

Information Booklet for admission in September 2019



Prince Henry's Grammar School



PROUD OF THE PAST –
PREPARED FOR THE FUTURE

Admissions for September 2019

In September 2015 the admission limit for places in Year 7 was increased to 255, in response to the school's growing popularity and to help to address demographic growth. The school does not make decisions over its own admissions for Year 7 students but operates within the framework of the "Admission policy for Leeds community and voluntary-controlled schools". A copy of the school's Admissions Policy, which should be consulted for further details, is available on the school website.

This policy allocates places in the following priority order:

1. Children with Special Educational Needs, exceptional medical or mobility needs and children in public care
2. Children who will have siblings at the school at the point of admission
3. Those choosing their nearest school
4. Children of staff currently working at the school (employed for at least 2 years)
5. Those who live closest to the school

Children with a statement of special educational needs / EHC Plan will be admitted to the school named on their statement / EHCP.

Details of expressions of preference and final admission numbers for September 2018 were as follows:

Admission limit	255
Total number of preferences	807
Sibling	109
Preference 1	343
Preference 2	194
Preference 3	169
Admission number (following appeals)	284*

* An additional form of entry was admitted in Sept 2018. However, restrictions of current site capacity will not allow for this to be repeated without further site expansion.

Key Dates

You are warmly invited to our School Open Evening which will take place on Monday 1st October 2018 from 6.00pm to 8.30pm, with an introduction to the school by the Headteacher at 6.45pm and again at 7.30pm.

If you would prefer to visit Prince Henry's during a normal school day in addition to or instead of the Open Evening, you are welcome to join a guided tour conducted by a senior member of staff. Please contact Vicki Pagden on 01943 463524, for details. The deadline for returning preference forms or applying online is 31st October 2018.

Transition

Our school Open Evening is just the first part of a whole programme of induction designed to help students understand school routines, get to know staff and make a smooth transition to secondary school. As well as visits to primary schools by the Year Manager for Year 7 and the Special Educational Needs Co-ordinator, all students who are offered a place will be invited to our three-day induction programme in July 2019.

In order that individual needs can be discussed, all new students and their parents/carers will be invited to a personal "family interview" during the final half-term at primary school, and there will be a meeting for the parents of all new students in July 2019.

Our Vision

Prince Henry's Grammar School will become internationally recognised as a highly successful learning community that provides outstanding education for young people of all abilities. Students will leave Prince Henry's as lifelong independent learners who have the creativity, adaptability, confidence and leadership skills to contribute to, and succeed in, our 21st century society.

Our Aims

- Create a safe, secure and positive environment where young people feel listened to and valued
- Develop a stimulating, flexible curriculum in order to meet the needs and aspirations of different individuals
- Create varied learning and enrichment opportunities to encourage the personal development of young people so that they gain the positive attributes and ethical grounding needed to make a valuable contribution to their society
- Develop high quality teaching and learning provision alongside effective student support structures, so that every young person is able to achieve their full academic potential
- Use the languages specialism to ensure all members of the school community appreciate the richness and diversity of the world and have a clear understanding of their rights and responsibilities as citizens of the global community
- Ensure access to relevant, engaging and effective professional development opportunities so that staff, as well as students, become lifelong learners
- Collaborate with the wider community and work in partnership with relevant organisations in order to enhance our educational provision and strengthen community spirit
- Ensure high quality and effective communication and consultation with staff, students, parents/carers and the wider community
- Be an innovative and flexible organisation, receptive to new ideas that will bring further improvement to our learning community



The School Day

The school day starts at 8.30am and finishes at 3.00pm, though students are expected to be on site at 8.25am to give them time to reach their form room in time for registration. There are 25 timetabled lessons across the week.

