

Inspection of a good school: Regents Park Community College

King Edward Avenue, Southampton, Hampshire SO16 4GW

Inspection dates: 12 and 13 March 2024

Outcome

Regents Park Community College continues to be a good school.

What is it like to attend this school?

The school is aspirational for all pupils and is determined that pupils will make 'exceptional progress' and be 'exceptional people'. Pupils are encouraged to be proud of their school. Pupils are happy and know they are well cared for. Pupils feel safe and appreciate the support they receive for their learning and personal development. There are very positive relationships between pupils and staff. Pupils enjoy being part of an inclusive community where different backgrounds, religions and cultures are celebrated.

Pupils know the school has high expectations of their behaviour. Pupils appreciate the ways in which they are rewarded for what they do well. The school focuses on good attendance for all pupils and uses effective strategies to engage pupils with school when necessary. When bullying occurs, the school uses a 'restorative justice' approach to support the pupils to ensure it is resolved.

Pupils enjoy the extra-curricular activities, which include sports, creative arts, excursions, and the Duke of Edinburgh's Award. The pupils know that they have good sporting facilities and make the most of them. Pupils speak highly of the opportunities that develop their leadership skills. They enjoy being part of the school council and know their views will be listened to. One parent commented that it was an 'absolutely fantastic school'.

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

The curriculum is strong and ambitious. The school wants all pupils to acquire the knowledge and skills to be successful citizens in the future. There are a range of courses at key stage 4 that are academic and vocational. Pupils who attend alternative provision develop confidence, while also realising what is possible for their future. The school has reviewed the learning in each subject and year group. Curriculum design and teaching are stronger in some subjects than others. This means pupils do not achieve as well as they could across all subjects. The school is providing training and coaching in all subjects to support pupils' learning further. Staff are committed to high-quality learning and provide

effective feedback to pupils. Pupils use the feedback to improve their learning and accelerate their progress.

Attendance for pupils with special educational needs and/or disabilities (SEND) and other disadvantaged pupils is lower than for other pupils. The school knows that this affects learning. The school has adopted various effective strategies, employed more staff, and worked with outside agencies to improve attendance. The school uses alternative provision effectively to engage pupils who find attending school more challenging.

The provision for pupils with SEND is strong and effective in lessons. Pupils with SEND receive specific support, and work in class is structured so they can access the learning. This means these pupils produce work of high quality. They also participate in extra-curricular activities and excursions abroad. The school makes sure that these pupils are fully involved in the life of the school.

The school is keen to develop a culture of reading for enjoyment. Pupils talk enthusiastically about the reading programme. Pupils who find reading difficult are given support to improve their reading. In English, pupils read and interpret ambitious books. Pupils read for enjoyment in lessons and there are displays around the school that inspire them. The school also promotes numeracy through the 'weekly challenge question'.

The provision for pupils' personal development is well thought out and carefully planned. Pupils talk highly of the allocated days where the learning focuses on their safety and well-being. The weekly 'well-being bulletins' also provide helpful tips to encourage pupils' self-care. Careers education involves individual interviews, and outside speakers from local education and training providers provide information for the future. Pupils also attend careers and apprenticeship fairs. Pupils are positive about initiatives such as the 'Girl Can' and 'You Can Do It' programmes which help them to be aspirational.

Governors are very supportive and involved in realising the school's ambition for pupils. They are keen to look for the opportunities that will enrich pupils' education. Staff are positive about the school. They enjoy working with the pupils and feel valued. They are grateful for the adjustments that have been made to their workload so they can focus fully on teaching and they know their views will be listened to.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Disadvantaged pupils' attendance is not yet high enough. Pupils who do not attend regularly are not being taught the knowledge and skills to progress their learning. The school should continue to enhance its work to improve the attendance of pupils.

- The curriculum is not fully embedded in all subjects. Pupils' progress is not consistent across the curriculum. Therefore, the school should continue to take action to ensure pupils' learning is of high quality in all 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 first ungraded inspection since we judged the school to be good in November 2018.

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 special educational needs and/or disabilities (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	116450
Local authority	Southampton
Inspection number	10321835
Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	899
Appropriate authority	The governing body
Chair of governing body	Dave Davenport
Headteacher	Samantha Barnes
Website	http://www.regentsparkcollege.org.uk
Date of previous inspection	14 and 15 November 2018, under section 5 of the Education Act 2005

Information about this school

- The school uses four registered and four unregistered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 11 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement 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 met with the headteacher and other senior leaders throughout the inspection. The lead inspector met representatives from the governing body.
- Inspectors carried out deep dives in English, science, and physical education. For each deep dive, inspectors discussed the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the 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.
- Inspectors talked to groups of pupils, both formally and informally, at break and lunchtimes.
- Staff views were sought through discussions and the staff survey.
- Inspectors considered the responses to Ofsted's online survey for parents and carers, Ofsted Parent View.

Inspection team

Julie Summerfield, lead inspector

Ofsted Inspector

Andrew Hanlon

Ofsted Inspector

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