (24(1)(h)).
- Ensure that where there is a panel hearing of a complaint, there is provision for one person on the panel to be independent of the management and running of the school (paragraph 25(g)).

Inspection judgements

Achievement of pupils

Inadequate

- Students' achievements are inadequate overall because teaching is inadequate and because students do not have access to a sufficiently broad range of subjects. They learn too little about some required areas of learning, especially those related to their personal development. In view of this, a number of the regulations for independent schools are not met. In particular, students have too little access to a suitable course on personal, social and health education (PSHE) and those of compulsory school age do not receive adequate careers guidance. Because of the absence of adequate PSHE and careers guidance students are not appropriately prepared for the opportunities, responsibilities and experiences of adult life.
- Students in Key Stage 4 take part in a weekly physical education lesson. Many students say that the activities are not suitable for them and they do not take an active part. This means that they miss the chance to gain the coordination skills and level of fitness that they could derive from these lessons.
- The school provides limited opportunities for students to extend their knowledge and experience beyond their examination subjects. Only a few go on the small number of educational outings that take place. As a result, many are not able to develop a broad knowledge and understanding as well as they could. In addition, they are not introduced to a sufficiently broad range of English institutions and services.
- The progress that students make in academic subjects, including English and mathematics, enables almost all to achieve their aims. For students studying GCSEs this is to progress to a further education or sixth form college and for those taking A levels it is to gain a place at the university of their choice. Numbers gaining the required grades at GCSE and A level have remained consistently high for the past three years and the number of A-level students who gained a place at a Russell Group university increased last year. Some A-level students make exceptional progress in mathematics. In general, more-able students and those who require additional support do well.
- Although the school does not routinely measure the difference in the performance of groups of students, scrutiny of examination results conducted during the inspection identified no significant difference between the achievements of male and female students.
- Students in Key Stage 4 and some A-level students take art lessons. They produce work of high quality. Much of this is effectively displayed around the school. This improves the quality of the school as a learning environment and helps the students to develop confidence in their abilities.

Quality of teaching

Inadequate

- The quality of teaching is inadequate because students do not have access to a sufficiently broad and balanced range of subjects and areas of learning. In addition, the provision the school makes for students' spiritual, moral, social and cultural development is inadequate and does not meet the standards that are required for independent schools.
- Teachers do not provide learning opportunities that enable students to acquire new knowledge and understanding in relation to their personal and social development or to gain the skills they could in their physical education.
- Teaching over time enables students to learn well and to make appropriate progress in academic subjects. Teachers make use of the regular tests and mock examinations that provide them with useful information about what students know and can do. Because of this teachers are able to take account of the learning needs of their students and to help them all to make appropriate progress. This includes those who need additional support and those students who speak English as an additional language.
- Teachers usually plan lessons well. They take account of what students have learned and already know and help students to reinforce what they have learned by setting appropriate

homework tasks. They provide clear guidance about what students need to do to get the best marks in their examinations.

- Teachers use their subject knowledge well to explain clearly what the students are expected to learn. Most teachers ask students questions in a way that draws out what they know and deepens their understanding. Some teachers, however, do not use questioning so effectively. For instance, they do not always notice if students are guessing and sometimes they answer their own questions too readily rather than helping the students to do so. Because of this some students learn at a slower rate.
- Teachers mark most of the work students do and some provide encouraging comments. However, not enough marking provides students with information about what they need to do to improve their achievements.

