

# Regents Park Community College

King Edward Avenue, Southampton, Hampshire SO16 4GW

## Inspection dates

14–15 November 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The new headteacher and other leaders provide a good education for all pupils. They are ambitious and focus on providing the best possible experience for pupils.
- There have been several changes to school leadership recently. New leaders are maintaining the school's improvement journey securely.
- Pupils are well cared for and feel safe at school. They behave well in their lessons and respect the learning opportunities they receive.
- Leaders have developed a rich and varied curriculum. Pupils benefit from a wide range of extra-curriculum activities to broaden and enrich their learning.
- In some subject areas, teaching and learning are securing very successful outcomes for pupils.
- Pupils are well prepared for the next stage of their education, training or employment. They are guided effectively, through well considered and supportive advice.
- Pupils with special educational needs and/or disabilities (SEND) and other vulnerable pupils are supported well. Many are achieving as well as other pupils with similar starting points.
- Governors work well with school leaders. As a result, they know the main priorities of the school. They fulfil their legal responsibilities capably.
- Leaders are steering improvements in science confidently. They are developing consistently stronger teaching and learning experiences for pupils.
- School leaders' understanding of how well all year groups are achieving, across all curriculum subjects, is inconsistent.
- School leaders are developing new teaching methods to inform pupils how to improve their knowledge, skills and understanding better. However, these are not used across all subject areas consistently.

## Full report

### What does the school need to do to improve further?

- Ensure that the increasingly effective teaching strategies used in the science curriculum area are developed further, so that pupils' outcomes in science improve quickly.
- Ensure that leaders sharpen their evaluations to identify more clearly which strategies support pupils to achieve better outcomes across all year groups and all curriculum subjects.
- Develop the recently implemented teaching, learning and assessment strategies quickly, so that all teaching and learning becomes as strong as the best in the school.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders are successful at ensuring that pupils receive a good all-round education. Many who are new to their roles are reliably maintaining the good standards of education. They know what the school needs to do to improve and are addressing these areas efficiently.
- Leaders listen keenly to the regular feedback they receive from parents, carers, staff and pupils. They keep the community well informed of their strategies to improve the school. As a result, staff feel listened to and parents and pupils are very positive about school and the education it provides.
- Senior leaders are adapting quickly to their new roles and have identified new strategies they want to develop. For example, they are empowering subject leaders to take more strategic responsibility. As a result, subject leaders feel supported to do their job well.
- Leaders ensure that pupils are prepared well for life in the modern world. Pupils told inspectors about the wide range of topics that they learn about. For example, a school campaign to learn about equalities was appreciated by pupils. They understand what is meant by radicalisation and extremism and how these fit with fundamental British values.
- Leaders use the pupil premium and Year 7 literacy and catch-up money appropriately through a range of school-wide activities. Pupils eligible for these additional funds are supported well. Many achieve as well as other pupils and those needing further support are known by leaders and are helped to catch up quickly.
- Pupils study a rich and balanced curriculum, which is enhanced by a well-planned spiritual, moral, social and cultural provision. Pupils also benefit from many after-school clubs and activities. Pupils are encouraged to talk to leaders about their curriculum. As a result, pupils feel very involved in their learning.
- Leaders are improving previously identified weaker areas of the school effectively. For example, the science curriculum has been developed and pupils are now enjoying their science more. Nevertheless, there remains more to do to improve this area.
- School leaders collect increasingly useful information to help identify pupils' needs. However, this is not always evaluated accurately to ensure that all groups of pupils, across all year groups and subjects, are supported consistently.

### Governance of the school

- Governors are skilled and trained well. They are ambitious and determined to keep the school firmly on its improvement journey. They work well with leaders and visit the school regularly. As a result, they are well placed to support and challenge school leaders to continue to improve the school.
- Governors question and challenge leaders to evidence school improvements systematically. They ensure that additional government funding is well spent on pupils' needs. Consequently, they know the areas to improve well and outcomes for

disadvantaged pupils and other vulnerable pupils are improving.

- Governors fulfil their statutory responsibilities effectively. They check the school's safeguarding procedures often to ensure that they remain effective.

## Safeguarding

- The arrangements for safeguarding are effective. Leaders ensure that all policies and procedures work well routinely. The checking of staff recruitment procedures is thorough.
- Staff are trained well and are up to date with current legal guidance. They know who to report any concerns to. School leaders work well with other agencies. They ensure that pupils who need any extra help are properly supported because they quickly report any concerns and follow them up determinedly.
- Pupils feel safe at school. They learn how to recognise dangers to themselves through a well-considered personal, social and health education programme. Most parents who responded to the Ofsted online survey said their children feel safe at school.

