

Inspection of NexGen Academy

Dovecot Multi Activity Centre, Back of Dovecot Place, Dovecot, Liverpool, Merseyside
L14 9BA

Inspection dates: 7 to 9 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

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?

Pupils are happy and safe at NexGen Academy. They appreciate their time at the school. The attendance of many pupils significantly improves once they join the school. They feel valued because staff care about them. Pupils said that they can talk to staff about any concerns. They know that staff will listen and provide support.

Pupils respond well to teachers' high expectations of them. Pupils work hard. They achieve well in a range of subjects and are well prepared for the next stage of their education or employment. Pupils said that staff understand them and the challenges that they have faced previously. Although it is rare, pupils are confident that staff will deal promptly with bullying or falling out if it happens.

Pupils respect and celebrate their differences. They enjoy the range of trips and visiting speakers which help them to learn about life in British society as well as future employment opportunities. Pupils participate in a range of activities which enable them to develop confidence and resilience. They appreciate that their views are sought by leaders as a way to further improve the school.

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

Leaders have established a culture of high aspirations. Pupils want to achieve their best. They grow in self-confidence and develop hope for the future. Leaders have designed a broad, ambitious curriculum. This prepares them well for life in future education, employment or training.

In most subjects, leaders have organised the curriculum well and this helps pupils to remember what they have been taught. The important knowledge that pupils need to know is carefully ordered. Teachers check that pupils remember their learning over time. This means that pupils gain an understanding of more-complex ideas. They build on what they already know and can do. However, in a minority of subjects the curriculum is not organised as clearly. Pupils do not achieve as well in these subjects.

Leaders place a high priority on pupils learning to read. Staff use checks on pupils' reading knowledge and understanding to ensure that pupils get any help that they may need with their reading. Teachers provide pupils with many opportunities to read across a broad range of subjects. The work with the local library, within the same building as the school, is having a positive impact. Through this, pupils broaden their reading experience. Leaders effectively foster a love of reading in pupils for both pleasure and purpose.

Leaders quickly identify any needs of pupils with special educational needs and/or disabilities (SEND). Staff have the same high aspirations for these pupils as they do for other pupils. Each pupil with SEND has an individual plan that ensures pupils

receive the help that they need. These pupils make strong progress in their learning and are prepared well for the future.

Leaders have designed an effective personal, social, health and economic education curriculum. They ensure that pupils are introduced to the world of work and learn about the different options available when they leave the school. Lessons are complemented by a programme of assemblies and visitors which promote pupils' personal development well. Pupils learn about why it is important to respect difference in modern Britain.

Staff have high expectations of pupils' behaviour. Pupils are friendly and polite. Pupils behave well in lessons. They concentrate and develop positive attitudes to learning. Teachers manage the very few challenging, complex behaviour issues well. This ensures that the learning of others is not affected. As a result, pupils' behaviour improves while they are at the school.

Members of the proprietor body have the expertise and skills required to fulfil their roles effectively. Leaders have an accurate view of the school's strengths and what needs to improve. Staff feel well supported by leaders. They said that leaders consider their well-being.

The proprietor body has ensured that all of the independent school standards are met. The school's website provides parents and carers with the information they might require. This includes a complaints procedure and information about relationships and sex education. The proprietor body ensures that there is a suitable accessibility plan in place to comply with the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that the curriculum helps pupils learn how to stay safe and recognise risks. For example, pupils learn how to recognise signs of criminal exploitation.

Safeguarding policies and procedures follow the latest guidance and are published on the school's website. Staff have regular safeguarding training. They are alert to any signs of neglect or abuse and know how and when to report concerns. Leaders act upon concerns promptly and appropriately to ensure that pupils are safe. When required, they engage well with external agencies to ensure the safety of pupils.

What does the school need to do to improve?

(Information for the school and proprietor)

- In a minority of subjects, the curriculum does not identify clearly enough how important knowledge builds on what pupils already know. Pupils do not achieve as well in these subjects. Leaders should ensure that all subject curriculums are designed in a logical way so that pupils know and remember more.

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	148620
DfE registration number	341/6022
Local authority	Liverpool
Inspection number	10225766
Type of school	Other independent school
School category	Independent school
Age range of pupils	14 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	30
Number of part-time pupils	0
Proprietor	NexGen Ltd
Chair	Kevin Lynch
Headteacher	Kevin Lynch
Annual fees (day pupils)	£9,500
Telephone number	01513 478867
Website	https://www.nexgenacademy.co.uk
Email address	info@nexgenacademy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school occupies one side of the first floor of the Dovecot Multi-Activity Centre.
- The school caters for pupils who have experienced educational challenges in their mainstream schools.
- This was the first standard inspection of the school.
- Leaders do not use any alternative provision.

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 has 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 completed deep dives in the following subjects: English, mathematics, and hospitality and catering. As part of the deep dives, inspectors met with leaders to discuss the curriculum, visited lessons with senior leaders, met with teachers and looked at pupils' work. They also looked at the curriculum and pupils' work in science. Inspectors met pupils from the lessons visited. They met with the teachers from the classes visited. Inspectors listened to pupils reading.
- Inspectors looked at the single central record and checked the school's systems for monitoring and reporting safeguarding concerns. They also met with the designated safeguarding leader.
- Inspectors met with the special educational needs coordinator to help evaluate provision and practice for pupils with SEND in the school.
- Inspectors spoke with a range of staff and pupils to find out what it is like to be a pupil or to work in this school.
- Inspectors spoke with senior leaders from two placing schools.
- Inspectors reviewed key documents, including the school's self-evaluation form, school action plans and monitoring records.
- Inspectors checked all survey responses, including those from pupils, staff and parents. This included taking into account responses to Ofsted Parent View. They also spoke with parents.

Inspection team

Simon Hunter, lead inspector

Her Majesty's Inspector

Tim Sherriff

Ofsted Inspector

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