



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Regent Independent College**

**February 2020**



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### School's Details

<b>College</b>	Regent Independent College			
<b>DfE number</b>	310/6080			
<b>Address</b>	Regent Independent College 167 Imperial Drive Harrow Middlesex HA2 7HD			
<b>Telephone number</b>	020 8966 9900			
<b>Email address</b>	application@regentcollege.uk.com			
<b>Co-Principals</b>	Mrs Tharshiny Pankaj and Dr Selva Pankaj			
<b>Proprietor</b>	RTC Education Ltd			
<b>Age range</b>	14 to 19			
<b>Number of pupils on roll</b>	38			
	<b>Seniors</b>	14	<b>Sixth Form</b>	24
<b>Inspection dates</b>	4 to 6 February 2020			

## 1. Background Information

### About the school

- 1.1 Regent Independent College is a non-selective independent co-educational school for pupils aged between 14 and 19. The school was founded in 2000 as a tutorial college and is part of Regent Group, an educational group based in London.
- 1.2 The school is under the joint ownership of the managing director and chief executive officer of the Regent Group, led by the proprietor. An advisory board assists the group in the oversight of the school. The school consists of two sections: pre-16 GCSE pupils in the senior school, and the sixth form, which comprises post-16 GCSE, lower sixth and upper sixth pupils. A number of pupils follow one-year GCSE or A-level courses before continuing with higher education.
- 1.3 Since the previous inspection the managing director and chief executive officer of the Regent Group have taken over management of the school as co principals.

### What the school seeks to do

- 1.4 The school's aim is to provide a safe environment in which pupils can define and achieve individual goals through an education that develops character. The objective is to prepare pupils for their chosen route beyond school as British and global citizens through individual learning programmes.

### About the pupils

- 1.5 Pupils come from a diverse range of social and cultural backgrounds, mostly from international or first-generation British families living within the local area. The school's own assessment indicates that the ability of pupils upon entry is below average. The school has identified four pupils as having special educational needs and/or disabilities (SEND), which include visual impairment and slow processing speed, all of whom receive additional specialist support. One pupil has an education, health and care (EHC) plan. There are no pupils for whom English is an additional language (EAL).

## 2. Regulatory Compliance Inspection

### Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.2 Pupils take GCSE or A-level examinations in their final years at the school. The small numbers involved prevent reliable comparison with national averages.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.**

### **PART 2 – Spiritual, moral, social and cultural development of pupils**

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

### **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.10 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

### **PART 5 – Premises of and accommodation at schools**

- 2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.12 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

**2.14 The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7 – Manner in which complaints are handled**

2.15 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

**2.16 The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8 – Quality of leadership in and management of schools**

2.17 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

**2.18 The standard relating to leadership and management of the school [paragraph 34] is met.**

### 3. Educational Quality Inspection

#### Preface

**The EDUCATIONAL QUALITY inspection reports on the quality of the school's work.** It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

**The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

## Key findings

- 3.1 The quality of the pupils' academic and other achievements is good.
- Pupils show very positive attitudes to learning.
  - Pupils collaborate effectively, and show independence and determination to make good progress.
  - Pupils develop strong study skills for revision and research.
  - Pupils achieve well in lessons, but opportunities for pupils to strengthen their achievement beyond the classroom are limited.
  - Pupils have the confidence to express their own well-formulated ideas articulately and respectfully challenge the views of others.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are highly resilient and develop excellent levels of self-knowledge, confidence and self-esteem.
  - Pupils are highly socially aware, support each other and have a mature approach to working with others to achieve common goals.
  - Pupils value and demonstrate a natural respect for the diversity of culture within the school and wider society.

## Recommendation

- 3.3 The school is advised to make the following improvement:
- Extend the opportunities available to pupils to develop experience and skills outside the formal curriculum, so they are better prepared for all aspects of life beyond school.

## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 The knowledge, skills and understanding seen in pupils' learning is good. Pupils have a good range and variety of subject knowledge, which they apply across the curriculum. Observations and pupil discussions show pupils grow in confidence in their knowledge and application of skills over time because they are tested frequently. Pupils comment that teachers give rapid verbal and written feedback which helps them improve. Pupils develop secure understanding and knowledge due to the high level of questioning and challenge provided. At GCSE level, pupils develop creatively and physically because leaders provide a broad and balanced curriculum, for example through a range of physical education opportunities at a local sports centre. Pupils' good creative development, as seen in GCSE and A-level artwork, is supported by teachers' excellent subject knowledge.
- 3.6 For the years 2017 to 2019 data shows achievement of pupils at GCSE and A-level in most subjects is sound and sometimes good in relation to prior attainment, representing successful fulfilment of the school's aim to provide a clear individual pathway to achieve personal goals. All parents and most pupils who responded to the pre-inspection questionnaire said that teaching enables pupils to make progress. Lesson observations and scrutiny of work shows that pupils make good progress from their individual starting points. Pupils with a learning difficulty succeed because specialist advice in individual learning plans identifies strategies to ensure that teaching meets their needs. The most able pupils achieve results which enable them to gain places for highly competitive degree courses. In their responses to the questionnaire, pupils commented that the high ratios of staff in small classes mean that teachers know them well and that this contributes to their good progress. Pupils say that the learning environment is supportive as all teachers help them in achieving objectives defined in

personal development plans. Strong evidence of progress over time was seen in history work where well-supported arguments were developed in response to constructive teacher feedback linked to examination assessment objectives, resulting in a high level of work. Analysis of set texts also demonstrates strong focus on and understanding of their key features, as shown in pupils' writing reflecting on how an author presented both pain and hope in her poetry.

- 3.7 Pupils communicate very effectively in written and oral work. Very good use of persuasive devices was seen in writing providing a case for or against the hunting of the Narwhal whale. Across a range of subjects, pupils' written work demonstrates increasingly detailed development of ideas and exploration of opinion, encouraged by challenging teacher feedback. In lessons pupils expand and justify conclusions with reference to prior knowledge, for example in a GCSE chemistry lesson where pupils explained what was happening and why as they assessed chemical reactions. The ethos of the school encourages pupils to challenge ideas in a respectful manner and teaching creates a safe space where pupils know their contributions are valued. Pupils comment that the encouragement of the school's leadership to question is empowering, as it gives them the confidence to express themselves and develop opinions.
- 3.8 Pupils are numerate and handle statistical material with confidence and they apply numeracy skills across a range of subjects. For example, pupils balance equations successfully in chemistry and build graphs of wave properties in physics. Teaching enables and develops the use of core numerical skills across the curriculum. Pupils' work in mathematics and science shows detailed calculations and thoughtful problem-solving, also evident in A-level business studies where pupils develop their working-out in a rigorously detailed way. When discussing careers in a form period, pupils linked the application of mathematics effectively to the construction and engineering industries. Pupils who spoke to the inspectors said that specialist mathematical teaching supports their understanding and application of numeracy skills in other A-level subjects.
- 3.9 Pupils perceive information and communication technology (ICT) as a useful tool and make good use of it to support their learning. They confidently use a range of standard applications to present their ideas and make good use of the internet as a learning resource. For example, in a GCSE personal, social, health and economic education (PSHE) lesson pupils worked collaboratively in small groups to produce visual material that was a good balance of text, facts and images, effectively laid out to support a spoken presentation. At break times and during study periods pupils use revision applications and online video resources to support their independent learning. Senior school pupils use ICT regularly in some lessons and say that they make good use of the material available to them on the learning platform provided to supplement learning at home.
- 3.10 Pupils develop a strong and varied set of study and examination skills as evidenced in written work and interactions with each other and staff in lessons. Pupils can quickly recall and retrieve relevant information, as seen in a GCSE biology lesson where pupils demonstrated strong recall of a topic on cells, and in an A-level psychology lesson where pupils recalled the cognitive approach as a way of explaining and understanding human behaviour. Pupils can accurately analyse a range of resources and understand the importance of testing the validity of the source material they select. Pupils can discriminate very effectively because they are encouraged to look beyond opinion for fact and to question and reach their own conclusions. For example, pupils' citizenship writing exhibited excellent understanding of the diverse ways that different media sources portray the same story. Pupils reflect on pre-existing learning habits and comment that they successfully develop additional revision skills and examination techniques that are introduced to them in lessons, and through tutoring in the personal development programme. In questionnaire responses a very large majority of pupils say they are encouraged to think and learn for themselves.
- 3.11 Pupils are highly focused on individual goals and set personal targets in order to achieve examination success. However, there are limited opportunities for participation in activities outside the formal curriculum. Pupils achieve well across a number of predominantly academic activities including mathematics and science challenges and achieve individual success in external art competitions.

