

# Redstone Educational Academy

466 Moseley Road, Birmingham B12 9AN

**Inspection date**

14 September 2021

**Overall outcome**

**The school meets all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i)(i), 2(2), 2(2)(h), 2(2)(i)*

- At the time of the last inspection, the proprietor body and leaders were not providing pupils with a broad and ambitious curriculum. There was no curriculum policy in place. Pupils were not given the choice of a range of curriculum options to follow at key stage 4 and the curriculum was narrowed.
- The school now has a detailed curriculum policy. It sets out the school's intent to have a broad and balanced curriculum. Leaders have put in place schemes of work for all subjects and years. Pupils study a broad range of subjects in key stage 3. Pupils have a good range of appropriate subjects to choose from in key stage 4.
- The formal, taught curriculum is supplemented by a range of enrichment activities. These include after-school clubs and cross-curricular days that cover topics including diversity, mental health, anti-bullying and 'Islam Against Extremism'.

*Paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)*

- At the time of the last inspection, pupils were not receiving up-to-date careers advice to enable them to be better prepared for the next stages of their education.
- The school provides a planned programme of personal, social, health and economic (PSHE) education in all years. The PSHE education programme includes units focused on careers education. It includes careers enrichment days, visits to careers fairs and employability workshops. Pupils told the inspector they get good careers advice and are encouraged to consider what they will do when they leave school. Most pupils move to further education when they leave school, and some embark on apprenticeships.

*Paragraph 3, 3(a), 3(c), 3(d), 3(e), 3(f), 3(g)*

- Previously, leaders were not providing pupils with a good enough quality of education, and lessons were not well planned or resourced.
- The inspector made brief visits to all five classes in the school. In all lessons, pupils were thoroughly engaged in their learning. Pupils told the inspector they believe they are

taught well and are making good progress. They were positive about the school generally and about their curriculum specifically.

- The curriculum is now planned appropriately. The school has introduced subject leaders for most subjects. These leaders are tasked with leading the development and monitoring the quality of the curriculum in their subjects.

#### *Paragraph 3(j)*

- Previously, leaders were separating pupils in the school because of their sex. This amounted to discrimination against pupils, contrary to Part 6 of the Equality Act 2010.
- The school no longer has any girls on its roll. The school is operating as a single-sex, boys' school. Girls who used to attend the school now attend a recently registered girls' school.
- The standards in this part are now met.

### Part 2. Spiritual, moral, social and cultural development of pupils

#### *Paragraph 5, 5(a), 5(b), 5(b)(i)*

- At the time of the last inspection, girls were being separated from boys and were not receiving the same opportunities. As a result, girls' education and self-esteem were being affected.
- The school no longer has any girls on its roll.
- The standards in this part are now met.

### Part 3. Welfare, health and safety of pupils

#### *Paragraphs 7, 7(a), 7(b), 16, 16(a), 16(b) and 32(1)(c) [Part 6. Provision of information]*

- At the time of the last inspection, pupils were not safe in school. Arrangements for pupils with medical needs were unsuitable and record-keeping was described as chaotic and incomplete.
- The school has a detailed and up-to-date safeguarding policy. The policy is published on the school's website. It reflects the guidance in 'Keeping children safe in education', September 2021. For example, it includes reference to tackling sexism, sexist language, sexual harassment and violence. Pupils spoken to confirmed that they feel safe and well cared for in school.
- The school's arrangements for pupils with medical needs are now appropriate. Records are well organised and up to date.

#### *Paragraphs 11, 12, 13, 14*

- At the time of the previous inspection, there were some fire safety issues in the building that leaders had not addressed. The school's first-aid policy was not suitable, and first aid was not being administered in a timely or competent way. Leaders had not taken action to reduce risks in the school, and risk assessments were of a poor quality. Pupils were not supervised well at breaktimes.
- The school now has a suitable first-aid policy. First-aid information is clearly displayed around the school building, and several members of staff are now trained to administer first aid.

- The school has a thorough health and safety policy. It spells out clearly the roles and responsibilities of governors, leaders, staff, pupils and contractors. It describes in detail procedures to be followed to ensure the health and safety of pupils and adults. For example, the policy includes sections on fire safety, occupational stress and COVID-19 (coronavirus).
- Leaders commissioned two fire risk assessments following the previous inspection. The area of the school that presented as a fire risk is in a different building that is no longer used by the school. The fire risk assessments did not identify any significant hazards, and leaders have addressed the small number of other hazards that were identified. Leaders review the fire risk assessment annually. Records of fire safety checks are detailed and well organised.
- The school's risk assessment policy is clear and sets out roles and responsibilities, as well as helpful guidance on carrying out risk assessments. Several risk assessments were examined, including those for the premises, off-site and residential visits and for when outside speakers visit the school. All include appropriate identification of risks, along with actions to be taken to minimise those risks.

