

Everything Education School

1234-1238 Coventry Road, Birmingham B25 8BZ

Unique reference number (URN): 152569

Pre-registration inspection report:

10 June 2026

Overall outcome

The school is likely to meet all the independent school standards if it is registered

The purpose of this inspection was to advise the Secretary of State for Education about the proposed school's likely compliance with the independent school standards and associated requirements that are required for registration as an independent school.

Part 8. Quality of leadership in and management of schools

When we carry out pre-registration inspections of proposed independent schools, we report on the provider's likely compliance with part 8 of the independent school standards first. Under part 8, the proprietor is required to ensure that the school meets all of the independent school standards consistently. The standard in part 8 is intended to ensure that the quality of leadership and management at the school is sufficient for that purpose.

The proprietor, and leaders that have already been appointed, have significant prior experience as senior leaders in schools. They demonstrate the skills and knowledge to fulfil their roles effectively. Leaders have a secure understanding of the independent school standards (the standards). Leaders are likely to fulfil their responsibilities effectively.

Leaders have a clear vision for the school. They have an appropriate understanding of working with pupils with special educational needs and/or disabilities (SEND).

Leaders have prepared a suitable and well organised curriculum. They plan to promote pupils' wellbeing through an individualised offer that supports pupils' academic and personal development and meets their SEND needs.

The proprietor has established approaches for leaders to review and evaluate their work, such as through a suitable quality assurance cycle. This includes plans for regular checks on the effectiveness of teaching and learning. The proprietor has

also created a tracking system to monitor the school's intended consistent compliance with the standards. Leaders are aware of their duty to refer anyone they deem unsuitable to work with children to the disclosure and barring service.

At the previous pre-registration inspection, the standards in part 8 were judged as not likely to be met. This was because the proprietor had not ensured that standards in part 1 were all likely to be met. The layout and capacity of the proposed school's premises were not adequate to enable staff to deliver the curriculum as intended for the proposed number of pupils. Since then, the proprietor has amended the proposed number of pupils on roll and changed the way they plan to use the spaces in the school. Consequently, the standards in part 1 are now likely to be met.

The standards in this part are likely to be met if the DfE decides to register the provider as an independent school.

Part 1. Quality of education provided

Curriculum

The proposed school has created an ambitious and sequenced curriculum to provide pupils of secondary age with an effective, individualised education. The curriculum policy outlines how the school intends to equip pupils to learn well and make progress from their individual starting points.

The curriculum is supported by detailed schemes of work for each national curriculum subject from year 7 to 11. These plans will inform teachers about what needs to be taught, and in what order. Leaders intend for pupils to work towards GCSE qualifications when appropriate. The curriculum will be adapted through alternative pathways for those students who are at earlier stages of learning. Leaders are aware that some pupils may have gaps in their learning from previous spells out of education. They have identified how they will focus on foundational skills to address these gaps and provide opportunities for pupils to catch up. This includes an appropriate phonics programme.

Leaders have drawn up clear plans for teaching personal, social, health, citizenship and economic education through regular timetabled sessions and assemblies. These plans include a range of topics to support pupils to develop their character and their understanding of life in modern Britain. The content does not undermine fundamental British values. The curriculum covers the statutory requirements of relationships and sex education (RSE). Leaders have mapped out the teaching of RSE with key concepts such as consent, safeguarding and online safety being revisited regularly. Leaders intend to consult parents and carers about the content of the RSE curriculum.

The proposed school has considered how to deliver an effective programme of careers education. Leaders aim to use personalised pathways to show pupils an unbiased range of options and provide opportunities for pupils to experience the world of work. Pupils are likely to be well supported to make informed choices about their future careers or education.

Teaching

The proposed school has already recruited teaching staff, including a special educational needs coordinator. These staff demonstrate the expertise to plan and deliver lessons that are likely to meet the needs of pupils who join the school. Currently employed staff understand how to adapt the curriculum for different needs and use a range of approaches to ensure that pupils learn and make progress. The proprietor intends to employ additional qualified teachers as the school admits pupils. High staffing ratios and levels of supervision are planned to support pupils with SEND to access the curriculum safely and engage positively in learning.

Leaders understand what well-planned and delivered lessons look like. They plan to assess and check the quality of teaching through a monitoring cycle. These checks will enable leaders to identify appropriate well-focused training and support for staff if needed to ensure teaching is consistently of a high standard.

At the previous pre-registration inspection, the standards in this part were not fully met. This is because the size and layout of the classrooms were not appropriate to deliver the curriculum as leaders intended for pupils with SEND. Since then, the proprietor has reconsidered the plans for the building and reduced the intended number of pupils on roll. Consequently, these standards are now likely to be met.

