

Inspection of Myles Academy

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

Inspection dates: 7 to 9 June 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Insufficient evidence
Overall effectiveness at previous inspection	Not previously inspected
Does the school meet the independent school standards?	Yes

What is it like to attend this school?

Myles Academy is a calm and nurturing school. Leaders have established a strong child-centred ethos and staff and pupils share these values.

Leaders focus on re-engaging pupils in learning. Pupils who have not attended school for long periods of time enjoy coming to school. They flourish academically and socially because of the care and support they receive. Pupils who have limited experiences of success grow in confidence and self-belief.

Leaders have high expectations of pupils and this helps pupils to behave well. Positive relationships between teachers and peers help pupils to settle into school. Pupils say this school is different because 'teachers understand them'. Bullying is not tolerated. Differences are celebrated; it is ok to be yourself. Pupils say they feel safe at school.

Leaders place deliberate emphasis on basic skills, including English, mathematics and science. This means that pupils are well prepared for their next phases of education. Some pupils have firm career plans in place; these are supported fully by school.

A few areas of the curriculum are less well developed. This means that pupils do not learn as much as they could in these areas because the content does not challenge all pupils.

Alongside the taught curriculum, pupils access opportunities outside of the classroom that develop their social and cultural understanding. Pupils enjoy trips into their local community to explore and celebrate diversity.

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

Pupils arrive at the school at different points throughout the academic year. Many of them have experienced multiple placement breakdowns. They often lack self-esteem and, in some cases, had stopped attending their previous school. For this reason, leaders place deliberate emphasis on re-engagement through building trust and linking learning to pupils' interests.

Leaders make sure that there is a high focus on achieving purposeful qualifications in English, mathematics and science so that pupils are equipped for their next steps. In these areas, teachers have given careful thought and consideration to what pupils need to learn and when they need to learn it. Tasks are carefully planned to address common misconceptions. For example, in English pupils who arrive with low starting points are supported to develop a strong grammatical understanding. They build on their prior learning, which helps them to improve their writing over time.

Pupils read fluently and confidently. Leaders prioritise reading and make sure there are regular opportunities for pupils to access a wide range of texts and genres. Pupils learn new words with targeted support from staff. This increases their vocabulary over time. Positive role modelling of adults who discuss their own book choices fosters an enjoyment of reading in pupils.

In the few areas of the curriculum that are less developed, pupils do not study the curriculum in sufficient depth. This means that pupils may not learn as much as they could because the learning is not challenging enough.

The curriculum for personal, social and health education (PSHE) carefully considers the needs of pupils. Leaders take account of the challenges faced by pupils and respond to these through well-planned sessions. Pupils learn how to keep safe online, they know about risks, and they know what to do if they come across content that worries them. Across the curriculum, pupils tackle sensitive topics with respect. They debate ideas in a careful, considered way. Teachers facilitate this well. The high emphasis on respect permeates through the school's work. Leaders and all staff place high emphasis on respect for others. This permeates through all aspects of the school's work.

Careers education is personalised to each pupil's individual aspirations. Pupils receive impartial careers advice and guidance. A number of the pupils have positive plans for their destinations. They say that school helps them to prepare to access college when they leave.

Pupils know about healthy relationships. They understand that society is diverse and that everyone is unique. They show respect and celebrate difference. In this school, it is 'ok to be who you want to be'. Leaders make informed decisions about sensitive curriculum content. Relationships and sex education (RSE) is carefully planned and delivered appropriately because teachers know what pupils need to learn.

The proprietor has a clear understanding of their role and statutory responsibilities. She reviews all aspects of the school's work regularly. This oversight ensures that all of the independent school standards are consistently met. The detailed accessibility plan supports the school in meeting the requirements of schedule 10 of the Equality Act 2010. The curriculum for RSE has been implemented with regard to statutory requirements.

Safeguarding

The arrangements for safeguarding are effective. All staff are aware of their responsibilities and take them seriously. There is a strong culture of safeguarding.

The school's policy is clear and written with due regard to guidance issued by the Secretary of State. It is published on the school's website. Leaders, and all staff, know children well and are aware of risks around their pupils. They know how to recognise potential signs of harm and abuse. All staff are appropriately trained and take necessary swift action where concerns are raised.

Those responsible for the management of safeguarding keep appropriate records. Pupils regularly learn about safety through the curriculum.

What does the school need to do to improve?

(Information for the school and proprietor)

- In a few areas of the curriculum, the content is not taught with the necessary depth to help pupils learn more and remember more. This means that pupils do not have sufficient opportunity to deepen their knowledge. Leaders must ensure that the curriculum in these areas is ambitious and planned coherently so that learning takes into account what pupils know already. Leaders need to make sure that the planned curriculum challenges pupils to extend their skills and knowledge 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.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	148644
DfE registration number	330/6137
Local authority	Birmingham
Inspection number	10220463
Type of school	Other independent special school
School category	Independent school
Age range of pupils	13 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	6
Of which, number on roll in the sixth form	0
Number of part-time pupils	2
Proprietor	Myles Academy Limited
Chair	Sue Lau
Headteacher	Tash Hughes
Annual fees (day pupils)	£45,000 to £80,000
Telephone number	0121 824 1710
Website	www.mylesacademy.co.uk
Email address	tash@mylesacademy.co.uk

Information about this school

- Myles Academy is an independent school situated on the outskirts of Birmingham. The school offers places to boys and girls who have social, emotional and complex learning needs.
- The pre-registration inspection by Ofsted took place in July 2021. The school opened in September 2021.
- The school does not make use of alternative provision. Pupils access physical education at Handsworth Leisure Centre.

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.

- This was the first routine inspection the school 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.
- Inspectors held meetings with the proprietor, the headteacher and the deputy headteacher.
- Inspectors carried out deep dives in these subjects: English, including reading, mathematics, science and PSHE. For each deep dive, inspectors met with subject leaders, explored curriculum planning, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector met with the designated lead for safeguarding and reviewed the school's processes for recording concerns. Training records were scrutinised along with the school's single central record of checks made on staff prior to them starting work at the school.
- Inspectors checked for compliance with the independent school standards. A number of policies were reviewed, including safeguarding, curriculum, admissions, bullying, health and safety, complaints and behaviour. Inspectors also toured the school to check suitability of premises.
- Inspectors considered responses to Ofsted's survey for staff and pupils. They also took into account a number of responses to Ofsted's questionnaire for parents, Ofsted Parent View.

Inspection team

Melanie Callaghan-Lewis, lead inspector Ofsted Inspector

Kirsty Foulkes Her Majesty's Inspector

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