

# Inspection of Redstone Educational Academy

466 Moseley Road, Birmingham, West Midlands B12 9AN

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Inspection dates: 12–14 November 2019

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Inadequate

Does the school meet the independent school standards?

**No**

## **What is it like to attend this school?**

Pupils say that they feel safe in school, but they are not. Procedures are disorganised. Leaders do not ensure pupils get the help they need.

Boys and girls are unlawfully segregated by sex for all school activities, except for weekly assemblies. Boys enjoy school more than girls. This is because they are treated favourably and have more privileges. Boys have more opportunities to play sport. They get to choose the places to go to for work experience first. Some of the girls told us that they do not like this. They said that this was not fair and feel disadvantaged.

Leaders expect pupils to behave well. Rules are clear and most of the time pupils comply. Pupils told us that there is very little bullying in the school. Leaders said that they would deal with bullying if it occurred.

Leaders want it to be seen that pupils are achieving high grades in their GCSE examinations. To make sure this happens, only those pupils who are likely to gain a strong pass can complete their GCSEs in subjects such as English literature, history and Arabic. Pupils told us that they were unhappy about this because it limits their options for college.

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

The school provides an inadequate quality of education. Pupils do not learn enough in key stage 3 for them to be successful in key stage 4. Pupils study humanities in Years 7 and 8, but the range of topics that they learn about is very narrow. Topics jump between history and geography in an illogical way. For example, pupils in Year 8 learn about the Himalayas in one lesson before moving on to the slave trade in the next. Leaders and teachers do not consider how pupils will use the knowledge they have learned in one lesson to help them in future lessons. Moreover, teachers do not consider what pupils need to know when they plan their lessons. Teachers do not make effective use of a wide range of classroom resources. In most subjects, they use the same text book for all pupils, and all pupils complete the same work. Teachers told us that the most able pupils are expected to work faster than others. But they are not given work that is suitably challenging and that will deepen their knowledge.

The curriculum becomes even narrower in Year 9 when pupils start their GCSEs. Pupils do not have the opportunity to study geography beyond this point, and there are no artistic opportunities available during the school day. All pupils study the same subjects throughout key stage 4. At the beginning of Year 11, pupils take tests in some subjects. If they do not pass the test, they are removed from the course. The removal of pupils from examination courses suggests that leaders are trying to make the GCSE examination results look better, without considering what is in pupils' best interests. Leaders do not check the reasons why some pupils do not

pass the tests. They do not know whether this is because they have additional needs. Staff are uncertain about whether there are any pupils with special educational needs and/or disabilities (SEND) in the school. There are no policies or plans in place to identify or meet the needs of pupils with SEND. The school's accessibility plan is inadequate and does not comply with schedule 10 of the Equality Act 2010. Pupils do not achieve as well as they could, because they are prevented from taking examinations in some subjects.

Pupils are not developing their writing skills as well as they should. For example, they do not know how to format and construct a formal letter properly, or how this differs to the structure of a report. Pupils' poor development of writing skills is most notable in history and English. Teachers do not use assessment well. They do not use assessment to check how well pupils have understood their work. There is a heavy emphasis on passing examinations. Teachers give pupils tips on how to score marks in their exams, for example by using specific words rather than checking that the pupils know what the words mean.

All pupils study Islamic studies. In these lessons, they learn a little about other faiths but not enough to prepare them well for life in modern Britain. For example, there are no plans to teach pupils about the festivals celebrated by other religions that are common in the local area.

During lunchtimes and breaktimes, pupils have opportunities to play outside. Pupils are supervised but there aren't always enough members of staff on duty. There are some after-school clubs. Boys have more opportunities to join these than girls. For example, boys can take part in ju-jitsu and football, whereas girls cannot. School trips are organised separately for boys and girls. Boys are treated in a preferential way. For example, boys are not required to wear their school uniform, but girls are.

Leaders and teachers have a confused understanding of careers. Staff are unsure about who is responsible for providing pupils with careers advice. Consequently, pupils do not get the advice they need. Pupils are not taught how to complete college application forms, or told when they should hand them in. There is a difference between the advice given to boys and girls. One group of pupils told us that a member of staff had told them that 'university is not for females'. This member of staff has since left the school. Because pupils study a narrow range of subjects and do not receive appropriate careers advice, they are not as well prepared as they should be to take full advantage of the opportunities that lie ahead of them.

