

# Heritage Academy

327 Moseley Road, Birmingham B12 0DX

**Inspection date**

9 July 2019

**Overall outcome**

**The school is likely 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), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4*

- Part 1 of the independent school standards has been well thought through by leaders. The curriculum policy and schemes of work set out experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. A number of leaders have already been recruited with expertise in the sciences, mathematics and English. The school is not currently operating.
- Schemes of work take account of what content will be introduced to pupils and when. Leaders have thought about how this content is sequenced and what checks they will make on what pupils know and remember. Plans also evidence how the curriculum will be adapted to support pupils with special educational needs and/or disabilities (SEND).
- Leaders have experience of supporting pupils with SEND. The special needs policy clearly sets out how pupils with SEND will be supported. The policy includes a document that leaders propose to use to ensure that pupils' individual needs are monitored. The policy references the local offer and the wider special needs services that are available in Birmingham.
- As the school intends to educate pupils aged 11 to 16, leaders have devised plans to provide careers education, information and guidance. Leaders have also made use of the national guidance and benchmarks to support the establishment of their policy.
- Leaders have devised separate policies to demonstrate how they promote equality. Leaders have a comprehensive understanding of the protected characteristics. The school's core values are honesty, endeavour, imagination, tolerance, ambition, growth and excellence. Together these values form the school's name, 'Heritage'. The school's mission statement states that pupils will be encouraged to be 'outward facing and compassionate'.
- Not all staff have been recruited. However, those that have been appointed are qualified teachers. The number of teachers that the school proposes to recruit is appropriate for ensuring full-time supervised education is provided.

- Leaders have created a framework to assess pupils' performance. Additional systems have also been developed to record pupils' attitudes to learning. While these systems are appropriate, leaders are aware of the imminent changes to the Ofsted framework. They have plans in place to ensure that assessment does not create any unnecessary workload for teachers and are considering how the curriculum may need to be adapted further.
- 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)*

- Leaders have devised a comprehensive table of 'Heritage experiences' that they plan for pupils to participate in during their time at Heritage Academy. These include a local and community history month, UNICEF Day for Change, International Day for the Abolition of Slavery, International Women's Day, World Religion Day and Holocaust Memorial Day. These events and other experiences have been planned to promote pupils' spiritual, moral, social, and cultural development.
- Fundamental British values are interwoven into the curriculum policy, schemes of work and proposed plans. During the school's proposed weekly enrichment lessons, pupils will explore themes such as 'community clean-up', 'debate club' and 'inter-faith networking'. The school also proposes to have a school council. The school's fundamental British values policy states that the council will be democratically elected and will meet regularly to inform decision-making around the school.
- The school's personal, social, health and economic education policy and schemes of work set out a programme of learning for every year group. Lessons include 'identity and diversity', 'health and well-being' and 'living in the wider world'. These schemes are detailed and appropriate.
- The standards in this part are likely to be met.

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

*Paragraphs 6, 7, 7(a), 7(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a), 16(b)*

- The school's safeguarding policy has due regard for the guidance issued by the Secretary of State for Education and is available upon request.
- The school's behaviour policy states that children will be treated with respect. Rewards and sanctions are clear, and the policy emphasises that 'people make mistakes, and part of life is learning from them.'
- The school commissioned a contractor to undertake a fire risk assessment in January 2019. The assessment resulted in a number of actions, which have now been completed. Actions included the fitting of a new fire alarm system, the installation of several new doors and new signage. Leaders have received appropriate fire training and are aware of their duties.
- Leaders have written a number of risk assessments to ensure that the welfare of the

pupils is safeguarded. For example, classroom risk assessments set out any risks and list appropriate control measures. Corridors and escape routes are not obstructed, and the building is well managed.

- Leaders have established an appropriate admission and attendance register.
- The standards in this part are likely 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), 19(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), 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), 21(7), 21(7)a, 21(7)(b)*

- Leaders have undertaken safer recruitment training and understand the checks that need to be made to ascertain the suitability of staff and the proprietor.
- The headteacher has established a single central record which has a table for recording all of the necessary checks. The school is currently recruiting staff to positions ahead of its planned opening later in the year. At the time of the inspection, the school had not been able to finalise prohibition from teaching checks or section 128 checks for some staff due to the fact that the school's registration is not yet complete. Leaders are fully aware of the need to complete these checks and are likely to meet this standard subject to the outcome of their registration application.
- The school does not intend to use supply staff. Should this position change, leaders are aware of the necessary procedures required for making checks on this group of staff.
- The standards in this part are likely to be met.

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

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)*

- The building has been substantially modified and updated to meet the requirements of the independent school standards. Classes and public spaces are bright, clean and functional.
- Suitable toilet and washing facilities are available for pupils and adults throughout the building. Toilets have been refitted with new sanitary wear and flooring. A medical examination room is available and includes a washing facility.
- The school has an impressive science classroom which has been designed to ensure that pupils are able to conduct practical experiments and get the most from their learning. Other classes are fitted with new desks, seating and flooring. Every room is clean and well set out. Rooms have adequate lighting and acoustic conditions; external lighting is also appropriate.

