



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR PRUDHOE COMMUNITY HIGH SCHOOL

<b>Name of School:</b>	Prudhoe Community High School
<b>Headteacher:</b>	Annmarie Moore
<b>Hub:</b>	North East Mainstream
<b>School phase:</b>	Secondary
<b>MAT (if applicable):</b>	Cheviot Learning Trust

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	N/A
<b>Date of this Review:</b>	19/01/2026
<b>Overall Estimate at last QA Review:</b>	N/A
<b>Date of last QA Review:</b>	N/A
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	05/12/2023

**Quality Assurance Review**

The review team, comprising host school leaders and visiting reviewers, agrees that evidence indicates these areas are evaluated as follows:

**Leadership at all levels** N/A

**Quality of provision and outcomes** N/A

**AND**

**Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs** N/A

**Area of excellence** N/A

**Previously accredited valid areas of excellence** N/A

**Overall peer evaluation estimate** N/A

**Important information**

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.
- The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:

*Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.*

## **1. Context and character of the school**

Prudhoe Community High School is a 13 to 18 secondary school located in Prudhoe, Northumberland. The school is smaller than the average-sized secondary school, with a sixth form which offers a range of courses and qualifications. The school is a member of the Cheviot Learning Trust which comprises 18 schools from first, middle and secondary phases.

The school community wants young people to strive for excellence wherever and however they can, to develop their values and learn to live by them and to participate actively. The school's mission is 'Excellence in all we do'.

The student population is mainly White British. The proportion of students for whom English is an additional language (EAL) is well below the national average. The proportion of disadvantaged students is slightly below the national average. The proportion of students with special educational needs and/or disabilities (SEND) is in line with the national average.

In 2025, due to issues with the school buildings, the entire school, including facilities, was relocated to another campus in Washington, some considerable distance from the existing campus. The school was able to move back to the Prudhoe campus after extensive repair work. The move to and from the Washington campus caused considerable disruption to the school community and led to operational constraints.

### **2.1 Leadership at all levels - What went well**

- Prudhoe Community High School (PCHS) continues to provide a first-class education for its students. Seamless operational procedures and systems allow students and staff to excel.
- Leaders have a thorough understanding of the context of the school. The ethos for learning and the collaborative culture which supports students and staff are evident right across the school. Leaders at all levels pride themselves on creating a very inclusive school. Staff get to know students as individuals and strive to offer a personalised experience, within the context of 'Excellence in all we do'.
- The headteacher demonstrates extensive leadership experience and maintains a razor-sharp focus on delivering high-quality education for students. She is supported by an accomplished and capable leadership team with an unwavering commitment to continuous improvement. Staff flourish because of the thoroughly embedded systems, structures and clarity of vision.
- Senior leaders have an accurate view of the school's strengths and areas for development. A holistic and robust approach focuses on gleaning information from book study, lesson visits and staff discussions to support self-evaluation

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and next steps. Leaders at all levels are considered an integral part of the school's quality assurance processes.

- Teaching and learning are very well led and managed. A comprehensive continuing professional development (CPD) programme supports teachers at all stages of their careers. Training opportunities are tailored to the individual and best practice is shared within and across departments. Early career teachers (ECTs) feel very well supported by leaders and say that they have a comprehensive induction programme.
- The pastoral provision is extremely well organised and efficiently run. Leaders identify the successes they have gained by providing students with a 'listening ear'. Staff help to guide students through any difficulties they may be experiencing. Their persistence ensures that hard-to-reach parents are contacted, and issues dealt with rapidly.
- The careers programme adheres to the principles laid out in the latest Gatsby Benchmarks. The school helps students develop the skills and knowledge needed for the changing job market and provides students with a variety of opportunities to engage with employers and further and higher education providers.
- Leaders value the wellbeing of staff. They have an open-door approach and staff can raise any concerns or issues at any time. Leaders take feedback constantly throughout the year and make changes to operational procedures based on staff feedback. A heat-map exercise identifies key pressure points for different departments, and this information is then used to review and tweak the school calendar.
- Leaders are to be commended on managing the disruption to students' education in 2025. Leaders at all levels ensured that students continued to achieve well in public examinations. The transition team helped students in the current Year 9 to make a smooth transition to PCHS in September.

## 2.2 Leadership at all levels - Even better if...

- ... leaders at all levels considered how best to further communicate and celebrate the many strengths and successes that are to be found at PCHS.

## 3.1 Quality of provision and outcomes - What went well

- The school's relentless focus on creating a culture of success ensures that students continue to demonstrate strong academic performance and personal development.
- The positive climate for learning is fostered by robust relationships between staff and students. Routines and expectations are clearly communicated and consistently followed. Influential role models among the staff and older

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students set a constructive example for the school community. High standards for behaviour are upheld, with students exhibiting a secure understanding of the school's rules and their importance. The school's policy on the use of mobile phones is strictly adhered to by students.

