Inspection of a school judged good for overall effectiveness before September 2024: Regency High School

Carnforth Drive, Warndon, Worcester, Worcestershire WR4 9JL

Inspection dates: 8 and 9 October 2024

Outcome

Regency High School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Tania Dorman. The school is part of Regency High School trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Christine Hurst.

What is it like to attend this school?

Pupils are proud to belong to this school. They feel respected and valued. They make good friends and they are kind to each other. Pupils know that adults will always help them if they have a problem. The school is calm and behaviour is good. Pupils quickly learn how to manage their own behaviour effectively. The school wants the very best for its pupils. Pupils are taught to communicate well, to make good choices and to make positive decisions about their futures. Pupils work hard to meet the school's high expectations of them. Staff go above and beyond in making sure that pupils have all they need to become successful adults.

Pupils benefit from many opportunities to develop their talents and interests. There are a vast array of lunchtime clubs, such as choir, signing, music and chess. Some pupils develop a sense of responsibility by looking after the school ducks and chickens. They enjoy the annual 'Regency's Got Talent' show. Each curriculum subject offers trips that enrich pupils' learning and there are opportunities to be involved in local and national events. There is something for every pupil.

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

Pupils' needs are at the heart of the curriculum. The school knows its pupils well. Teachers use this knowledge to identify the small steps of learning that pupils need to be

able to do well. The school has ordered the curriculum carefully so that pupils can build on their learning over time. However, in a few lessons, especially where pupils are following accreditation courses, there is too much emphasis on low-level tasks. This detracts from the important knowledge identified in the curriculum that pupils need to learn. This limits achievement for these pupils. In the sixth form, students in all pathways follow a curriculum that is designed to support their next steps. They are well prepared for adulthood.

Pupils learn how to communicate well. They learn how to use the communication tools that best match their needs. As a result, pupils are able to express their wants and needs clearly. Pupils at the earliest stages of reading benefit from a carefully implemented phonics scheme. Fluent readers choose from a range of appropriate texts. Pupils talk confidently about the books they are reading.

Overall, pupils eligible for pupil premium funding make suitable progress. However, the school does not identify the precise barriers to their learning when they first join the school. As a result, these pupils do not make up gaps in learning quickly enough. This slows them from catching up with their peers.

Pupils' behaviour is well managed. The school quickly identifies when pupils may be finding things tricky. It steps in to support them with highly appropriate strategies. Lessons and social times are calm and purposeful. By the time students reach the sixth form, they manage their behaviours confidently. Leaders prioritise attendance and most pupils attend well. The school identifies those pupils who need the most support to attend regularly. They receive expert support from the 'well-being provision'. However, the school does not systematically analyse whole-school behaviour and attendance data as well as it could do. Therefore, it does not pick up on issues or trends quickly enough.

Careers provision is a strength. Pupils learn about the different choices they may have when they leave school. Sixth-form students have work experience placements. They run a school café and tuck shop. Pupils benefit from a well-considered personal, social and health education curriculum. They are taught how to keep themselves safe and how to participate fully in society. Pupils in the school council are proud of the changes they have made to life in the school. As a result of this work, pupils are well prepared for adulthood.

The school has worked quickly and effectively to address issues that it has identified. It has made sure that staff receive training so that they can meet the school's high expectations. Staff are proud to work in the school. They are positive about the contributions they make. Trustees are keen supporters of the school. They take their roles seriously and they are committed to making sure that pupils receive the very best education.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, in the formal pathway, teachers do not deliver the important knowledge that pupils need to know and remember as clearly as they could. This is especially the case in accreditation courses. This means that pupils do not always build securely on their knowledge. The school should review the curriculum in the formal pathway to make sure that the component knowledge is clearly identified so that teachers can make the right pedagogical choices for pupils to learn successfully, as well as to achieve accreditation.
- The school does not routinely identify the precise learning, social and communication gaps for pupils eligible for pupil premium funding when they join the school. This limits the focused support given to make sure that these pupils catch up with their peers. The school should make sure that they identify the precise barriers to learning for pupils eligible for pupil premium funding so that staff can take the right actions and provide the right support for these pupils to achieve in line with their peers.
- The school's analysis of data on behaviour and attendance lacks detail. This hinders the school's ability to identify issues and trends and to take the right actions. The school should make sure that they analyse their work systematically in order to direct their next steps and make swift improvements.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in June 2015.

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' is used to mean pupils with SEND; pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140261
Local authority	Worcestershire
Inspection number	10322861
Type of school	Special
School category	Academy special converter
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	303
Of which, number on roll in the sixth form	88
Appropriate authority	Board of trustees
Chair of trust	Christine Hurst
Headteacher	Tania Dorman
Website	www.regency.worcs.sch.uk
Date of previous inspection	29 January 2019, under section 8 of the Education Act 2005

Information about this school

- Regency High School is a special school for pupils with cognition and learning needs that are profound, severe or moderate as well as communication and interaction needs. All pupils have an education, health and care plan.
- The school does not use alternative provision.
- The headteacher took up her post since the last inspection.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received 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 of the school.
- Inspectors spoke with the headteacher and other senior leaders. They also met with the chair of the trust and other trustees.
- Inspectors spoke with a representative from the local authority and the school improvement partner.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with a group of pupils and took account of the views of pupils who completed the online pupil survey.
- Inspectors met with staff and took account of the responses to the online staff survey.
- Inspectors spoke with parents and considered the responses to the online parent survey, Ofsted Parent View.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Claire Price, lead inspector	Ofsted Inspector
Chris Field	Ofsted Inspector

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