Behaviour and safety of pupils

Inadequate

- The behaviour and safety of the students are inadequate. This is because the school does not do enough to promote their spiritual, moral, social and cultural development or to ensure their safety and welfare.
- Leaders and managers have failed to make sure that some of required policies and procedures to keep students safe are fully in place and adequately implemented. They have not made sure that staff are adequately trained in child protection so staff do not know what they are required to do if abuse occurs or is reported. Moreover, they have failed to carry out, or correctly record, all the checks that are required to ensure that all staff members are suitable to work with children.
- The policy to promote good behaviour does not identify the sanctions the school will take if a student misbehaves, and the way that sanctions are recorded lacks rigour. Because of this, students could be given inappropriate sanctions, thus putting them at risk. The fire safety policy is not fully implemented, as there is no evidence that an effective fire risk assessment has been carried out recently. Consequently, failings in the school's fire safety arrangements may not be noticed and so the risk of danger from fire is increased.
- Students are not encouraged to carry out activities that support the school's local community. Because of this they miss the chance to learn through taking initiatives, such as raising funds for local charities, or to develop a sense of social responsibility. This disadvantages them as they develop towards adult life. These omissions mean that the school has failed to meet some requirements for independent schools.
- Students behave well in school. They are competent and self-confident learners who almost always show appropriate attitudes to learning and are well mannered around the school. Staff, parents and carers report that students behave well at school and this partly enables them to make effective progress with their academic work.
- Bullying is rare. Students have some but a limited knowledge of the forms bullying can take and how to avoid or tackle it. They know about the dangers of the misuse of social media and text messaging. Students have insufficient opportunity to consider the impact that bullying can have on people who are bullied because of their sexuality, because the staff have not sufficiently brought this issue to their attention.
- The students represent a wide range of ethnic backgrounds and they get on well together, displaying a high degree of tolerance and respect for each other, and for each other's cultures.

Leadership and management

Inadequate

- Leadership and management are inadequate. This is because the proprietors and the headteacher have failed to make sure that students can make gains in all required areas of learning. They have not ensured the safety and welfare of the students and many of the regulations for independent schools are not met.
- Arrangements for safeguarding students and for child protection are inadequate. The designated

child protection officer (DCPO) has not received the required advanced level training. Some of the teachers have not been trained in child protection and some do not know who the DCPO is in the school. The safeguarding policy does not explain what staff should do if a child protection issue is reported to them.

- The proprietors responsible for the governance of the school are not sufficiently aware of their responsibilities to meet the regulations for independent schools. They do not rigorously challenge the leaders and managers about all aspects of the running of the school. Although they have some knowledge of the students' achievements they do not challenge the school's leaders about the quality of teaching or its impact on students' achievement. Although they have plans to introduce appraisal procedures, with a provision to reward good teaching and tackle underperformance, these plans have not been put into effect.
- The headteacher and the heads of the academic departments have high expectations for students' progress and have created a learning environment that helps students to work hard and to achieve their aims. The headteacher provides valuable support for teachers and helps them to improve their practice through regular lesson observation and feedback meetings. However, the school's leaders have failed to find out whether there is any difference in the achievements of different groups of students in the school. This means that they miss the chance to help any groups of students who are doing less well to improve their achievements.
- Leaders and managers work well with parents and carers who are positive about the school and the impact it has on their children's education and prospects.
- The proprietors have mostly provided suitable facilities for the operation of the school. These include classrooms of a suitable size and laboratories for science subjects. However, the school's medical room does not meet requirements because it does not have a washbasin and it is necessary to go through a classroom to get to it. In addition, the outdoor space provided for students' recreation is generally not available to them as it is used as a car park.
- Most of the required information for parents, carers and others is provided or made available through the school's website and brochure, although some of the information is out of date. The school does not publish its safeguarding policy on its website, as is required, and it has no procedures for making financial reports to those local authorities who fund students at the school.
- The school's complaints policy meets the requirements in most aspects. However, it does not stipulate the inclusion of an independent member on the panel that resolves complaints.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate
<p>Detailed grade characteristics can be viewed in the <i>Non-association independent school inspection handbook</i> which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.</p>	

School details

Unique reference number	134891
Inspection number	443480
DfE registration number	310/6080

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Secondary school
School status	Independent school
Age range of pupils	11–19
Gender of pupils	Mixed
Number of pupils on the school roll	85
Number of part time pupils	0
Proprietor	RTC Education Ltd
Chair	Mr Selva Pankaj
Headteacher	Mr Stephen Hurl
Date of previous school inspection	29 January 2009
Annual fees (day pupils)	£9,950
Telephone number	020 8966 9900
Email address	selva@regentcollege.uk.com

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