Leaders successfully encourage continued wider participation and celebrate success in activities such as martial arts and football outside school. Educational trips, such as to a local Crown Court and a site of special scientific interest for fieldwork, are valued by pupils who say they would welcome more opportunities to achieve and broaden experience beyond the curriculum.

- 3.12 Pupils of all ages approach learning and demonstrate a very positive attitude across all subjects and persevere in seeking to improve previous outcomes. Pupils grow in self-awareness and confidence, and as a result become much more focused and achieve well, supported successfully by their teachers. Collaborative work is very effective in lessons, and pupils work equally well independently; they are highly motivated to learn and improve. Leadership promotes positive attitudes to lifelong learning and all staff encourage a fresh start perspective. Sixth form pupils work independently in break time and study periods with or without direct supervision and take leadership in learning. For example, in A-level art portfolios, pupils challenged the teacher's perception of a piece, producing further work in response to the teacher's ideas, but making the decision to submit their original pieces as they reflected personal ideas more clearly. Pupils value the learning environment which encourages them to respectfully challenge thinking and to learn independently, which they say is important for their higher education.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are resilient, resourceful and confident with a secure sense of self-knowledge, as evidenced in lessons across all subjects and in interviews where they explained how they have overcome prior challenges. Pupils are very aware of their own strengths and weaknesses and in discussions can explain in detail what they need to do to improve, for example re-drafting extended written answers in sociology. They reflect in detail on their learning habits and set their own ambitious development goals. Pupils have a clear sense of direction and say that the guidance of staff and the strong focus on personal growth prepares them well for the next stage of their education. In informal conversations around school, pupils articulate a clear sense of who they are and where they want to be. The *thinking into character* programme, developed by the school's leadership, has helped pupils who have previously been less successful to identify future aspirations, giving them the incentive to work hard and achieve their goals. Pupils comment that this programme has a positive impact as it has made them re-consider their approach to learning.
- 3.15 Pupils make well-informed decisions, based on information gathered from a range of sources. They explore ideas openly in discussion and show they understand the personal and academic consequences of their decision-making. For example, during a sixth form personal development tutorial, pupils shared choices they had made from a wide range of courses and careers. Pupils explained their decisions, referring to work experience and personal investigation. Pupils take a long-term view and are eager to discuss with teachers the impact of current decision-making on future prospects so they can better understand their potential consequences. Teaching encourages pupils to learn from each other and think beyond their existing knowledge, such as by imagining what careers may or may not exist in the future.
- 3.16 Pupils' spiritual understanding is developed through consideration of the needs of others within and outside the school community acquired through volunteering schemes that the school promotes. Pupils say that they appreciate the prayer room provided and use it very well for quiet reflection. They are well aware of spiritual issues and consider the views from different faith perspectives in relation to controversial topics. For instance, pupils in a biology lesson maturely discussed the different views about and ethical considerations raised by stem cell research. In discussion pupils say that they value the non-material aspects of life. This was demonstrated during a lesson exploring career options, when pupils put personal happiness and success above monetary reward. Leaders successfully embed

this ethos through the school's focus on personal development and the modelled behaviour of all staff.