- Cold water supplies that are suitable for drinking are clearly marked, and the temperature of hot water does not pose a scalding risk.
- There are no showers in the school. Leaders have worked with a local university's sports centre and swimming pool to agree allocated times for pupils to undertake physical education. The centre has shower facilities and appropriate risk assessments. Pupils will be taken to and from the centre by minibus.
- The playground has undergone remedial work to ensure that the ground is safe and free from any trip hazards. There is not sufficient space for all pupils to play comfortably in the playground at the same time. Leaders have plans to stagger recreational times for different key stages.
- The standards in this part are likely to be met.

#### Part 6. Provision of information

*Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 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)(i), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f)*

- The school does not currently have a website. The information specified in Part 6 is available upon request. The school's safeguarding policy is available upon request and follows statutory guidance.
- The school's assessment policy sets out details of the how the school proposes to report on pupils' progress. Parents will receive an annual report that sets out both academic and attitudinal progress.
- In the school's reception area, there is a poster that sets out contact details of the headteacher and proprietor. Particulars of the school's policy on arrangements for admissions, misbehaviour, exclusions and support for pupils with SEND, or those who speak English as an additional language are also available. These policies and statements are fit for purpose.
- 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)*

- Leaders made some minor changes to the complaints policy during the inspection to ensure that it complies fully with the standards set out in Part 7. The policy has clear timescales and makes provision for complaints to be considered initially on an informal basis.
- 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), 34(1)(c)*

- The headteacher and proprietor have set out a clear vision for the school they want to open. Leaders want to serve their community and are committed to ensuring that the school is inclusive. They have invested considerable time and energy to demonstrate how they intend to fulfil their responsibilities. The building has received substantial investment and can comfortably accommodate up to 100 pupils.
- The headteacher has specific expertise and experience in education. He demonstrates a real enthusiasm to offer a curriculum that is ambitious and meets the needs of pupils.
- The headteacher, deputy headteacher and proprietor have all attended a wide range of training to equip themselves with the necessary skills and knowledge to run a school. They have all completed designated safeguarding lead training. They are fully aware of their duties and responsibilities.
- The standards in this part are likely to be met.

## Schedule 10 of the Equality Act 2010

- The school's accessibility plan sets out how leaders intend to increase access to the curriculum, physical environment and written information for pupils with SEND. A ramp has been purchased to gain easy access to the ground floor. Two accessible toilets have been fitted on the ground floor.
- The standard in this part is likely to be met.

## **Compliance with regulatory requirements**

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## Proposed school details

Unique reference number	147038
DfE registration number	330/6052
Inspection number	10101665

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	Sahdia Akhtar
Headteacher	Shakeel Akhtar
Annual fees (day pupils)	£5,400
Telephone number	0121 440 2222
Email address	<a href="mailto:info@heritage-academy.co.uk">info@heritage-academy.co.uk</a>
Date of previous standard inspection	Not previously inspected

## Provider already operating

Number of pupils of compulsory school age	Not applicable
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	Not applicable
Total hours operating as a school per week	Not applicable
Total hours of teaching provided per week	Not applicable

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	Not applicable	11–16	11–16
Number of pupils on the school roll	Not applicable	90	100

### *Reason for inspector's recommendations*

- During the inspection, leaders stated that they wanted their original proposal of 90 pupils on the school roll to be reconsidered. Given the size of classrooms and scope of the building, it is possible for the school to accommodate up to 100 pupils.

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Not applicable	Boys
Number of full-time pupils of compulsory school age	Not applicable	100
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	Subject to admission
Of which, number of pupils an education, health and care plan	Not applicable	Subject to admission
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Subject to admission

## Staff

	<b>School's current position</b>	<b>School's proposal</b>
Number of full-time equivalent teaching staff	3	4
Number of part-time teaching staff	0	8
Number of staff in the welfare provision	0	1



## **Information about this proposed school**

- Heritage Academy is located in the Sparkbrook area of Birmingham. The school is in the premises of a former international college. The proprietor does not intend to make use of any other buildings or alternative provision.
- The school proposes to be an independent Islamic day school for boys.
- The school will not cater wholly or mainly for pupils with SEND. However, the school proposes to offer places to pupils with SEND. The school's application does not include pupils with severe learning difficulties.

## Information about this inspection

- This is the school's first pre-registration inspection.
- The inspector scrutinised a range of documents to establish if the school is likely to meet the independent school standards. Documents included the curriculum policy, schemes of work, health and safety policies, the safeguarding policy, the single central record, the admission and attendance register, information relating to the regulatory reform (fire safety) order 2005 and the school's accessibility plan.
- The inspector visited all parts of the premises to ensure that the accommodation is of a suitable standard.

## Inspection team

Jonathan Keay, lead inspector

Her Majesty's Inspector

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