Assessment

Assessment arrangements are clear and suitably structured. Teachers will check how well pupils are learning. Leaders will track this information electronically to identify pupils' progress, address any gaps in knowledge and adapt future learning plans where necessary.

Leaders plan to carry out various assessments on pupils during the planned admissions process. These include checking pupils' reading ability and will build an accurate picture of pupils' starting points.

The proprietor has ensured that standards in this part are likely to be met if the DfE decides to register the provider as an independent school.

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

The school has an appropriate programme for pupils' spiritual, moral, social and cultural development. Leaders demonstrate a secure understanding of the importance of this aspect of education and have placed it centrally in the curriculum.

Leaders have drawn up plans to teach pupils to gain an understanding of values such as tolerance and respect for others. These values will be displayed by staff and used to inform assemblies, discussion and enrichment activities. Assembly topics are mapped out across the year but will respond to current and local social issues. Debate will be encouraged and leaders are aware that they need to ensure that partisan views are not promoted in the school or by visitors.

Leaders intend that pupils develop aspects of character such as self-esteem, confidence and resilience through the curriculum, form time and therapeutic interventions. Leaders have made contact with local charities and businesses and made plans to engage in the community. They have planned educational visits to carefully chosen places, including various places of worship. This will enable pupils to appreciate different cultures and broaden their experiences.

The proprietor has ensured that standards in this part are likely to be met if the DfE decides to register the provider as an independent school.

Part 3. Welfare, health and safety of pupils

Safeguarding

The safeguarding policy meets statutory requirements. The designated safeguarding lead has been appointed. Leaders recognise the risks presented in the local area and the likely vulnerabilities of pupils with the type of needs catered for by the proposed school. The proprietor has ensured that safeguarding processes and recording systems are robust and, if used as intended, will support the schools aim to keep pupils safe.

Staff will have safeguarding training on induction and receive additional weekly updates so they are well-prepared and alert to any signs that pupils may not be safe. Leaders intend to build strong relationships with parents and the local community.

Behaviour and supervision of pupils

Leaders intend that the school will have a consistently applied approach to behaviour that encourages and rewards positive behaviour. Staff will be trained to

apply this approach consistently. The expectations for pupils and staff are clear. There will be a focus on developing respectful relationships with staff and peers. Records of any incidents of poor behaviour will be centralised onto an electronic platform to enable leaders to spot and address any emerging patterns. The school has a clear policy for managing incidents where restrictive physical intervention may be needed.

High staffing ratios and levels of supervision are planned to support pupils to behave well and keep them safe. This includes detailed plans for the safe arrival and exit of pupils at each end of the school day.

Anti-bullying

The proposed school has created a clear anti-bullying policy. This outlines how the school will address and record any incidents of bullying. Leaders intend to educate pupils about bullying and to support them should any incidents occur.

Health and safety, fire and first aid

The proprietor and headteacher are aware of their responsibilities to maintain high standards of health and safety. Leaders have organised systems to check these standards are upheld through a planned programme of regular checks, using external professionals where required.

The proposed building complies with the Regulatory Reform (Fire Safety) Order 2005. There are plans in place to maintain and test fire alarms and fire-fighting equipment regularly. The school plans to hold fire drills at least monthly.

Leaders have created an appropriate first aid policy. Sufficient staff have been trained in first aid to ensure that there will always be at least one first aider with pupils, including when pupils are off-site. Processes for recording incidents, storage and administration of medication are clear and well documented.

Admissions and attendance

The proposed school's admission and attendance registers are likely to meet the regulatory requirements. The school has drawn up suitable approaches to support this. Admissions registers contain all the statutory required information. Initial referral forms are detailed and will inform each pupil's individual support plan.

The school plans to use statutory attendance codes to record pupil absence. Leaders are clear about the checks they will make if a pupil does not attend school. Attendance records will be shared with the local authority and the commissioning school (if appropriate) to monitor pupil attendance.

Risk assessment

The school's risk assessment policy is comprehensive and detailed. It outlines how the proprietor has considered pupils' needs in a range of situations. For example, risk assessments are in place for the use of the local leisure centre and student arrival and departure in taxis. Leaders are clear about how to consider and mitigate risks. They understand that it is likely that some of the pupils they admit will have individual risk assessments depending on their needs.

The proprietor has ensured that standards in this part are likely to be met if the DfE decides to register the provider as an independent school.

Part 4. Suitability of staff, supply staff, and proprietors

The recruitment checks made on staff, supply staff and the proprietor

The proprietor and school leaders are aware of the necessary recruitment processes that need to be completed before staff start working at the proposed school. Checks are already in place for members of the proprietor body and those staff who are currently employed. The school is fully aware of the necessary checks that need to be made on supply staff should they choose to use them.

