

# Inspection of Redstone Academy for Boys

466 Moseley Road, Balsall Heath, Birmingham B12 9AN

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Inspection dates: 23 to 25 January 2024

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

**Yes**

## **What is it like to attend this school?**

Pupils flourish here. They develop a deep understanding of their role in their local community and wider British society. Pupils grow into reflective, responsible and mature young adults during their time at the school.

Leaders are building an ambitious and challenging academic curriculum and working to support all staff to develop the knowledge they need to deliver this well. The commitment that pupils show towards their learning is admirable. They attend school well. In lessons, they focus on their learning and tackle challenges with enthusiasm.

The school's ethos is palpable. A culture of mutual respect between all members of the school community threads through every aspect of the school. Pupils build strong, positive relationships with their peers and develop a strong sense of belonging. Pupils described how each pupil builds on the work of the others and is supported by those around them. They commented that this makes them feel like 'a family'. The view of one pupil echoed that of many: 'We are each a brick in the wall of our community.'

Leaders have worked hard to nurture and maintain this strong sense of community following the COVID-19 pandemic. Consequently, pupils feel safe here. If pupils have any concerns, they know whom to talk to and are confident that these will be resolved swiftly.

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

Leaders have created a culture here where both academic achievement and personal growth are prioritised. Leaders have the highest expectations for pupils. Their resolve to ensure that pupils receive a strong education that gives them the knowledge and skills to contribute positively to wider society is unmistakable. Staff share this ambitious vision and work hard to achieve it. Leaders are mindful of the workload of staff and model the behaviours they expect. Leaders have improved the monitoring process across the school. This is leading to improvements in some areas of the school. However, leaders' monitoring does not always identify aspects of school life that require further improvement.

Across all subjects, leaders have planned the curriculum carefully. They have defined the precise knowledge that pupils need in order to be successful and have ordered this sensibly so that new learning builds on the things that pupils have already been taught.

In the main, teachers have strong subject knowledge. They use suitable resources, explain new content well and make effective use of assessment to ensure that pupils remember the things they have been taught. However, in a small number of subjects, teachers do not choose activities that support pupils to reach the intended curriculum aims and they do not always give pupils enough information to make

sense of their learning. This leads to misconceptions and gaps in pupils' knowledge, which limits the progress that some pupils make.

Leaders build a clear picture of pupils' starting points and any additional needs they may have, including for pupils with special educational needs and/or disabilities. This information is communicated to staff. Generally, teachers adapt the curriculum successfully to meet the individual needs of pupils and take account of their starting points. Consequently, pupils with additional needs make sound progress during their time at the school.

Support for pupils who are at an early stage of reading is in its infancy. The school does not have a clear understanding of pupils' reading ability. Consequently, pupils who struggle to read do not receive the targeted support they need. The school is beginning to develop a reading programme to address this.

The school's work to enhance pupils' wider personal development is a key pillar of life at the school. Pupils quickly develop a deep understanding of fundamental British values and their personal role in promoting these. For example, events such as a recent diversity day ensure that individual difference is celebrated. Pupils engage in fundraising for local mosques and food banks. These opportunities help to further advance pupils' already mature understanding of their social and moral responsibilities. The school provides pupils with a range of encounters with the world of work. Leaders are taking appropriate steps to broaden this range and ensure that these encounters are always well matched to pupils' goals and aspirations.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- Leaders do not have a clear understanding of the gaps in pupils' reading abilities, and effective support is lacking for those who struggle to read. Because of this, those pupils who struggle to read do not learn to read fluently quickly enough. Leaders should ensure that they have an accurate view of pupils' reading ability and provide pupils with the targeted support they need to bridge any gaps in their reading.
- In a small number of subjects, teachers do not have sufficient subject knowledge to deliver the subject well. Where this happens, teachers' delivery of the curriculum is not strong because they do not design lessons that support the aims of the curriculum. This holds pupils back. Leaders should ensure that all teachers have the subject knowledge they need so that the curriculum is delivered suitably well across all subjects.

- The school's oversight of its work lacks rigour in some aspects. The school has not identified inconsistencies in the delivery of the curriculum and has not noticed errors in the coding of registers. Consequently, leaders have not focused their work on the areas that require the greatest attention. The school should make sure that monitoring processes ensure that the curriculum is implemented with suitable breadth for all pupils and that registers are completed accurately. They should also consider how best to ensure that all monitoring processes are fit for purpose.

### **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

<b>Unique reference number</b>	137560
<b>DfE registration number</b>	330/6009
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10284428
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	85
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Redstone Education Services Ltd
<b>Chair</b>	Mathew Williams
<b>Headteacher</b>	Saadat Rasool
<b>Annual fees (day pupils)</b>	£3,300
<b>Telephone number</b>	0121 448 7933
<b>Website</b>	<a href="http://www.redstoneacademy.com">www.redstoneacademy.com</a>
<b>Email address</b>	<a href="mailto:headteacher@redstoneacademy.com">headteacher@redstoneacademy.com</a>
<b>Date of previous inspection</b>	24 to 26 May 2022

## Information about this school

- The school has an Islamic ethos.
- The school does not make use of any alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school's previous standard inspection took place from 24 to 26 May 2022.

## 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the 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 held discussions with the headteacher and other senior and middle leaders.
- Inspectors spoke with the chair of the proprietary body.
- Inspectors carried out deep dives in English, science, geography and personal, social, health and economic education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with members of staff and spoke to pupils formally and informally at various points during the inspection. The inspectors considered responses to Ofsted Parent View, including free-text comments.
- Inspectors looked at records and spoke to staff in relation to attendance and behaviour.

## **Inspection team**

Alexander Laney, lead inspector

His Majesty's Inspector

Huw Bishop

Ofsted Inspector

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