

Inspection of Green Oak Academy

11–15 Woodstock Road, Moseley, Birmingham, West Midlands B13 9BB

Inspection dates: 14 to 16 November 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Green Oak Academy is a caring school with a strong sense of purpose. The school's vision, underpinned by its Islamic ethos, sets out high expectations for what the girls who attend can achieve. Staff want the best for each and every pupil. They foster a positive learning culture where pupils flourish.

Pupils are enthusiastic and eager to learn. They take pride in their work, achieve well and are confident to share their views. They are well prepared for the next stage of their education by the time they leave the school.

The school is a small and close community that many describe as a 'family'. Pupils are happy and behave well. They feel safe and trust adults to help them with any worries. They support each other and form strong friendships.

The school is outward looking and encourages pupils to develop a good understanding of the wider world. Pupils respond positively to this encouragement. They are interested in current events and world news. They celebrate diversity and equality, respecting the views of others. They are happy and confident to welcome visitors to their school.

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

The school's curriculum is suitably ambitious. All pupils, including those with special educational needs and/or disabilities (SEND), study a broad range of subjects. Each subject is supported by a scheme of work that sets out clear curriculum aims. In almost all subjects, leaders have identified the precise knowledge that pupils are expected to learn. Pupils build their knowledge logically, step by step, over time. For instance, in science, pupils study the common features of cells. They learn specific vocabulary and use it to describe cell functions. This prepares them well for studying more complex concepts, such as the intricate nature of stem cells. However, in a small number of subjects, the curriculum is not so carefully considered. Sometimes, the precise knowledge that pupils are expected to learn is not as well identified.

Teachers have a secure knowledge of the subjects that they teach. They provide useful explanations and models in lessons. Teachers repeat and recap information to help pupils remember the main points. Adults make adaptations and support pupils with SEND to access learning objectives. This means that pupils make good progress through the curriculum. They remember what they have learned and are confident to talk about what they know. Most pupils gain GCSEs in the subjects that they study.

The school's approach to teaching reading is very well considered. Staff make checks on pupils' reading ability when pupils first join the school. This helps them to identify any pupils who need extra help. All pupils read each day. They regularly read out loud and are often engrossed in discussing the meaning of texts. From William Shakespeare to John Boyne, and Alfred, Lord Tennyson to Suzanne Collins,

pupils read a rich variety of books. They remember these books and enjoy explaining and reciting extracts from poems, stories and plays.

Pupils display positive attitudes towards learning. They enjoy collaborating with others and they work together with a shared sense of purpose. Classrooms are calm and scholarly places where pupils have a thirst for knowledge. They are rightly proud of their work and appreciate having their efforts recognised. They respond well to the praise and rewards that leaders arrange.

Pupils learn about a broad range of topics and themes that prepare them for life in modern Britain. Staff encourage pupils to share their thoughts and opinions. Pupils find class-based discussions engaging and thought provoking. For instance, they debate issues concerning equality and opportunity. They believe in the value of democracy and they have considered views about sensitive matters, such as devolution in the United Kingdom. The school promotes 'active citizenship'. This includes pupils working to improve the local environment.

Leaders are passionate about inspiring girls' aspirations for the future. The school's careers programme provides pupils with independent guidance. This is enhanced through a range of initiatives that promote pupils' ambitions. For example, the school has designed a programme to develop girls' interest in data science, the 'R Girls School Network'. In addition, pupils take part in enterprise projects and work experience placements.

The proprietor body gathers helpful information about the school. This provides it with an accurate view of the school's work. There are clear systems of oversight in place. This oversight is having a positive impact on the school's provision. The school's vision is realised through clear structures of leadership and management. This ensures that the independent school standards are consistently met.

The school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

The school has a strong and effective culture of safeguarding. Leaders ensure that safeguarding procedures reflect the latest guidance from the Department for Education. Adults are well trained and fulfil their roles in keeping pupils safe. However, sometimes, the school's records of safeguarding incidents are not suitably specific. This potentially hinders leaders from sharing and analysing accurate information.

What does the school need to do to improve?

(Information for the school and proprietor)

- The school's records of safeguarding incidents are not always suitably specific. This potentially hinders leaders from sharing and analysing accurate information. Leaders should refine systems to ensure that they record all safeguarding information accurately.
- The knowledge and vocabulary that the school expects pupils to learn in a small number of subjects are not set out as precisely as they might be. This limits pupils in building up their knowledge and skills. Leaders should ensure that the intended curriculum content is sufficiently precise in all subjects so that pupils build their knowledge logically over time.

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.

School details

Unique reference number	131164
DfE registration number	330/6094
Local authority	Birmingham
Inspection number	10299178
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	73
Number of part-time pupils	0
Proprietor	Green Oak Academy
Chair	Mawlana Maseehullah Patel
Headteacher	Dr Razia Ghani
Annual fees (day pupils)	£2,695
Telephone number	0121 449 6690
Website	https://greenoak.bham.sch.uk
Email address	reception@greenoak.bham.sch.uk
Date of previous inspection	11 to 13 February 2020

Information about this school

- Green Oak Academy is an independent school providing education for secondary-aged girls.
- The school has an Islamic ethos.
- The school's previous standard inspection was in February 2020, when the school was judged to be good.
- The school does not use alternative provision.
- The school is registered to admit 118 pupils on roll.

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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had 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.
- The lead inspector met with the headteacher. He also spoke to members of the proprietor body.
- Inspectors carried out deep dives in English, mathematics, physical education, and personal, social and health education. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of sessions, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also reviewed documents and samples of pupils' work in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of documents, including school policies and the school's website.
- The lead inspector made checks relating to the independent school standards, including checks on the school's premises.

- Inspectors considered responses to parent and staff surveys.

Inspection team

Jonathan Leonard, lead inspector

His Majesty's Inspector

Mike Onyon

Ofsted Inspector

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