Registration/Assembly/Tutor Period	8.30am – 8.50am
Period 1	8.50am – 9.50am
Period 2	9.50am – 10.50am
Break	10.50am – 11.10am
Period 3	11.10am – 12.10pm
Period 4	12.10pm – 1.10pm
Lunch	1.10pm – 1.55pm
Registration	1.55pm – 2.00pm
Period 5	2.00pm – 3.00pm

The School Year 2019/2020

Holiday	School Closes	School Opens
Summer		Monday 2 September 2019
Autumn mid-term	Friday 25 October 2019	Monday 4 November 2019
Christmas	Friday 20 December 2019	Monday 6 January 2020
Spring mid-term	Friday 14 February 2020	Monday 24 February 2020
Easter holidays	Friday 3 April 2020	Monday 20 April 2020
May Bank Holiday	Friday 1 May 2020	Tuesday 5 May 2020
Summer mid-term	Friday 22 May 2020	Monday 1 June 2020
Summer	Monday 20 July 2020	

The school will be closed to students on an additional 5 days to allow for staff training.

Attendance

Regular and punctual attendance is essential to a child's progress and the school expects parent/carers to do their best to ensure that students attend regularly and arrive on time. A student arriving after 8.50am and 2.00pm will lose his/her mark for that session and will require a letter from a parent/carer to explain the absence. If you know that your child is ill, please telephone the school (01943 855682) as soon as possible.

Requests for absence from school will only be authorised in exceptional circumstances. In line with revised Government guidelines holidays do not constitute "exceptional circumstances".

You are asked to write a note in the Student Planner to the Personal Tutor on return to school after absences through illness. Parent/carers are requested to arrange dental and medical appointments for their children out of school time. If this is impossible, students

should obtain permission from their Personal Tutor and sign out at the Office before they leave the premises.

A record of attendance and punctuality is shown on reports and included in references. There is a statutory requirement for the Governing Body to forward details regarding unauthorised absences to Leeds City Council and DfE.



The School Curriculum

Key Stage 3: Years 7–9

Students follow a broad curriculum in Key Stage 3 (KS3), comprising:

- English
- Mathematics
- Science
- Design and Technology
- MFL (French OR Spanish)
- Computing
- Religious Studies
- Physical Education
- Art
- Music
- Geography
- History
- Drama

Except in Mathematics, students are initially taught in mixed-ability groups. Some subjects set students according to ability at a later point in the year or Key Stage.

In Year 8, students take up the study of German as a second Modern Foreign Language, and follow a six-week “taster course” in Mandarin Chinese.

Key Stage 4: Years 10–11

At KS4 the curriculum includes fewer compulsory subjects in order to give students a more personalised learning experience. This “personalisation” of the curriculum gives them the flexibility to follow courses which match their interests, abilities, preferred learning styles and career aspirations, and to maximise their chances of success in terms of accreditation.

The core curriculum comprises:

- English
- Mathematics
- Science
- MFL (French OR Spanish)
- Religious Studies
- Physical Education

Optional courses include GCSEs and alternative qualifications such as BTECs. Current subjects offered include:

- Art and Design
- Business Studies
- Computer Science
- Drama
- Food Technology
- Geography
- German
- Health and Social Care
- History
- ICT
- Media Studies
- Music
- Performing Arts
- Physical Education (GCSE)
- Product Design
- Resistant Materials
- Textiles

Key Stage 5: Years 12–13

An overwhelming majority of our students continuing their studies after Year 11 choose to do so at Prince Henry's. The Sixth Form is highly successful and attracts a number of external students. Full details of the wide and growing number of options on offer are provided in the separate Sixth Form Prospectus, available from the school or on our website at www.princehenrys.co.uk



Personal, Social, Health and Citizenship Education

Personal, Social, Health and Citizenship Education issues are explored across the curriculum, and through six half-termly “Enhanced Curriculum Days” for all students in Years 7–13. The PSHCE programme also includes Careers Education and Enterprise Education, which help to raise students’ aspirations and prepare them for future economic well-being.

A Rights Respecting School

Prince Henry's was the first secondary school in Yorkshire to achieve Level 1 of UNICEF's prestigious Rights Respecting School Award. The award recognises the school's achievements in putting children's rights at the heart of its work, drawing on the United Nations Convention on the Rights of the Child. Students learn about the UNCRC through the curriculum, and the whole school community is expected to demonstrate rights-respecting behaviour at all times.

iPads for Learning

In order to enhance and extend their learning, all students have the use of an iPad in lessons and, in most cases, also at home. The vast majority of parents choose to support our iPads for Learning charitable donation scheme. Donations are made via the school to The Learning Foundation, a charitable organisation which can claim Gift Aid, helping us to provide equality of access so that all students can benefit from this valuable learning tool. It is also possible for parents to provide their own iPad for their child to use in school. Where parents do not opt into the scheme, students collect an iPad for use in school each morning and then return it at the end of the day.

