

# Redstone Educational Academy

466 Moseley Road, Birmingham, West Midlands B12 9AN

## Inspection dates

10–12 May 2017

<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is an inadequate school

- School leaders and the proprietor have not ensured that the independent school standards are met in full.
- Procedures for staff recruitment have not been carried out with due regard to safer recruitment guidelines. Leaders have failed to promote equality of opportunity when recruiting staff.
- The proprietor and leaders have not consistently recorded the details of the checks carried out on the fire safety systems and therefore do not fully comply with the Regulatory Reform (Fire Safety) Order 2005.
- Leaders have not recorded complaints or concerns received or noted how these were resolved.
- Pupils do not have opportunities to develop their aesthetic and creative skills in key stage 4.
- Lines of accountability are unclear and systems for managing staff performance are not robust.
- Leaders' and governors' roles and responsibilities are unclear. Some governors hold teaching posts and are therefore unable to evaluate leadership objectively or hold senior leaders to account.
- The proprietor has not consistently recorded the details of the tests carried out on the water quality in the showers.
- On occasion, the pace of learning is too brisk for some pupils and they are not provided with the support needed to secure their progress.

### The school has the following strengths

- The newly appointed headteacher and middle leaders have an accurate understanding of the school's strengths and what needs to be done to improve the school.
- Pupils' outcomes are good. Most pupils make good progress from their starting points across a range of subjects including English and mathematics.
- Leaders have developed an effective assessment system, supported by standardised tests. This enables leaders to evaluate pupils' progress. Teachers use the information effectively to inform their lesson planning.
- Teachers have high expectations of pupils. They use secure subject knowledge to challenge pupils and skilful questioning to deepen thinking.

### Compliance with regulatory requirements

The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

## Full report

### What does the school need to do to improve further?

- Develop leadership, management and governance to ensure clear lines of accountability and secure school improvement, by:
  - ensuring that safer recruitment guidelines are followed precisely and interview practice is fair and equitable
  - accurately recording the details of the tests carried out on the fire alarm system and the water quality in the showers
  - ensuring there is a clear, established system in place to record any complaints received and how they are resolved
  - further developing systems for performance management to support and challenge staff at all levels through precise target setting and focused and timely reviews
  - making sure leaders' and governors' roles and responsibilities are clear so that leadership is evaluated objectively and leaders at all levels are held to account
  - further enhancing the curriculum to provide additional aesthetic and creative opportunities at key stage 4.
- Further develop teaching by ensuring that teachers match the pace of learning to pupils' abilities and provide additional support where needed so that pupils achieve well.

### The school must meet the following independent school standards

- The proprietor must ensure compliance with the Regulatory Reform (Fire Safety) Order 2005[2] (paragraph 12).
- The proprietor must ensure in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State (paragraphs 18(2), 18(2)(e)).
- The proprietor must ensure that suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education, and ensure that risks with such equipment are identified and managed (paragraphs 23(1), 23(1)(c)).
- The proprietor must maintain a written record of all complaints that are made, whether they are resolved following a formal procedure, or proceed to a panel hearing; and action taken by the school as a result of those complaints (regardless of whether they are upheld) (paragraphs 33(j), 33(j)(i), 33(j)(ii)).
- The proprietor must ensure that correspondence, statements and records relating to individual complaints are kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them (paragraph 33(k)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the

independent school standards are met consistently (paragraphs 34(1), 34(1)(a)).

- The proprietor must ensure that persons with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(a), 34(1)(b)).

