

Inspection of Myles Academy

Unit 7, 3B Business Village, Alexandra Road, Handsworth, Birmingham B21 0PD

Inspection dates: 17 to 19 June 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Pupils enjoy school and trust that staff will help them. All pupils have special educational needs and/or disabilities (SEND). Many have had negative experiences of education in the past, including long periods when they did not attend school. Pupils settle in quickly and attend very well.

Pupils learn without interruption because the curriculum meets their needs and staff know how to support them. The calm, friendly atmosphere is underpinned by warm relationships. Pupils show empathy and respect for their peers and for staff.

The school has high aspirations for what pupils can achieve. Pupils share these aspirations. They persist when they find learning difficult and support their peers to do likewise. Pupils begin to believe that they can succeed. For many, this is the first time they have done so.

High-quality pastoral support and thoughtful curriculum choices enable pupils to flourish in their lives beyond school. For instance, the school builds pupils' confidence in unfamiliar settings and their skills in sports and physical activities. As a result, pupils join sports clubs and take part in social activities outside school. This benefits their physical and mental health, and their social development.

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

Pupils achieve well, often from very low starting points. They gain an extensive range of qualifications. Pupils receive helpful information and guidance about careers and further education. This enables them to successfully maintain their education, training or employment after they leave the school.

The curriculum is broad and ambitious for all pupils. The school knows precisely what knowledge pupils need to acquire at each stage and in every subject. Gaps in pupils' knowledge are identified when they start at the school. The curriculum ensures that these gaps are closed. It is also well matched to pupils' interests, so that it motivates them. For instance, pupils' views are used to decide which books will underpin the English curriculum and which sports they will play in physical education.

The school meets the wide range of SEND that it caters for, academically, socially and in preparing pupils for adult life. Staff have the expertise they need to support each pupil with precision, taking into account the needs of pupils, as set out in pupils' Education and Health Care (EHC) plans. Pupils often significantly exceed their EHC plan targets.

Teachers explain new knowledge clearly. They ensure that pupils revisit previous learning so that they remember more and build on what they know. Teachers check what pupils have learned. They ensure that teaching activities close gaps in pupils' learning. Teachers deliver the curriculum consistently well that enables pupils to

learn as much as they can. As pupils gain confidence, staff adjust the level of challenge so that pupils continue to rapidly improve their knowledge.

The school ensures that pupils improve their reading confidence, fluency and enjoyment. The books that pupils read help them to understand the experiences of people from backgrounds that are different from their own. Pupils who are at an early stage of reading get the extra help they need to catch up.

Pupils' behaviour is exceptionally positive. They listen attentively to staff and to each other. Learning is not interrupted or delayed. Pupils concentrate on acquiring the new knowledge that staff intend. Pupils feel that they belong at this school. They are eager to take part in all that is available to them. This contributes to their very high attendance.

Leaders recognise that most pupils have had limited opportunities for personal development prior to arriving at the school. The school is committed to ensuring that pupils gain a wide, rich set of experiences that enhance their lives beyond school. They have ensured that opportunities include experiences that remove barriers that some pupils face to accessing activities such as using local leisure centres and parks.

Pupils learn about topics such as maintaining healthy relationship and consent. These lessons are delivered sensitively, taking into account the needs of each pupil. The curriculum challenges stereotypes, builds pupils' knowledge of different cultures and supports social development. Pupils show respect those with different faiths, backgrounds and perspectives even if they don't agree with them. Pupils develop their sense of citizenship. For example, pupils spend time improving the local environment so that shared spaces are more pleasant for the community. Leaders ensure that all staff have the training and support that they need to fulfil their roles. Communication between staff and with parents and carers is very strong. It ensures the best possible support for pupils.

The ethos of the school is deeply understood by all staff. The proprietor body has robust processes in place that enable them to have a thorough understanding of the school. Leaders' decisions always take account of the ethos of the school and prioritise pupils' best interests.

The school complies with schedule 10 of the Equality Act 2010 and meets the Independent School Standards. Policies are up to date and reflect the latest statutory guidance. The school site is maintained to a high standard.

Safeguarding

The arrangements for safeguarding are effective.

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	148644
DfE registration number	330/6137
Local authority	Birmingham
Inspection number	10374917
Type of school	Other Independent Special School
School category	Independent school
Age range of pupils	13 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	15
Number of part-time pupils	3
Proprietor	Myles Academy Limited
Headteacher	Tash Hughes
Annual fees (day pupils)	£45,000 to 80,000
Telephone number	0121 8241717
Website	myles.academy
Email address	tash@mylesacademy.co.uk
Date of previous inspection	7 to 9 June 2022

Information about this school

- All pupils have an education, health and care plan. The school caters for the following needs: social, emotional and mental health and autism. All pupils are placed at the school by their respective local authority.
- The school use one unregistered alternative provision to enhance the curriculum for some pupils. Staff from the school accompany pupils when they attend alternative provision.
- The school is permitted to register 60 pupils.
- Two pupils on roll at the time of the inspection were in the post 16 age group.
- The school operates from a site located at Unit 7, 3B Business Village, Alexandra Road, Handsworth, Birmingham B21 0PD.

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 evaluation of the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders 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.
- An inspector met with the chair of the proprietor body, Myles Academy Limited.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the views of staff and pupils in Ofsted's online surveys. Inspectors spoke to pupils and staff in meetings and around the school site. They also spoke to some parents and carers.
- Inspectors carried out deep dives into these subjects: English, science, physical education and personal, social and health 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 toured the school site to check the suitability of the premises.

- In the last academic year there have been no formal complaints made to the school.

Inspection team

Sarah Favager-Dalton, lead inspector

His Majesty's Inspector

Ant Edkins

Ofsted Inspector

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