

Inspection of a good school: New Regent's College

Nile Street, London N1 7RD

Inspection dates:

23 and 24 June 2021

Outcome

New Regent's College continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to New Regent's College. Staff and leaders support pupils to regain an interest and enthusiasm for learning. The college motto 'Learning to Succeed' reflects leaders' ambition for all pupils.

Pupils receive a great deal of focused attention from staff to support their academic achievement. Pupils respond well to staff and want to do well. As a result, pupils quickly start to learn new knowledge and develop confidence in the classroom. Staff expect all pupils to do well and aim high.

Staff and leaders give pupils clear expectations for behaviour linked to the notion of respect. Pupils' behaviour is positive. Bullying or inappropriate language and behaviour rarely happen. When it does, pupils know that staff will deal with it effectively. Pupils understand that they can trust staff to have their best interests in mind, even when pupils do not behave in the way they know they should. Pupils feel safe and cared for while they are at school.

The new school building has been designed to meet the needs of pupils who attend. Pupils benefit from having access to specialised teaching spaces, such as the dance studio and art room. They focus well in lessons and enjoy learning the curriculum.

What does the school do well and what does it need to do better?

Leaders have designed a curriculum to help pupils learn key knowledge and skills, with a clear focus on English and mathematics. Leaders aim for pupils to apply what they know when studying other subjects. Teachers skilfully adapt the curriculum when new pupils start to support their progression in reading, writing and mathematics.

Pupils often join with many gaps in their understanding because their education has been disrupted in the past. Staff assess pupils quickly when they join the school to find where these gaps in understanding are in English and mathematics. However, teachers'

assessments in other subjects is not as comprehensive. Some gaps in pupils' knowledge are not identified quickly. These gaps make it more difficult for pupils to learn and remember new knowledge securely across the curriculum.

Leaders aim to deliver a broad curriculum covering all national curriculum subjects. They work well with other providers to achieve this aim. For example, some pupils in Years 10 and 11 study science at neighbouring schools. Leaders have plans to strengthen the delivery of the science curriculum further in Years 10 and Year 11. Currently, due to difficulties recruiting suitably qualified staff, some subject content is not being covered fully.

Some pupils attend alternative provision off site. Leaders have a firm understanding of the benefits that each of these providers offers. Pupils learn practical skills alongside their academic studies. Pupils develop positive attitudes to their learning.

Pupils behave well and low-level disruption is quickly addressed. Pupils know that staff will treat any poor behaviour fairly and that they will have time to reflect on it. Pupils are taught about the importance of respecting others' views and beliefs. Staff provide opportunities for pupils to talk about current affairs as well as issues that affect them. Pupils discuss topics maturely and respectfully.

Pupils with special educational needs and/or disabilities are well supported by the staff team. Staff work out what pupils know and can do. They use this information to design learning that supports pupils to achieve well and become confident in their abilities. Staff have been well trained to deal with the complex emotional needs of pupils.

Helping pupils to become more confident readers is a whole-school priority. Pupils often join with negative attitudes to reading. Staff and leaders find books that pupils will enjoy and are at an appropriate reading level. Staff are trained to teach phonics for those pupils at the early stages of learning to read. Pupils were able to talk about their favourite authors, such as Benjamin Zephaniah and Robyn Travis, and what they enjoy about reading their books.

Staff and leaders aim for pupils to be able to rejoin mainstream schools as soon as possible. The curriculum focuses on English and mathematics to ensure that pupils have the tools they need to succeed when they do return. Older pupils, who will be moving on to further education or training, are supported to find appropriate placements. Staff track where pupils go when they leave the school and check how well they are doing. Leaders know that recognised qualifications are important for these pupils' future success and have adapted the curriculum to reflect this.

Staff said that leaders care about their well-being as well as that of pupils. Staff can speak with external professionals for guidance and support. Staff enjoy working at New Regent's College. They appreciate that leaders are mindful of their workload. Staff receive a range of training to ensure that they are prepared well for their roles.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are aware of the issues that many pupils face. Staff have received training to support pupils affected by domestic violence, gang affiliation or sexualised behaviour. Staff have been trained to recognise the signs of trauma and have systems that can respond to it.

Leaders and staff recognise concerns quickly. Regular meetings to discuss behaviour and safeguarding matters mean that any issues are identified early. Leaders work closely with parents and carers and other professionals to keep pupils safe. Pupils who attend settings off site are monitored closely. Leaders have robust methods for tracking these pupils' attendance and checking whether there are any safeguarding concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils often join New Regent's College for a short time or at short notice. These pupils have had disruptions to their education in the past. This means that there are many gaps in their prior learning. Teachers should check that pupils have the background knowledge and understanding they would expect before continuing delivering the curriculum in all subjects. This will help pupils to close gaps in their knowledge and learn new content more effectively.
- In Years 10 and 11, some aspects of the science curriculum are not being fully covered. This means that sometimes pupils are unable to build on what they have previously learned. Leaders need to ensure that the full science curriculum is delivered effectively in these year groups.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 8 and 9 June 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for published performance information about the school [here](#).

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.

School details

Unique reference number	134635
Local authority	Hackney
Inspection number	10192563
Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	5 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	110
Appropriate authority	The governing body
Chair of governing body	Eleanor Schooling
Executive Headteacher	Richard Brown
Website	www.newregentscollege.co.uk
Date of previous inspection	8 and 9 June 2016, under section 5 of the Education Act 2005

Information about this school

- New Regent's College is a Pupil Referral Unit (PRU) that caters for pupils between the ages of five and 16. Pupils who have been permanently excluded, or are at risk of being permanently excluded, from mainstream school are referred to New Regent's College.
- Pupils are referred to the PRU for differing lengths of time, ranging from six weeks to over two years.
- A new chair of the management committee joined in January 2021.
- Pupils who attend the school are either on the school roll or dual registered.
- The school uses nine alternative provisions to support groups of pupils: Boxing Academy; BSix Sixth Form College; The College of Haringey, Enfield and North East London (CONEL); Footsteps Trust; The School at Hackney City Farm; Inspire! Inspired Directions School; The Petchey Academy; The Complete Works Independent School; Westminster Kingsway College.

Information about this inspection

- This was the first routine inspection of the school since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors held discussions with the executive headteacher, senior leaders, teachers, other members of staff, the local authority and the chair of the governing body. These discussions considered the quality of education, the wider experiences of pupils at the school, aspects of pupils' behaviour and leadership and management.
- Inspectors did deep dives in these subjects: reading, mathematics and religious education. Inspectors discussed the arrangements for planning and teaching the curriculum with the executive headteacher, senior leaders and teachers. Inspectors visited lessons in a range of subjects, including geography, English and physical education. They talked with pupils about what they had been learning. Inspectors also discussed pupils' achievements and students' destinations when leaving the school.
- Inspectors spoke with staff, the chair of governors and pupils about how the school keeps pupils safe. An inspector examined the single central record of the checks undertaken to make sure that staff are suitable to work in school. Inspectors reviewed the school's safeguarding policy and procedures.
- Most Year 11 pupils were not attending the school during the inspection.
- An inspector visited an alternative provider used by New Regent's College and spoke with staff in five other alternative providers.

Inspection team

Adam Vincent, lead inspector

Her Majesty's Inspector

Jo Jones

Ofsted Inspector

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