

New Regent's College

Ickburgh Road, Hackney, London E5 8AD

Inspection dates	8–9 June 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Since the last inspection, the executive headteacher and senior leaders, supported by an experienced management board, have improved standards and raised expectations. The standards of teaching, learning and assessment have improved and pupils' outcomes have risen.
- The majority of pupils join the school because they are in danger of being permanently excluded from their school. Pupils make good progress with their work and behaviour and often reintegrate successfully back into mainstream schools.
- Staff have a clear understanding of the vulnerabilities of their pupils. Teachers plan lessons that successfully meet the needs of pupils. They demonstrate secure subject knowledge that supports a good quality of teaching. As a result, pupils are interested in their learning and work is presented tidily in books.
- The proportion of pupils who achieve well and gain five GCSEs including English and mathematics, or succeed in vocational subjects, has improved year on year since the last inspection. The most able pupils study an appropriate range of subjects including GCSE science. The vast majority move on successfully to the next stage of their education, training or employment.
- Despite pupils' complex needs and vulnerability, the majority settle quickly at the school. Pupils soon learn to conduct themselves well and support the needs of their peers. As a result, learning is rarely affected by incidents of disruptive behaviour. During the inspection, pupils behaved positively towards staff and adults.
- Pupils say that they feel safe and enjoy coming to school. They understand how to seek support if needed.

It is not yet an outstanding school because

- Not all pupils make rapid and accelerated progress. This is because there are some remaining minor variations in the expectations of staff within this complex provision, including in the provision of opportunities for younger pupils to write creatively.
- Staff do not have wide opportunities to share good practice or develop their own professional training.
- Leaders' evaluations of the use of pupil premium are not always informed by the impact on improving pupils' attainment and personal development.
- A few pupils take longer than expected to settle at the school or fail to attend regularly.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment so that pupils make rapid progress from their different starting points by ensuring that:
 - teachers have the highest expectations of pupils' learning so they make even better progress.
 - more opportunities for pupils to develop their skills in creative writing are provided within the primary phase.
- Improve the effectiveness of leadership and management by ensuring that:
 - evaluations of the use of pupil premium are succinct and informed by the impact they have on raising pupils' outcomes and on their wider personal development
 - staff are fully involved in developing their own professional skills through sharing good practice and identifying their training needs.
- Improve pupils' personal development, behaviour and welfare using strategies that quickly support the few pupils who find it difficult to settle in school.

Inspection judgements

Effectiveness of leadership and management is good

- The executive headteacher, supported by an able senior leadership team, has successfully established a culture of high expectations since the last inspection. Middle and senior leaders are now checking the development, planning and teaching of the curriculum more closely than in the past. Consequently, the quality of teaching, learning and assessment and outcomes for pupils have improved.
- Leaders working together with a skilled management board have addressed the areas for improvement identified at the last inspection. Senior leaders and the management board are astutely aware of the school's strengths and areas for development. Leaders' own evaluations are usually accurate, although not always informed by the impact they have on raising pupils' outcomes.
- Leaders have focused effectively on improving the quality of teaching, learning and assessment across the school. A simple and effective system is in place to observe teachers' practice and challenge any underperformance. Leaders regularly observe teaching and provide valuable feedback to teachers on their performance. Any generic issues are highlighted to all staff. Regular visits are used to ensure that the performance and quality of each provider they use to teach pupils in Years 10 and 11 is closely scrutinised. If underperformance is identified, providers are challenged to improve and leaders work jointly with them in ensuring any required action is swiftly completed.
- Since the last inspection, the system to check carefully the quality of those providers who teach pupils off-site has been securely embedded. The scrutiny of pupils' progress in key stage 4 is consistent with the system used across the school. Any pupil failing to make good progress is quickly identified, and supported with their learning. This includes those who are more vulnerable, or those who speak English as an additional language.
- Leaders are rightly proud that a number of pupils in Years 1 to 9 successfully reintegrate back into mainstream schools. This is because pupils are making good or better progress in reading, writing and mathematics, and are significantly improving their behaviour.
- The school's curriculum is broad. In Years 1 to 9, a good balance exists between English, mathematics and creative subjects, which include humanities, art, computing, physical education (PE) and music. For example, pupils are able to experience learning a musical instrument, street dance and climbing. In Years 10 and 11, a good range of vocational and academic subjects meets the needs of all groups of pupils. As a result, the most able pupils study academic subjects at levels expected nationally, including GCSE English, mathematics and science. Other pupils in key stage 4 access a number of vocational courses, which include performing arts, animal care and life skills. Extra-curricular activities and personal, social and health education support pupils to acquire effective social skills. Pupils value their curriculum and this influences them to work with interest in lessons and during their time off-site with providers.
- The school is ambitious for improving pupils' behaviour. This is exemplified by their use of speakers to provide positive influences on their behaviour and attitudes towards society. Visitors have included sporting ambassadors, theatre companies and workshops to explore the issues of gang crime, aspects of sexual relationships and keeping safe. Consequently, pupils' spiritual, moral, social and cultural development is a strength. Pupils have a clear understanding of fundamental British values. They shared their knowledge with inspectors about the rule of law and how the school council democracy supports pupil voice, for example in ensuring that fruit pots are available as a healthy snack and that a broader range of school trips takes place.
- The pupil premium funding is generally well used. It provides for a member of staff to raise pupils' attendance, and for wider interventions, including art therapy. Leaders check the use of this funding. However, their evaluation is not always succinct in identifying the impact on pupils' outcomes or personal development. The PE and sport premium for primary schools is used appropriately to support pupils' access to sports activities in the curriculum.
- Staff receive a wide range of professional development opportunities. This has enabled them to strengthen their skills and improve the quality of teaching, learning and assessment since the last inspection. All staff undertake training to help them best meet the needs of pupils. However, sharing good practice through peer-to-peer support within the school so staff are able to develop their own in-house training is less well established.
- The use of local authority support has been carefully targeted. It has enabled teachers to be supported in delivering mathematics lessons and to make other improvements in the quality of teaching, learning and assessment. Wider monitoring has ensured that the school has made good progress since the last inspection.

