

Redstone Educational Academy

466 Moseley Road B12 9AN

Inspection date

26 February 2021

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(h), 2(2)(i)

- At the time of the last inspection, the proprietor and leaders were not providing pupils with a broad and ambitious curriculum. There was no curriculum policy in place. Pupils were not given the choice of a range of curriculum options to follow at key stage 4 and the curriculum was narrowed.
- The school is now operating as two separate schools for girls and boys. There is one curriculum policy that applies to both boy and girls. It sets out the principles of the curriculum and how pupils will be supported in their learning. The policy explains how fundamental British values will be taught and how pupils will be supported in their spiritual, moral, social and cultural development.
- Schemes of work have been reviewed and are now planned and sequenced across all subjects for each year group. Leaders have now ensured that pupils are able to study a full range of subjects at key stage 3. Pupils can now choose to follow additional option subjects in key stage 4 in history, geography, art, business studies, further mathematics and Islamic studies.
- Leaders have strengthened their curriculum offer to include participation in community visits linked to learning. For example, as part of their study of world religions, pupils have the opportunity to visit Birmingham Cathedral. Guest speakers are invited into the school to enrich other curriculum areas, such as a speaker from Birmingham Museum and Art Gallery to broaden pupils' knowledge of fine art.
- Previously, pupils with special educational needs and/or disabilities (SEND) were not identified or supported well.
- Leaders have now appointed a special educational needs coordinator (SENCo). She supports pupils in both schools. She works with class teachers to ensure that pupils who may have special educational needs (SEN) are identified and supported effectively. Staff

have received additional training in SEN to enable them to meet pupils' needs more effectively. Pupils who require extra support are now receiving it.

- These previously unmet standards are now met.

Paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)

- At the time of the last inspection, pupils were not receiving up-to-date careers advice to enable them to be better prepared for the next stages of their education.
- Leaders have now ensured that a suitable careers programme is in place for every year group, beginning in Year 7. The plan is linked to the personal, social and health education curriculum and incorporates aspects of British values. Pupils are able to take part in a range of activities and opportunities, such as a careers enrichment day, visits to careers fairs and employability workshops. Pupils to whom the inspector spoke talked enthusiastically about the recent online careers fair they had experienced, talking to employers and learning about their future options, including apprenticeships, A levels and university. They had ambitions to become doctors, forensic scientists and an astronaut.
- These previously unmet standards are now met.

Paragraph 3, 3(a), 3(c), 3(d), 3(e), 3(f), 3(g)

- Previously, leaders were not providing pupils with a good enough quality of education, and lessons were not well planned or resourced. Girls were not receiving the same opportunities as boys.
- Owing to the COVID-19 (coronavirus) pandemic, only a small number of pupils were attending the school at the time of the inspection, so it is not possible to give a full assurance about the quality of education. The inspector was able to make brief visits to lessons, with appropriate social distancing, and saw that pupils were engaged in their work. Other pupils were being educated remotely through live lessons in subjects such as science and physical education. A small group of pupils were seen receiving additional support in mathematics.
- Leaders now have a planned programme of after-school enrichment activities in which pupils are able to participate. Opportunities are the same for girls and boys.
- Notwithstanding the reasons for limited assurance, these standards are now met.

Paragraph 3j

- Leaders are continuing to separate pupils in the school because of their sex. This amounts to discrimination against pupils, contrary to Part 6 of the Equality Act 2010.
- This standard continues to be unmet.
- Leaders have not ensured that all of the standards in this part are met.

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

Paragraph 5, 5(a), 5(b), 5(b)(i)

- At the time of the last inspection, girls were being separated from boys and were not receiving the same opportunities. As a result, girls' education and self-esteem were being affected.
- Leaders have taken the decision to continue to teach girls and boys separately, without the formal approval of the Department for Education (DfE). However, they have now ensured that both groups of pupils have the same access and entitlement to the curriculum and wider educational experiences. Each school has its own student council, and pupils meet every month to discuss a range of issues. Pupils recently planned a diversity day in the autumn term, which included preparing food from Caribbean and African cultures. Pupils also planned a remote poetry and speech competition to mark Black History Month.
- Although progress has been made, these standards remain unmet because pupils continue to be taught separately.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 16, 16(a), 16(b)