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- The proprietor, leaders and managers have failed to ensure compliance with all independent school standards. For example, fire regulations have not been followed fully and the inconsistent recording of the checks made on the water quality in the showers potentially affects pupils' welfare.
- Until recently, procedures for staff recruitment have not been carried out with due regard to safer recruitment guidelines or the school's duty under the Equality Act 2010. As a result, leaders have failed to promote equality of opportunity. A recent advertisement for a 'male-only' teaching assistant was published on social media. Leaders removed this advertisement during the inspection.
- Leaders have not routinely followed the school's recruitment policy which states that candidates will be interviewed by a panel of people. Often, only one member of the leadership team has conducted interviews. Leaders have recently revised their recruitment processes. However, it is not possible to evaluate the implementation or impact of these developments.
- Although the school has a complaints policy published on its website, the school does not have a system for recording concerns or complaints and outcomes. Leaders have taken action recently to remedy this but the process is not yet embedded.
- The headteacher has recently developed a system for managing teachers' performance using an appraisal-based system. However, this is not yet fully implemented and leaders are unable to evaluate the influence of the system in raising the standards of teaching, learning and assessment.
- Leaders have ensured that a broad and balanced curriculum is in place for both boys and girls at key stage 3. Boys and girls access linguistic, mathematical, scientific, technological, physical, creative and aesthetic opportunities which prepare them well for a range of IGCSEs. However, the range of creative subjects is not yet available at key stage 4. School leaders have plans to include extra-curricular activities to meet the creative and aesthetic needs of pupils in key stage 4.
- The recently appointed headteacher and middle leaders have a clear understanding of the school's strengths and weaknesses. They are aware of how the school needs to improve and have a firm grasp on school improvement planning. They have an accurate and comprehensive understanding of the quality of education at the school. This was exemplified through joint lesson observations, where middle leaders identified accurate strengths and weaknesses in the teaching, along with clear areas for improvement.
- Leaders have worked with the community to protect pupils from radicalisation and extremism. Pupils have the opportunity to learn about the risks involved and are confident to discuss the dangers. The school has been involved in producing a publication called 'A conversation with an Imam'. This work has helped educate pupils about extremism and radicalisation and has been shared with other secondary schools. Staff are well trained in identifying risks and associated dangers and the school has a strong culture of vigilance.
- There are rich examples of the effective spiritual, moral, social and cultural development of pupils around the school. Pupils value their school environment and take ownership in

aspects of its improvement. For example, pupils raised money to develop a school garden and helped carry out the work at weekends. The school has made links with the Birmingham Arts Project and pupils are currently working on designs for the outdoor area. A local artist with the support of pupils will recreate the winning design. Frequent visits are planned to enhance the curriculum on offer. Pupils have access to field trips, museums and sporting facilities as well as residential opportunities.

- Leaders promote fundamental British values effectively. Boys and girls are actively involved in school council meetings and feel that leaders act upon their suggestions. For example, the introduction of outdoor benches and changes to the school menu.
- Pupils spoke to inspectors with passion about respect and tolerance. They learn about different religions, such as Christianity and Judaism and reflect on the importance of acceptance. Pupils have a good understanding of democracy. They understand the role of Parliament, the law and the role of the monarchy. Pupils respect the views of others, even if they are different from their own.
- School leaders provide much of the professional development available for staff and focus largely on teaching and learning strategies. Leaders carry out termly lesson observations with clear, focused criteria for improvement. Where there are performance concerns, leaders provide additional support to develop staff skills. This is why the quality of teaching is good and still improving.
- School leaders are ambitious for all pupils to do well and have instilled a culture of high expectations with all staff. This is reflected in classroom practices and the setting of assessment targets. Positive relationships exist between leaders, staff and pupils.
- Leaders have a firm grasp of assessment processes and record, monitor and track pupils' progress rigorously. Leaders establish pupils' starting points quickly and moderate these using standardised tests. Teachers routinely assess pupils' progress every half term. The information from these assessments is used to good effect to plan learning and to set appropriate targets matched to pupils' abilities. Where pupils fall behind, this is identified swiftly and appropriate interventions are put in place, along with precise targets. The majority of pupils catch up with the support of additional learning resources, specifically targeted software and additional adult input.
- The school engages well with parents through parents' evenings and through the provision of information for parents on its website.