■ The governance of the school

- The management board provides a strong steer and clear challenge. Members of the board are experienced in their roles and fulfil their duties effectively. The board has a clear understanding of the areas for further improvement. The chair of the board works closely with the executive headteacher.
- The board checks appropriately the school's financial control, monitors pupil outcomes and reviews health and safety. The chair of the board is ambitious and expects leaders to raise outcomes further. The chair of the board is not complacent in the progress made by the school since the last inspection.
- The board has ensured that standards have improved. The school is now providing clearer and more appropriate information to the board. Consequently, the board is able to hold leaders to account. Meetings are well attended, with planned actions recorded so the work of the school can be reviewed.
- The arrangements for safeguarding are effective. Members of the management board regularly review safeguarding policies and procedures. The safeguarding governor visits the school to review the records of recruitment checks. School staff are trained effectively to identify when pupils may be at risk of neglect, abuse, child exploitation, and extremism or radicalisation. Staff that are directly responsible for safeguarding are appropriately trained and are fully aware of their responsibilities. They work well with other agencies and families to keep pupils safe and provide appropriate intervention, care, guidance and support.

Quality of teaching, learning and assessment is good

- Leaders have ensured that teachers plan effectively and understand the needs of the pupils they teach. As a result, teachers are able to make learning fun and enjoyable so that pupils remain interested and make good progress. Consequently, the quality of teaching, learning and assessment is good. Work seen in pupils' books over time supports a picture of good progress in all key stages.
- Since the last inspection, teachers' expectations of the most able pupils has improved. Evidence seen by inspectors confirmed that these pupils are appropriately challenged by teachers to extend the depth of their learning. This was particularly true of the work seen in pupils' books for GCSE English, mathematics and science.
- In Years 1 to 9, pupils' work is well matched to the needs and abilities of pupils. They are encouraged to challenge themselves in their own learning and draw on their previous knowledge when responding to teachers' questions. Pupils are confident in developing conversations with their teachers about the topics they have studied and they read regularly in class.
- Teachers regularly promote the importance of literacy and numeracy skills. Pupils understand very well what is expected of them in all lessons. As a result of effective teaching, pupils are able to demonstrate age-related skills in English and mathematics. Pupils say they enjoy reading and they become confident readers. They successfully use phonics (letters and the sounds that they make) during their learning to help them read and decode new or unfamiliar words. Furthermore, they are able to use their reading skills to help perform play scripts, as they become more confident in their own communication skills.
- Pupils with special educational needs and disability are supported in their learning through additional therapies. Art therapy is used in combination with other approaches to improve pupils' social communication and speech and language skills. Teachers' generally high expectations ensure that pupils' art skills are of a good standard. Their sketchbooks are carefully maintained, demonstrating that pupils are proud of their achievements. Similarly, pupils' books are generally tidy and well kept across a range of other subjects.
- Teaching assistants and support staff are deployed to good effect. They complement the work of teachers and work successfully as a team when together in lessons. Support assistants know the pupils well and quickly recognise any signs that disruptive or inappropriate behaviour is likely to occur. As a result, they swiftly intervene to ensure that learning is rarely disrupted, because pupils' attitudes are refocused on making the right choices. However, when incidents do arise, appropriate action is taken to ensure that learning is quickly restored. In these cases, pupils are resilient and show a maintained focus for learning despite any significant distraction.
- Teachers' use of assessment is consistent across the school. They regularly celebrate success and suggest how pupils can improve work. Although some slight variation exists between different providers in key stage 4, close quality assurance ensures they follow the school's own expectations. As a result, pupils' work is carefully assessed. Pupils know how to improve their work, particularly in vocational subjects where pupils are confident in evaluating their own work.
- The few parents who spoke with the inspectors and staff who completed the staff questionnaire share the

view that the quality of teaching, learning and assessment is good. Inspectors, through sampling pupils' work, talking with pupils about their learning and undertaking visits to lessons across key stages, agree with this view. However, there are some minor variations in the expectations of staff in this complex provision and, as result, not all groups of pupils make rapid and sustained progress.

