

Redstone Academy for Girls

466 Moseley Road, Birmingham B12 9AN

Inspection date

24 March 2021

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

- At the time of this inspection, the school was operating, and all pupils were attending.
- The school's curriculum contains an appropriate and broad range of subjects in both key stage 3 and key stage 4. In each subject, schemes of work set out the content that pupils should learn. These are well organised so that pupils' learning builds in a logical manner from year to year.
- The formal taught curriculum is supplemented by a planned programme of 'drop-down days', activities and off-site visits. For example, the school has a 'diversity week' which aims to help pupils appreciate and respect the cultural diversity that exists in Britain. A 'mental health day' aims to help pupils learn about their own mental health and ways they can support others.
- The school's programme of off-site visits is paused at the moment due to COVID-19 (coronavirus) restrictions. Planned visits include those to Birmingham Cathedral, local museums and art galleries. Leaders hope to take all pupils on a team-building activity day in the near future, as soon as the easing of COVID-19 restrictions allows.
- The curriculum policy clearly sets out the school's approach to both formative and summative assessment. Leaders understand the purpose of different forms of assessment, including checks that pupils have learned and remembered the content they have been taught.
- Leaders have clear expectations of teaching in the school. They carry out regular checks against a framework they have developed, based around the eight teachers' standards. Leaders seek to identify strengths and areas for development within teaching. They provide a comprehensive programme of training for staff.
- Visits to lessons confirmed pupils' high standard of behaviour. I observed pupils working hard and listening attentively. Pupils told me that behaviour is always good and that they enjoy their lessons and their learning.

- The school provides a well-organised careers programme in every year. It includes visits to careers fairs, colleges and universities. Pupils in key stage 4 have interviews with an independent careers adviser.
- The school places a strong emphasis on personal, social, health and economic (PSHE) education. There is a well-planned programme in every year. It aims for 'pupils to become happy, healthy, well-adjusted, productive adults and responsible citizens' and to 'provide pupils with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues in today's world'.
- 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 school's curriculum policy sets out the school's approach to promoting pupils' spiritual, moral, social and cultural development. For example, spiritual development is promoted through assemblies, Islamic studies, PSHE education, other subjects and enrichment activities. Moral development is promoted through the school's code of conduct. Social development is promoted through a range of opportunities, including supporting charities. Cultural development is promoted through subjects, 'drop-down days' and off-site visits.
- Leaders have put in place plans to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Plans identify where in the curriculum, and in other activities, each of the values is to be addressed.
- Leaders place particular emphasis on promoting pupils' respect for others, especially those whose views might be different from theirs. For example, all staff sign a pledge that they will ensure that views are presented in a balanced manner when discussed in their lessons.
- The standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 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 reflects the guidance in 'Keeping children safe in education, September 2020'. Leaders have ensured that staff have been appropriately trained and are alert to the signs that pupils might need extra help. Systems for staff to report concerns about pupils' welfare are clear. Staff understand them and use them appropriately. Pupils told me they feel safe in school and that they trust staff to support them when they need help.
- The school's behaviour policy focuses on promoting and rewarding positive behaviour. It also includes sanctions, including exclusion, for inappropriate behaviour. Sanctions are used rarely because most pupils behave well.

- Pupils told me that bullying is extremely rare in school. They said they have full confidence in staff to deal with any that does happen. The anti-bullying policy is clear, concise and fit for purpose.
- The school has comprehensive health and safety and risk-assessment policies in place. These policies, supplemented by a wide range of risk assessments, identify risks and appropriate control measures.
- The proprietor body ensures compliance with the Regulatory Reform (Fire Safety) Order 2005. For example, regular checks of equipment are carried out. Escape routes are clearly signposted around the school.
- A detailed first-aid policy clearly sets out roles, responsibilities and procedures for administering first aid to pupils. The medical room is close to toilet facilities and has its own washing facilities. There is a list of first aiders shown on the door. All medicines are stored securely in the room. There are first-aid boxes in several locations, including in the reception office.
- Admissions and attendance registers are kept in accordance with guidance from the Department for Education (DfE).
- 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(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 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(6), 21(7), 21(7)(a), 21(7)(b)