- Leaders have implemented a comprehensive curriculum. All students are offered the full range of subjects at GCSE, regardless of their ability. Subject leaders have determined the intended learning outcomes and the appropriate sequence for student progression. Teachers use their expertise to design learning activities that build knowledge over time, ensuring that students regularly revisit previously covered material. Leaders work closely with the middle schools in order to enable curriculum continuity from middle school into Year 9.
- The curriculum fosters creativity, curiosity, and empowers students to express their ideas with confidence. Furthermore, both curricular and offerings contribute to students' social, moral, spiritual, and cultural development, cultivating a strong sense of community and belonging within the school community.
- The very well constructed personal and cultural studies (PCS) curriculum enables students to develop skills and attributes, such as resilience, self-esteem, risk-management, teamwork and critical thinking. These are developed alongside students' knowledge of their own physical and mental health and well-being.
- Very good leadership and a rich curriculum enable students to excel in the sixth form. The curriculum provides students with clear routes into higher education and apprenticeships. Students demonstrate a high level of confidence with a focus on independent learning. Students often achieve distinction level in vocational subjects and the proportion of students who achieve the highest grades at A-level is high.
- Leaders and staff are committed to developing the literacy skills of students. The learning resource centre (LRC) is a hub for reading. Students have monthly reading recommendations, teacher and student recommendations, competitions and book groups. Mobile LRCs and e-books ensure that literature can be accessed by all. Struggling readers are provided with the opportunity to study 'communications' which allows them to develop their comprehension and basic literacy skills.
- Students in Key Stage 4 continue to achieve well against a whole range of national benchmarks. Workbooks are well presented and demonstrate positive progress over time. Students speak of how they use retrieval techniques to access 'sticky' knowledge.
- Teachers and other adults have a strong command of their subject and subject pedagogy. In a Year 10 mathematics class, the teacher used her knowledge of trigonometry to model the process of using TOA/SOH/CAH strategies. This enabled students to become fluent in solving such problems. In a Spanish class, the teacher used questioning to target students' specific

needs. Throughout, students displayed positive learning behaviours and eagerly engaged with their learning.

### **3.2 Quality of provision and outcomes - Even better if...**

- ... teachers consistently used 'in the moment' assessment techniques that mirrored the best practice evident in the school.
- ... teachers considered how to make better use of successful talk partner strategies in order to engage all students in discussions.

### **4.1 Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs - What went well**

- The provision for SEND is very well led and managed; the SENCo is a crucial member of the senior leadership team. Prudhoe Community High School celebrates diversity and supports each student's personal, social, emotional, and academic development through inclusive practice, high-quality teaching, and strong partnerships with families and professionals.
- All students with SEND are supported to take part in the full life of the school, including trips, clubs, and enrichment activities. Social and emotional development is prioritised through pastoral care and well-being support.
- Leaders foster a close working relationship with the two feeder middle schools in order to support the transition to PCHS. Staff, including teaching assistants, meet with staff from feeder settings to share strategies that work well, and they provide enhanced transition programmes or timetables for vulnerable or anxious students.
- Through transition procedures, leaders identify those disadvantaged students that require intervention to support their learning. This involves key pastoral staff meeting families where attendance is a concern. The school utilises local community hubs to meet families who do not feel comfortable coming into school. There are positive working relationships with families and carers to understand and reduce any barriers to attendance. Good attendance is rewarded through positive behaviour points and the celebration of achievement. A daily attendance tracker enables senior leaders and the pastoral team to identify any concerns.
- The attendance manager has set students specific challenges throughout the year, targeting key disadvantaged students and meeting with them individually to provide mentoring and rewarding improvements in behaviour. The Tutor 2 initiative is used by tutors to mentor two students and work to improve the attendance of these students. The school works closely with Early Help for those families struggling with getting their child to school. This formulates

meetings, ensuring that they happen on a regular basis. Currently, the attendance of disadvantaged students is four percentage points higher than in the last academic year.

- Disadvantaged students are provided with essential lesson resources, such as revision guides and calculators, to ensure that they can access learning. They have the same curriculum and extra-curricular opportunities as their peers.

#### **4.2 Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs - Even better if...**

... leaders and staff continued to improve the attendance of a small number of disadvantaged students.

### **5. Area of Excellence**

The school did not propose an area of excellence for this review.

### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse content reports from across the partnership of schools and trusts including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national partnership of schools. The School Support Directory can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)



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Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)