Student Welfare

At Prince Henry's, we believe that children best realise their potential when they feel secure and content. It is important that every child feels cared for and that they know precisely to whom they can turn if they have a problem.

On joining Prince Henry's, children are assigned to a mixed-ability tutor group. The personal tutor has a special duty of care towards the students in his/her form, and will get to know the group very well, closely monitoring their progress, both academic and personal. As students move through the school they usually remain with the same personal tutor. This provides a constant source of support for students, and a consistent point of reference for parents/carers.

Each year group is supported by a non-teaching Year Manager, with each Key Stage being led by a Progress Leader. The Progress Leader for Key Stage 3 and Year Manager for Year 7 play a very important role in easing the transition between schools and subsequently, by working closely with the teams of personal tutors, they guarantee a secure path for the student through the school.

The school's designated Safeguarding Lead is Mr Phil Temple, Assistant Headteacher.



Special Educational Needs

Prince Henry's has been awarded the "Inclusion Chartermark" in recognition of our commitment to meeting the specific needs of all students. The school is known throughout the area for the quality of work of our Inclusion team, which provides support for any student who experiences learning difficulties. Arrangements can be made for an appropriate programme of withdrawal on a short-term basis to the Learning Support Unit (known as The Net Centre), where small group work or individual attention is available. This can be combined with or substituted by in-class support through a dedicated team of Teaching Assistants.

Likewise, specific provision is made for "gifted and talented" students to enable them to flourish and make the most of their abilities and talents.

In line with the staged approach to the identification, assessment, monitoring and review of the Special Educational Needs of children as set out in the Code of Practice, the Inclusion team assesses students joining the

school and works closely with personal tutors and subject teachers to help students with Special Educational Needs.

The Integrated Support and Psychology Service visits Prince Henry's and works with students and their parent/carers. They are also involved if a student has an Education, Health and Care Plan. The school's Special Educational Needs Co-ordinator (SENCO) is Miss Natalie Sadler.



School Uniform

Prince Henry's Grammar School is one of the broad majority of English schools where it is agreed policy that students (in our case, below the Sixth Form) wear school uniform. Our smart uniform is designed to be practical and affordable. It is one way in which we aim to promote a sense of pride, and to teach students that they have a responsibility to themselves and to each other to ensure that the good name and reputation of the school are preserved and developed.

GIRLS	Skirt	Traditional tailored navy without pleats, worn no more than 5cm above or below the knee. Key Stage 3 students must purchase the school skirt bearing the PHGS logo.
	Tights	Plain navy or neutral shade.
BOYS and GIRLS	Trousers	Trousers should be bootcut or tailored and must have a waistband and a traditional zip. Skinny fit or tapered trousers are not allowed. Invisible/concealed zips are also not acceptable. Trousers should be navy.
	Blazer	Navy blue blazer with embroidered school crest worn at all times within the school building. Teachers may give permission to remove blazers if the classroom is particularly warm or the learning activity requires it.
	Jumper	Navy blue 'V' neck jumper with embroidered school crest. (Optional)
	Shirt	Plain white tailored style with traditional collar, long sleeved (not to be worn with sleeves rolled up) or short sleeved. The shirt must be long enough to be worn tucked into trousers or skirt at all times.
	Belt	Black (optional).
	Socks	Navy or black.
	Shoes	Plain black shoes with no logos or white decorative element. Boots are not allowed and footwear must be tailored to fit under the ankle bone. No cloth pumps or trainers. Heels no higher than 5cm.
	Tie	Basic school design OR Sports tie OR Music tie. (There are different ties for Key Stage 3 and Key Stage 4).
	Jewellery	Watch, one earring per lobe – small plain silver or gold stud only. No rings, bracelets or necklaces.
	Make up	Key Stage 3: No makeup or nail varnish may be worn. Key Stage 4: Discreet make up in natural colours only. No eye liner or nail varnish.
	Hair	Hairstyles should not reflect the extremes of youth culture. Hair colourings should be a natural colour only and hair should be cut no shorter than 'Number 2' grade. Hair bands should be navy, brown or black only.
	Outdoor wear	No outdoor wear such as coats, hats, scarves and gloves may be worn in the building before 3.00pm. Denim, non-uniform jumpers, baseball caps or "hoodies" must not be worn at any time within the school grounds.
	Hats	In cold weather a plain dark coloured woollen hat may be worn outside the school buildings.

