

Regent College

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

Inspection dates

12 December 2014

Overall outcome

Independent school standards met

Context of the inspection

- This inspection was undertaken at the request of the registration authority for independent schools in order to follow up the school's progress in meeting the standards for independent schools. This was an unannounced inspection.
- The school's last full inspection was in May 2014. The school was judged to be inadequate overall. Many standards were not met. These reflected significant weaknesses in the school's curriculum, the quality of teaching and provision for the spiritual, moral, social and cultural development of students. In addition, the inspection report noted failings in provision for students' welfare, health and safety and safeguarding, together with shortcomings in the suitability of the proprietor and staff, the premises, the provision of information, and in the complaints policy and procedures.
- The school produced an action plan for improvement in September 2014. This was evaluated in October 2014 and was judged to require improvement.
- This is the first monitoring inspection visit made to the school to check whether the school has rectified the weaknesses identified in its last inspection report.
- The school is currently supported by an educational consultant.

Main findings

- The full inspection of May 2014 found that students did not have access to a sufficiently broad range of subjects. They learnt too little in some required areas of learning, particularly physical education (PE). They had too little access to personal, social and health education (PSHE). Students of compulsory school age did not receive adequate careers guidance. Because of the absence of adequate PSHE and careers guidance, students were not appropriately prepared for the opportunities, responsibilities and experiences of adult life.
- The school has revised its curriculum policy. It has devised and implemented suitable schemes of work for all subjects, including PE and PSHE. The revised curriculum policy, schemes of work, lesson plans and timetables indicate that the curriculum on offer is now broad and balanced and provides experiences in all the required areas of learning. The school has a rigorous system for ensuring that students receive appropriate careers guidance. Students are now helped to learn how to apply for jobs and courses, to improve their job interview techniques and to undertake work-related learning. The school continues to support students on work experience. Such opportunities include working in nurseries, summer schools, a dental practice and accountancy firms. Students are now adequately prepared for the opportunities, responsibilities and experiences of adult life. These requirements are now fully met.
- The quality of teaching was previously inadequate because students did not have access to a sufficiently broad and balanced range of subjects and all required areas of learning. Teachers did not provide learning opportunities that enabled students to acquire new

knowledge and understanding in relation to their personal and social development or to gain the skills they could in physical education.

- Students are now taught a broad range of subjects to support the development of knowledge and skills in all of the required areas of learning. PE is taught by a specialist sport agency. Lessons in PE are planned and evaluated regularly to improve practice. This helps students to gain the required knowledge and skills and promotes their physical health. Students are provided with valuable learning experiences to support their personal development and well-being. Topics include learning about healthy lifestyles, feeling safe, drugs, sex and relationship education, making a positive contribution to the life of the school and the wider community, work-related learning, democracy and the British political system. On the day of this inspection, students were provided with suitable opportunities to apply and develop their mathematical skills to solve problems and to use their knowledge and understanding of the world around them. They also had opportunities to explore the social and moral values of different societies, showing respect and tolerance of other cultures and traditions around them. A programme for monitoring the quality of teaching and learning has been established. This helps to ensure that students make significant progress in their learning.
- Students were previously not encouraged to carry out activities that supported the school's local community. Because of this, they missed the chance to learn through taking initiatives, such as raising funds for local charities, or to develop a sense of social responsibility. This disadvantaged them as they progressed towards adult life. The school did not provide students with a broad general knowledge of public institutions and services in England.
- Visits to places of interest, support from the local Member of Parliament and working in partnership with other providers give students suitable opportunities to gain a knowledge and understanding of public institutions and services in England and to respect the working of the civil and the criminal law. Students are able to voice their opinions and contribute to the life of the school and the wider community through the school council.. They take an active part in raising funds to help others who are in need. On the day of the inspection, students raised funds to help disadvantaged families in the local community.
- At the time of the previous inspection, the designated child protection officer (DCPO) had not received the required advanced level training. Some of the teachers had not been trained in child protection and some did not know who the DCPO was. The safeguarding policy did not explain what staff should do if a child protection issue was reported to them. The school had failed to carry out, or correctly record, all the checks that were required to ensure that all staff members were suitable to work with children.
- This inspection has found that the school's safeguarding policy has been updated to reflect the guidance provided in the Department for Education's publication 'Keeping Children Safe in Education'. The policy names the DCPOs and information about their roles is displayed in school. The DCPOs have received the required advanced child protection training. All other members of staff have undertaken the relevant child protection training and know what to do should a concern arise. The school has now made all of the required vetting checks on its members of staff to ensure their suitability to work with children. The school ensures that checks on medical fitness are undertaken on staff after their appointment; this meets requirements. Additional checks have been carried out, as required, on members of staff who have lived outside the United Kingdom and on any person offered for work through an employment agency or not directly employed by the school. All of the required information is now recorded correctly in a suitable single central register of staff checks.