Leaders are aware that segregating pupils by gender is unlawful and that they are in breach of the Equality Act 2010. They recently applied to open a separate girls' school on the same premises but were unsuccessful. Leaders have no new plans to address the segregation issue.

Leaders do not have the skills and knowledge they need to ensure that the independent school standards are met consistently. They do not ensure that all the information that should be available to staff, parents and others is either accurate,

or readily accessible. They are not keeping pupils safe and are not actively promoting their wellbeing. Leaders' work is disorganised and sloppy. There is no link to the most recent Ofsted report on the school's website, and some links to policies do not work. The files leaders keep for pupils are jumbled and incomplete. Some pupils with serious allergies do not have care plans or the medicine they need to keep them safe. Medical logs do not record the action taken following accidents, and the medical room is unlocked and unsupervised. If a pupil becomes ill there is a medical room, but the nearest boys' toilet is on the floor below. Teachers take a register every day, but they do not always use the correct codes. For example, they use the wrong code when a pupil has been excluded from school. This is because leaders and teachers do not know which codes they should use.

Leaders do not make sure that there are appropriate risk assessments in place, or that the school's policies are updated as regularly as they should be. Some policies have been updated carelessly. For example, the fire safety policy has been updated by crossing out previous dates and names with a pen. Leaders have not taken effective action to make the school site safer. Some pupils are taught in a classroom on the second floor, and there is no means of escape in case of a fire. Leaders have been aware of this risk for some time but have not done anything about it.

The proprietors are not doing enough to ensure that pupils are safe and receive an adequate standard of education. The headteacher is one of three directors who make up the proprietorial body. The directors do not have a good enough understanding of how well the school is doing, and they are not doing enough to improve the school. The proprietors are not doing enough to ensure that the school site is safe. They know that they should have done more to reduce the potential fire risk.

## **Safeguarding**

The arrangements for safeguarding are not effective.

The school has a safeguarding policy that is published on the school's website. It does not have regard for the most recent guidance issued by the Secretary of State. Leaders ensure that the staff appointed to work in the school are suitable to work with children. Most staff have had safeguarding training. However, the way leaders record and store essential information about pupils is chaotic. Some pupils with serious medical issues do not have access to the medicine they would need in an emergency.

When pupils are need additional help, staff are too slow to recognise this. They do not get them the help that they require. There is a significant fire risk in the school. Leaders have not taken any action to reduce this risk.

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

### (Information for the school and proprietor)

- Leaders have not ensured that they are meeting the independent school standards consistently. They are not keeping pupils safe, or actively promoting their wellbeing. Leaders have not carried out accurate risk assessments or sought to reduce risks around the school site, particularly in relation to fire. Leaders do not maintain accurate safeguarding files and they do not ensure that vulnerable pupils are given the support that they need. Therefore, leaders should take all the necessary action to ensure that pupils are kept safe and the school meets the independent school standards consistently.
- Girls do not have the same opportunities as boys. Segregation by sex is having a negative impact on their education and their self-confidence. Therefore, leaders should ensure that girls and boys are treated equally in all aspects of school life.
- The curriculum at key stage 3 is not as broad or as ambitious as it should be. This is preventing pupils from acquiring the knowledge they need to be successful in key stage 4. Therefore, leaders should ensure that the key stage 3 curriculum is broad and ambitious enough to give pupils the foundation they need to be successful at key stage 4.
- Pupils are not able to choose the subjects they want to study at key stage 4. All pupils study the same subjects, and there is no option to study geography or the arts. As a result, some pupils are on courses that are not appropriate for them. Therefore, leaders should ensure that the key stage 4 curriculum is broad enough to provide all pupils with appropriate choices.
- The curriculum is poorly sequenced. Topics are taught in an illogical order. Teachers do not give enough thought to how the knowledge that pupils gain in one lesson can be used in future lessons. Therefore, leaders should ensure that the curriculum is sequenced in a way that enables pupils to build up their knowledge cumulatively so that they know more and remember more over time.
- The curriculum is not ambitious enough for all pupils and it does not give them the knowledge they need to succeed in life. Pupils with SEND are not accurately identified or supported effectively, and the most able pupils are not appropriately challenged. Leaders should ensure they accurately identify pupils with SEND. Teachers should ensure that they consider the needs of all pupils when they plan lessons.
- Some pupils are prevented from taking GCSE examinations at the end of Year 11 in subjects that they have studied for two years. This is because they do not meet an arbitrary threshold set by the school. This unusual pattern of examination entry suggests that leaders are trying to game the system. Leaders should ensure that all pupils, irrespective of their ability, are given the same opportunity to complete the courses that they have studied during key stage 4.
- Pupils are not as prepared for life in modern Britain as they should be. The school does not provide them with enough opportunities to learn about other faiths and cultures. Therefore, leaders should ensure that pupils are taught more about