Physical Education Kit

High standards of dress for Physical Education are expected of all students. All items of PE kit can be obtained from the school uniform suppliers listed below.

Key Stage 3 – Years 7, 8 and 9

BOYS – COMPULSORY INDOOR KIT	GIRLS – COMPULSORY INDOOR KIT
<ul style="list-style-type: none"> Navy blue PHGS embroidered shorts White embroidered polo shirt Royal blue games socks or white sports socks Clean training shoes (no plimsolls, high tops or non sporting trainers) Swimming shorts (must be above the knee) Towel 	<ul style="list-style-type: none"> Navy blue PHGS embroidered shorts White embroidered polo shirt Royal blue games socks or white sports socks Clean training shoes (no plimsolls, high tops or non sporting trainers) Swimming costume Towel
BOYS – OUTDOOR	GIRLS – OUTDOOR
As above, with the addition of any of the following for warmth and safety: <ul style="list-style-type: none"> Black or navy windproof jacket / tracksuit Black/Navy/White sweatshirt Black/Navy sports skins School reversible rugby shirt (compulsory) Shin pads & gum shield (strongly advisable) Rugby or Football boots (compulsory) 	As above, with the addition of any of the following for warmth and safety: <ul style="list-style-type: none"> Black or navy windproof jacket / tracksuit Black/Navy/White sweatshirt Black or navy skins / sports leggings Royal blue games socks Shin pads & gum shield (strongly advisable)
BOYS – TEAM APPAREL	GIRLS – TEAM APPAREL
<ul style="list-style-type: none"> Trunks (not shorts) for swim squad PHGS apparel appropriate to team sports (Can be purchased online via the PE school sports shop) 	<ul style="list-style-type: none"> PHGS apparel appropriate to team sports (Can be purchased online via the PE school sports shop)

Students are required to wear PE kit even when excused from physical activities so that they can coach and assist with the lesson.

The PE Faculty welcomes any student bringing their own equipment such as hockey stick, badminton racket etc.

PRINCE HENRY'S SCHOOL UNIFORM & PE KIT SUPPLIERS:

JR SPORTS
21 Market St, Otley LS21 3AF
(01943 466775)

WHARFEDALE UNIFORMS
www.wharfedaleuniforms.com
(01756 799333)

Positive Discipline

Positive Discipline is central to the life of our school. It is a system which ensures that students are praised and rewarded for good behaviour, work and effort, whilst at the same time providing a framework within which incidents of poor behaviour and other misdemeanours are challenged and sanctioned in a consistent manner.

Since its introduction Positive Discipline has been extremely successful in raising further standards of behaviour, dress and organisation, and in improving students' attitudes to learning. In particular, Positive Discipline has significantly reduced incidents of "low level disruption" in the classroom.

Positive Discipline is centred around three very simple concepts:

- that all young people enjoy being effectively rewarded for their efforts;
- that most young people need clear guidelines in terms of what constitutes acceptable behaviour;
- that effective communication between teachers, parents/carers and students is essential in effective schools.

The Student Planner

At the heart of Positive Discipline is the Student Planner which is the main vehicle for communication between school and parents. The Planner is a powerful tool in enabling students to better organise their work, keep track of deadlines and record both rewards and sanctions.

The Planner is the property of the school and is loaned to students for one academic year. The Planner must be brought to school each day, with identified sanctions for students who forget or lose the Planner.

Rewards

Recognition and acknowledgement of student achievement and/or effort is given by the award of subject specific stamps. These are placed in the Student Planner.

All teaching and non-teaching staff operate this system, with stamps building up over time and leading to the award of Achievement Certificates.

