

# Cramlington Learning Village

**Address:** Highburn, Cramlington, Northumberland, NE23 6BN

**Unique reference number (URN):** 137457

## Inspection report: 19 May 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 ●

### Attendance and behaviour

Strong standard ●

Leaders and staff consistently promote the importance of high attendance. Pupils understand the value of attending school regularly. The vast majority do so. Leaders accurately identify patterns of pupils' absence and intervene quickly where necessary. They provide highly effective support to families and in the community for a minority of pupils who struggle to attend regularly. This support helps pupils to return to school. A significant minority of pupils receive bespoke support to reduce their barriers to attendance through the school's 'Tranquillity' provision. Persistent absence has reduced rapidly, including for disadvantaged pupils and those with special educational needs and/or disabilities.

Leaders have developed a culture that enables all pupils to learn successfully. The school environment is welcoming, calm and productive. Pupils conduct themselves very well. They rarely need reminding about positive behaviour. Pupils are engaged in lessons and eager to learn because they are supported to develop their aspirations. They are incredibly supportive of, and kind to, each other. Older pupils, including students in the sixth form, are role models for their younger peers. Bullying or discrimination of any type is not tolerated. Where this does occur, it is dealt with effectively. Leaders provide tailored support for a significant minority of pupils who sometimes struggle. Pupils learn how to manage their emotions, communicate positively with others and develop their resilience in learning.

### Curriculum and teaching

Strong standard ●

Leaders have made further improvements to the quality of the curriculum and teaching that pupils receive. The curriculum is ordered so that pupils are supported to be fully prepared for what they need to learn next. They are constantly building on what they already know. Leaders have made astute adaptations to the curriculum to support pupils who are disadvantaged, those with special educational needs and/or disabilities and those who speak English as an additional language. Teachers consistently teach the curriculum to a high standard, including in the sixth form. They accurately identify and address any gaps in pupils' learning. This is having an increasingly positive impact on what pupils go on to achieve.

Teachers make sure that pupils learn and can apply a wide range of language and vocabulary across the breadth of curriculum subjects. Pupils are supported to constantly improve their writing skills and do so. They quickly develop an enjoyment of reading. Pupils access a wide range of texts that are matched to their ability and needs. They benefit from the effective support of sixth-form students to develop their confidence in reading aloud. Pupils who need some extra support to develop their knowledge and skills in reading, writing and mathematics receive it. This support enables pupils to catch up with their peers quickly.

### Inclusion

Strong standard ●

Leaders demonstrate a firm commitment to inclusion. They quickly and accurately identify and assess the individual needs of pupils. All pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, receive the support that they

need to thrive in school and beyond. Staff know pupils very well. They make sure that astute adaptations are in place to reduce pupils' barriers to learning and wellbeing.

Leaders rigorously monitor the impact of the provision for pupils with additional needs. They carefully alter their approach to this support when needed. This significantly enhances pupils' experience of school. A small minority of pupils need some extra help to fully access their education. These pupils are skilfully supported through tailored interventions, making a meaningful difference to their learning. Pupils learn how to understand and manage their emotions, develop their resilience and form positive friendships with their peers. Alternative provision is used appropriately to provide further opportunities for a minority of pupils.

Leaders use additional funding to target support for disadvantaged pupils and those known, or previously known, to social care. These pupils are highly valued in the school community. They receive the resources that they need, alongside enhanced guidance and advice, as they prepare for their next steps.

## **Leadership and governance**

**Strong standard** ●

Leaders understand their school context, community and pupils incredibly well. They make decisions in the best interests of pupils. These decisions are focused sharply on pupils being able to experience success in school and beyond. Leaders, including trustees and governors, ensure that staff help to shape and understand the school priorities. There is a clear vision, which is shared by all. Leaders' priorities for improvement are precise and have strengthened the whole school provision for all pupils. In areas that remain a priority, such as achievement, leaders are taking demonstrable action, which is having a positive impact. They have consistently high expectations of staff and pupils. This has created an effective learning environment that fully meets the needs of pupils, particularly those who are disadvantaged and those with special educational needs and/or disabilities. Leaders work closely with wider professionals and with parents and carers. They make sure they are well informed of their child's education.

Trustees and governors have a clear strategic oversight of the school. They hold leaders to account effectively. Trustees ensure that their statutory duties, such as safeguarding, are met. They make sure that staff have the resources that they need to continue to provide high-quality education for pupils. Staff benefit from a carefully designed and tailored programme of professional learning. This has increased the consistency of the learning that pupils receive. Staff have opportunities to further their development by sharing practice among their colleagues and networking with other schools. Teachers in the early stages of their career are skilfully supported to develop their knowledge and skills.