## **Governance**

- Arrangements for governance are unclear and ineffective. This is because members are allowed to hold conflicting roles within the organisation. At the time of this inspection, the proprietor was deputy headteacher at Redstone Academy and also headteacher at another local primary school. No separate governing body exists. Consequently, lines of accountability are unclear and arrangements for managing teachers' performance are not robust or objective.
- The leadership and management structure has recently been reorganised to remove the proprietor from operational management. An interim deputy headteacher has been appointed from within the staff. As this system is newly implemented, it is not possible to evaluate its impact or effectiveness.

## Safeguarding

- The arrangements for safeguarding are ineffective.
- Although the day-to-day processes and procedures for safeguarding ensure that pupils are safe at school, safer recruitment and vetting checks are not rigorous enough. For example, when staff have lived overseas, measures taken by the school to conduct additional checks have not been sufficiently robust.
- Leaders are working hard to establish a strong culture of safeguarding. The designated safeguarding leaders have completed training appropriate to their roles and also attend updates through external organisations. Staff receive appropriate training, along with annual updates in line with current legislation. As a result, staff are vigilant and confident in identifying pupils who may be at risk of neglect, abuse or sexual exploitation and take appropriate action.
- Pupils state that they feel safe and are confident that staff would resolve any issues for them. They speak confidently about different types of bullying, including cyber bullying and physical and verbal abuse. The curriculum provides opportunities for pupils to learn how to keep themselves safe through assemblies and personal, social, health and economic education lessons.
- Pupils speak confidently about the risks of misusing substances, keeping safe online, risks of radicalisation, child sexual exploitation and gangs. Information and communication technology systems are protected and routinely monitored.

## Quality of teaching, learning and assessment

**Good**

- The learning environment is well resourced with suitable classrooms, an information and communication technology suite, library and a sports hall. Boys and girls are taught separately in different halves of the building. This does not negatively affect their learning experiences, equal access to the facilities is ensured. There is no evidence of inequality.
- Teachers have high expectations of pupils and classroom routines are well established. As a result, pupils arrive on time to lessons and settle quickly into their activities. Pupils know what is expected of them and display positive attitudes towards their learning.
- Relationships are exemplary. Pupils are respectful towards adults and their peers. They are keen to help and support one another. This was exemplified in a Year 8 science lesson where some pupils struggled with the notion of preventing corrosion. Their peers who helped them to grasp the concept quickly supported them. Pupils are keen to do their best and respond well to the precise feedback they receive.
- Teachers demonstrate secure subject knowledge. This is coupled with highly effective questioning that challenges pupils and deepens their thinking.
- Work in pupils' books is of a high standard. Pupils take pride in their work, as exemplified through attention to detail and neat presentation. Pupils are keen to share their work and talk about their achievements.
- Teachers develop reading, writing and communication skills effectively by embedding opportunities for pupils to practise their skills. Pupils' written work shows good gains in sophistication through improved use of grammar and language techniques. They write creatively and are encouraged to explore and develop their ideas. Pupils communicate in

a considered way; they speak fluently and with confidence and are able to debate effectively, showing respect for differing viewpoints and the ideas of others.

- Pupils are resilient learners. They learn from their mistakes and commit to improving their work. In Arabic language lessons, pupils show determination and keenness to master vocabulary and practise their language skills.
- In mathematics, a brisk pace of learning is evident and activities are well planned to promote challenge. Pupils largely respond well to reasoning tasks and calculations, securely developing their mathematical knowledge. Pupils remain fully on task and solve problems with accuracy. For some pupils, however, where they have not grasped the concepts as quickly as their peers, they are expected to work at the same pace with little additional support. Occasionally, the needs of some pupils are not met before the lesson is moved on due to the briskness of teaching. Consequently, not all pupils master the skills being taught.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Leaders have not provided suitable changing accommodation and adequate washing facilities for pupils participating in physical education. Shower facilities are available for pupils and mostly clean and hygienic. However, the proprietor does not make sure that staff routinely record the details of the checks on the water quality in the showers.
- Pupils recognise and accept gender equality. Boys and girls are educated separately. However, male and female pupils who spoke to inspectors said that boys and girls have the same opportunities to learn equally as well. The responses from both boys and girls demonstrated tolerance, acceptance and respect for, and an understanding of, equal opportunities.
- The school's fire alarms are in working order and fire evacuation drills are completed to make sure pupils can exit the building safely. However, the proprietor does not consistently record the details of the tests carried out on the fire alarm system.
- Pupils state that their confidence has increased and they demonstrate self-awareness by reflecting on their progress and what they need to do to improve. Pupils speak highly of the levels of support they receive, recognising that staff would act quickly if they were concerned about their physical or emotional well-being.
- Pupils are safe and say they feel safe. They have many opportunities throughout the curriculum to learn how to keep themselves safe.

