

# Redstone Academy for Girls

466 Moseley Road, Birmingham B12 9AN

**Inspection date**

25 June 2019

**Overall outcome**

**The school is unlikely to meet all the independent school standards when it opens**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h), 2(2)(i), 4*

- The school's website states that the school aims to provide a broad, balanced and enriched curriculum, with access for all, within an Islamic ethos that promotes honesty, integrity and respect for others.
- The school currently operates as Redstone Educational Academy under its existing registration as a co-educational independent school. Following the 2017 judgement that segregation in schools is unlawful, the proprietor applied to register as a single-sex school due to his belief that boys and girls of secondary school age should be educated separately from each other.
- In the new school, staff will continue current practice and assess pupils' starting points in reading, writing and mathematics. Staff will use this information to inform their planning and, where required, to develop individual support programmes.
- There is a detailed curriculum policy in place which is underpinned by long-term schemes of learning for each subject in each year group, covering English, mathematics, information technology, Arabic, creative arts, history, geography, Islamic studies and separate sciences. Teachers will use the comprehensive assessment and tracking system already in place to inform adaptation of the schemes of learning to meet the needs of pupils and to support good progress.
- The programme of personal and social education in place is seen by school leaders as a key aspect of the planned provision and reflects the aims of the school. Girls spoken with during the inspection were able to describe the activities they have undertaken so far, including learning about other cultures and religions; developing respect and tolerance for differences; managing risks; dealing with bullying; challenging stereotypes and keeping themselves safe.
- The written curriculum plans and schemes of learning do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Girls spoke of feeling well prepared for life after school and were keen to discuss their

understanding of mutual respect for all and why that was so important in society.

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

- The school has a programme of careers advice and guidance, starting in Year 7, which includes visits to enterprise activities and careers fairs, as well as work-experience placements. Pupils were keen to talk about their next steps in education. All intended to go on to study A levels and most intended to go to university. Career choices were aspirational and included being a doctor, a psychologist, a community nurse and a teacher. The girls spoke of annual attendance at a careers festival as well as speakers coming to school and visits to post-16 colleges.

*Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4*

- The curriculum policy and schemes of learning set out how leaders intend to ensure that pupils acquire new knowledge and make good progress from their starting points. It includes the use of a range of resources and strategies to support learning and how additional support will be provided where needed. If implemented effectively in the new school, pupils will be well supported to apply intellectual, physical and creative effort and to develop the ability to think and learn for themselves.
- The behaviour policy provides staff with a clear approach to managing behaviour and fostering pupils' ability to take responsibility for their own actions.
- The standards in this part are likely to be met.

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

*Paragraphs 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)*

- The responsibility for meeting the requirements of this part rests on the proprietor. The proprietor publicly promotes his beliefs through online articles and sermons. These clearly evidence that he holds views that are contrary to fundamental British values and which undermine the legal obligations of the Equality Act 2010. For example, in March 2019 he sermonised that women should not leave the home without the permission of their husband or father, and that the ways of Western women are worse 'even than the beasts'.
- The headteacher has developed plans to promote pupils' spiritual, moral, social and cultural (SMSC) understanding and development through a three-pronged delivery model. This sets out how SMSC will be promoted across the curriculum, through assemblies and through their daily actions. Examples of activities undertaken by pupils to support this area of their development were all around the school in the form of displays, for instance showing photographs of visits to other countries, as well as in work seen in classrooms.
- Girls spoken with during the inspection were able to articulate their understanding of fundamental British values and what the term meant to them. They spoke about respect and tolerance of others, regardless of differences, and had a good understanding of how the law protects those with protected characteristics.
- The evidence shows that current practice in the school reflects the headteacher's appropriate planning for the development of pupils' spiritual, moral, social and cultural

development. However, the publicly expressed views of the proprietor demonstrate that he is unable to meet the requirements expected by this part of the independent school standards and it is unclear how school leaders intend to safeguard pupils from these views.

- The standards in this part are not likely to be met.

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

#### *Paragraphs 7, 7(a), 7(b)*

- School leaders do not have safeguards in place to protect pupils from the known views of the proprietor. The views held by the proprietor are well known, published widely and pupils are more able to access them as the proprietor is known to them. School leaders have not put safeguards in place to protect pupils from these partisan views, for example by explicitly countering them with opposing viewpoints. Therefore, leaders have not prioritised pupils' welfare.
- The school's safeguarding policy reflects the guidance in 'Keeping children safe in education', September 2018. The policy is shared with all staff, who demonstrate a good understanding of its contents and of the actions to be taken if a safeguarding concern arises. However, there is no evidence that the risks posed by the proprietor have been considered in this light by leaders. Staff training is up to date, at a level relevant to their roles, and there are regular updates throughout the year.
- The requirements of these paragraphs are not likely to be met.

