

Inspection of Heritage Academy

327 Moseley Road, Birmingham B12 0DX

Inspection dates: 10–12 March 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Pupils thrive exceptionally well at Heritage Academy. This is due to the high-quality education, support and challenge that they receive. Leaders have created a school with high expectations and standards.

Pupils focus intensely on their studies. They demonstrate a real passion for reading, mathematics and science. For example, they talk enthusiastically about the experiments they carry out in the science laboratory. Teachers are knowledgeable and ambitious for the pupils in their care. They are highly skilled in delivering the carefully planned curriculum to meet the needs of all pupils.

Behaviour is exemplary. In fact, pupils think that they 'have the best behaviour in Birmingham'. They are extremely polite and courteous. They work well together and show respect to all. Pupils understand what bullying is but say that it does not happen in their school. If it ever did, they say that they trust adults and school prefects to sort it out.

At the heart of the school are its values. An ethos, celebrating both British and Islamic heritage, is already deeply embedded in the school. As a result, pupils have a real sense of their place in society and the positive contribution they can make to the community in which they live.

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

The proprietor and headteacher have worked meticulously to create a highly organised, safe establishment where high-quality learning takes place every day. They ensure that all of the independent school standards are met.

Leaders have very high expectations of themselves, staff and pupils. In a short space of time, they have created a strong united staff team whose members share their vision for excellence. All staff are deeply committed to making a difference for each individual pupil. Staff understand the school's approach to teaching and learning and how the school values underpin every decision made.

The curriculum is carefully thought through and ensures that pupils study a broad range of subjects. It is very well planned and sequenced. Consistent ways of delivering the curriculum help pupils to learn successfully. Teachers ensure that pupils recap and revisit their learning in order to embed their knowledge and skills very thoroughly. Pupils value these opportunities. As one pupil said, 'There is no point learning something if you can't remember it.' Teachers are highly skilled in adapting the curriculum to meet pupils' needs. They ensure that pupils understand and remember more over time.

Great value is placed on being able to read well and leaders encourage pupils to read as often as possible. High-quality texts, including those by Shakespeare, are used throughout the curriculum. Teachers are skilled in bringing them alive and, as a

result, pupils have a deep love of reading. They are voracious readers and talk enthusiastically about the books they choose for themselves. Pupils recall in detail the shared class texts such as 'The Boy in The Striped Pyjamas'.

Teachers have excellent subject knowledge and teach with great passion. They are skilled in explaining and showing pupils what to do. Teachers plan, adapt, refine and teach the curriculum so that it meets the needs of each individual pupil. Teachers know exactly when pupils are struggling to learn and remember. They are highly effective and amend their teaching quickly. They constantly challenge pupils' thinking. Teachers ensure that pupils can explain what they are doing in mathematics. For example, when studying probability, pupils turn their thoughts into accurate mathematical reasoning. Pupils think deeply about what they are doing.

Pupils are very attentive and are extremely well motivated. They are rarely distracted from their learning. They actively seek ways to extend their learning and challenge themselves. Attitudes to learning are of the highest quality. Leaders have created a climate of trust where mistakes are turned into great learning opportunities. Pupils really enjoy coming to school. Attendance is high. Pupils know that punctuality is important in helping them prepare for the world of work.

Pupils' personal development is at the centre of the curriculum. Leaders care deeply about pupils and ensure that they develop the confidence and skills needed for a successful future. Pupils demonstrate resilience and empathy. Teachers provide valuable opportunities to debate and discuss a wide range of topics. In a religious education lesson, for example, pupils confidently talked about types of families. They demonstrate a deep understanding and extensive knowledge about different faiths and cultures.

A well-thought-through careers programme helps pupils see what is possible in the future. Aspirations have been raised and pupils talk of becoming politicians, engineers and criminologists. The high-quality guidance helps pupils know what they need to do to realise their ambitions. A focus on strong academic outcomes, as well as personal skills, is promoted by all staff.

Parents are very positive about the school. They recognise the rapid progress their children make from the moment they join the school. They have confidence in leaders and staff to keep them well informed about their child's development.

Leaders have regard for the protected characteristics. The school's accessibility plan is up to date and relevant. They ensure that pupils with special educational needs and/or disabilities (SEND) are well supported and included in every aspect of school life. Pupils relish the chance to take on leadership roles, such as school prefect. They look forward to the creation of the school council and talk with confidence about serving and supporting others.

Safeguarding

The arrangements for safeguarding are effective. The school's safeguarding policy, which is available to parents, reflects the most recent government guidance.

Keeping pupils safe is at the core of this school. Leaders and staff are acutely aware of the risks in the local area. They help pupils know how to keep themselves safe when faced with issues such as peer pressure, extremism and knife crime. The curriculum provides daily opportunities for safeguarding discussions, including how to stay safe online.

Leaders ensure that all staff are well trained and understand the part they play in keeping pupils safe. Record-keeping is meticulous. The designated safeguarding leader is tenacious in following up any concern.

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 are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	147038
DfE registration number	330/6052
Local authority	Birmingham
Inspection number	10119230
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	13
Number of part-time pupils	0
Proprietor	Heritage Academy School Ltd
Headteacher	Shakeel Akhtar
Annual fees (day pupils)	£5,700
Telephone number	0121 440 2222
Website	www.heritage-academy.co.uk/
Email address	info@heritage-academy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Heritage Academy is located in the Sparkbrook area of Birmingham. It is housed in the premises of a former international college. The building has been refurbished, modified and updated to meet the requirements of the independent school standards.
- The school opened in September 2019. The school was registered with the Department for Education on 19 July 2019. This is the first standard inspection of a newly registered school.
- The school caters for pupils aged 11 to 16. Pupil numbers have increased gradually over time. There are pupils currently in Years 7, 8, 9 and 10.
- The school has an Islamic ethos but is open to pupils of all faiths.
- The school does not make use of any alternative provision.
- The school has a website. Leaders ensure that all necessary information is readily available to parents.
- Inspection history: Ofsted conducted a pre-registration inspection on 9 July 2019.

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 meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- We met with the proprietor and the headteacher.
- Inspectors conducted deep dives into English, mathematics, science and personal, social and health education. The deep dives consisted of visits to lessons, discussions with leaders and teachers, discussions with pupils and a scrutiny of pupils' work. We also looked at pupils' work in art, history and religious education.
- We also talked to pupils more generally about their experiences in school. The lead inspector heard pupils read and talked to them about their reading.
- We observed pupils at break times, spoke to them in the dining room and visited after-school provision.
- An inspector met with the special educational needs coordinator to discuss provision for pupils with SEND. She looked at pupils' records, including individual education plans. She also looked at their work. Inspectors observed intervention sessions where pupils receive additional support in small groups.

- We talked with teachers to discuss how they are supported to develop their skills, knowledge and understanding.
- A range of documentation was scrutinised, including school policies, curriculum documents and safeguarding information, including the checks that leaders make on staff prior to employment. The school website was also scrutinised.
- We made additional checks relating to the independent school standards including checks on the school's premises.
- The lead inspector met with a parent and spoke to another on the telephone. We considered the three free-text responses to Ofsted's online survey, Parent View.
- We considered the three responses to the staff questionnaire and the one response to the pupils' survey.

Inspection team

Nicola Harwood, lead inspector

Her Majesty's Inspector

Julie Griffiths

Ofsted Inspector

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