### Behaviour

- The behaviour of pupils is good.
- Pupils' conduct both in lessons and around the school is good. They are polite and welcoming and respectful towards adults. They move around the school in an orderly manner and show respect for their peers. This is reflective of the school's efforts to

promote high standards of behaviour.

- The school's behaviour policy aims to 'seek a well-ordered site and safe, supportive school' based upon positive reinforcement and sanctions for inappropriate behaviour. Pupils and staff understand the policy and staff implement it well. As a result, pupils know what is expected of them and they can articulate the different levels of unacceptable behaviour and associated consequences. This is an effective system, reflected in the high standards of pupils' behaviour. Pupils state that the policy is fair.
- Parents agree that pupils behave well. As one parent commented, 'The school is a happy, safe and caring environment in which my child is surrounded by good role models.' Parents' responses collected during this inspection did not express any concerns about pupils' behaviour.
- The school maintains robust records of incidents of poor behaviour and these are routinely analysed. The school uses its data to good effect to identify patterns in behaviour and areas of concern. Staff inform individual pupils' parents about poor behaviour and seek their support where necessary.
- Bullying is extremely rare. Pupils state there are no cases of bullying and they are confident that staff would manage any incidents quickly, should they occur. Pupils learn about different types of bullying including cyber, verbal and physical.
- Attendance has been a key focus for the school. As a result of precise work carried out by leaders, involving parents and, where appropriate, external agencies, there has been a significant improvement in pupils' attendance. Leaders rigorously monitor attendance information and report to governors each half term about pupils' attendance and punctuality.
- The school has focused sharply on punctuality. As a result of their work, late arrivals have significantly reduced. On both days of the inspection, pupils arrived at school on time and were well prepared for learning. Information provided by the school, and confirmed by pupils, shows that this behaviour is typical.

## Outcomes for pupils

**Good**

- On arrival at Redstone Educational Academy, pupils' academic abilities are quickly assessed through robust baseline testing which measures ability at three levels: foundation, intermediate and higher. The school's own information suggests that the majority of pupils in Year 7 are 'intermediate' in mathematics, English and science. The picture is similar for pupils across Year 8. Given their starting points, pupils make good progress across all year groups in a range of subjects including English and mathematics.
- The school's assessment information shows that by Year 10, the proportion of pupils working at the higher level across English, mathematics and science has increased for both boys and girls. Information provided by the school shows that pupils are developing secure knowledge, skills and understanding and making consistently good progress across different subjects in all year groups. The work seen in pupils' books confirms this. Achievement for boys and girls is broadly similar.
- Pupils achieve well across the curriculum, including in Islamic studies. The work in pupils' books demonstrates that they make good progress in writing and in developing a range of learning skills such as research and using sources of information to support ideas.