- The proprietor board has ensured that all pre-employment checks have been completed in line with statutory guidance. All checks are recorded on the school's single central register.
- The school does not intend to use supply staff. However, leaders are aware of the checks that should be made if this should change.
- 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)(c), 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)

- My tour of the school confirmed that the building is maintained in a good state of repair. Classrooms are a suitable size for the number of pupils in classes. Lighting and acoustics are adequate throughout the building. There is ample outdoor lighting.
- There are suitable toilet facilities for pupils and staff. Drinking water is available throughout the day from a water fountain in the school's main corridor.

- The school shares a sports hall and outdoor playground with an adjoining school. These facilities are used by each school at different times. Both provide ample space for play and the teaching of physical education.
- 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)(d), 32(1)(e), 32(1)(f), 32(1)(g), 32(1)(j), 32(1)(k), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 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)

- The school has a website that provides all information specified in the above standards.
- 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)

- The school's complaints policy sets out the school's procedures for handling complaints. It adheres to government guidance. For example, it includes informal and formal procedures and the timescales in which complaints should be dealt.
- 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 is currently the chair of the proprietor board. He demonstrates a strong understanding of the independent school standards. Since the school's previous pre-registration inspection, he and other leaders have acted to ensure that all standards are likely to be consistently met. For example, the school now has a strong focus on promoting fundamental British values. The school now has clear procedures in place to protect pupils from people with extreme views.
- Leaders and staff demonstrate a strong commitment to actively promoting pupils' well-being. This is evident in the school's ethos, its curriculum and in its enrichment programme.
- The standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- The school has an appropriate accessibility policy that meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010. The policy sets out plans to improve physical access, access to the curriculum and the availability of information.

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	148157
DfE registration number	330/6136
Inspection number	10179899

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	Other independent school
School status	Independent school
Proprietor	Redstone Educational Services Ltd
Chair	Saadat Rasool
Headteacher	Saadat Rasool
Annual fees (day pupils)	£2,885 to £3,085
Telephone number	0121 448 7933
Website	www.redstoneacademy.com
Email address	info@redstoneacademy.com
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	63
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	36
Total hours of teaching provided per week	30

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11–16	11–16	11–16
Number of pupils on the school roll	63	100	100

Pupils

	School's current position	School's proposal
Gender of pupils	Girls	Girls
Number of full-time pupils of compulsory school age	63	100
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 a statement of special educational needs or an education, health and care plan	0	0
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	0	0

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	15	15
Number of part-time teaching staff	0	0

Information about this proposed school

- The school is currently operating within Redstone Educational Academy, a co-educational independent school that is operating as two single-sex schools, Redstone Academy for Girls and the proposed Redstone Academy for Boys.
- Redstone Academy for Girls will operate from the same premises as the proposed Redstone Academy for Boys. It will have designated areas for its sole use and will share a sports hall and playground with the boys' school.
- The school will cater for 100 girls of Islamic faith between the ages of 11 and 16.

Information about this inspection

- This pre-registration inspection was commissioned by the DfE, to determine whether the proposed school is likely to meet the independent school standards if it is given permission to open.
- This is the school's second pre-registration inspection; the first having taken place in June 2019.
- The school is currently operating and has 63 pupils on its admissions register. Pupils were first admitted to the school in September 2020.
- I met with the headteacher, who is also currently the chair of the proprietor body, and other senior staff. I also spoke informally with pupils and members of staff.
- I reviewed a wide range of documents and policies. I discussed safeguarding and welfare arrangements with the designated safeguarding lead.
- I conducted a tour of the school, briefly visiting each of the school's five classes.

Inspection team

Alun Williams, lead inspector

Her Majesty's Inspector

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