Inspection of The PRIDE Academy

Falling Lane, Yiewsley, West Drayton, Middlesex UB7 8AB

Inspection dates:	20 and 21 May 2025
The quality of education	**Good**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Outstanding**
Sixth-form provision	**Good**
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Reece Nicholls. This school is part of Orchard Hill College 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), John Prior, and overseen by a board of trustees, chaired by Raymond Leclercq.

What is it like to attend this school?

There are no limits to what The PRIDE Academy believes its pupils can achieve, dream and accomplish. It is a place of positivity, inclusion and support, where pupils come first.

Relationships are strong. Staff take the time and care to get to know pupils and foster their self-confidence and self-esteem. Staff have high ambition for pupils' achievement and success and support them to meet these expectations.

Pupils are kept safe. They understand what to do if they feel unsafe or experience any bullying and trust staff to deal with issues quickly and effectively. Pupils move around the site sensibly and behave appropriately in lessons. They are curious and welcoming when meeting visitors.

Pupils have numerous opportunities each day to develop their interests. From the moment they enter the school, they choose settling activities that help to ensure a supportive start to the day. Through links with alternative providers, pupils explore their specific interests and career aspirations. They enjoy attending additional activities, such as languages, yoga, cultural cooking and construction. Pupils look forward to frequent visits to museums, rock climbing, go-carting and ice skating. These activities underpin the curriculum and broaden their experiences.

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

The school is extremely ambitious for pupils' personal and academic success. The curriculum is broad in scope and highly tailored to meet pupils' different needs. Each subject is carefully structured so that pupils practise and embed key knowledge and skills, fully preparing them for more complex learning later on. For example, an introduction to Shakespeare in Year 7 helps pupils to be ready to access the full text of Romeo and Juliet and Macbeth. The school has also expanded the offer of vocational, functional and academic qualifications for pupils in key stage 4 and students in the sixth form. These qualifications prepare pupils and students well for their next steps at college or through apprenticeships.

Staff have been very well trained. This has had a highly positive impact on the ways in which teachers and support staff explain new learning and set tasks. Teachers ensure that pupils are given the time and opportunity to practise and repeat learning so that it becomes memorable. Learning is well adapted to meet pupils' individual needs and different starting points. Typically, assessment is used well to check pupils have learned the intended curriculum. However, this sometimes lacks precision. In these instances, some pupils are not as well supported to secure the knowledge they need to learn and remember the curriculum.

The school has prioritised reading. For example, dedicated time each week allows pupils to practise reading together. This is having a positive impact on their fluency, comprehension and vocabulary acquisition. The school has identified pupils who would

benefit from additional support. Staff have received specialist training to deliver this with precision and confidence.

The school's work in managing behaviour, including supporting pupils to recognise and deal with their emotions, is exemplary. Behaviour incidents are carefully analysed and recorded. This helps staff to be highly responsive and, working closely with a range of therapists and specialists, understand each individual and what will support them best. As a result, the number of suspensions has significantly reduced compared to previous years.

Attendance is a key priority for the school. Leaders carefully track and monitor rates of attendance, working with a range of agencies to ensure pupils are safe and supported to attend school. This has significantly improved attendance for many pupils. However, there are families for whom, despite the school's best efforts, this remains a priority.

The provision for personal development is extensive. The school ensures pupils are extremely well prepared for their next steps. Pupils are taught to be responsible, independent and resilient. For example, they visit banks and libraries, learn cookery for life skills and plan travel to cultural and work experience destinations. The school's careers programme ensures that pupils, and students in the sixth form, receive a broad and rich range of advice and opportunities. Pupils are ambitious and optimistic for their futures.

The school's leaders, including trustees and members of the local governing body, have acted quickly to bring about significant improvements. Their actions have had an incredibly positive impact on pupils' experiences and outcomes. Central to this work has been the highly strategic professional development and training offer. This has ensured that staff have expert knowledge in meeting the diverse needs of pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment is not used with consistent precision. This means that some pupils are not as well supported to secure the knowledge they need to access and make progress through the intended curriculum. The school should ensure that assessment is used consistently to identify and address misconceptions in a timely way.

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

Unique reference number	143714
Local authority	Hillingdon
Inspection number	10379162
Type of school	Special
School category	Academy free school special
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	118
Of which, number on roll in the sixth form	6
Appropriate authority	Board of trustees
Chair of trust	Raymond Leclercq
CEO of the trust	John Prior
Principal	Reece Nicholls
Website	www.ohcat.org/academies/the-pride-academy/
Date of previous inspection	Not previously inspected

Information about this school

- The school opened in April 2022 and caters for pupils with social, emotional and mental health needs.
- All pupils at the school have an education, health and care plan.
- The principal took up their post in September 2024.
- The school uses three registered and one unregistered alternative provisions.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement 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 carried out deep dives in these subjects: English, mathematics and physical education. To do this, they met with subject leaders, held discussions with staff and pupils, visited lessons and looked at pupils' work. Other subjects were considered as part of this inspection.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- The inspection team met with senior leaders, a selection of subject leaders, teachers and support staff.
- The lead inspector met with representatives from the Orchard Hill College Academy Trust, including the chair of the board of trustees and the deputy CEO. Discussions were also held with members of the local governing body, including the chair of governors.
- 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.
- The views of pupils, parents and staff were considered through discussions and their responses to Ofsted's online surveys.

Inspection team

Una Buckley, lead inspector	His Majesty's Inspector
Jeremy Loukes	Ofsted Inspector
Mineza Maher	Ofsted Inspector

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