- The proprietor and leaders prepare pupils well for the next phase in their lives. They achieve this through the provision of a broad and balanced curriculum and a range of relevant qualifications. Careers information, advice and guidance is a developing area. Pupils receive information about careers in personal, social, health and economic education lessons, during assemblies and visits to careers fairs. They have clear plans for their future and have high aspirations. Both boys and girls have identified chosen career paths. They recognise that although they are currently educated separately, they would be attending colleges and places of work with the opposite sex. All pupils stated that this would not be an issue. Girls stated that they would have the same chance of gaining employment as boys as their 'qualifications would be the same'.
- In Year 10, the proportion of pupils achieving at higher levels has significantly increased. Pupils' GCSE examination results in a range of subjects reflect this. The large majority of pupils achieved five A\* to C grades including in English and mathematics in 2016. Pupils feel that work is progressively more challenging as they move up through the school. The work in pupils' books confirms this. The achievement of the most able boys and girls is broadly similar.
- Leaders systematically record and routinely analyse pupils' progress. This ensures that staff quickly identify pupils who fall behind. Staff put in place appropriate interventions to help pupils catch up with their classmates successfully and to make good progress from their low starting points. On occasions, the pace of lessons inhibits a few pupils' learning because it is too brisk for them to be able to keep up.
- Pupils read widely and often. The school library is well resourced with a wide range of British and Western literature. Pupils respond well to the '50-book challenge' and are reading titles appropriate to their reading ability and which challenge them appropriately. Leaders have embedded a whole-school approach to literacy which, through development of literacy across the curriculum, language development and promotion of spelling, punctuation and grammar, has been effective in developing pupils' literacy skills across all subjects.

## School details

Unique reference number	137560
DfE registration number	330/6009
Inspection number	10034669

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 category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	97
Number of part-time pupils	0
Proprietor	Dr Perwaiz Alam
Chair	Dr Perwaiz Alam
Headteacher	Mr Saadat Rasool
Annual fees (day pupils)	£3,585 in key stage 3/£3,885 in key stage 4
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 inspection	25–26 September 2012

## Information about this school

- Redstone Educational Academy is a Muslim faith secondary school situated in Balsall Heath, less than two miles from Birmingham city centre. Redstone Educational Services own the school.
- The school does not use alternative provision.
- The school was registered as an independent school for 152 full-time pupils on 3 October 2011.
- The school uses former commercial premises which have been substantially converted for use as a school. Boys and girls are taught separately in different halves of the building.

- Boys and girls access a broad and balanced curriculum including mathematics, English, information and communication technology, science, humanities, Islamic studies, Arabic and physical education.
- Boys and girls have equal access to shared areas including an information and communication technology suite, dining area and sports hall. These are accessed separately.
- The school is currently providing full-time education for 97 pupils aged 11 to 16 years from a very wide range of cultural backgrounds.
- Pupils attending the school come from a wide area of Birmingham including Alum Rock, Small Heath, Nechells, Bordesley Green and Aston. Pupils from Staffordshire also attend the school.
- There are no pupils with an education, health and care plan or a statement of special educational needs.
- All pupils are proficient in English language, including many who speak English as an additional language.
- The school had its first Ofsted inspection in September 2012 when it was judged to be good in all areas. At the time of inspection, the school complied with all of the standards for independent schools. The school was requested to improve the quality of teaching so that it was all as good as the best and to implement whole-school systems to record and track pupils' achievement.
- The school had an emergency inspection in February 2014 following a parental complaint and a subsequent monitoring visit in September 2014 which identified all standards as being met.

## Information about this inspection

- Inspectors observed teaching and learning in all year groups in boys' and girls' classes.
- The inspectors also examined pupils' work in books and reviewed the school's assessment information.
- Inspectors observed pupils' behaviour at the beginning and end of the school day, at lunchtime and breaktimes, and when pupils were moving about the school.
- Meetings were held with pupils, staff, middle leaders, the headteacher and the proprietor.
- At the end of the inspection there were 12 responses to Ofsted's online questionnaire (Parent View) and 12 free-text comments.
- A number of school documents were examined. These included: the school's self-evaluation document and a range of school policies, records about pupils' behaviour, the admissions and attendance registers, and safety and safeguarding documents. The school's website was also checked.

## Inspection team

Melanie Callaghan-Lewis, Lead inspector	Ofsted Inspector
Michael Onyon	Ofsted Inspector

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