

Inspection of ID Academy

3–5 Brenkley Way, Seaton Burn, Newcastle upon Tyne NE13 6DS

Inspection dates: 23 to 25 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

ID Academy is a school where pupils feel valued. Staff consider pupils' individual needs and interests. They use this information to plan a curriculum that meets pupils' needs. Pupils feel safe and well supported because of the care they receive from all staff. For many pupils, staff have restored their interest in the value of education.

Pupils behave well. Staff care for pupils' needs. At the same time, staff set pupils clear boundaries and expectations. This encourages pupils to work well and respect others. Pupils are confident that staff will respond to any concerns they may have.

Pupils are encouraged to try new experiences. These include adventurous activities, such as surfing and rock climbing. These activities build pupils' confidence and their social skills. Staff show consideration in matching activities to pupils' interests. Pupils carry out enterprise activities and engage with a range of employers.

Pupils attend very well. This is because they enjoy their learning. They value their interactions with staff, who show an interest in them.

Parents and carers are delighted by the difference that ID Academy has made for their children. They can see the significant improvements in their child's attendance and engagement with school. They appreciate how well staff communicate with them.

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

Leaders have worked with staff to create a bespoke curriculum to meet the needs of pupils. Pupils arrive at school with different starting points. Many have experienced interruptions to their previous learning. Teachers work with pupils to assess their needs. They develop pupils' engagement by finding out their interests. They then plan individual programmes that map out what pupils need to know in each subject.

Leaders provide support for any pupils who need help with their reading. They have used a phonic programme well to help pupils to read more fluently. Pupils are encouraged to read a range of fiction and non-fiction books. Pupils have opportunities to read aloud to their teachers.

Pupils benefit from a well-sequenced mathematics curriculum. Teachers build pupils' confidence in number over time. They use assessment well to check what pupils know. Teachers provide support to address any gaps in pupils' understanding. Pupils recognise the importance of achieving successful outcomes in mathematics to help them in their next steps.

Pupils learn well in other subjects. In art, pupils progress from simple drawing and shading to more complex drawings of animals and reptiles. Pupils study the work of

artists and complete work influenced by their styles. In history, pupils follow a considered curriculum that is informed by the national curriculum.

Each pupil follows an individual plan that addresses their interests and abilities. There are occasions where these personal plans do not fully address the wider knowledge and skills that pupils need to acquire in particular subjects.

Teachers respond well to the needs associated with teaching a range of subjects. They intelligently adapt a range of resources to meet curriculum needs. Non-specialists teach subjects such as mathematics, art and history effectively. Leaders are further building teachers' expertise by bringing in additional subject specialists. Some of this work is at an early stage and there remain areas where teachers' curriculum knowledge is less developed.

Teachers make pupils' personal development a priority. They know that many pupils have previously had a negative experience of education. They take time to find out what will engage pupils in a meaningful way. They select activities that will motivate pupils and help develop lifelong interests. Much of this provision is exemplary. Through rock climbing, surfing and circus school, pupils embrace adventure and manage risk.

Staff invest similar care in the provision of careers education. Pupils learn about different careers by meeting people from a range of occupations, including representatives from uniformed services, healthcare and the construction industry. They visit different workplaces. Staff accompany pupils to colleges and sixth-form centres. The transition to the next steps is managed with great care. Staff think deeply about preparing pupils for adulthood.

Pupils learn about healthy relationships and the importance of consent. Staff teach pupils about a range of protected characteristics. Pupils complete a diploma that includes units on personal risk, rights and responsibilities, and law and order. On occasions, there are gaps in some pupils' experience of aspects of the programme.

Pupils attend extremely well. This is a significant achievement. Many pupils had significant gaps in attendance before arriving at ID Academy. They attend school because they feel safe, respected and well supported. Their behaviour is very good. Pupils talked to inspectors with intelligence and insight. They are highly appreciative of the education and care they receive.

For many pupils, ID Academy has had a transformative effect. They feel that for the first time, their social, emotional and academic needs are being met. They want to attend school and achieve positive outcomes. Parents were unanimous in their praise for the school.

Safeguarding

The arrangements for safeguarding are effective.

All staff have received higher level safeguarding training. The headteacher updates staff on any changes to policies and procedures. Staff are highly attentive to pupils' needs. They maintain a constant focus on pupils' well-being. They know what to do if they have concerns about pupils' safety. Leaders pursue any concerns about pupils' welfare thoroughly. Staff work with a range of external partners to support pupils' safety and well-being.

Leaders have developed a curriculum that raises pupils' awareness of risks and how to manage them. Leaders carry out thorough checks on the suitability of adults working at the school. The proprietor ensures that safeguarding is always considered in his regular meetings with the headteacher.

What does the school need to do to improve?

(Information for the school and proprietor)

- Although leaders have increased the range of subjects taught, the process of increasing staff's subject expertise is at an early stage. Teachers have stronger knowledge in some subjects than in others. Leaders need to continue to develop staff's subject knowledge to further strengthen the curriculum.
- On some occasions, the plans teachers have developed to respond to pupils' interests do not fully align with what pupils need to learn in the wider curriculum. This can lead to gaps in pupils' subject knowledge and in their experience of the personal development programme. Leaders should check that personal curriculum plans provide pupils with the wider knowledge and skills they need in their subjects and in their personal development programme.

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	145239
DfE registration number	392/6001
Local authority	North Tyneside
Inspection number	10202198
Type of school	Other independent special school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	9
Number of part-time pupils	0
Proprietor	Gordon Quince
Headteacher	Susan Park
Annual fees (day pupils)	£29,285
Telephone number	0191 230 3090
Website	www.idacademy.org.uk
Email address	info@idacademy.org.uk
Date of previous inspection	16–18 October 2018

Information about this school

- Since the previous inspection, two new teachers and a learning mentor have been appointed.
- The school uses alternative provision for one pupil at Blended Studios in North Tyneside.

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.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspectors held several discussions with the headteacher and members of staff. They also talked to teachers about the curriculum and wider aspects of school life.
- Inspectors looked in detail at the curriculum in English, mathematics, art and history. They talked to leaders and teachers about their curriculum plans. They also talked to pupils about what pupils knew and remembered in these subjects. They looked at pupils' work and visited lessons.
- The lead inspector talked to the proprietor to find out how the proprietor supports and challenges school leaders.
- Inspectors checked safeguarding arrangements. They looked at the school's work to make staff and pupils aware of safeguarding issues. They also looked at safeguarding records to see how concerns about pupils' safety are recorded and followed up. They looked at the checks made on the suitability of staff working at the school.
- Inspectors considered six free-text responses to Ofsted's Parent View questionnaire. They also held telephone calls with three parents. Inspectors considered six responses to Ofsted's pupil questionnaire and seven responses to Ofsted's staff questionnaire.
- Inspectors talked to pupils to gather their views on school life.

Inspection team

Malcolm Kirtley, lead inspector

Gordon Watts

Her Majesty's Inspector

Ofsted Inspector

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