Credit is also given for 100% attendance and punctuality, and for what we call a "Clean Slate", where students have not received any negative comments in their Planner over the course of an entire week.

Each form group is attached to a member of the Senior Leadership Team so that, each week, there is an opportunity to refer students for praise to a Senior Teacher. Positive student performance will also be rewarded in three other ways:

- the sending of "subject postcards" each term to students who display particularly high levels of commitment;
- major awards ceremonies at the end of the academic year;
- the linking of other rewards such as trips, tokens and sports tickets to academic performance.

Sanctions

At times, of course, we have to recognise and accept that young people will not behave or work in a manner that is acceptable. Where misdemeanours are minor or are a result of carelessness it is likely that only a clear "verbal warning" will be issued. It is expected that this will be a sufficient prompt for most students to return to working acceptably.

Where misdemeanours are more serious or persistent then comments will be placed in the Student Planner. The teacher concerned will indicate the nature of the misdemeanour (e.g. home learning not completed, disrupting the lesson) and the date. Such comments will result in the loss of the "Clean Slate" for that week and, if three negative comments accrue over a half term within a given subject, a full Curriculum Detention will follow. Where the three negative comments are for misdemeanours committed outside of lessons, the detention is known as a School Detention.

Both Curriculum Detentions and School Detentions take place from 3.00pm on Tuesdays and Thursdays. Students following instructions fully during detention will be allowed to leave at 3.45pm. Any student not following staff instruction will remain in detention until 4.00pm.



The School Office will write to you giving notice of the detention and brief details of the reason for the detention. Attendance at Curriculum and School Detentions is compulsory and non-negotiable.

Where misdemeanours are persistent or serious in nature, students will be withdrawn from mainstream lessons to serve a period in the Isolation Room. Where necessary, a "Contract" will be drawn up between the school, student and parents/carers, to support the student so that he/she may develop an improved attitude to work and avoid further sanctions.

Only in extreme circumstances of persistently disruptive or dangerous behaviour will the Headteacher consider the option of fixed term or permanent exclusion.

Partnership with Parents

Home/School Agreement

For many years the school has enjoyed an excellent relationship with its parent/carers. It is through links between school and home that greater understanding and co-operation may occur.

Progress Reports, issued three times a year, comment on the progress and attitude of individual students.

Student Reviews and Consultative parent/carers' meetings give opportunities for direct discussion between parent/carer and teacher. The Home/School Agreement contains rights and responsibilities for students and parent/carers as follows:

A STUDENT has the right to:

- be respected by others
- be valued as an individual
- feel safe at school
- be taught without disturbance and distraction
- be set appropriate work according to home learning timetables and to have it marked
- be listened to
- know that the school will enforce discipline

A STUDENT has responsibilities to:

- respect all students, staff and property
- attend school, be on time and in school uniform
- bring the appropriate books and equipment to school every day
- work hard and allow other students to work
- be positive in attitude and behaviour
- project a good impression as a representative of the school in the community

PARENTS/CARERS have a right to expect the school to:

- have due regard for their child's safety and welfare
- keep them informed about his/her academic progress and any behaviour problems
- respond to their concerns and enquiries
- provide effective teaching in a disciplined environment
- set regular and appropriate home learning
- deal fairly and consistently with all students
- praise and reward students for positive attitudes and behaviour

PARENTS/CARERS have a responsibility to:

- ensure their child attends school
- provide explanations for absence before 8.30am every day
- ensure that the child possesses the required items of school uniform and equipment
- check the Student Planner and satisfy themselves that home learning is being completed to the best of the child's ability
- support the school's disciplinary approach
- ensure their child understands how to behave in a safe and sensible manner when travelling to and from school, including public transport



Home Learning

At every stage students are expected to undertake a prescribed amount of home learning. It is considered an essential part of the work of the students. Home learning requirements will vary according to age and ability of students, the subject and the frequency of lessons.

Parent/carers are expected to co-operate in seeing that home learning is regularly and properly completed.

All students are required to keep an up-to-date record of home learning tasks set, and parent/carers are asked to sign their child's Student

Planner once a week if they are satisfied that the work has been done. From time to time Progress Leaders and senior staff carry out a review of Student Planners and particular emphasis is given to this aspect of students' work.



