

# Inspection of Daylesford Academy

Lyndon Road, Solihull B92 7QW

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Inspection dates:	10 and 11 June 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Tina Whitehouse. This school is part of Solihull Alternative Provision Multi Academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Stephen Steinhaus, and overseen by a board of trustees, chaired by Colin Winstone.

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

Many pupils who attend Daylesford have complex social and emotional needs. Some have missed years of their education. Pupils often feel an injustice about challenges they have faced in mainstream education. At this school, however, they learn to re-engage with education. They develop self-confidence, and many begin to feel happy in school for the first time.

Pupils feel a sense of belonging here. They are perceptive and understand that they have a responsibility for making others welcome at their school. Staff understand the needs of pupils exceptionally well. They find moments to learn what motivates and worries them. Pupils respond by showing respectful behaviour towards staff.

The school is ambitious for all pupils to do well. It measures success in different ways. Many pupils leave with the knowledge that they need to successfully pursue post-16 courses. Others experience success in attending school again and learning how to communicate their emotions. Most pupils begin to cope with their reintegration back into formal education.

Pupils take part in a wide range of exciting enrichment activities. They look forward to trips to places that they have not visited before. Pupils successfully learn about different career options and vocations. Many hold ambitions to be entrepreneurs or to work in the care sector, helping others and contributing positively to society.

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

Since opening in 2022, there have been rapid developments to many areas of this school's provision. Dedicated leaders have formed an effective partnership with a caring trust. Both are committed to providing the best opportunities for the pupils and families they serve. Staff feel proud to work at this school. They are dedicated to supporting the trust's ambition.

The school's curriculum is growing and developing. Staff accurately identify the necessary improvement actions required. Learning sequences are linked to specific learning pathways and qualifications. These are matched to the needs of pupils. Many go on to successfully complete their programmes of study. This enables all pupils to enter their post-16 provision with the knowledge and skills that they need to be successful.

The school recognises that there is further training required to support staff to deliver the curriculum as intended. Staff have the necessary subject knowledge to deliver their respective subject areas. However, some do not adapt learning effectively to enable pupils to understand activities and learn independently.

The school is developing its approaches to reading. Many arrive at this school not having read a book. Some do not enjoy reading. A new library has introduced books that are better matched to pupils' interests. Staff read these books to them in form time. However,

those pupils at the early stages of reading require additional support to learn how to read. Some pupils do not have a sufficiently good understanding of the words they read.

All pupils have special educational needs and/or disabilities (SEND). The school works well with external support agencies to identify pupils' specific learning needs. Some arrive at this school without a diagnosis or an understanding of why they find learning difficult. Many pupils receive support to communicate effectively, while others get help to control their emotions and deal with their anxieties.

Some pupils arrive at school not having attended an educational setting for up to four years. The school rewards their improved attendance, and many pupils begin to value the importance of their education. Overall attendance has improved. However, too many pupils are still away from school too often. This affects their learning and means they miss out on important social events.

The school prioritises the personal and social development of its pupils. Pupils learn the importance of tolerance and mutual respect. They understand the risks they can face in wider society. Pupils know the dangers of inappropriate social media use, of substance misuse and of getting involved in organised crime. They learn that misogyny is unacceptable and that being different is what makes them unique and is to be celebrated. Many pupils leave this school with happy memories and are in a better place to pursue their interests and talents.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- Too many pupils are persistently absent from school. This affects their learning and means they miss out on important social events with their peers. The school and trust should ensure that they support pupils and parents to understand the importance of regular attendance to reduce persistent absence.
- Some staff do not adapt or model learning effectively to enable pupils to understand activities and learn independently. This means that some pupils struggle to start their learning or are asked to consider too many instructions without fully understanding what is expected of them. The school should ensure that all staff understand how to adapt and model learning effectively.
- A few pupils at the early stages of learning to read do not receive effective support. Some pupils do not have a sufficiently good comprehension of the words that they read. This affects their understanding and enjoyment of learning. The school should ensure that all staff know how to support those at the early stages of reading and develop pupils' understanding of the vocabulary they encounter.

## 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.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	149062
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10378287
<b>Type of school</b>	Alternative provision
<b>School category</b>	Academy alternative provision sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	41
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Colin Winstone
<b>CEO of the trust</b>	Stephen Steinhaus
<b>Headteacher</b>	Tina Whitehouse
<b>Website</b>	<a href="http://www.daylesford.org.uk">www.daylesford.org.uk</a>
<b>Dates of previous inspection</b>	Not previously inspected

## Information about this school

- Daylesford Academy opened in 2022 and is part of Solihull Alternative Provision Multi Academy Trust. The trust contains three schools.
- The academy admits pupils in key stages 3 and 4 who have been excluded, who are at risk of permanent exclusion or who have become disengaged from learning. Many pupils have experienced disruption to their education or have refused to attend school in the past.
- All pupils have specific needs associated with past schooling or personal circumstances. Most have social, emotional or mental health needs. All pupils have SEND.
- The school does not currently use alternative provision.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the assistant headteacher, the special educational needs and disabilities coordinator and other subject leaders.
- The lead inspector met with the chair and vice-chair of trustees. He also met with the chair of the local advisory board.
- The lead inspector met with the CEO and the director of education for the school.
- Inspectors carried out deep dives in early reading and mathematics and looked at the wider curriculum, looking at how effectively communication, interaction and language were being supported. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered evidence from other subjects, including music, art and design, food technology and personal, social and health education.
- Inspectors observed pupils' behaviour in lessons and at social times. Inspectors spoke to pupils throughout the inspection and held meetings with groups of pupils.
- 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 considered responses to the online survey, Ofsted Parent View, including parents' free-text responses. They met in person with a parent who asked to speak with inspectors.
- Inspectors considered responses to the Ofsted surveys for school staff and pupils.

## Inspection team

Tony Bradshaw, lead inspector

His Majesty's Inspector

Ian Tustian

Ofsted Inspector

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