

Values Academy

15 Key Hill, Hockley, Birmingham, West Midlands B18 5PB

Inspection date

19 October 2022

Overall outcome

The school meets the independent school standards relevant to the material change. The material change has already been implemented

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1)–2(2)(i), 2A(1)–2A(3)

- Leaders are committed to the continued education of their pupils. They present a clear rationale for increasing their age range due to pupils missing too much formal learning, prior to joining the school.
- Leaders have produced a detailed curriculum policy which reflects the learning opportunities offered to pupils up to the age of 19. The curriculum breadth matches the expectations of the independent school standards (the standards). This offer is appropriate to the needs of pupils.
- Leaders have taken the needs, ages and aptitudes of pupils into account through provision of a personalised curriculum. All of the pupils have an education, health and care plan (EHC plan). The curriculum plans consider the special educational needs and/or disabilities (SEND) of pupils and are adapted appropriately to meet these needs.
- The provision of personal, social, health and economic education reflects the school's aims and ethos. The plans take into account the changing needs of pupils as they move through phases of their education. The planning supports the Equality Act 2010, with opportunities for pupils to learn about protected characteristics.
- Pupils receive impartial careers advice supported by Birmingham City Council. The plans for careers education show that pupils learn about a broad range of career options and are supported in making informed future choices.
- The school has made necessary arrangements to ensure that all pupils have access to relationships and sex education appropriate to their age. A copy of the policy is available on the school's website.
- These standards are met as the school has already implemented the change.

Paragraphs 3–3(f), 4

- Staff at the school are suitably qualified and experienced. Curriculum planning and the

school's subsequent checks on quality show that learning is well planned and taught. Teachers take into account the needs, ages and aptitudes of pupils when planning learning. The plans show adapted learning so that all pupils are able to learn and make progress.

- Pupils engage well in speaking and listening activities. Opportunities to join school committees help them to learn how to debate and value the opinions of others.
- The behaviour policy is comprehensive and applied consistently and fairly. Staff use effective strategies to support positive behaviour for learning. Pupils demonstrate appropriate behaviour in lessons and take responsibility for their learning.
- Pupils' work is assessed regularly. This information is used well by teachers to identify where pupils may need additional support, as well as to inform future learning.
- These standards are met, as the school has already implemented the change.

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

Paragraph 5–5(d)(iii)

- Leaders and teachers have thought carefully about wider curriculum opportunities. Detailed plans show a wealth of rich experiences designed to develop pupils' character and understanding of the wider world. Therefore, pupils learn how to respect and celebrate differences in belief and culture.
- Classroom teaching is supplemented with a wide range of visits including places of worship and historical interest. Pupils also learn about key events in the UK and the wider world, including Remembrance Day and Eid celebrations.
- British values are embedded well into curriculum plans. Pupils regularly learn about respect and tolerance and they understand right from wrong.
- School leaders make sure that any views presented to pupils are done so in a balanced way. This ensures that pupils can consider opposing views, further helping them to understand and respect differences. The school does not allow for the promotion of political partisan views.
- These standards are met as the school has already implemented the change.

Part 3. Welfare, health and safety of pupils

Paragraph 7–7(b)

- The school has published a comprehensive safeguarding policy. The policy is written with due regard to guidance issued by the Secretary of State. It clearly outlines the action to take in order to keep pupils safe from harm and neglect.
- These standards are met.

Part 6. Provision of information

Paragraph 32(1)(c)

- The safeguarding policy is made available publicly on the school's website. Copies are also available in paper format from the school office.
- This standard is met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c), 34(2)

- Leaders at all levels understand the needs of their pupils well. They have responded to these needs with an appropriately personalised curriculum so that pupils are able to learn. The leadership team is supported by experienced staff who ensure that pupils access the curriculum effectively.
- Leaders understand the requirements of the independent school standards and as such demonstrate that these are consistently met.
- Leaders work hard to ensure the well-being of pupils is given the highest importance.

Schedule 10 of the Equality Act 2010

- The school complies with its statutory duties under schedule 10 of the Equality Act 2010. Consideration has been given to physical access to the building. Leaders have also carefully considered accessibility to the curriculum. This is reflected in adapted planning to meet the pupils' individual needs.

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 that are relevant to the material change.

School details

Unique reference number	132743
DfE registration number	330/6101
Inspection number	10255706

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Independent school
School status	Independent school
Proprietor	Values Academy
Chair	Maggi Henman
Headteacher	Michelle Baker
Annual fees (day pupils)	£25,605 to £29,523
Telephone number	01215230222
Website	www.valuesacademy.org.uk
Email address	michelle.baker@valuesacademy.org.uk
Date of previous standard inspection	21 to 23 May 2019

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 17	11 to 19	11 to 19
Number of pupils on the school roll	13	35	35

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed

Number of full-time pupils of compulsory school age	13	13
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	13	13
Of which, number of pupils with an education, health and care plan	13	13
Of which, number of pupils paid for by a local authority with an education, health and care plan	13	13

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not Applicable	Not Applicable
Number of part-time teaching staff	Not Applicable	Not Applicable
Number of staff in the welfare provision	Not Applicable	Not Applicable

Information about this school

- Values Academy is an independent day school located in Birmingham. All pupils have SEND and all have an EHC plan. The school offers places for pupils who experience social and emotional difficulties.
- The school was last inspected in May 2019, when it was judged to be good in all areas, with all independent school standards met.
- Pupils access a number of learning areas and outdoor spaces. They also access a local leisure centre and music studio.

Information about this inspection

- This inspection was commissioned by the Department for Education because the school requested to make a change to its registration. The school wishes to increase the upper age from 17 to 19 years. This is the first material change inspection in respect of this change that the school has applied to make. The school does not wish to increase its roll capacity.
- The inspector met with the principal, the school leader and the chief executive officer. Meetings were also held with the head of teaching. A number of key documents were also examined, including curriculum plans, evidence of the wider curriculum offer and records of quality assurance. A brief learning walk was also conducted.
- A number of policies were also considered, including safeguarding, curriculum and SEND. The school's records of the spiritual, moral, social and cultural development of pupils were also reviewed.
- The change has already been implemented by the school.

Inspection team

Melanie Callaghan-Lewis, lead inspector

Ofsted Inspector

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