## Quality of teaching, learning and assessment

**Good**

- Teaching, learning and assessment are good. Teachers use their secure subject knowledge well to enthuse and engage pupils. As a result, current pupils are making good progress across the curriculum.
- Teachers use questioning well to probe pupils' understanding. They carefully adapt their questioning to allow pupils time to consider their answers. This is clear in English and contributes to pupils making very strong progress in this subject area.
- Pupils are often challenged to learn more and apply their learning in different contexts. For example, the high-level, subject-specific language used in music is developing pupils' range of vocabulary, while challenging pupils to use the words correctly to improve their understanding and practical skills.
- The recent introduction of online learning enables pupils to access their current learning, complete homework and revise at home. Teachers are already using this resource successfully to set homework that supports pupils to learn more.
- Pupils and teachers have positive relationships. Pupils are curious and interested in their learning because they know they can ask their teachers for help. They often recognise their teachers' efforts to help them learn, rewarding their teachers 'magic moments' badges.
- Teaching allows pupils to take risks with their learning. Most pupils are confident to try new things and do not give up quickly. As a result, teachers often provide opportunities for pupils to choose the work most appropriate to their ability. In these subject areas, pupils make strong progress.
- Pupils with SEND are well supported. Their progress is monitored well so they receive timely additional help if needed. As a result, these vulnerable pupils are making good progress.
- Teachers are developing new ways of providing pupils with appropriate advice to

improve their subject understanding, skills and knowledge. However, this is not yet consistently applied across all subjects.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils' physical and emotional well-being is developed well through the wider curriculum provision. After-school clubs and activities are attended regularly by many pupils.
- Bullying is rare. On the few occasions it occurs, pupils say it is dealt with by members of staff quickly. A school-based campaign, 'you're gay', was proudly discussed with an inspector and pupils confidently shared how the campaign helped dispel misunderstandings.
- Pupils are taught how to stay safe online and to use mobile technology in an age-appropriate way. As a result, pupils are very aware of the potential dangers when using the internet or social media.
- Pupils' spiritual, moral, social and cultural education is preparing them well for life in Britain today. They learn about, discuss and reflect on a wide range of topics. During the inspection, many pupils took part in the school's First World War centenary celebration production.
- The very small number of pupils who attend off-site college provision are supported well. Communication between the college and school is good. Pupils attend regularly and are making good progress.

### Behaviour

- The behaviour of pupils is good. Classrooms are calm learning spaces and learning is rarely affected by poor behaviour.
- Rates of exclusions are low and reducing further. No groups of pupils are disadvantaged by high rates of absence. There is little litter and the school site is graffiti free.
- Pupils feel safe in school. They follow the 'stay on the left' rule because they are moving through some narrow corridors. Consequently, most pupils move around the building appropriately.

## Outcomes for pupils

Good

- Outcomes for pupils are good. Current pupils in key stage 4 are making good progress across the curriculum. They are securing their knowledge, understanding and skills well across subjects, particularly in English and mathematics.
- Progress information produced by the school is used well by pastoral leaders to provide appropriate support for individual pupils who may be at risk of falling behind. Consequently, most of these pupils catch up with others by the end of key stage 4.

- The outcomes of pupils with SEND are improving because leaders arrange effective individual support, especially in English and mathematics.
- Across key stage 4, disadvantaged pupils are very well supported. There is a range of before- and after-school activities helping them to catch up. As a result, most disadvantaged pupils achieve as well as others with similar starting points by the end of key stage 4.
- Pupils receive strong advice and guidance about their next steps in education or employment. As a result, the proportion of pupils who go on to further education and/or employment is in line with national averages.
- School leaders communicate well with the key stage 4 alternative provider. The few pupils taught there are attending regularly and achieve well.
- School leaders' information about pupils is used frequently to check pupils' progress in English, mathematics and science in key stage 3. They use the information well to identify and support pupils who need to catch up. Consequently, current pupils in key stage 3 are making good progress in these subjects.
- Leaders accurately identify pupils who require support when they are underachieving. However, this information is not used consistently to improve pupils' outcomes across all subject areas in key stage 3.
- Leaders have updated the science curriculum effectively. However, outcomes for current pupils in science are not yet good across all year groups.

## School details

Unique reference number	116450
Local authority	Southampton
Inspection number	10058149

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

Type of school	Secondary Comprehensive
School category	Community
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	776
Appropriate authority	The governing body
Chair	Beverley Higlett
Headteacher	Samantha Barnes
Telephone number	02380 325 444
Website	<a href="http://www.regentsparkcollege.org.uk">www.regentsparkcollege.org.uk</a>
Email address	<a href="mailto:info@regentspark.southampton.sch.uk">info@regentspark.southampton.sch.uk</a>
Date of previous inspection	5–6 November 2014

## Information about this school

- The school is smaller than the average-sized secondary school.
- The previous headteacher and deputy headteacher left the school in April 2018. The new headteacher and some senior and middle leaders are currently employed on an interim basis.
- The percentage of disadvantaged pupils is above national averages.
- The percentage of pupils with SEND is above national averages.
- A small number of key stage 4 pupils study vocational courses at City College, Southampton.

## Information about this inspection

- Inspectors undertook 42 full- or part-lesson observations, many with the headteacher and senior leaders.
- The lead inspector met with the chair of governors accompanied by other members of the governing body.
- Inspectors held a range of meetings with senior and middle leaders, teachers and non-teaching staff.
- The inspection team considered 45 responses to the parent survey, including 27 accompanying free-text messages. The inspection team considered school-collected staff and parent views.
- An inspector spoke to a representative of the alternative provider used by the school.
- Inspectors checked the single central record and other safeguarding policies and documentation.
- The inspection team considered information provided by the school for the monitoring of teaching and learning, the school's self-evaluation, development plans, governors' minutes and plans for the use of additional funding.
- Inspectors considered the school's published performance information and its internal progress and attainment information.
- The lead inspector met with a local authority representative and considered a local authority school improvement report.
- An inspector heard Year 7 pupils read.

## Inspection team

Dylan Davies, lead inspector	Her Majesty's Inspector
Peter Swan	Ofsted Inspector
Richard Carlyle	Ofsted Inspector
Paula Sargent	Ofsted Inspector



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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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