

Inspection of a good school: Regent High School

Chalton Street, Camden, London NW1 1RX

Inspection dates:

2 and 3 February 2023

Outcome

Regent High School continues to be a good school.

What is it like to attend this school?

Pupils are kept safe. They know that bullying will not be tolerated. As a result, incidences of bullying are rare and are dealt with swiftly by adults. Pupils can speak with staff about any worries that they may have. They know that staff will treat concerns seriously.

Pupils behave well and are proud to come here. They value the diversity of the school community and are welcoming to both visitors and new pupils. Sixth-form students are positive role models for younger pupils and readily provide support for their peers.

Staff have high expectations of pupils' learning. They ensure that the needs of all pupils, including pupils with special educational needs and/or disabilities (SEND), are understood and met. The curriculum is ambitious and carefully considers how to build pupils' knowledge and understanding over time. Most pupils discuss their learning with precision and accuracy. They are typically well prepared for the next phase of their education, with many choosing to join the school's growing sixth form.

Pupils appreciate the rich range of visits and activities available to them. These include activities that leaders organise with local partners, such as a nearby artists' studio. Pupils, including those in the sixth form, have multiple opportunities to talk with a range of employers, particularly during 'Employer Engagement' week.

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

The curriculum is broad and often exceeds what is expected nationally. Leaders consider what pupils have learned at primary school. They are ambitious in how they build on what pupils already know and can do.

Staff are clear about what pupils need to know. They plan and deliver logical approaches to build this knowledge over time, including regular opportunities for pupils to revisit their previous learning. For example, in geography, pupils build their understanding of international development. They revisit this concept and apply it to examples in different

continents, extending their knowledge of geographical change in different countries. Similarly, in modern foreign languages, pupils are supported to understand and use a range of grammatical features. They learn how to form sentences correctly, using a broad range of adjectives. Over time, they are supported to apply more complex grammatical features accurately with confidence.

Teachers have strong knowledge of the subjects that they teach. Leaders provide effective support and subject-specific training for all staff. Teachers use their training well. They present information clearly and typically check how well pupils, including sixth-form students, understand what they have learned. In most cases, errors and misconceptions are swiftly identified and pupils are given opportunities to address these. As a result, most pupils build a secure body of knowledge over time. In turn, this supports them to tackle more complex learning. However, this is not consistent between different subjects.

Pupils with SEND are well supported. Leaders identify pupils' specific needs and ensure that this information is communicated to staff. Teachers use this information to support pupils to access the curriculum successfully. Similarly, leaders have planned bespoke support for those at the earliest stages of speaking English as an additional language. In all subjects, teachers are provided with helpful guidance on how to support the development of pupils' literacy skills. Some pupils also receive additional help with their reading. Pupils appreciate this support and how it is helping them to become more fluent and confident readers.

Staff have high expectations of pupils' behaviour. Leaders evaluate the implementation of the behaviour policy and make necessary changes. As a result, lessons are very rarely disrupted by poor behaviour. Pupils typically show focused attitudes to their learning and respect to others.

The personal, social and health education (PSHE) curriculum is designed to support pupils' wider development. Pupils revisit and deepen their learning about important ideas, such as those linked to mental health and well-being. Leaders prepare pupils well for the next stage of education, employment or training. This support is tailored to pupils' needs. Pupils hear from guest speakers about different pathways, including apprenticeships. All sixth-form students visit at least two universities. Teachers actively seek out opportunities to develop pupils' leadership skills. For example, in physical education, pupils are supported to complete leadership qualifications and use what they learn to coach others.

Leaders know their school very well. This accurate evaluation ensures that leaders understand what is working well and priorities for the future. Staff enjoy working at this school. They feel supported by others and their well-being is carefully considered. Staff at all levels appreciate the steps taken by leaders to improve their workload. Those responsible for governance maintain strong oversight of the school's work. They are in regular communication with leaders and staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained. They recognise the importance of reporting any concerns that may arise. Leaders take swift action to support any pupils who need help. They engage effectively with a range of outside partners, including different charities. Record-keeping is detailed and shows that leaders continue to consider the needs of pupils who have historically needed help.

Governors meet regularly with the designated safeguarding leads. This ensures they are knowledgeable about the school's work in this area.

Pupils are taught to stay safe. Leaders proactively seek the views of pupils on a range of topics. They use these views to adapt the PSHE curriculum. For example, pupils are helped to understand the importance of consent and healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not consistently identify and address pupils' misconceptions. As a result, errors can persist in pupils' work. Leaders should ensure that teachers routinely check pupils' understanding of what they have learned. This will support leaders' and teachers' work to deepen pupils' understanding and ensure that they learn more in different subjects.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2012.

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 information from Ofsted Parent View 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.

Further information

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

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	100051
Local authority	Camden
Inspection number	10268961
Type of school	Secondary Comprehensive
School category	Maintained
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,078
Of which, number on roll in the sixth form	175
Appropriate authority	The governing body
Chair of governing body	George Martin Stephen
Headteacher	Gary Moore
Website	https://www.regenthighschool.org.uk/
Date of previous inspection	31 January 2018, under section 8 of the Education Act 2005

Information about this school

- Leaders make use of three registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- During the inspection, inspectors held meetings with the headteacher and other senior leaders. Inspectors met with members of the governing body and a representative from the local authority.
- Inspectors carried out deep dives in English, geography and modern foreign languages. They met with subject leaders to discuss the curriculum, visited lessons, spoke with teachers, spoke with pupils and looked at samples of their work.
- The curriculum in other subjects was considered as part of the inspection.
- To evaluate safeguarding, inspectors checked procedures for recruiting new members of staff. They also met with leaders to discuss how they put safeguarding policies into practice.
- Inspectors gathered the views of pupils, parents and carers, and staff through both discussions and responses to Ofsted's online surveys.

Inspection team

Hannah Glossop, lead inspector

His Majesty's Inspector

Charlotte Robinson

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023