other religions.

- Pupils are not as prepared for the next steps of their education as they should be. This is because they do not receive high-quality impartial careers advice. Therefore, leaders should ensure that all pupils are provided with the careers advice and guidance they need, to enable them to make informed decisions about the next stage of their education.
- Leaders do not ensure that all the information that should be available to staff, parents and others is either accurate or readily accessible. Some of the policies are out of date, and there is no direct link to the school's previous Ofsted report on the school website. Leaders should ensure that all policies are up to date, and that the school website contains all the information that it should.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

<b>Unique reference number</b>	137560
<b>DfE registration number</b>	330/6009
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10056220
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	152
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Redstone Educational Services Ltd
<b>Chair</b>	Saadat Rasool
<b>Headteacher</b>	Saadat Rasool
<b>Annual fees (day pupils)</b>	£2,585 (key stage 3); £2,885 (key stage 4)
<b>Telephone number</b>	0121 448 7933
<b>Website</b>	<a href="http://www.redstoneacademy.com">www.redstoneacademy.com</a>
<b>Email address</b>	<a href="mailto:headteacher@redstoneacademy.com">headteacher@redstoneacademy.com</a>
<b>Date of previous inspection</b>	10–12 May 2017

## Information about this school

- The school's previous standard inspection took place from 10–12 May 2017. The school received a progress monitoring inspection on 4 May 2018. The constitution of the proprietorial body changed in July 2019.
- The school does not currently use any alternative providers.
- The school operates from one site.
- The school has an Islamic ethos.
- The school operates a policy of unlawful segregation by sex. Pupils are segregated by sex for all on-site and off-site school activities, except for weekly whole-school assemblies. This policy causes the following detriment to pupils:

girls are treated less favourably than boys; girls are not provided with the same range of extra-curricular activities as boys; girls are required to wear their school uniform when on school trips, whereas boys are not; girls are given application forms for work experience after they have been given to boys. Given this detriment, the policy constitutes direct discrimination contrary to the Equality Act 2010.

## Information about this inspection

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

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspectors met with the headteacher, who is also a member of the proprietorial body. Inspectors also met with the deputy headteacher, curriculum leaders, and teachers.
- Inspectors focused on English, mathematics, history and art during the inspection. Inspectors considered the school's curriculum plans, visited lessons and scrutinised pupils' work. Inspectors met with pupils to discuss their learning in these subjects. Inspectors also spoke to pupils about their wider experiences of school.
- Inspectors reviewed a range of documentation, including school policies, records of directors' meetings, and the school's attendance and behaviour records.
- When inspecting safeguarding, inspectors looked at the school's procedures for recruiting staff, the quality of staff training, and the procedures that are in place to keep pupils safe. Inspectors also considered the suitability of the school building and leaders' work to reduce the risks that have been identified.

## Inspection team

Niall Gallagher, lead inspector

Her Majesty's Inspector

Mary Maybank

Ofsted Inspector



## Annex. Compliance with regulatory requirements

### The school failed to meet 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.

## **Schedule 10 of the Equality Act 2010**

- The school does not fulfil its duties under schedule 10 of the Equality Act 2010. The school does not have a suitable accessibility plan. Leaders do not have appropriate plans to adapt the curriculum in a way that enables pupils with

special educational needs and/or disabilities (SEND) to achieve as well as they should.

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