

Inspection of The Regis Academy

8 Brasshouse Lane, Smethwick, West Midlands B66 1RA

Inspection dates: 1 to 3 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Not previously inspected

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

The Regis Academy is an 'oasis of calm' for the young people that attend. Pupils often arrive disengaged from learning. All staff take the time to get to know each pupil exceptionally well. Staff work tirelessly to get pupils to a point where they engage in their learning.

Staff have very high expectations of pupils. Relationships are very positive and respectful. Staff maintain clear and consistent routines. They support pupils to manage their behaviour exceptionally well.

Pupils say that they feel safe and know that they can talk to an adult if anything is worrying them. Bullying is very rare, but staff will deal with it swiftly if it does happen. Staff do not shy away from difficult conversations. They help pupils to prepare for life beyond school and understand what appropriate behaviour looks like.

Parents are extremely positive about the impact that school has had on their lives and the lives of their children. They value the open lines of communication and how staff work in collaboration with families. One parent summed up the views of many when they said, 'Regis Academy has made a different future possible for our child.'

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

Leaders want the best for every pupil. Everyone shares a clear vision for the school. Staff use a range of assessment information to find out what pupils know and to plan next steps when they arrive. Staff use this information to ensure that pupils experience a personalised curriculum, focused on both their academic and pastoral needs.

Leaders think carefully about the curriculum that they offer because pupils arrive at different points and do not stay at the school long term. Leaders have designed a curriculum that aims for pupils to become well-rounded learners and study a broad range of subjects. The curriculum in all subjects identifies the essential knowledge pupils are working towards. However, in some subjects this does not support teachers in understanding pupils' starting points when it is not sufficiently specific. For instance, in some subjects, leaders have not considered the learning that comes before key stage 2.

Staff thoughtfully use pupils' interests to make learning more relevant. Staff patiently explain concepts and give instructions clearly, helping pupils to understand what staff expect of them. Leaders have ensured that staff receive training to support the well-being of pupils. However, staff are less well-skilled in subject-specific matters about the delivery of the curriculum.

Staff work hard to promote a love of reading. Pupils read books that are well matched to the level that they are reading at. All staff have had effective training in

the teaching of phonics, so they can support pupils when required. One parent commented that their child 'even wants to read at bedtime, which is something they have never wanted to do before'.

Pupils' behaviour is a strength. They listen with interest during lessons and support each other well with their learning. They are kind to each other and respect differences. Pupils take care with their presentation when working in their books. They show pride in their work. They live up to the high expectations that staff have of them.

Leaders prioritise pupils' personal development. This is a strength of the school. Many interesting activities and opportunities enrich pupils' personal development. Staff use links through the Albion Foundation to work with pupils on topics such as racism or disability awareness. Staff provide a high level of care and nurture for all pupils. Some pupils still receive regular support from staff many months after they have returned to their original school. This contributes to the school's focus on successful reintegration back into their home schools.

Leaders expect pupils to be in school every day. They work closely with pupils and families to challenge any potential issues. As a result, attendance is a strength.

The governing body has considerable expertise. It provides good support and effective challenge for leaders. Staff work closely together and support each other well. They say that they are well supported. Staff are proud to work at the school.

Leaders ensure that the school meets the requirements of schedule 10 of the Equality Act 2010 as a suitable accessibility plan is in place.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' welfare and safety are of the utmost importance to everybody. Leaders make sure pupils are safe. Staff receive regular and appropriate training that ensures that they can identify any problems pupils may face. They ensure that pupils are well looked after and supported. The pastoral lead is very knowledgeable about how to support pupils. He is tenacious and skilled at getting appropriate support that makes a difference for pupils and families. Staff keep detailed safeguarding records and leaders monitor the progress of any concerns carefully. Leaders are strong advocates for families and pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The knowledge that pupils need to remember in some subjects is not always identified with sufficient specificity. This makes it difficult for teachers to understand pupils' starting points and check what they know and remember.

Leaders should further develop the curriculum to ensure that in all subjects they clearly identify the important information that pupils need to know.

- Staff are less up to date with subject-specific matters than they are for pastoral issues. As a result, some staff are not as well equipped as they could be to deliver subject-specific aspects of the curriculum. Leaders should ensure staff have the skills to further improve the delivery of the curriculum.

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.

School details

Unique reference number	148359
DfE registration number	333/6018
Local authority	Sandwell
Inspection number	10220452
Type of school	Other independent school
School category	Independent school
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	5
Number of part-time pupils	1
Proprietor	The Albion Foundation
Chair	Mike Wilkes
Headteacher	Stephen Derham
Annual fees (day pupils)	£85–£90 per day
Telephone number	08712 719840
Website	https://www.wba.co.uk/albion-foundation/regis-academy
Email address	stephen.derham@regisacademy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The Regis Academy is an independent alternative provision that caters largely for pupils at risk of permanent exclusion. Many of these pupils have special educational needs. Some also have an education, health and care plan.
- The school is registered to admit up to 25 pupils. Pupils can join the school at different points in the school year.
- The school does not use any alternative providers.
- The previous headteacher left the school on 21 October 2022. The current headteacher started in post on 31 October 2022.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the proprietor, headteacher and other staff.
- Inspectors checked the single central record. Inspectors held meetings with the designated safeguarding lead. Inspectors spoke with staff about their safeguarding training.
- Inspectors had a tour of the premises and looked at a range of documentation to check the school's compliance with the independent school standards.
- The inspectors carried out deep dives in reading; mathematics; personal, social and health education; and history. Inspection activities in these subjects included: lesson visits, discussion with staff and pupils, and work scrutiny.
- Inspectors also looked at records of behaviour, attendance and safeguarding.
- The inspectors observed pupils' behaviour during lessons and social times and talked to them informally about behaviour, bullying and welfare.
- The inspectors talked to referring schools on the phone.
- Inspectors reviewed responses to additional free-text comments on Ofsted's online survey, Ofsted Parent View. They also took account of responses to Ofsted's online staff and pupil questionnaires.

Inspection team

Emma Gater, lead inspector

His Majesty's Inspector

Kate Brunt

Ofsted Inspector

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