Travelling to school by Bus – Timetables

PH1 Bus Service

Arthington Rawden Lane	07.50	Prince Henry's	15.10
Pool Methodist Church	07.58	Otley Cross Green nr. Wharfe Street	15.15
Cross Green – East Busk Lane	08.05	Pool Methodist Church	15.24
Prince Henry's	08.15	Arthington Rawden Lane	15.37

PH2 Bus Service

Otley Road (Police Station)	07.33	Prince Henry's	15.10
Bramhope Kings Road	07.43	Pool Bank New Rd (nr Pool Bank Farm)	15.23
Pool in Wharfedale	07.53	Bramhope Kings Road	15.33
Prince Henry's	08.25	Otley Road (Police Station)	15.43

PH3 Bus Service

Tinshill Lane opp Fire Stn	07.35	Prince Henry's	15.10
Green Lane, Kirkwood Grove	07.40	Opposite Otley Bus Station	15.18
Holtdale Approach (North)	07.43	Leeds Road Garage	15.25
Holt Crescent	07.48	Bramhope Breary Lane	15.29
Bramhope Kings Road	07.57	Bramhope Kings Road	15.31
Bramhope Breary Lane	07.59	Holt Crescent	15.40
Leeds Road Garage	08.03	Holtdale Approach (North)	15.43
Otley Bus Station	08.10	Green Lane, Kirkwood Grove	15.46
Prince Henry's	08.25	Tinshill Fire Station	15.51

PH4 Bus Service

Adel Long Causeway	07.27	Prince Henry's	15.10
Weetwood Police Station	07.35	Opposite Otley Bus Station	15.18
Holtdale Approach (South)	07.43	Leeds Road Garage	15.25
Holt Crescent	07.48	Bramhope Breary Lane	15.29
Bramhope Kings Road	07.57	Bramhope Kings Road	15.31
Bramhope Breary Lane	07.59	Holt Crescent	15.40
Leeds Road Garage	08.03	Holtdale Approach (South)	15.43
Otley Bus Station	08.10	Weetwood Police Station	15.50
Prince Henry's	08.25	Adel Long Causeway	15.57

PH5 Bus Service

Bramhope	07.55	Prince Henry's	15.10
Dyneley Arms Hotel	08.05	Dyneley Arms Hotel	15.30
Prince Henry's	08.15	Bramhope Kings Road	15.40
		Bramhope Hilton Grange	15.50

PH6 Bus Service

Rawdon Cross Roads	07.29	Prince Henry's	15.10
Yeadon Town Hall	07.38	Menston Cleasby Road	15.25
White Cross Roundabout	07.50	White Cross Roundabout	15.30
Menston Rail Station	07.55	Guiseley Morrisons	15.33
Prince Henry's	08.10	Yeadon Morrisons	15.42
		Rawdon Cross Roads	15.50

PH7 Bus Service

Pool Bank New Road/Old Lane	07.30	Prince Henry's	15.10
New Road/Henshaw Lane	07.40	Menston Cleasby Road	15.25
Guiseley White Cross Roundabout	07.50	Guiseley White Cross Roundabout	15.30
Menston Rail Station	07.55	New Road/Henshaw Lane	15.40
Prince Henry's	08.10	Pool Bank New Road/Old Lane	15.50

X84 Service bus

Leeds City Bus Station	07.25	Prince Henry's	15.10
Headingley Arndale Centre	07.44	Otley Bus Station	15.20
Bramhope Breary Lane	08.05	Bramhope Breary Lane	15.31
Otley Bus Station	08.18	Weetwood Police Station	15.38
Prince Henry's	08.25	Leeds City Bus Station	16.08

For information on Education Transport, please call 0113 348 1122 or visit Metro's Educational Transport website at www.wymetro.com/schools

Safety

The school has been awarded the "Safe Mark" in recognition of our commitment to ensuring the safe arrival and departure of students from our site. Senior staff meet the buses as they arrive every morning, and a team of staff ensure the orderly boarding of buses at the end of the school day.

