

Inspection of Redstone Academy for Boys

466 Moseley Road, Birmingham B12 9AN

Inspection dates: 24 to 26 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

This is a school where pupils know they belong. They know that staff care about them and want them to be successful. Pupils trust staff to support them in their studies and when they need extra help of any kind. Pupils enjoy school, feel safe and attend regularly.

Pupils study an appropriate range of subjects in all years. Leaders have worked hard to improve the curriculum since the school was last inspected. However, there is more to be done before the school provides a good quality of education. Pupils do not study enough content in key stage 3 in some subjects. They finish Year 9 not knowing enough in these subjects.

Pupils demonstrate excellent attitudes to learning. They work hard and are keen to do well. Their behaviour is exemplary. Pupils are sensible, polite and courteous to each other and to adults. Relationships are respectful throughout the school. Staff do not tolerate inappropriate behaviour, such as bullying. They deal with any such issues quickly and effectively.

The school places great emphasis on preparing pupils for life as young Muslim men in modern Birmingham. Pupils learn about what it means to be a good citizen. Leaders and staff have high expectations of pupils' conduct and attitudes. Pupils rise to these high expectations.

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

The school is well led. Leaders provide a clear vision to provide a strong academic education while also developing pupils into well-rounded young men. Staff hold leaders in high regard. They appreciate leaders' vision, hard work and compassion. They know that leaders are mindful of their workload and well-being. One member of staff spoke for many when they told inspectors, 'Leaders would never ask us to do anything they would not do themselves.' Staff told inspectors they 'love working at the school'. Morale among staff is excellent.

Parents are equally positive about the school and its leadership. All parents who responded to Ofsted Parent View, Ofsted's online inspection questionnaire, said they would recommend the school to another parent.

Leaders have improved the school's curriculum considerably since its last inspection. All pupils now study an appropriate and broad range of subjects in key stage 3. Leaders' aim is for the curriculum to match the breadth and ambition of the national curriculum, so that pupils have a good grounding in each subject by the end of Year 9. However, in some subjects, the curriculum does not contain enough content. For example, in geography, pupils do not learn enough about the earth's natural features. Pupils who opt to study geography to GCSE must make up this learning in key stage 4. Pupils who do not take geography beyond Year 9 leave the school without this knowledge.

In all subjects, leaders have thought about the order in which topics are taught. So, pupils' learning builds logically from year to year. In key stage 4, all pupils study an appropriate core curriculum that includes English, mathematics, science and personal, social and health education (PSHE). They also select three option subjects.

The curriculum is taught effectively in most subjects. Teachers generally know their subjects well and explain new concepts effectively. However, this is not always the case. At times, teachers do not explain new content well. They sometimes use resources that do not help pupils to learn as well as they could.

The school has a programme of regular assessments. These are effective in finding out what pupils have learned and remembered. However, teachers' checks on learning, in lessons, are not always effective. Teachers are not always aware of how much pupils understand.

Leaders have provided training for teachers since the school's last inspection. However, much of this has focused on general teaching skills, rather than on improving teachers' knowledge of their subjects and how best to teach them. This has contributed to the variability in delivery of the curriculum. Leaders and members of the proprietary body recognise the need to improve the focus on teachers' subject-specific knowledge.

Staff encourage pupils to read. For example, they regularly take pupils to the local library to choose a reading book. Almost all pupils are proficient readers. Staff provide good support for the very small number of pupils who need extra help, for example because they are new to the English language.

The PSHE curriculum is strong. Leaders place great importance on preparing pupils to be good citizens. For example, pupils in Year 7 are taught about the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. These concepts are revisited regularly. Pupils learn not only what they are, but why they are so important.

Pupils receive regular, age-appropriate relationships and sex education within the PSHE curriculum. Pupils learn about important concepts such as consent and about different types of relationship. Staff do not shy away from difficult topics. They are determined that pupils will leave the school well-equipped to make sensible choices, informed by their faith.

All pupils receive effective careers education through the PSHE programme and other activities. For example, pupils have recently been learning about apprenticeships. Pupils in Year 10 undertake a work experience placement. The careers programme includes visiting speakers, a careers morning in school and visits to careers fairs. All pupils who left the school last year moved on to further education or training.

The proprietary body, in its current form, has been in place for approximately 12 months. Members possess a good degree of expertise. They are highly committed to

the school. They already provide effective support and challenge to leaders. They ensure the school has a strong commitment to promoting equality. The school meets its duties under schedule 10 of the Equality Act 2010. The proprietary body has ensured that all the independent school standard are met. Checks on these are regular and rigorous.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding procedures and policies are clear. The safeguarding policy is available on the school's website.

Leaders have provided effective training for staff. This training has focused specifically on understanding the dangers that pupils might face. Staff know that pupils might be vulnerable to radicalisation, especially online. They know about the potential dangers of knife crime and gang involvement. Staff have taught pupils about these dangers also.

Staff are alert to the signs that pupils might need extra support. Leaders ensure that pupils get additional help when they need it. Pupils, parents and staff believe that pupils are safe in school. Inspectors agree.

What does the school need to do to improve? (Information for the school and proprietor)

- The curriculum in some subjects, in key stage 3, does not contain enough content. When this is the case, pupils are not well prepared to start GCSE courses. Pupils who do not study these subjects after Year 9 miss out on knowledge that might be important in later life. Leaders should ensure that all subjects contain sufficient content in key stage 3, either as preparation for GCSE or to be useful in later life.
- Teachers' delivery of the curriculum is not consistently strong. Training in school has focused on general teaching skills rather than on subject knowledge and subject-specific pedagogy. Consequently, teachers occasionally have gaps in subject knowledge and sometimes do not use the most effective strategies to maximise pupils' learning. Leaders should strengthen their focus of teachers' subject knowledge and understanding of how best to teach their subject, so that the curriculum is delivered effectively across all subjects.

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 information from Ofsted Parent View 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	137560
DfE registration number	330/6009
Local authority	Birmingham
Inspection number	10220409
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	74
Number of part-time pupils	0
Proprietary body	Redstone Educational Services Ltd
Chair	Matthew Williams
Headteacher	Saadat Rasool
Annual fees (day pupils)	£2,940 (key stage 3) £3,420 (key stage 4)
Telephone number	0121 448 7933
Website	www.redstoneacademy.com
Email address	headteacher@redstoneacademy.com
Date of previous inspection	12–14 November 2019

Information about this school

- The school's previous standard inspection took place on 12 to 14 November 2019. The school received progress monitoring inspections on 26 February 2021 and 14 September 2021.
- The inspection in September 2021 also incorporated a material change inspection to become a single-sex boys' school. The school had been operating as a single-sex boys' school for some time prior to this date.
- The chair of the proprietary body took up his post in May 2021.
- The school does not use any alternative providers.
- The school has an Islamic ethos.

Information about this inspection

Inspectors 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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. They met with two members of the proprietary body, including its chair.
- Inspectors carried out deep dives in these subjects: English, mathematics, history, geography and PSHE. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered safeguarding by meeting with the headteacher, who is also the designated safeguarding lead. They scrutinised policies and records relating to child protection and examined the safeguarding checks made on staff before they join the school.
- Inspectors scrutinised policies and documents relating to the independent school standards. The lead inspector toured the premises with the deputy headteacher and site manager.
- Inspectors considered the responses from staff to their online inspection questionnaire.
- Inspectors spoke informally with pupils at breaktime and lunchtime. They observed the school at these times.

- Inspectors considered the responses, including written responses, to Ofsted Parent View.

Inspection team

Alun Williams, lead inspector

Her Majesty's Inspector

Jonathan Moore

Ofsted Inspector

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