The single central record of these recruitment checks

The proposed school has an electronic single central record of the required checks made on staff. This is currently maintained by the headteacher. Once the proposed school is open, the proprietor plans to review it each term.

The proprietor has ensured that standards in this part are likely to be met if the DfE decides to register the provider as an independent school.

Part 5. Premises of and accommodation at schools

Toilet and washing facilities, water supply, changing accommodation and showers

The proposed premises has adequate separate toilets for pupils and staff. Toilets are lockable and have access to warm temperature-controlled water. Drinking water is clearly labelled and available at all times.

There are no changing or showering facilities on site. Leaders have organised weekly physical education sessions at a local leisure centre. They have completed risk assessments of the facilities at the centre and checked the changing and showering facilities there.

Medical room and accommodation for pupils' therapy needs

The medical room is small but appropriate. There is a fold down bed for use if needed. The room is close to a toilet and contains a sink. There is an additional room, separate from the classrooms, which can be used for teaching interventions and therapeutic support.

Ensuring the health, safety and welfare of pupils

The premises was previously a row of shops and is situated on a busy main road. However, access for pupils is via a quieter side road. The building is small but suitable for the proposed number of pupils. There are 2 classrooms and a further space for social times, eating, and occasional additional learning activity. The building is clean and well maintained.

Lighting and acoustic conditions

The proposed school building is acoustically suitable for learning. Despite being on a main road, it is quiet inside. Classrooms have large windows. Lighting is appropriate both inside and outside. The outside front is well lit by streetlights to allow safe access in darker months.

Outdoor space

There is a small space for outdoor play and socialising. It is clean and secure, and leaders intend to furnish this with seating and activities appropriate to the time of year. In addition, the proprietor has plans to use a local park. Leaders have completed risk assessments to ensure this is safe for pupils to travel to and use.

The proprietor has ensured that standards in this part are likely to be met if the DfE decides to register the provider as an independent school.

Part 6. Provision of information

The proprietor has developed a website that contains a range of information about the proposed school. This includes key policies and information that parents, carers and pupils would find useful including policies for safeguarding.

The proprietor and school leaders have ensured that they have a suitable annual report format so that they can report pupils' progress to parents. The school plans to issue reports to parents termly. These will include information about attendance, behaviour and academic attainment.

As the school intends to admit pupils from nearby local authorities, school leaders have in place procedures to report their expenditure to the relevant authorities.

Leaders understand their responsibility to share information with local authorities to support the review of education, health and care plans.

The proprietor has ensured that standards in this part are likely to be met if the DfE decides to register the provider as an independent school.

Part 7. Manner in which complaints are handled

The school has arrangements to make, record and store records of complaints and any actions taken in response in line with their published policy. The policy explains timescales for the complaints process. Leaders have identified an independent professional to act as an independent voice for any panel hearings.

The proprietor has ensured that standards in this part are likely to be met if the DfE decides to register the provider as an independent school.

The school's accessibility plan

The accessibility plan aligns with the requirements of the Equality Act 2010.

About this inspection

Inspectors carried out this inspection under section 99 of the Education and Skills Act 2008, at the request of the registration authority for independent schools. Inspectors checked the school's likely compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspector spoke with the headteacher, deputy headteacher, special educational needs coordinator and the chair of the proprietor body.

This was the second pre-registration inspection. The first pre-registration inspection took place 14 January 2026.

The inspector confirmed the following information about the school:

Everything Education is located at 1234-1238 Coventry Road, Birmingham B25 8BZ.

The proposed school intends to educate pupils with education health and care plans. It intends to particularly cater for pupils with speech, language and communication needs, autism and social emotional and mental health needs.

The proposed school does not intend to use any alternative provision.

The chair of the proprietor body is Waqar Malik.

Lead inspector

Corinne Biddell

His Majesty's Inspector

About this proposed school

Proprietor	Everything Education School Limited
Headteacher	Madausr Hussain
Type of school	Other independent special school
Capacity	15
Number of full-time pupils of compulsory school age on roll	Provider's proposal: 15
Number of part-time pupils of compulsory school age on roll	Provider's proposal: 0
Number of pupils with special educational needs and/or disabilities on roll	Provider's proposal: 15
Number of pupils on roll who have an education, health and care plan, or who are looked after by a local authority	Provider's proposal: 15
Age range of pupils	Provider's proposal: 11 to 16
Gender of pupils	Provider's proposal: Mixed
Total hours operating as a school per week	Provider's proposal: 32.5
Total hours of teaching provided per week	Provider's proposal: 25
Number of full-time equivalent teaching staff	Provider's proposal: 6
Number of part-time teaching staff	Provider's proposal: 0
Annual fees for day pupils	£25,000 to £78,000
Email address	school@everythingeducation.co.uk

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