## **Personal development and wellbeing**

**Strong standard** ●

Leaders have implemented a highly effective personal development programme. Pupils know how to keep themselves safe, including online. They learn how to lead a healthy lifestyle and maintain positive relationships. Pupils learn how to access activities and services in their local area. They benefit from structured opportunities to debate topical issues. Pupils celebrate differences and show respect for others. They actively and positively welcome pupils from other countries into the school community. Staff care about their pupils. They make sure that pupils know where to access help and support. Staff teach

pupils how to take care of themselves well. Leaders make sure that pupils who need extra help receive it. This is effective in reducing barriers to pupils' wellbeing.

There is an extensive range of opportunities for pupils to discover and develop their interests and talents. Leaders tailor the school's offer towards the needs of pupils, particularly those who are disadvantaged and those with special educational needs and/or disabilities (SEND). Younger pupils enjoy 'Challenge Wednesday', when they regularly try new activities such as street dance, storytelling, first aid and meditation. Pupils enjoy socialising with their peers in a supportive environment through 'Fun Friends' club. They demonstrate independence and resilience when faced with new challenges. Pupils, including those who are disadvantaged and those with SEND, benefit from a range of leadership opportunities. Pupils enjoy supporting others while developing their own confidence, for example, being anti-bullying or reading ambassadors. Students in the sixth form participate in community projects by taking care of local green spaces and helping in local residential settings.

Pupils access a structured careers programme that is matched to their aspirations. They engage with a range of employers, colleges and universities. Pupils, including students in the sixth form, know what they need to do to achieve their goals. They are fully prepared for their next steps.

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## Expected standard

### Achievement

Expected standard 

Pupils, including those who are disadvantaged, typically achieve close to national averages in published tests and examinations. This has been the case over time. Students in the sixth form also achieve close to national averages, and this is improving. Leaders have taken action to further improve achievement so that more pupils achieve above their peers nationally. However, it is too early to determine the full impact of this work.

The improvements made to the curriculum and teaching mean that pupils achieve well across the curriculum. They produce high-quality work. Pupils with special educational needs and/or disabilities progress well through the curriculum from their starting points. Support provided, including targeted interventions, ensures that pupils are helped to secure crucial knowledge and skills in reading, writing and mathematics. This helps them to fully access the wider curriculum. Pupils, including students in the sixth form, are well prepared for their next steps. They go on to access meaningful education, employment or training that is closely aligned to their aspirations.

### Post 16 provision

Expected standard 

Leaders have strengthened the sixth-form provision in recent years. This is improving students' achievement over time. They achieve well. Outcomes in national tests and examinations are close to national averages. The curriculum offer is well designed and adapted to meet the specific needs of each cohort. Students benefit from high-quality teaching, which enables them to deepen their knowledge. Students with special educational

needs and/or disabilities receive the support that they need to fully access their learning. They progress through the curriculum alongside their peers.

Students are happy and feel valued. They feel that the supportive relationships that they build with staff are a real strength of their experience. Students enjoy supporting younger pupils and taking part in community projects. They receive tailored support to help them to make informed decisions about their next steps. This includes carefully designed tutorial sessions matched to their aspirations. Independent learning slots help to develop students' self-study skills. Many go on to use these at university. Students meet with and visit employers and universities regularly so that they can make informed decisions about their future. The support that students receive enables the overwhelming majority to progress into meaningful education, employment and training.

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

Pupils are safe and happy at Cramlington Learning Village. They are well cared for by staff. Pupils know where to go if they need some extra help. They learn how to look after themselves and others. Pupils behave very well and show confidence, resilience and kindness in their conduct. Bullying is rare and dealt with effectively. Pupils enjoy coming to school. The vast majority do so regularly. Pupils are ambitious for their future and know what they need to do to achieve their goals. They are eager to learn and succeed. Students in the sixth form are role models for younger pupils. Pupils develop a real sense of belonging in this school.

Pupils access a well-considered academic and creative curriculum. They benefit from consistently high-quality teaching. Pupils build on their knowledge over time. Students in the sixth form typically develop a deep understanding of their subjects. Overall, pupils and students achieve close to national averages in examinations. Pupils who are disadvantaged and those with special educational needs and/or disabilities receive highly effective support to achieve their goals. They progress well through the curriculum from their starting points.