#### *Paragraphs 9, 9(a), 9(b), 9(c), 10, 14*

- The school has policies for behaviour and bullying that are well understood by staff and pupils. Both these groups agreed that behaviour is good and that bullying is rare. A key stage 4 girl stated that there are very occasional 'minor feuds' between girls, but they never come to anything and are quickly acted upon by staff. The school's records bear this out.
- Pupils are supervised appropriately at all times, both in class time and during breaks.
- The standards in these paragraphs are likely to be met.

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

- The proprietor has a comprehensive health and safety policy in place. This details all potential risks and checks to be made, all guidance and legislation to be met and how the school will do so. Roles and responsibilities are clearly identified.
- The proprietor has ensured compliance with the Regulatory Reform (Fire Safety) Order 2005. Weekly checks of equipment are undertaken, including alarms, fire doors, emergency lighting and escape routes.
- The proprietor has drawn up an appropriate first-aid policy, which is already in effective use.
- The standards in these paragraphs are likely to be met.

#### *Paragraph 15*

- Attendance registers are maintained in line with the Education (Pupil Registration)

(England) Regulations 2006.

- An admissions register is incomplete because it does not include all necessary information. There is no facility to record the addresses of all parents if they live separately. In addition, the register does not currently record the address of previous schools, as required.
- The standards of this paragraph are not likely to be met.

*Paragraphs 16, 16(a), 16(b)*

- The proprietor has ensured that a policy is in place to promote and safeguard the welfare of pupils. However, it is not effective because school leaders have not considered how to protect pupils from the publicised views of the proprietor.
- The standards in this part are unlikely to be met.

#### Part 4. Suitability of staff, supply staff, and proprietors

*Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c)*

- The proprietor has ensured that all pre-employment checks have been completed in line with the statutory guidance.

*Paragraphs 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4)*

- The proprietor has ensured that a single central record is in place. This records all pre-employment checks for staff as appropriate to their date of employment and is in line with statutory guidance.

*Paragraphs 19(3), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(6)*

- The school does not intend to use any supply staff. However, leaders are aware of the checks to be made should this position change in the future.
- The standards in this part that Ofsted inspects are likely to be met.

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

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c)*

- The school has suitable toilet and washing facilities with separate toilets for staff and pupils. A disabled toilet is also available.
- A room has been allocated to provide suitable changing facilities for pupils before and after physical education or other similar activities. Showers are also available.
- The standards in these paragraphs are likely to be met.

*Paragraphs 24(1), 24(1)(a), 24(1)(b), 24(2)*

- The medical room is not fit for purpose because it is shared with the boys' school.

This means that it is not possible to ensure that the room will always be available for use by the girls' school. Toilet facilities for the boys who share the medical room are on the floor below.

- The standards in these paragraphs are not likely to be met.

*Paragraphs 25, 26, 27, 27(a), 27(b), 28, 28(1), 28(1)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)*

- The school premises are well maintained so that, as far as is reasonably practicable, the health, safety and welfare of pupils are ensured. Daily risk assessments are carried out and a record of any repairs and alterations is maintained.
- All internal areas used by pupils have appropriate lighting and acoustics. External lighting is in place to ensure that people can safely enter and leave the premises.
- Drinking water is provided, suitably sited and clearly labelled as such. Toilet facilities have hot and cold water without risk of scalding.
- The school will share an outdoor playground with the boys' school. It is suitable for play and for physical education activities.
- The standards in these paragraphs are likely to be met.
- The standards in this part are not likely to be met.

#### Part 6. Provision of information

*Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(e), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g), 32(4), 32(4)(a), 32(4)(b), 32(4)(c)*

- The proprietor has a website which provides all information specified in the above standards, including the required policies.
- The relevant information will also be available from the school office.
- The standards in this part are likely to be met.

#### Part 7. Manner in which complaints are handled

*Paragraphs 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)*

- A written complaints policy is in place. This is made available to parents on the school's website or can be requested from the school office. It sets out clear timescales for dealing with a complaint and allows for a complaint to be made informally in the first instance.
- The policy sets out the steps to be taken to escalate concerns where a complainant is not satisfied with the response made to an informal complaint, including a formal written stage and a panel hearing. As specified in the guidance, the policy explains that any panel will be formed of at least three people not involved in the matters of the complaint, one of whom will not be involved in the running of the school.

- The school's policy provides details of how findings and recommendations will be communicated and of secure and confidential storage.
- The standards in this part are likely to be met.

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

### *Paragraphs 34(1), 34(1)(a), 34(1)(b)*

- The proprietor publicly extols views that should not be promoted by the owner of an independent school in England, for example equating homosexuality with paedophilia and referring to both as 'unnatural temptations'. He does not deny holding these views or promoting them through his own website. He believes that these views are 'private' and therefore can be separated from his responsibilities as the owner of an independent school. However, the responsibility for meeting the independent school standards rests on the proprietor and not on those with operational oversight of the school. The proprietor is unable to meet some of these requirements while he continues to publicise his beliefs.
- Additionally, the proprietor has not ensured that leaders have the skills and knowledge to ensure that the independent school standards are likely to be met consistently when the school opens. The existing school, Redstone Educational Academy, has a history of failing to meet standards since 2014. This brings into question the capacity of the proprietor to ensure that leaders can achieve consistent compliance when the new school opens.
- Leaders have written policies for the new school that are largely based on those already in place for Redstone Educational Academy. They are fit for purpose.
- There has been some misunderstanding about the difference between an accessibility policy and an accessibility plan. Although this was rectified during the inspection, the proprietor needs to ensure that there is regular monitoring of the plan over a suitable timespan to ensure that the school has 'future-proofed' itself for the potential needs of pupils as far as possible.