Nevertheless, the cooperation of parents/carers is required in order to reduce the dangers to students entering and leaving the school site on foot. Parents/carers must NOT drive into the school grounds to drop off or pick up their children at the beginning or end of the school day, except where there are specific mobility or medical issues. Likewise, pedestrians have to take responsibility for their own safety, and must

not use the driveway from Farnley Lane, but instead take the steps and footpath. Students choosing to cycle to school must have their parents/carers' permission and register with the Deputy Headteacher. They must dismount at the school gates and must not cycle within the school grounds. Students must wear a protective helmet in the interests of safety.

A Healthy School

The school actively encourages students to lead a healthy lifestyle by eating well and taking part in regular exercise.

We employ our own chef who, with his team of trained catering staff, produces creative, healthy menus with a range of tasty foods in line with government requirements. Our restaurant facility, "Henry's", is open for breakfast from 8.00am and serves hot and cold snacks at breaktime. We encourage students to have a drink and a snack at breaktime to maintain their energy levels until lunchtime, which is at 1.10pm.

At lunch time an increasing number of students choose to have a meal in Henry's. As well as sandwiches, salads, fruit and healthy snacks, there are three hot meal choices each day, a vegetarian option and freshly made soups.

Sex Education

Basic sex education is included in the Science Course which is followed by all Year 7 students. In Year 9, as an integral part of the Religious Studies Syllabus, sex education issues will be covered as they arise out of the moral codes of major world religions. Contraception, abortion, sexually transmitted diseases and other related issues will be included in these lessons.

Throughout KS3 and KS4 Personal, Social, Health and Citizenship Education is delivered through a programme of Enhanced Curriculum Days. Sex Education forms part of a structured and developmental programme on these days along with discussions on decision making skills and relationships generally.

Those students following the GCSE Biology and Core Science courses look at aspects of reproduction and contraception in Year 10.

Students also have the option of bringing a packed lunch from home. Older students are able to apply for a lunch pass to leave the site at lunchtime, with the permission of parents/carers.

We operate a "cashless catering" system, which enables parents/carers to pay for meals in advance as frequently as they wish. Payments can be made using the school's online payment facility. This system also allows parents/carers to view their child's account to see what types of food they are consuming. Alternatively, credit can be added using the cash re-validation machine in Henry's Diner, or by cheque.

Work on the transmission of diseases also includes discussion of those that are sexually transmitted.

The teaching of all these topics is always within a moral framework, respecting the fact that some cultures have different accepted codes of morals and values.

Details of the specific Sex Education provision for each year group are available on request.

Collective Worship and Religious Studies

Prince Henry's is a non-denominational school and the morning assemblies cover a variety of moral and humanitarian themes and are of a broad nature. The Headteacher, members of the Senior Leadership team, Progress Leaders, Personal Tutors and students are involved in leading assemblies. Occasionally, ministers from the churches within the local catchment area are also invited to lead assemblies in school. If parent/carers wish to withdraw their child from collective worship, they are requested to write to the Headteacher so that alternative arrangements may be made.

Religious Education in the school is provided in Years 7–11 in accordance with the locally agreed syllabus for Leeds. Requests for

withdrawal of students from Religious Studies should also be made in writing to the Headteacher.

Charging for School Activities

In summary, The Education Act 1996 states that there is no statutory requirement to charge for any form of education or related activity but gives schools the discretion to charge for certain activities (in the main, optional activities provided mainly out of school hours). It also confirms the right of schools to invite voluntary contributions in support of the school or any activity organised by the school, whether during or out of school hours.

The full Charging and Remission Policy, as determined by the Governing Body, is available under the "School Policies" tab of our website.

Where an activity is being considered and for which a charge could be made, the following will apply:

- a letter will be sent to the parent/carers of students involved, inviting voluntary contributions for the activity.
- once the level of support is known, a decision can be taken as to whether or not the activity can be organised.
- those parent/carers in need of financial assistance may apply for support from funds held by the school.

