

Myles Academy

Unit 7, the 3b Business Village, Alexandra Road, Birmingham B21 0PD

Inspection dates

21 July 2021

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4

- The proposed school intends to admit pupils with a range of special educational needs and/or disabilities (SEND) and who have been unsuccessful in schools previously. Leaders aim to re-engage these pupils in learning. They intend to do this by providing a personalised curriculum built around a core of basic skills, including literacy and numeracy, and personal growth and well-being (PGW).
- Leaders intend to supplement the core curriculum with a wide range of other courses designed to provide a broad education to interest and enthuse pupils. For example, the curriculum will include short courses in history, geography, cooking, enterprise, art and leadership. Leaders have in place a number of detailed curriculum plans and schemes of work that teachers will use and adapt when planning each pupil's curriculum.
- The proposed curriculum will have a similar structure in each of key stages 3, 4 and 5. Pupils' learning in each subject will build from year to year and key stage to key stage. As pupils move through the school, their curriculum will include more vocational subjects, preparing pupils for their next steps in education when they leave the school.
- Careers education is included in the proposed curriculum in all years. It will be taught as part of the personal, social, health and economic (PSHE) education programme, which will contribute to PGW in the school. Additionally, leaders intend to source independent careers advice for pupils from outside agencies.
- The proposed school's assessment policy is appropriate and clearly sets out the school's approach to assessment. It recognises the importance of immediate formative feedback. It focuses on helping pupils to make small steps in what they understand, know and can do. Summative assessment similarly focuses on identifying the steps of progress that the school's pupils are likely to make.

- The personalised nature of the curriculum means that pupils of the same age are likely to be working at quite different levels. Leaders have plans in place to offer a wide range of qualifications from entry level through to level 1 and level 2. A small number of qualifications will also be available at level 3, although leaders envisage that pupils capable of level 3 qualifications are likely to leave the school and move to a college or school sixth form.
- Leaders are in the process of recruiting staff for the school. They are clear about the subject knowledge and pedagogical skills that teachers and support staff will need to teach in the school.
- The school's proposed curriculum, assessment and teaching arrangements are likely to meet the needs of the pupils the school expects to admit. The standards in this part are therefore likely to be met.

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

Paragraphs 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- The proposed school's ethos is one of 'Rules, Responsibilities, Rights and Routines', also known as 'the four Rs'. The four Rs provide clear values that underpin many of the school's proposed policies and procedures.
- The proposed school has a policy and schemes of work for promoting pupils' spiritual, moral, social and cultural development. Spiritual development is likely to be promoted through opportunities to reflect on the meaning of spiritual experiences. Moral development is likely to be promoted through learning about moral codes and pupils developing their own values. Social development is to be promoted by pupils working as part of a team and learning to respect others. Finally, cultural development is to be promoted by celebrating special events and through off-site visits, for example to places of worship.
- Leaders intend that fundamental British values will be promoted in several areas of the curriculum. For example, the PGW programme includes units designed to promote respect for other people, particularly those with protected characteristics. Pupils will be taught about civil and criminal law in citizenship units of the PSHE programme. Additionally, leaders intend to invite into the school representatives of the police, to speak with pupils.
- The proposed school's behaviour policy makes clear that pupils will be expected to accept responsibility for their behaviour. They will learn how to contribute positively to the life of the school and the community more widely.
- The standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a), 16(b)

- The proposed school's safeguarding policy adheres to the guidance contained in 'Keeping children safe in education', September 2021. It is well written, detailed and

comprehensive, providing clear guidance for staff on how to recognise the signs that a pupil might need extra help and how to pass on any concerns. It is tailored particularly to the potential safeguarding risks for pupils with SEND. The policy is available on the school's website.

- The proposed school's behaviour policy is based on the four Rs and Department for Education guidance. It aims to promote positive behaviour based on choices and consequences. It clearly spells out the school's expectations of behaviour and the support that pupils will be given to help them meet these expectations. It includes the rewards and sanctions the school intends to use. It also includes helpful guidance on physical intervention, mobile phones and 'risk assessments and behaviour management plans' that all pupils will have. The policy is clear and comprehensive.
- The anti-bullying policy is also clear and helpful. It details the different forms of bullying, including homophobic and racist bullying. It sets out the roles that leaders, staff, peer mentors and pupils are expected to play in preventing and dealing with bullying. It also sets out training that will be provided for staff and the proactive work the school intends to carry out to prevent bullying. The policy is detailed and comprehensive, indicative of a school that intends to take bullying seriously.
- The proposed school has a first-aid policy that is fit for purpose. It includes roles and responsibilities for administering first aid to pupils. It clearly and concisely sets out the school's procedures for dealing with a variety of incidents that might require the administration of first aid.
- The proposed school has a detailed health and safety policy. It sets out roles and responsibilities and guidance for a wide and appropriate range of health and safety issues. These include dealing with hazardous substances, procedures for taking pupils off site, guidance for working at height and protective measures to be taken in the light of the COVID-19 (coronavirus) pandemic.
- The proposed school's risk assessment policy provides clear guidance on carrying out risk assessments and when staff must do so. It includes a helpful template for completing risk assessments. Inspectors checked several risk assessments that leaders have already completed.
- The proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005. For example, a fire risk assessment was carried out in February 2021 and all its recommendations have been implemented. Escape routes are clearly signposted around the school. Fire extinguishers are in place, and all have been appropriately checked.
- The standards in this part are likely to be met.

