Inspection of a good school: Regents Park Community Primary School

Arthur Street, Small Heath, Birmingham, West Midlands B10 0NJ

Inspection dates: 1 and 2 December 2021

Outcome

Regents Park Community Primary School continues to be a good school.

What is it like to attend this school?

Leaders have high aspirations for all pupils at Regents Park Community Primary School. The school motto 'believe in yourself, anything is possible' is at the heart of this school's work. Pupils are happy and safe. They enjoy coming to school and say that bullying is not accepted at the school. Pupils say that teachers act quickly to resolve any concerns.

Leaders make sure that pupils have the academic knowledge and personal development to prepare them for the next stage of their learning. Pupils enjoy reading. The school library, reading ambassadors and reading challenge activities promote a love of reading. Pupils are excited now that wider curriculum opportunities and clubs are being reinstated.

Pupils are proud of their school. They take ownership of the school's rules and know what is expected of them. Leaders ensure pupils' behaviour is managed consistently and fairly across the school. Parents and carers are overwhelmingly positive about the school. One parent's comment was typical of many when they said, 'Staff are very kind, helpful and approachable. I love how leaders are at the school gate welcoming children and parents to school every day.'

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

Leaders have planned an ambitious curriculum for pupils. It is adapted to meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND). Curriculum leaders ensure that teachers have the subject knowledge they need to teach each subject. Teachers teach pupils the vocabulary needed to deepen learning. Teachers check pupils' learning often and provide effective support to pupils and challenge any misconceptions.

Good communication between home and school helps children in the early years settle well to school life. They develop positive attitudes to learning. Staff have high expectations of them. There is a strong focus on early language and communication skills. Adults model these extremely well. Teachers plan learning activities that are well matched

to children's needs. Children enjoy learning about number through songs, rhymes and practical activities.

Leaders prioritise reading. The reading curriculum is well planned. Staff make sure that reading books match the sounds that children learn. Recent improvements to the teaching of early reading are highly effective. Children learn to read words and simple sentences accurately because teachers teach phonics well. Pupils read to adults regularly in school. Parents value the support they receive to help their children to read at home. Leaders ensure a wide variety of fiction and non-fiction books are available to pupils. Disruption to school life, as a result of the pandemic, meant some pupils fell behind in reading. Leaders have increased the level of support to those pupils who are still finding reading more difficult.

Most subjects are taught very well. This is because curriculum plans are carefully sequenced. These curriculum plans ensure that pupils build up knowledge over time. Subject leaders are enthusiastic and check on pupils' learning. Mathematics is consistently well taught. Pupils enjoy mathematics. Curriculum plans in some subjects, such as Spanish, music and computing, are less developed. Leaders have prioritised work to develop these subjects.

Disadvantaged pupils and those with SEND do well in school. Leaders check that provision for all pupils with SEND is effective. Staff say they are supported to ensure pupils' needs are fully met. Parents are positive about the support their children receive.

The curriculum helps pupils develop their personal character. Pupils are determined to do their best. Opportunities such as reading ambassadors and peer mediators allow pupils to take on responsibilities. In doing so, they develop confidence and communication skills. In personal, social and health education lessons, pupils confidently share ideas and feelings. They listen to and value the opinions of others. Pupils are motivated by school rewards such as pupil of the week and the achievement cup. They enjoy competing in sports competitions, debates and mathematics challenges with other schools.

Governors know Regents Park Community Primary School well. They have an accurate view of the school and hold leaders to account. Staff feel supported by leaders who manage their workload effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know their pupils, families and communities. They are aware of specific areas of concern, such as protecting pupils from sexual harassment and radicalisation. Staff are alert to concerns and know how to report issues to managers. Pupils in need of additional help receive the support they need. This includes support from external agencies when necessary.

Leaders ensure the appropriate checks on staff are undertaken before they are appointed. Pupils regularly learn about how to maintain healthy relationships and keep safe when online. They know that they should raise concerns with trusted adults in school

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have recently introduced revised curriculum plans in a small number of subjects. They have not yet evaluated the impact that these plans are having on what pupils know and remember. Leaders should now work with the subject leaders to monitor what pupils know and remember in all subjects, particularly computing, music and Spanish.
- Leaders have identified that some pupils are not catching up as quickly as first thought following the pandemic. A small number of pupils are struggling with reading as a result of missed schooling. Interventions and catch-up programmes are being accelerated for these pupils. Leaders should now work with subject leaders to monitor the impact of this work, so that these pupils quickly gain the knowledge and skills they need to become confident, fluent readers.

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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 29–30 November 2016.

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.

If you are the school and you are not happy with the inspection or the report, you can complain to Ofsted.

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	103193
Local authority	Birmingham
Inspection number	10205164
Type of school	Primary
School category	Community maintained school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	510
Appropriate authority	The governing body
Chair	Phil Hynan
Headteacher	Alan Beale
Website	www.rgntpark.bham.sch.uk
Date of previous inspection	29 – 30 November 2016, under section 5 of the Education Act 2005

Information about this school

- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector carried out deep dives in reading, mathematics, and computing. This included visiting lessons, looking at pupils' work, examining teachers' plans and talking with pupils and staff. The inspector also looked at work from a sample of other subjects
- The inspector considered information on the school's website.
- The inspector reviewed the school's safeguarding arrangements. This included examining the record of employment checks on school staff.

- The inspector observed pupils' behaviour in class and at other times during the day.
- During the inspection, the inspector had formal meetings with the headteacher, deputy headteacher, subject leaders, the SEND coordinator, the designated safeguarding lead, the early years leader, governors and a representative of the local authority.
- The inspector took account of responses to the online survey, Ofsted Parent View, and the staff survey. There were no responses to the pupil survey.

Inspection team

Lorraine Lord, lead inspector	Ofsted Inspector

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