

Prudhoe West Academy

Address: West Road, Prudhoe, Northumberland, NE42 6HR

Unique reference number (URN): 144180

Inspection report: 3 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve highly across the school. Outcomes in phonics and the Year 4 multiplication check have been consistently above national averages over time.

Pupils gain and retain essential knowledge securely. In lessons, pupils engage well and build on their prior learning confidently. Across the wider curriculum, pupils apply their knowledge and skills confidently to discuss their learning in a range of subjects.

Targeted academic support is extremely well designed. Leaders put in place interventions that are purposeful, time-limited and closely monitored to ensure they lead to meaningful progress. Pupils with vulnerabilities or special educational needs and/or disabilities receive support that is both skilled and sensitive to their needs. Strategies drawn from therapeutic approaches and professional expertise help pupils to manage their behaviour and return to learning quickly, enabling pupils to sustain strong academic progress.

Staff respond promptly to emerging gaps in understanding, ensuring that no pupil falls behind. As a result, pupils, including those with lower than expected starting points, make significant and sustained progress through the curriculum.

Attendance and behaviour

Strong standard ●

The school has established a positive whole-school culture so that pupils attend school well. Leaders provide focused activities and communication to parents related to attendance. Pupils show a great deal of excitement about the attendance certificates and other incentives.

Leaders take a rigorous approach to tracking attendance. They promote regular attendance for all pupils and take targeted action for those pupils whose attendance is not as high as it should be. Leaders' actions to tackle barriers for the pupils with the lowest attendance are reflected in notable improvements.

Pupils behave well at all points of the school day. Staff and pupils understand the expectations and systems for behaviour well. Rewards motivate pupils. They love the recognition they receive in Friday assemblies. Pupils are keen to earn class points and win the 'Behaviour Bear'. Bullying is not a concern. Pupils are confident that staff would deal with any poor behaviour quickly and effectively.

Pupils who need additional and bespoke support for behaviour receive it in a well-considered way. This support is detailed in behaviour plans that are well understood by staff. For some pupils, the support they receive is decided in collaboration with other professionals. Pupils show respect for the tailored support their friends might need.

Curriculum and teaching

Strong standard 

High-quality teaching is evident throughout the school, reinforced by effective curriculum implementation. From the pre-school onwards, children experience a curriculum that builds knowledge in a carefully considered and logical way. Teachers' subject expertise ensures consistency and precision in how the curriculum is delivered. The mixed-age classes and 2-year curriculum cycle are well designed. This enables teachers to deliver the curriculum effectively and ensures that pupils are working at age-appropriate levels.

There is a clear focus on securing knowledge of the basics. Staff have a rigorous approach to checking pupils' understanding. They address any misconceptions quickly. Morning routines are highly purposeful, enabling pupils to revisit previous learning and to close gaps in knowledge with increasing independence. These routines operate seamlessly across the school and have a positive impact. Allocated time to revisit prior learning in lessons helps pupils to retain and apply important knowledge and skills with confidence.

Staff use their checks on what pupils know regularly and effectively. This enables staff to make timely and impactful adaptations to meet pupils' needs. They ensure that pupils with special educational needs and/or disabilities, or other barriers to learning, secure new knowledge successfully. Leaders deploy teaching assistants skilfully, enabling pupils to work with increasing independence.

Early years

Strong standard 

Children in the early years benefit from a coherent and well-sequenced curriculum. Staff implement this with expertise and consistency. The curriculum is meticulously designed from the start. The provision for 2- and 3-year-olds has a very positive impact on children's development. Staff know precisely what children need to learn and when. This creates purposeful environments where children engage confidently with well-planned activities from the moment they arrive. Nothing is left to chance and staff ensure that all children benefit from the full breadth of the school's offer.

Interactions between staff and children are nurturing, purposeful and focused on developing children's language and vocabulary. Adults model high-quality language and use their conversations to deepen children's understanding. Children follow established routines confidently, settle quickly and sustain concentration in their play.

Reading is prioritised from the start. In Reception, children quickly secure early phonics knowledge. Children's reading development is checked regularly so that any additional support can be given quickly. Children have many opportunities to apply their phonics knowledge, early writing and number skills with independence. This helps them to build strong foundations for their future learning.

The school establishes meaningful partnerships with parents and carers. Staff draw on a range of information to understand children's progress. This enables them to provide timely, focused support where needed. As a result, children, including those with additional needs or barriers to learning, progress well from their starting points. Children are very well prepared for Year 1.

Inclusion

Strong standard 

Inclusive practice is at the forefront of the school's work. Leaders have developed staff expertise and introduced systems to ensure that all staff strive to ensure that pupils achieve, belong and thrive. The impact of training that staff have received can be seen in how responsive they are to pupils' needs and barriers to learning. Pupils' vulnerabilities are well understood. The school maximises its use of funding to support pupils who are disadvantaged.

The school quickly identifies pupils' needs and the support they require. All staff are knowledgeable about the systems to identify pupils' needs. This begins right from the 'Rainbow room' pre-school provision for 2-year-olds. The school has established a cycle, involving parents, that quickly puts home and school support in place. Effective support is also in place for pupils who are disadvantaged.