- 3.17 The behaviour of pupils in school reflects the atmosphere of mutual respect. All parents and most pupils who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people. Pupils say that their appreciation of others is encouraged by the consideration of British values in thought-provoking assemblies by external and internal speakers. They exhibit a strong awareness of the multi-cultural context of the city in which they live. Pupils are well behaved, thoughtful, and entirely respectful of each other's needs. They have a well-developed sense of moral values and can identify right from wrong. They define bullying with confidence, understand the importance of not being a passive bystander but confirm that this behaviour does not happen at school. Pupils who spoke to the inspectors commented that rules are in place and everyone abides by them. They said that they feel able to discuss these rules with teachers and gave examples where they had been explained or negotiated.
- 3.18 Pupils' collaboration with each other across the entire age range is a strength of the school. Pupils show awareness of and thoughtfulness towards the needs of others during lessons, as pupils listen sensitively and appreciatively to each other's ideas, using them to develop their own. This was evident in a GCSE English literature lesson where all pupils shared their personal analyses of mood and tone in a war poem to develop a deeper collective understanding. In social time interactions between pupils are highly positive, with pupils across the age groups conversing, playing intense games of chess, or taking part in amicably competitive table tennis matches. Older pupils willingly undertake mentoring tasks, such as supporting younger pupils with homework, indicative of their secure sense of personal confidence and of friendly community identity.
- 3.19 Pupils actively seek opportunities to take responsibility by leading social activities or by instigating school-wide initiatives to promote wellbeing, such as increasing the availability of healthier snacks. Leaders and proprietors ensure that pupils feel able to contribute ideas to the way the school is run and pupils say that they are happy to make suggestions to enhance provision for the school community as they know that these will be listened to. Pupils who spoke to the inspectors said that staff respond rapidly to proposals, such as the arrangements made to provide access to a local leisure centre to extend sixth-formers' opportunities for physical activity. Some pupils carry out volunteer work for local charities and inspire others to do the same through presentations sharing their experiences.
- 3.20 Respect for diversity and other cultures is deeply embedded because of the school's inclusive ethos. Pupils have a very good awareness of different faiths and cultures represented in their community, evident in the harmonious relationships amongst all year groups and with staff. They are tolerant, discussing issues and different religious outlooks with considerable ease, as evidenced in interviews where pupils described the debates promoted in PSHE lessons and by the content of assemblies. In responses to the questionnaire, a very large majority of pupils said that the school encourages them to respect and tolerate other people. Pupils are willing to challenge stereotypes, evident in the consideration of what it means to be British in a written citizenship task. Pupils defined Britishness as watching Korean drama, eating Italian spaghetti, dancing to Sri Lankan music, or wearing clothes from China, indicative of the school's ethos of a very open approach to cultural difference and encouragement for pupils to challenge perceived or received wisdom.
- 3.21 Pupils know how to stay safe, as demonstrated, for example, through their strong awareness of risk on local roads and public transport as they journey to and from school. They have a very secure understanding of mental and emotional wellbeing and speak frankly about its importance. They are strong advocates of ways in which their health and safety can be promoted by healthy eating choices and increased exercise. Pupils appreciate the relevance and timeliness of information they are given by staff and visiting speakers. Pupils' understanding of the issues associated with their physical and mental health is very secure. Although a minority of pupils in the questionnaire did not agree that the school encourages them to follow a healthy lifestyle, in discussion inspectors found that pupils pursue

a sensible and balanced lifestyle, helped by the PSHE programme and by the work of their teachers across the subjects. Teachers are not afraid to discuss sensitive issues in open ended discussion, with the result that pupils become confident in discussing and considering such issues too. For example, in form periods and in a GCSE PSHE lesson, pupils considered a variety of factors contributing to healthy relationships, discussing the importance of consent with maturity.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor, and attended form meetings and an assembly. Inspectors visited the common room and study areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Ms Sarah Williamson	Reporting inspector
Mr Jonathan Andrews	Compliance team inspector (Deputy head, HMC school)
Dr Eric Boston	Team inspector (Head of academic liaison, ISA school)