### *Paragraph 34(1)(c)*

- The proprietor has not ensured that leaders actively promote the well-being of pupils. This is because a risk assessment of the threat posed to pupils by the proprietor has not been written or implemented.
- The standards in this part are not likely to be met.

## Schedule 10 of the Equality Act 2010

- The school has an appropriate accessibility policy, which meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.
- The policy states how pupils will be supported to access the curriculum, including the wider curriculum, as well as the physical environment.

## **Compliance with regulatory requirements**

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

## Proposed school details

Unique reference number	146547
DfE registration number	330/6043
Inspection number	10101167

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent school
School status	Independent school
Proprietor	Redstone Educational Services Ltd
Chair	Waheed Alam
Headteacher	Saadat Rasool
Annual fees (day pupils)	£2,885 in key stage 3/£3,085 in key stage 4
Telephone number	0121 448 7933
Website	<a href="https://girls.redstoneacademy.com">https://girls.redstoneacademy.com</a>
Email address	<a href="mailto:headteacher@redstoneacademy.com">headteacher@redstoneacademy.com</a>
Date of previous standard inspection	Not previously inspected

## Provider already operating

Number of pupils of compulsory school age	153
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	0
Total hours operating as a school per week	35
Total hours of teaching provided per week	30

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	11–16	11–16	11–16
Number of pupils on the school roll	153	75	75

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Mixed	Girls
Number of full-time pupils of compulsory school age	153	75
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	0	0
Of which, number of pupils with an education, health and care plan	0	0
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	0

## Staff

	<b>School's current position</b>	<b>School's proposal</b>
Number of full-time equivalent teaching staff	2	2
Number of part-time teaching staff	26	15

## **Information about this proposed school**

- The school is currently operating as Redstone Educational Academy under its existing registration as a co-educational independent school.
- Redstone Academy for Girls will operate from the same premises at 466–468 Moseley Road in Birmingham. These premises will be shared with Redstone Academy for Boys.
- Redstone Academy for Girls will have designated areas for its sole use, with some shared areas.
- The proprietor took the decision to create two single-sex schools following the 2017 legal judgement regarding segregation in schools. However, the same headteacher and the same teaching staff will continue to follow the same policies and routines within the same premises, which raises questions about whether segregation is still in force.
- The school will cater for girls of Islamic faith between the ages of 11 and 16 years.
- Pupils will follow a broad curriculum based on the national curriculum. All pupils will take IGCSE examinations in Year 11.

## Information about this inspection

- This pre-registration inspection was commissioned by the Department for Education in order to assess the school's readiness to open. This inspection checked whether the school is likely to meet the independent school standards, should it be registered.
- This was the school's first pre-registration inspection.
- The inspector held discussions with the chair of the board of proprietors, the finance director, the headteacher, teachers of the proposed school and pupils. The application was scrutinised and other documentation was reviewed. A tour of the premises was also undertaken to assess compliance with the independent school standards for premises and for health and safety.
- The same members of staff currently teaching female pupils under the existing registration will be teaching these pupils should the registration of Redstone Academy for Girls be successful. The inspector therefore visited classrooms. On the day of the inspection, all pupils were taking end-of-year tests, so it was not possible to see usual teaching practice.
- During the inspection, the chair of the board of proprietors confirmed that he is also known as Abu Khadeejah. He is known to preach sermons and has published articles in which he states: 'Muslim scholars state that homosexuality comes about due to a corruption of the natural state which can be triggered by various events and environmental factors such as ...' and 'school indoctrination of children from an early age that goes against nature, health and wellbeing.' For further information, please see: <https://www.abukhadeejah.com/lgbtq-homosexuality-gay-muslims-and-islam/>

## Inspection team

Mel Ford, lead inspector

Her Majesty's Inspector

## **Annex. Compliance with regulatory requirements**

### **The school is unlikely to meet the following independent school standards**

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils 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;

5(b)(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;

5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;

5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;

5(b)(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;

5(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and

5(d)(i) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils-

5(d)(ii) while they are taking part in extra-curricular activities which are provided by or on behalf of the school,

5(d)(iii) in promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views.

### **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;

7(b) such arrangements have regard to any guidance issued by the Secretary of State.

- 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[13].

- 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)(a) accommodation for the medical examination and treatment of pupils;

– 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; and

- 24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).

### **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.

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