In lessons, pupils with special educational needs and/or disabilities or barriers to their learning get the timely and effective support they need. Pupils are also well supported to independently access the help they need, developing their independence.

The school identifies the pastoral support and wider opportunities pupils might benefit from. This is closely tracked to ensure that pupils get the academic, social and experiential opportunities they need. Leaders have ensured that thorough consideration is given to preparation and transition to middle school.

Leadership and governance

Strong standard 

Leaders and those responsible for governance have pupils' best interests at heart. This shapes and drives the inclusive practice across school and the determination to ensure that all pupils progress through the curriculum well. Leaders have accurately identified the best ways to sustain improvements across school. The support from the trust adds additional leadership capacity, expertise and quality assurance. This drives a strategic approach for high-quality and well-embedded provision across school.

Support for pupils with special educational needs and/or disabilities (SEND) and other barriers to learning is very well considered. The school works tactically, drawing on external expertise to develop and introduce systems to best support these pupils. This has resulted in a whole-school approach to ensure that pupils with SEND are successful in school, academically and socially.

Trustees and governors have a granular understanding of the priorities of the school. Their accurate understanding helps them to allocate resources and support in a timely way. For example, the school priorities directly link to clear professional development pathways for staff. This further embeds the consistent and high-quality provision seen across school.

Staff are supported by leaders. Staff wellbeing and workload are considered as a part of leaders' decision-making. Staff feel valued and are proud to work here.

Leaders have compiled a comprehensive offer for pupils' wider development. There is clear consideration and oversight to ensure that all pupils benefit from this offer. The introduction of the 'Childhood pledge' means that all pupils have access to the same, broad experiences by the time they leave the school.

Pupils develop secure knowledge across the school's personal, social and health education programme as well as its relationships and sex and health education programme. They build age-appropriate knowledge of fundamental British values, how to keep healthy, how to stay safe online and how to be a good friend. Additional sessions and assemblies help pupils to apply this understanding more widely. For example, pupils learn to recognise and discuss the ways neurodiversity is shown in the media. Classroom discussions and assembly times enable pupils to reflect on their feelings and to develop a sense of right and wrong.

Pupils have a range of activities and experiences to develop their interests and talents. Older pupils are elated about 'Space club' and its links with Kielder observatory, and the learning and opportunities they have through that. Leaders track the uptake and engagement of pupils with clubs. The school is particularly alert in promoting the participation of pupils who are disadvantaged and pupils with special educational needs and/or disabilities.

Pupils relish the leadership opportunities they have. They are proud to lead by example in their school and contribute to various parts of school in their 'buddy' roles.

The school strives to ensure pupils have the pastoral support they need. Pupils are confident to access this support when they need it. Leaders are committed to supporting pupils' all-round personal development so that pupils feel confident and ready for middle school and beyond.

What it's like to be a pupil at this school

Pupils at Prudhoe West Academy brim with excitement about coming to school each day. This is reflected in their high attendance. They talk with enthusiasm about their learning and the wide range of opportunities they experience. Pupils enjoy their lessons and are motivated by the many incentives that encourage them to try their best. For example, staff recognise positive attitudes and resilience as well as reward pupils for being good friends and role models. The 'childhood pledge' provides challenges and activities to broaden pupils' horizons and develop their character. Alongside clubs, these experiences help to prepare pupils well for their next stage of education and for life beyond school.

Pupils feel that they belong at Prudhoe West Academy. They describe strong, trusting relationships with staff, who know them well and understand their needs. Pupils say that adults listen to them and help them to feel secure. Pupils behave extremely well. They are considerate of one another, offer support when someone needs help and contribute actively to the life of the school. Year 4 pupils are particularly proud of their leadership 'buddies'

roles, and many pupils relish the responsibilities linked to caring for Maggie, the therapy dog, who is adored across the school.

Pupils achieve well. They talk confidently about their learning. In phonics and in the Year 4 multiplication check, pupils' attainment has been above national averages over time. Pupils build strong foundations that help them progress successfully through the curriculum. Pupils' barriers to learning are quickly identified and successfully reduced.

Pupils say they feel safe in school and know how to stay safe in the community and online. They understand what it means to be a good friend and how to keep their bodies healthy. They trust staff to help them with any worries, and they know that concerns are taken seriously. Pupils thrive at Prudhoe West Academy and share a collective sense of pride in their school.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas, by seeking continued improvement, overcoming barriers and challenges, in order to drive a transformational impact for all pupils.
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About this inspection

This school is part of WISE Academies, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Zoe Carr OBE, and overseen by a board of trustees, chaired by Margaret Stephenson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke to senior leaders, including representatives from the board of trustees and members of the local governing body.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

The school also, under the same registration, runs nursery provision for 2- and 3-year-olds.

Michelle Brewster: Headteacher

Lead inspector:

Georgina Chinaka, His Majesty's Inspector

Team inspectors:

Amy Cookson, Ofsted Inspector

Nicola Murray, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 February 2026

School and pupil context**Total pupils**

242

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

300

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

25.26%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.96%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

10.33%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	5.0%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	9.8%	13.3%	Below
2023/24 (3 term)	11.9%	14.6%	Close to average
2022/23 (3 term)	12.3%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional

standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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