- At the time of the last inspection, pupils were not safe in school. Arrangements for pupils with medical needs were unsuitable, and record-keeping was described as chaotic and incomplete.
- The school has a suitable safeguarding policy. It takes account of the most recent advice given by the Secretary of State and is available on the school's website. There is a separate policy for each school as the deputy senior leads for safeguarding are different.
- Leaders have now made sure that there are clear procedures for reporting, recording and maintaining records of any welfare concerns about pupils. All safeguarding concerns are now stored electronically and show a chronology of events. Access to this system is restricted to those with safeguarding responsibilities. Leaders were able to demonstrate that they follow appropriate procedures if they have any welfare concerns about pupils or the conduct of staff.
- Procedures for supporting pupils who have medical needs are much improved. Records are well organised and up to date. Pupils with specific medical needs now have an individual healthcare plan. Medication is stored securely in a locked cabinet in the medical room. Leaders carry out half-termly checks on these arrangements to ensure that pupils continue to get the right support they need.

Paragraph 11, 12, 13, 14

- At the time of the previous inspection, there were some fire safety issues in the building that leaders had not addressed. The school's first-aid policy was not suitable, and first aid was not being administered in a timely or competent way. Leaders had not taken action to reduce risks in the school, and risk assessments were of poor quality. Pupils were not supervised well at breaktimes.

- Leaders commissioned two fire risk assessments following the previous inspection. The area of the school that presented as a fire risk is in a different building that is no longer used by the school. The fire risk assessments did not identify any significant hazards, and leaders have addressed the small number of other hazards that were identified. A range of other risk assessments were seen, which were up to date, and mitigated risks to pupils. These included risks when visiting the local community, and risks in some areas of the school.
- The school now has a suitable first-aid policy. There is a separate policy for the girls' school and the boys' school, due to differently named staff first aiders. First-aid information is clearly displayed around the school building, and several members of staff are now trained to administer first aid. Records of the administration of first aid are well organised and up to date.
- While there was only a small number of pupils on site at the time of the inspection due to the COVID-19 pandemic, the school's revised duty rota suggests that pupils are likely to be appropriately supervised while in school.

Paragraph 15

- At the time of the previous inspection, leaders were not recording pupils' attendance accurately.
- Leaders have introduced an electronic school management system on which pupils' attendance is recorded, using the correct codes set out by the DfE.
- These previously unmet standards are now met.

Part 5. Premises of and accommodation at schools

Paragraph 24(1), 24(1)(b), 25

- At the time of the previous inspection, the medical room was on a different floor to the boys' toilets.
- After the last inspection, leaders decided to reorganise the school premises into two separate facilities for boys and girls. Part of the previous building that was used by the girls is no longer rented out by the school. The girls occupy the ground floor of the building, an area previously used by the boys, and enter the school via their own designated entrance and reception area. The boys are now located on the first floor of the building. The two schools are adjoined, with access controlled by a door code.
- Each school has separate classrooms for each year group that are of a suitable size and are in a good state of repair. The two schools share timetabled use of the hall and playground facility.
- Each school has its own medical room that includes handwashing facilities. Both rooms are near to toilet facilities.
- These previously unmet standards are now met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(d), 32(3)(b), 32(3)(d)

- At the time of the previous inspection, leaders had not ensured that the school had a policy for pupils with SEND. A number of policies were out of date, and some information was not published on the school's website.
- The school's website has separate pages for the boys' and the girls' school. Policies for each school are the same, apart from staff names in each respective school's safeguarding and first-aid policies.
- Leaders have ensured that all of the required information, including the most recent inspection report, is now on the school's website. Some of the policy links did not work, but leaders worked swiftly to remedy this on the morning of the inspection.
- The school now has a policy for SEND. It is on the website. It is currently being updated.
- These previously unmet standards are now met.