- The previous inspection found that the policy to promote good behaviour did not identify the sanctions the school would employ if a student misbehaved. The recording of sanctions lacked rigour. Because of this, students could be given inappropriate sanctions, thus putting them at risk. Students had a limited knowledge of the forms bullying can take and of how to avoid or tackle it. They were aware of the dangers of the misuse of social media and text messaging. Students had insufficient opportunity to consider the impact on those who are bullied because of their sexuality. This was because staff had not sufficiently brought this issue to their attention.
- This inspection found that the school has updated and fully implemented its behaviour policy and procedures. The policy has clear aims, code of conduct, rewards and sanctions. Behavioural incidents are recorded and acted on appropriately. These records are now monitored regularly by the senior management of the school to identify potential patterns and trends.
- The anti-bullying policy has been updated and refers to all types of bullying, including cyber and homophobic bullying. Discussions with students and scrutiny of documentation indicate that through PSHE sessions, assemblies and 'Anti-bullying Week', students are very clear about the different types of bullying, including homophobic bullying and the impact this could have on individuals. Students feel safe and are confident in asking for support should a concern arise.
- The last inspection found that the fire safety policy was not fully implemented as there was no evidence that an effective fire risk assessment had been carried out in recent times. This weakness has now been rectified. Fire evacuation procedures are in place. Fire fighting equipment and electrical appliances are tested by professional engineers to ensure that they are safely operational. Fire drills are regular. Four fire wardens school help staff and students to evacuate the building safely. The school has carried out the required fire risk assessment on the premises to ensure compliance with the Regulatory Reform (Fire Safety) Order 2005.
- The school's medical room did not formerly meet requirements. It did not have a washbasin and it was necessary to pass through a classroom to gain access. The outdoor space provided for students' recreation was generally not available to them as it was used as a car park.
- In response, the school now provides a suitable designated area for students who might become unwell during the school day. The facility is new and contains a washbasin with running water. This is located near washroom facilities and newly built showers. A space to the side and rear of the school has been designated as a playground area. Security and seating arrangements are in place. This space is now used solely for students' recreational activities. The outdoor area is monitored regularly by the management of the school to ensure the health and safety of students.
- The previous inspection noted that most of the required information for parents, carers and others was provided or made available through the school's website and brochure, although some of the information was out of date. The school did not, previously, publish its safeguarding policy on its website. The school had no procedures for making financial reports to those local authorities who funded students at the school.
- This inspection has found that the school has updated its policies and procedures. The school's safeguarding policy is now accessible on the website and a hard copy is also available to parents, carers and others on request. There are now no students with statements of special educational needs or any whose places are funded by local authorities. The school has clear procedures, ensuring that the required financial information will be sent to the school's referring local authorities or agencies should such students be admitted in the future.

- In October 2014, the school's complaints policy met the requirements in most aspects. However, it did not stipulate the inclusion of an independent member on the panel that resolved complaints. This shortcoming has been remedied. The school has reviewed its complaints' policy and procedures; this makes provision that one person on the panel is independent of the management and running of the school.

Compliance with regulatory requirements

The school meets The Education (Independent School Standards) (England) Regulations 2010, as amended, and associated requirements.

Inspection team

Fatiha Maitland, Lead inspector

Additional Inspector

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 104 students on roll between 14 and 18 years of age. Of these, seven students are of compulsory school age; five students are in Year 10 and two 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 funded or looked after by their local authority.
- The school's mission statement emphasises its aim that at 'the end of education is character.'

School details

Unique reference number	134891
Inspection number	455387
DfE registration number	310/6080

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 162A of the Education Act 2002, as inserted by schedule 8 of the Education Act 2005.

Type of school	Secondary
School status	Independent school
Age range of pupils	14–18 years
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	104
Of which, number of pupils in the sixth form	97
Number of part time pupils	0
Proprietor	RTC Education Ltd
Chair	Mr Selva Pankaj
Headteacher	Mr Stephen Hurl
Date of previous school inspection	20–22 May 2014
Annual fees (day pupils)	£9,950
Telephone number	0208 966 9900
Email address	selva@regentcollege.uk.com

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