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

Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi),

21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)

- The proprietor has ensured that all relevant pre-employment checks have been carried out in line with statutory guidance. All checks are recorded on the single central register.
- The proposed school does not intend to use supply staff. However, leaders are aware of the checks they need to make should they use supply staff.
- The standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)

- The proposed school is located in a building that was previously used as office space. It has been refurbished to a high standard. Set out over three stories, the building provides ample space with rooms of varying sizes. All rooms are light, provide suitable acoustic conditions and are adequately sized for their intended purposes. All rooms have heating and air conditioning.
- The proposed school has a good-sized medical room. It has its own washing facilities and is close to toilets. Lockable storage for medicines is provided in the nearby school office. The medical room will not be used for any other purpose.
- The building provides ample toilets on each floor. They all have washing facilities, including hot and cold water. There are separate boys' and girls' toilets and additional single-use toilets. Several single-use toilets provide facilities for disabled pupils. The school has additional facilities for staff. Drinking water is available from a kitchen on each floor of the building.
- Leaders have created a good-sized outdoor play area. It is surrounded by secure fencing. Leaders intend this space to be used for recreation at social times. They intend physical education to be taught at a nearby sports centre and are in the process of negotiating the details of this arrangement.
- The standards in this part are likely to be met.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(e), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(1)(k), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g)

- The proposed school has a website. The website contains all of the information specified in the above standards.
- The standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)

- The proposed school has a written complaints policy that is available to parents on the school's website. It complies with government guidance. For example, it includes informal and formal procedures and timescales in which complaints should be resolved.
- The standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- The proprietor and the proposed school's leaders have a strong understanding of the independent school standards. The headteacher and deputy headteacher both have considerable experience in leadership roles in independent special schools, catering for pupils with similar needs as those likely to be admitted to the proposed school.
- The actions that the proprietor and leaders have taken in setting up the school demonstrate they have the skills and knowledge to ensure that the independent school standards are likely to be met consistently.
- The proprietor and the proposed school's leaders demonstrate a strong commitment to actively promoting pupils' well-being. This is evident in the proposed school's ethos and throughout its curriculum.
- The standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- The proposed school has a clear and concise accessibility policy. The policy includes the school's accessibility plan. This follows statutory guidance, setting out plans to improve physical access, access to the curriculum and the availability of information.
- The school is likely to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

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.

Proposed school details

Unique reference number	148644
DfE registration number	330/6137
Inspection number	10197475

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent school
School status	Independent special school
Proprietor	Myles Academy Limited
Chair	Susan Lau
Headteacher	Tasha Hughes
Annual fees (day pupils)	£45,000 to £80,000
Telephone number	0121 386 6605
Website	www.myles.academy
Email address	tash@mylesacademy.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	13 to 19	13 to 19
Number of pupils on the school roll	Not applicable	60	60

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	60
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	60
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	Not applicable	60
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	Not applicable	60

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	2	10
Number of part-time teaching staff	0	0

Information about this proposed school

- Myles Academy intends open on 1 September 2021. It is located in a business village in Handsworth, Birmingham.
- The school intends to cater for up to 60 pupils with a range of SEND.

Information about this inspection

- This pre-registration inspection was commissioned by the DfE, to determine whether the proposed school is likely to meet the independent school standards if it is given permission to open.
- This is the proposed school's first pre-registration inspection.
- Inspectors met with the proprietor, the headteacher and the deputy headteacher. Inspectors and leaders toured the school premises together.
- Inspectors reviewed a wide range of documents and policies. They discussed safeguarding and welfare arrangements and scrutinised the school's single central register.

Inspection team

Alun Williams, lead inspector

Her Majesty's Inspector

Jane Spilsbury

Her Majesty's Inspector

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