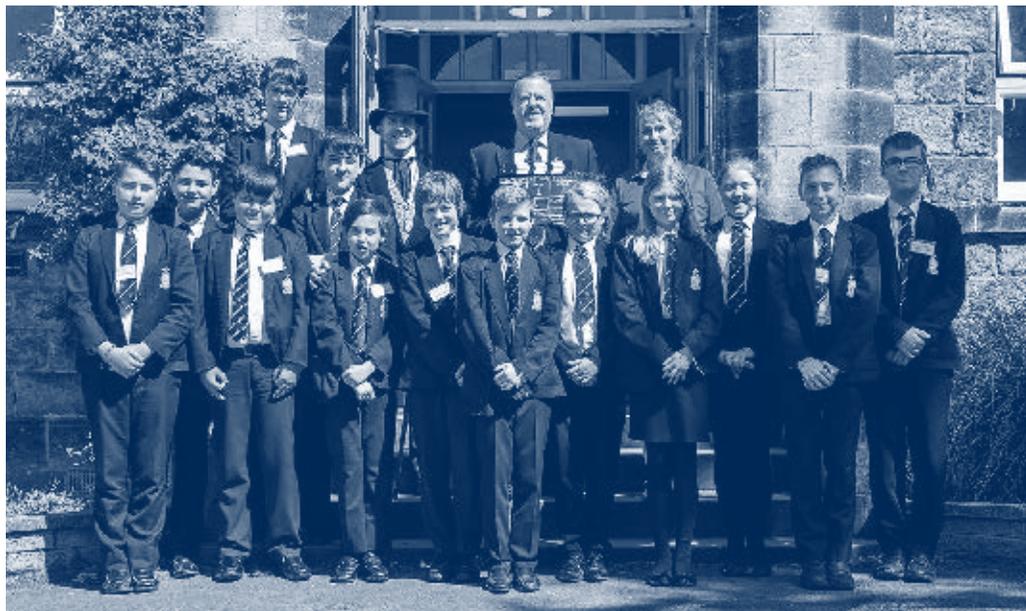


Parental Concerns

Parent/carers who are dissatisfied with curricular arrangements made for their child or related matters should contact the Headteacher. Any such expression of concern will not in the first instance be considered as a complaint and, as far as possible, attempts will be made to resolve the problem by informal discussion involving teachers and Faculty Leaders. Should there, however, be cases where such concerns cannot be resolved informally, these will be fully considered and pursued through the school's Policy for Parental Concerns. Where parents have been through the school's internal complaints procedures (with or without recourse to a complaints review panel) and are still unhappy with the outcome or decision from the governing body, they may write to the Secretary of State for Education. Full details are available under the "School Policies" tab of our website.

Contacting the School

Parent/carers are always welcome to contact members of staff at school, but as the person required might not be immediately available, they should telephone (01943 463524) or write first, so that a convenient time may be agreed. For most general matters, the Progress Leader or Year Manager should be able to help. In really urgent cases the Headteacher or other senior members of staff will see parent/carers at short notice. All visitors must report to Reception on arrival.



Examination Results

Prince Henry's is a highly successful school which received two "Good" and two "Outstanding" judgements in our most recent Ofsted report. Results in external examinations, including the Government's new Key Stage 4 performance measures, reflect this.

Key Stage 4	2017	2018
Students at end of KS4	228	214
% achieving 9–4 in English and Maths	76%	78%
% achieving 9–5 in English and Maths	53%	53%
Average English Baccalaureate grade	—	5
Average Attainment 8 grade	5.23	5.34

It is also pleasing to note that for each of the past three years students have made 'above average' progress. Whilst this figure cannot be confirmed until later in the academic year, we expect 2018's progress to again be 'above average'.

Key Stage 5	2017	2018
Students at the end of KS5 (sitting A Level exams)	149	124
Average points score per entry	36.1	36.7
% grades A*–B	55%	56%

Further details of examination results, together with a full subject-by-subject breakdown, are available on the school website at www.princehenrys.co.uk



Prince Henry's Grammar School

Farnley Lane, Otley,
West Yorkshire LS21 2BB
T: 01943 463524 F: 01943 850978
E: info@princehenrys.co.uk
W: www.princehenrys.co.uk



National Support School
designated by
National College for
Teaching & Leadership



Yorkshire
Leadership
Community

Stephen Lawrence
EDUCATION STANDARD