Pupils are encouraged to learn musical instruments, take part in school productions and join sports clubs. They have the opportunity to try activities such as chess, pickleball or puppeteering. Pupils can learn new skills, such as hair and beauty or magazine writing. They engage positively in the community by promoting reading in local primary schools or by leading sports tournaments. Older pupils visit universities and meet employers to help prepare them for their next steps. The vast majority of pupils go on to sustain meaningful education, employment or training.

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## **Next steps**

- Leaders should ensure that the high-quality education that pupils receive leads to more pupils, including post-16 students, achieving above-average outcomes in national tests and examinations over time.
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## About this inspection

This school is part of Cramlington Learning Village trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Ivan Wintringham.

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 with the co-headteachers, senior leaders and trustees during the inspection.

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.

The inspectors confirmed the following information about the school:

The school currently makes use of 4 alternative provisions, including 2 that are unregistered.

Co-headteachers : Kim Irving and Jon Bird

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### Lead inspector:

Nikki Heron, His Majesty's Inspector

### Team inspectors:

Bernard Clark, Ofsted Inspector

Anne Vernon, Ofsted Inspector

Geoffrey Lumsdon, Ofsted Inspector

Christina Jones, Ofsted Inspector

Malcolm Kirtley, 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 19 May 2026

## School and pupil context

## Total pupils

**2,021**

Well above 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: 1,067

## School capacity

**2,218**

Well above 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: 1,154

## Pupils eligible for free school meals (FSM)

**23.69%**

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: 28.9%

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

**2.08%**

Below 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: 3.09%

## **Pupils with special educational needs (SEN) support**

**12.37%**

Close to average

### **What does this mean?**

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

National average: 13.4%

## **Location deprivation**

**Well below 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)**

**Resourced provision**

### **What does this mean?**

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

## **Type of specialist provision (if applicable)**

**HI - Hearing Impairment**

### **What does this mean?**

The type of Special Educational Needs provision provided at the school (if applicable).

**All pupils' performance**

## **English and maths GCSE**

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	46.9%	45.4%	Close to average
2023/24 (final)	43.9%	45.9%	Close to average
2022/23 (final)	41.0%	45.3%	Close to average

## Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	46.7	46.1	Close to average
2023/24 (final)	46.6	45.9	Close to average
2022/23 (final)	46.6	46.3	Close to average

## Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.15	-0.03	Close to average
2022/23 (final)	-0.13	-0.03	Close to average

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	21.9%	25.8%	Close to average
2023/24 (final)	21.8%	25.8%	Close to average
2022/23 (final)	17.6%	25.2%	Close to average

### Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	35.3	34.9	Close to average
2023/24 (final)	35.3	34.6	Close to average
2022/23 (final)	35.1	35.0	Close to average

### Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.75	-0.57	Close to average
2022/23 (final)	-0.70	-0.57	Close to average

### Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>2024/25 (final)</b>	21.9%	53.1%	-31.2 pp
<b>2023/24 (final)</b>	21.8%	53.1%	-31.3 pp
<b>2022/23 (final)</b>	17.6%	52.4%	-34.8 pp

### **Disadvantaged pupils' Attainment 8**

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>2024/25 (final)</b>	35.3	50.4	-15.1
<b>2023/24 (final)</b>	35.3	50.0	-14.7
<b>2022/23 (final)</b>	35.1	50.3	-15.2

### **Disadvantaged pupils' Progress 8**

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>2023/24 (final)</b>	-0.75	0.16	-0.91
<b>2022/23 (final)</b>	-0.70	0.17	-0.87

### **Destinations after 16**

**Destinations after 16**

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023 leavers (revised)</b>	90%	92%	Average
<b>2022 leavers (revised)</b>	95%	93%	Average
<b>2021 leavers (revised)</b>	92%	94%	Average

## **16 to 18 performance**

### **A-level average point score**

The average points that students achieved per A-level entry.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (final)</b>	36.47	35.00	Close to average
<b>2023/24 (final)</b>	32.16	34.38	Close to average
<b>2022/23 (final)</b>	29.26	34.16	Below

### **A-level value added**

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (final)</b>	0.0	0.0	Close to average
<b>2023/24 (revised)</b>	-0.2	0.0	Below

## **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 (3 term)	9.0%	8.4%	Close to average
2023/24 (3 term)	9.4%	8.9%	Close to average
2022/23 (3 term)	8.8%	9.0%	Close to average

### 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 (3 term)	23.3%	23.4%	Close to average
2023/24 (3 term)	24.0%	25.6%	Close to average
2022/23 (3 term)	26.1%	26.5%	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.

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