Part 8. Quality of leadership in and management of schools

Paragraph 34, 34(1)(a), 34(1)(b), 34(1)(c)

- At the time of the previous inspection, leaders were not ensuring that pupils were safe. Boys and girls were separated, and directors were not holding leaders to account. Not all of the independent school standards were met.
- Following the last inspection, the proprietary body and leaders made the decision to address the issue of separation by reconfiguring one school into two schools, with one for boys and one for girls. At the same time, they reviewed the curriculum to ensure that boys and girls have equality of opportunity in their education. All pupils now follow the same curriculum and leaders have ensured that pupils are able to take additional options in key stage 4.
- Leaders have now appointed a SENCo, who works part time at the school. As a result, pupils with additional needs are now being identified and supported.
- The headteacher has a good understanding of the independent school standards. He has completed an audit of the school based on the standards, and this is reviewed regularly.
- The headteacher is currently managing a number of responsibilities and recognises that this is not sustainable. The proprietor is in the process of establishing a governing body for the school to ensure that there is a system of accountability in place. The headteacher will then step down as chair of proprietors, and other leadership responsibilities will be shared.
- The proprietor and leaders have made significant improvements to the school since the last inspection and recognise the importance of meeting the independent school standards consistently and continually. Welfare, health and safety arrangements are much better, and pupils' well-being is better assured. Pupils said that they were happy to be in school and felt safe. None of the pupils said that they felt they were being treated differently in any way. However, because pupils are not provided with the opportunity to mix during the school day, this is to their detriment.

- Leaders are aware that they are operating outside their agreed registration with the DfE. However, they believe that they have acted in the best interests of the pupils and maintain that they have had regular contact with the DfE with regard to the setting up of two separate schools.
- Because the school is registered for both girls and boys and pupils of these sexes are continuing to be separated, these standards remain unmet.

Schedule 10 of the Equality Act 2010

- At the time of the previous inspection, the school's accessibility plan made no reference to how pupils with SEND would be supported.
- A suitable accessibility plan is now in place. It has a strong focus on how the curriculum will be adapted to meet the needs of pupils who may have SEND.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets 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.

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.

Schedule 10 of the Equality Act 2010

The school does not meet the following independent school standards

Part 1. Quality of education provided

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 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 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.

School details

Unique reference number	137560
DfE registration number	330/6009
Inspection number	10179788

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 status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	121
Number of part-time pupils	0
Proprietor	Redstone Educational Services
Chair	Mr Saadat Rasool
Headteacher	Mr Saadat Rasool
Annual fees (day pupils)	£2885 to £3085
Telephone number	0121 448 7933
Website	www.redstoneacademy.com
Email address	admin@redstoneacademy.com
Date of previous standard inspection	12–14 November 2019

Information about this school

- The school's previous standard inspection took place from 12 to 14 November 2019, when it was judged to be inadequate. Leaders submitted an action plan to the DfE that was judged to be not acceptable in February 2020.
- Prior to the last standard inspection in November 2019, leaders had made the decision to operate two separate schools on the site, one for boys and one for girls. Leaders applied for a material change inspection of the school and a pre-registration inspection of the proposed girls' school. The pre-registration inspection of the proposed girls' school took place in June 2019, when it was judged to be unlikely to meet all the independent school standards when it opened, due to the unsuitability of the proprietor. A new proprietor is

now in place. Leaders reported that the previous proprietor is no longer connected with the school. Leaders have requested a second pre-registration inspection of the proposed girls' school. The DfE confirmed that leaders have been in discussion with officers regarding the proposed de-amalgamation of the school.

- This co-educational school is operating as two single-sex schools. The premises of the school have been reorganised to accommodate the girls' school on the ground floor and the boys' school on the first floor. A building that was used at the time of the previous inspection is no longer used.
- The school does not use any alternative providers.
- The school has an Islamic ethos.
- The proprietary body is not listed on the government's Get information about schools (GIAS) website.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The inspection was carried out with 30 minutes' advance notice to the school.
- The school operates a policy of separation by sex. Pupils are segregated by sex for all activities. In a mixed school, any separation of pupils of either sex that denies them the choice or opportunity to interact socially, or to interact in an educational setting, with pupils of the other sex is likely to involve subjecting the pupils to a detriment because of their sex. This will be direct discrimination and will be unlawful unless it falls within one of the statutory exceptions contained within the Equality Act 2010 (e.g. only for the purposes of positive action or competitive sport), which is not the case here.
- The inspector met with the headteacher, who is also acting chair of the proprietary body. She also met with the school's SENCo, the pastoral leader and a small number of pupils who were attending the site on the day of the inspection.
- The inspector looked at a range of documentation, including policies, plans and schemes of work, attendance registers, safeguarding records, medical records and records relating to health and safety.
- The inspector conducted a socially distanced tour of the premises of the boys' and girls' schools, accompanied by the headteacher.

Inspection team

Deb Jenkins, lead inspector

Her Majesty's Inspector

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