- Younger pupils do not have many opportunities to practise their extended pieces of work and therefore work in some pupils' books did not provide for extended writing. Consequently, these pupils do not all make rapid and accelerated progress from their starting points.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Leaders have established a strong culture to develop pupils' self-confidence and well-being, which is at the heart of the school's work.
- Pupils openly shared with inspectors how they support each other's feelings and reduce anxiety. They are helped to make appropriate choices to become and remain healthy. The school provides opportunities for pupils to participate widely in activities which promote healthy lifestyles. Visitors to the school, particularly from Young Hackney, further support this work. As a result, the school cares for vulnerable pupils effectively. It engages fully with appropriate external support when necessary.
- The breakfast club enables pupils to have a structured start to their day. They can share any wider concerns with staff when they arrive. Therefore, the school ensures that pupils begin their day having established positive attitudes. Pupils told inspectors that being in breakfast club is a helpful part of their school routine. Staff quickly follow up any pupils who do not arrive on time to school.
- Pupils receive a wide range of information on keeping themselves safe. They have a purposeful understanding of e-safety and of different types of bullying. Pupils in the school council reported bullying to be rare because of the 'family feeling' in school. When any issues do arise, they are swiftly dealt with. Inspectors confirmed from the school's records that bullying and racist incidents are rare.
- Pupils in key stage 4 attending off-site provision, who spoke with inspectors, were equally clear about the effective procedures for them to seek help and advice. They could openly identify an appropriate adult who they could talk to, to share any concerns.
- Off-site providers share information about pupils' behaviour and attendance information daily with the school. Any concerns raised are shared, so that the pupils' personal development can be supported. This close tracking helps keep pupils safe. Furthermore, the school has clear protocols relating to any children missing from education. It works closely with the local authority and other professionals, including the police Safer Schools Team. Parents who spoke with inspectors feel that the school works effectively to keep their children safe.

Behaviour

- The behaviour of pupils is good. Pupils have a clear understanding of moral purpose and have developed their own rules with staff, to support the culture of positive behaviour set by leaders. Consequently, pupils conduct themselves with a sense of pride. They wear their uniform and dress appropriately.
- Pupils showed respect for each other and staff when moving around the school calmly during the inspection. Staff who completed the questionnaire agree that the culture of the school is calm and orderly. Pupils told inspectors that the school 'changes the way they feel about themselves' and they feel this helps their behaviour.
- Occasionally pupils require appropriate prompts or interventions to de-escalate inappropriate behaviour. During the inspection, this was well managed and focused on individuals' needs. As a result, pupils are able to reflect on their actions and quickly change their behaviour for the better. Therefore, learning quickly returns to normal without significant disruption.
- Attendance continues to improve, and is above average for similar schools. Pupils attend well because they enjoy coming to school. Leaders and staff responsible for checking attendance ensure that both pupils and their families clearly understand the importance of punctuality.
- Leaders rightly recognise that while attendance is good overall, further work is needed for a very few pupils who are slower to respond to strategies to improve regular attendance or settle into the school. However, for the vast majority of pupils who join the school, their attendance and behaviour over time rapidly improve from their previously low starting points.