#### *Paragraph 15*

- At the time of the previous inspection, leaders were not recording pupils' attendance accurately.
- The school now has an electronic school management system on which pupils' attendance is recorded, using the correct codes set out by the Department for Education (DfE). The system also includes the school's admissions register.
- The standards in this part are now met.

### Part 5. Premises of and accommodation at schools

#### *Paragraphs 24(1), 24(1)(b), 25*

- At the time of the previous inspection, the medical room was on a different floor to the boys' toilets.
- The school has a good-sized and well-equipped medical room. It has a list of trained first-aiders prominently displayed. It contains washing facilities and there are toilets located nearby, on the same floor. The medical room is not used for any other purpose.
- The standards in this part are now met.

### Part 6. Provision of information

#### *Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(d), 32(3)(b), 32(3)(d)*

- At the time of the previous inspection, leaders had not ensured that the school had a policy for pupils with special educational needs and/or disabilities (SEND). A number of policies were out of date, and some information was not published on the school's website.
- The school now has a suitable SEND policy. It is available on the school's website.
- Leaders have ensured that all required policies are available to parents on the school's website. Policies are up to date and easy to locate.
- The standards in this part are now met.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34, 34(1)(a), 34(1)(b), 34(1)(c)*

- At the time of the previous inspection, leaders were not ensuring that pupils were safe. Boys and girls were separated, and directors were not holding leaders to account. Not all of the independent school standards were met.
- Leaders are now ensuring that all independent school standards are met. Furthermore, they are demonstrating the skills and knowledge to ensure that the independent school standards are met consistently.
- Leaders actively promote pupils' well-being. They have put in place effective safeguarding procedures. Pupils feel safe and well cared for in school.
- The school no longer separates boys and girls. It is operating as a boys' school.
- The standards in this part are now met.

### Schedule 10 of the Equality Act 2010

- At the time of the previous inspection, the school's accessibility plan made no reference to how pupils with SEND would be supported.
- The school has a suitable accessibility plan. It includes plans to increase participation, improve the school environment and improve the delivery of information. The school now meets its duty under schedule 10 of the Equality Act 2010.

## Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### The school now meets the following independent school standards

#### Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work–
    - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
  - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
    - 2(2)(e)(i) is presented in an impartial manner;
    - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
    - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
  - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
  - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
  - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
  - 3(f) utilises effectively classroom resources of a good quality, quantity and range;

- 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act.

## **Part 2. Spiritual, moral, social and cultural development of pupils**

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–
  - 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
  - 5(b) ensures that principles are actively promoted which–
    - 5(b)(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence.

## **Part 3. Welfare, health and safety of pupils**

- 7 The standard in this paragraph is met if the proprietor ensures that–
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
- 14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.
- 16 The standard in this paragraph is met if the proprietor ensures that–
  - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
  - 16(b) appropriate action is taken to reduce risks that are identified.

## **Part 5. Premises of and accommodation at schools**

- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including–
  - 24(1)(b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.
- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

## **Part 6. Provision of information**

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
  - 32(1)(a) the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
  - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
  - 32(1)(d) following an inspection under section 108 or 109 of the 2008 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school's internet website, and provided to the parents of each registered pupil, by any date specified by the body who conducted the inspection;
  - 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;
  - 32(3)(d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13.

## **Part 8. Quality of leadership in and management of schools**

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
  - 34(1)(c) actively promote the well-being of pupils.

