

Inspection of a good school: The Regis School

Westloats Lane, Bognor Regis, West Sussex PO21 5LH

Inspection dates:

7 and 8 March 2023

Outcome

The Regis School continues to be a good school.

What is it like to attend this school?

The school's values and ambition for its pupils are evident from the moment they walk through the doors. The culture and learning environment is aspirational. This is clear in the displays that celebrate the achievements of current and previous pupils. It is seen through the new study hub and careers office. Pupils are prepared well to succeed academically and to become responsible citizens. This is demonstrated by strong GCSE and A-level results in 2022 and by regaining the UNICEF 'Rights Respecting Schools Gold Award'.

The school is calm and orderly. Pupils conduct themselves very well in lessons and when moving around the school. They settle quickly to their work and cooperate with staff and each other. Bullying is rare and dealt with promptly if it occurs. Pupils feel safe and well supported. They trust the school's pastoral staff to help them if they have any problems.

Pupils and sixth-form students play an active role in the school and local community. Many hold leadership responsibilities and organise activities like fundraising for charities. For example, the majority of pupils in Year 9 are currently preparing for the annual sponsored walk from Bognor to Brighton piers.

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

Pupils achieve well across the curriculum and are prepared well for the next steps in their education. Exam results have improved significantly since the previous inspection, including for the most disadvantaged pupils. More sixth-form students are achieving the highest A-level grades and gaining places at top universities. Leaders have worked with subject specialists from the multi-academy trust to plan a broad and ambitious curriculum. Leaders have thought carefully about what pupils need to learn and when they need to learn it.

Staff have good subject knowledge and teach their subjects enthusiastically. They present information clearly and keep a close eye on pupils to check they are keeping up. Staff have been well trained to teach methods to deliver the curriculum effectively for all pupils, including those with special educational needs and/or disabilities (SEND). They ensure that lessons build upon what pupils have learned previously. Clear routines help pupils recall important knowledge. Mathematics is a particular strength. Expert teaching in this subject encourages pupils to think deeply and develop mathematical reasoning skills. In some other subjects, the curriculum is not as well embedded, so pupils' learning is not always as secure. Some pupils lack confidence when talking about their learning. They sometimes struggle to recall and explain key concepts and ideas accurately.

Developing pupils' literacy skills is a real priority. Leaders want to develop a love of reading for all. Leaders provide regular opportunities for pupils to read together with their teachers. Leaders carefully identify the pupils who are struggling with their reading. Specialist teaching for the weakest readers ensures that these pupils are catching up quickly.

High-quality careers information, advice and guidance supports individual pupil's transition between the different stages of their education. Pupils can select from a broad range of academic and vocational courses in key stage 4. Leaders go to great lengths to ensure that pupils make choices that are in their best interests. The proportion of pupils who take up subjects needed to achieve the English Baccalaureate is above the national average. Leaders are ambitious to increase the take up of modern foreign languages by disadvantaged pupils.

The school's work to ensure that pupils become active and confident citizens is a significant strength. The personal, social, health and economic education programme is very well planned and delivered. This includes in the sixth form. Pupils and sixth-form students recognise the importance of these sessions and say that they are relevant to them. Many pupils take part in the wide range of extra-curricular clubs on offer. Sixth-form students make a useful contribution to the rest of the school. The Year 12 programme provides enrichment opportunities for all students. For example, students take part in sports leadership and help younger pupils with their learning in lessons.

The school is well led and is on a journey of continuous improvement. Trustees and governors are highly ambitious for the school. Working together, they have a clear oversight of the school and hold leaders to account. Trustees ensure that they know about the views of pupils and staff. Staff are overwhelmingly positive about leaders' concern for their workload and well-being. Staff say that leaders act quickly on any concerns they raise.

Safeguarding

The arrangements for safeguarding are effective.

There is a well-established safeguarding culture. All staff are vigilant. They receive regular training and guidance, so they know exactly what to do if they have concerns about a

pupil. The safeguarding team is experienced. They are knowledgeable about risks in the local area. Leaders have developed tight systems to ensure that nothing is missed. They have an impressive knowledge of pupils at risk of harm. Leaders work relentlessly to ensure that pupils and their families get the support they need from other agencies. As part of the response to the COVID-19 pandemic, leaders have strengthened the schools support for the mental health of pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum it is not yet securely embedded. This means that pupils are not always confident in recalling and using knowledge and skills so that they can make secure links between concepts and remember their learning well. Leaders should continue to ensure that staff receive the training they need to implement the curriculum to a consistently high standard.

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 first ungraded inspection since we judged the school to be good in November 2017.

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	137782
Local authority	West Sussex
Inspection number	10256431
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,623
Of which, number on roll in the sixth form	147
Appropriate authority	Board of trustees
Chair of trust	Dame Reena Keeble
Principal	David Oakes
Website	www.theregisschool.co.uk
Date of previous inspection	31 October and 1 November 2017, under section 5 of the Education Act 2005

Information about this school

- The school is part of the United Learning multi-academy trust.
- There has been a change in headteacher since the previous inspection.
- The school includes a resourced provision for pupils with SEND. Currently, nine pupils attend this provision.
- The school currently uses three registered and one unregistered alternative provision.
- The school has been awarded the UNICEF 'Rights Respecting Schools Gold Award' on three occasions. The school has also been recognised as an ACE School of Character.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information 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.
- Inspectors held meetings with a range of leaders, including the principal and senior leaders. They also met with subject leaders, leaders of the sixth form, pastoral leaders, teaching and support staff.
- Inspectors carried out deep dives in these subjects: history, mathematics, modern foreign languages, music and science. For each deep dive, inspectors discussed curriculum design with subject leaders, carried out lesson visits, scrutinised pupils' work, spoke to teachers and spoke to pupils from the lessons visited about their learning. In addition, the inspectors visited lessons and spoke to pupils about their learning in some other subjects.
- Inspectors evaluated the effectiveness of safeguarding. They reviewed the school's single central record and met with the designated safeguarding lead to discuss case studies of safeguarding referrals.
- The lead inspector had a telephone conversation with the chair of the board of trustees and met with representatives from the trust and local governing body.
- Inspectors considered the views of members of staff who responded to Ofsted's online staff survey. The views of parents were taken into account from responses to the Ofsted Parent View survey, including free-text responses. Inspectors met with groups of pupils, formally and informally, to discuss their views of the school and considered their responses to the Ofsted survey.

Inspection team

Mark Bagust, lead inspector	Ofsted Inspector
Keith Pailthorpe	Ofsted Inspector
Judy Rider	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