Outcomes for pupils

are good

- Since the last inspection, outcomes for pupils have risen. Senior leaders supported by the management board have worked successfully to improve standards overall. As a result, more pupils make good or better progress and successfully reintegrate back into mainstream schools. Furthermore, a higher proportion now achieve GCSE success at the end of key stage 4.
- Pupils join the school at various times during the year and their academic standards vary significantly. All are eligible for the pupil premium. The majority of pupils begin the school with wide gaps in their learning. This is often because of them missing schooling, or it can be because of their individual needs. Pupils, including many of those who are more vulnerable, the most able, those who speak English as an additional language and those who have special educational needs or disability, make good progress from their often low starting points.
- In response to teachers' higher expectations, pupils' work has improved. For example, in key stage 4 English, work in pupils' books showed strong progress in the development of emotive writing. In mathematics and science, the work sampled of the most able pupils demonstrated the accurate use of formula, shape, angles and number. Evidence of the work seen by inspectors confirmed that the most able pupils are appropriately challenged.
- In 2015, over two-fifths of pupils achieved five or more GCSE passes and the proportion of these which included English and mathematics doubled from the previous year. A number of pupils successfully achieved the highest GCSE grades. Almost all of the pupils successfully passed a qualification appropriate to their academic needs. The school's own assessment shows that the targets set for performance at the end of key stage 4 in 2016 are likely to be met. Inspectors confirmed that pupils' work sampled showed them to be on track with GCSE and vocational studies.
- In Years 1 to 9, pupils are often successfully reintegrated back into mainstream schools. Consequently, very few pupils remain on roll at the end of the primary phase. This was true for the end of key stage 2 in 2015.
- Pupils currently in Years 1 to 9 progress well in their reading and writing. The school's assessment information and work seen in pupils' books by inspectors confirmed that many pupils make progress which is at least good for their age in mathematics and English.
- Pupils who remain on roll until the end of key stage 4 are well prepared for their next stage of education, training or employment. Work experience is provided when appropriate. Therefore, very few pupils leave the school without a successful college or training placement.
- Pupils develop good creative skills through art, music and physical education. During the inspection they were observed demonstrating rhythm and progressing well in learning musical instruments. Pupils' interests are securely supported by good planning and interesting learning activities. For example, street dance, art and music are all popular.
- Pupils in the key stage 1 nurture group often make rapid progress and are reintegrated back to mainstream schools after only one term. Pupils in the restorative learning centre are supported to settle quickly so they can return to their home school.
- While attainment is typically below average on entry, outcomes for pupils at the end of key stage 4 have shown an upward trend since the last inspection. Attainment is consistently improving and is now closing against that expected nationally for all pupils. However, attainment is not yet in line with that of all pupils nationally at the end of key stage 4.

School details

Unique reference number	134635
Local authority	Hackney
Inspection number	10011934

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

Type of school	Pupil referral unit
School category	Maintained
Age range of pupils	6–16
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The management board
Chair	Mr Steve Belk
Headteacher	Mr Richard Brown
Telephone number	020 8985 6833
Website	www.newregentscollege.co.uk
Email address	office@newregent.hackney.sch.uk
Date of previous inspection	25–26 June 2014

Information about this school

- The school is a pupil referral unit for pupils aged six to 16. Almost all pupils are at risk of exclusion or have been permanently excluded. Pupils at risk of exclusion attend full-time for short periods. Pupils permanently excluded from mainstream schools attend for longer before returning to mainstream education, or they begin employment or training.
- The school provides a very short-term stay service for pupils from local schools, known as the Restorative Learning School. This provision is in a separate building on the same site. It is for pupils who have been excluded from their mainstream school for a fixed-term period of more than five days.
- Pupils in key stages 1 to 3 are taught on the main school site and the vast majority in key stage 4 attend off-site placements. The providers are: Footsteps Academy; Construction Skills Centre; Hackney Community College; Hackney City Farm; Inspire!; Queensgate College; Sparkplug; The Boxing Academy; The Complete Works Independent School; The Complete Works 1:1; The Hub; and The Urswick School.
- The large majority of pupils are supported by a statement of special educational needs or an education, health and care plan, for their social, emotional and mental health needs. They have a wide range of attainment when they enter the school.
- Three in four pupils are from minority ethnic backgrounds. Black African and Caribbean pupils make up the largest groups.
- A few pupils in key stage 4 who speak English as an additional language arrive during the school year. Very few of these pupils are at an early stage of learning English. Most pupils are boys. Some attend the school because they do not have a place in a mainstream school. Support in developing their English speaking and other skills is delivered through partnerships with providers.
- All the pupils on roll at the school are eligible for the pupil premium.
- The school organises a breakfast club and has a key stage 1 nurture group.
- The executive headteacher is also headteacher at a local secondary school. A new interim head of school has recently been appointed.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors visited all school classes and three off-site providers, where they looked at pupils' work, observed learning, and considered the impact of teaching. Many classes were jointly visited with a member of the senior leadership team. Inspectors also attended the breakfast club during registration. They discussed learning with senior leaders.
- Inspectors held meetings with the executive headteacher and interim head of school, senior and middle leaders, a range of staff, including support staff, and groups of pupils. Discussions took place with staff from off-site providers, parents, the chair of the management board, the safeguarding governor who is part of the board, and representatives from the local authority.
- Inspectors scrutinised a wide range of documentation including assessment information, the school's self-evaluation, and anonymous records relating to the quality of teaching and the management of teachers' performance. Inspectors also reviewed records relating to pupils' behaviour and attendance, and checked the school's records relating to safeguarding.
- Too few responses were made to consider the parents' responses to Ofsted's online questionnaire, Parent View. Inspectors spoke informally with parents and took account of the views of staff and pupils from the Ofsted questionnaire.

Inspection team

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