## School details

Unique reference number	137560
DfE registration number	330/6009
Inspection number	10195469

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

Type of school	Other independent school
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	72
Number of part-time pupils	0
Proprietor	Redstone Educational Services
Chair	Mr Saadat Rasool
Headteacher	Mr Saadat Rasool
Annual fees (day pupils)	£2,885
Telephone number	0121 4487933
Website	<a href="http://www.redstoneacademy.com">www.redstoneacademy.com</a>
Email address	<a href="mailto:headteacher@redstoneacademy.com">headteacher@redstoneacademy.com</a>
Date of previous standard inspection	12 to 14 November 2019

## Information about this school

- The school's previous standard inspection took place from 12 to 14 November 2019, when it was judged to be inadequate. It has had one previous progress monitoring inspection. This took place on 26 February 2021.
- The school is operating as a boys' school. Prior to the last standard inspection, leaders had decided to operate two separate schools on the site, one for boys and one for girls. The girls' school has now been registered and it opened on 24 April 2021.
- The school does not make any use of alternative provision.
- The school has an Islamic ethos.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The inspection was commissioned by the DfE because the proprietor body had applied to change its admissions policy to become a boys' school. This was the school's second request for a material change. The first material change inspection took place in June 2019.
- The inspection was carried out without notice.
- The inspector met with the headteacher, who is also the chair of the proprietor body and the school's designated safeguarding lead. He also met with the deputy headteacher.
- The inspector scrutinised safeguarding policies and procedures, including the school's single central record.
- The inspector toured the school premises with the headteacher.
- The inspector reviewed a range of policies, plans and documentation related to the independent school standards.

## The school's proposed change to become a single-sex boys' school

The school has applied to the DfE to make a 'material change' to its registration. At the DfE's request, we checked whether the school is likely to meet the relevant independent school standards if the DfE decides to approve the change. This part of the inspection was carried out under section 162(4) of the Education Act 2002.

- The outcome of this part of the inspection is: **the school is likely to meet the relevant independent school standards if the material change relating to the school's provision is implemented.**
- The PSHE education programme includes developing pupils understanding of fundamental British values and how the law applies to people with protected characteristics. For example, the programme teaches pupils about relationships, including same-sex relationships.
- The school uses diagnostic testing to identify pupils' starting points and gaps in their learning. This information is used when planning the curriculum and provision of additional support when it is needed. For example, these assessments identified some gaps in the mathematical knowledge of pupils in Year 7. Teachers have put extra support in place, with a view to addressing these gaps.
- Leaders regularly review the curriculum. They would like to add more option subjects in key stage 4. Current priorities include improving the proportion of pupils being successful in Arabic and strengthening the literature element of the English curriculum in key stage 3.
- The school has a clearly articulated ethos. It seeks to encourage 'honesty, respect, responsibility and courage in an Islamic context' while valuing 'the rich cultural diversity

of the community'. The school aims to help pupils to 'recognise, challenge and deal with inequalities in society, and by their attitudes show respect for others'.

- Leaders have carefully planned the promotion of pupils' spiritual, moral, social and cultural (SMSC) development. The curriculum also places a strong focus on the teaching of British values. Leaders see both SMSC and British values as high priorities for the school. For example, social development is promoted through opportunities to participate in the local community and further afield. Spiritual development is promoted by providing opportunities to explore beliefs, feelings and values. Moral development is promoted by providing opportunities to learn what is right and wrong and to respect the law. Cultural development is promoted by providing opportunities to understand, accept, respect and celebrate diversity.
- The school provides a programme of off-site visits aimed at broadening pupils' horizons. These include visits to local museums, art galleries and places of worship. Pupils are actively involved in raising money for charities locally, nationally and internationally.
- Leaders have carefully planned the teaching of British values within the curriculum and in activities beyond the taught curriculum. For example, democracy is taught while holding elections for the school council. Police officers visit the school to explain the British legal system. Assemblies foster an understanding and tolerance of other faiths.
- Staff and visiting speakers sign a 'no platform' declaration to confirm they will not present any information in a partisan manner.
- The proprietor body has ensured that all pre-employment checks have been completed in line with statutory guidance. All checks are recorded on the school's single central record.
- The school does not currently use supply staff. However, leaders are aware of the checks that should be made if this should change.
- A tour of the school confirmed that the building is maintained in a good state of repair. Classrooms are a suitable size for the number of pupils in classes. Lighting and acoustics are adequate throughout the building. There is ample outdoor lighting.
- There are suitable toilet facilities for pupils and staff. All have hot and cold water for washing. Drinking water is available throughout the day from a water fountain on the school's ground floor.
- The school shares a sports hall and outdoor playground with the adjoining girls' school. These facilities are used by each school at different times. Both provide ample space for play and the teaching of physical education.
- The school's website provides all information specified in the standards.
- The school's admissions policy reflects its proposed change to a boys' school.

### **Inspection team**

Alun Williams, lead inspector

Her Majesty's Inspector

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