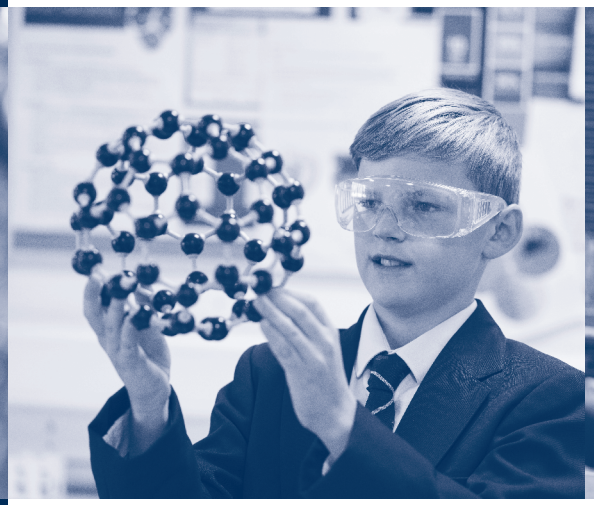
Information Booklet for admission in September 2027

Prince Henry's Grammar School



RESPECT – FLOURISH – ACHIEVE

Admissions for September 2027

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:

1a. Looked after / previously looked after children

1b. Pupils without an EHC Plan but who have Special Educational Needs, or exceptional medical or mobility needs, that can only be met at our school

2. Children with siblings who will be attending our school at the start of the 2025/26 academic year and living at the same address
3. Those choosing their nearest school
4. Children who attend Bramhope Primary School or Pool in Wharfedale CE Primary School
5. Children of staff currently working at the school (employed for at least 2 years when the application is made) – up to 5 per year
6. All other applicants

Children with an EHC Plan will be admitted to the school named on their EHCP.

Details of expressions of preference and final admission numbers for September 2026 were as follows:

Admission limit	**255**
Total number of preferences	**977**
Sibling	**101**
Preference 1	**303**
Preference 2	**274**
Preference 3	**192**
Admission number (following appeals)	**255**

Open Evening

You are warmly invited to our School Open Evening which will take place on **Monday 5th October 2026** from 6.00pm to 8.30pm, with an introduction to the school by Sally Bishop (Headteacher) at 6.00pm, 6.45pm and 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 applications is 31st October 2026.

Transition

Our 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 2027.

There will also be a meeting for the parents/carers of all new students in July 2027.

Our Vision and Values

Our vision that "Prince Henry's will become internationally recognised as an exceptional school with a culture of respect, where we can all flourish and achieve" was developed through consultation with a range of stakeholders. This vision is underpinned by our six values: with RESPECT comes **honesty** and **kindness**, whilst we all need to develop the **confidence** and **independence** to FLOURISH and the **ambition** and **resilience** to ACHIEVE.

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
- 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.

<table>
<tr><th>Time</th><th>Designated year groups</th><th>Designated year groups</th></tr>
<tr><td>8.30 am</td><td colspan="2">Registration / Assembly / Tutor period</td></tr>
<tr><td>8.50 am</td><td colspan="2">Period 1</td></tr>
<tr><td>9.50 am</td><td colspan="2">Period 2</td></tr>
<tr><td>10.50 am</td><td colspan="2">Break</td></tr>
<tr><td>11.10 am</td><td colspan="2">Period 3</td></tr>
<tr><td>12.10 pm</td><td>Lunch</td><td rowspan="2">Period 4</td></tr>
<tr><td>12.55 pm</td><td rowspan="2">Period 4</td></tr>
<tr><td>1.10 pm</td><td>Lunch</td></tr>
<tr><td>1.55 pm</td><td colspan="2">Period 5</td></tr>
<tr><td>3.00 pm</td><td colspan="2">End of the day</td></tr>
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The School Year 2027/2028

Term or Holiday	Starts	Ends
Autumn term (first half)	Monday 6 September	Friday 22 October
Half term holiday	Monday 25 October	Friday 29 October
Autumn term (second half)	Monday 1 November	Friday 17 December
Christmas holiday	Monday 20 December	Monday 3 January
Spring term (first half)	Tuesday 4 January 2028	Friday 18 February
Half term holiday	Monday 21 February	Friday 25 February
Spring term (second half)	Monday 28 February	Friday 30 March
Easter holiday	Monday 3 April	Monday 17 April
Summer term (first half)	Tuesday 18 April	Friday 26 May
May Bank Holiday	Monday 1 May	Monday 1 May
Half term holiday	Monday 29 May	Friday 2 June
Summer term (second half)	Monday 5 June	Wednesday 26 July

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

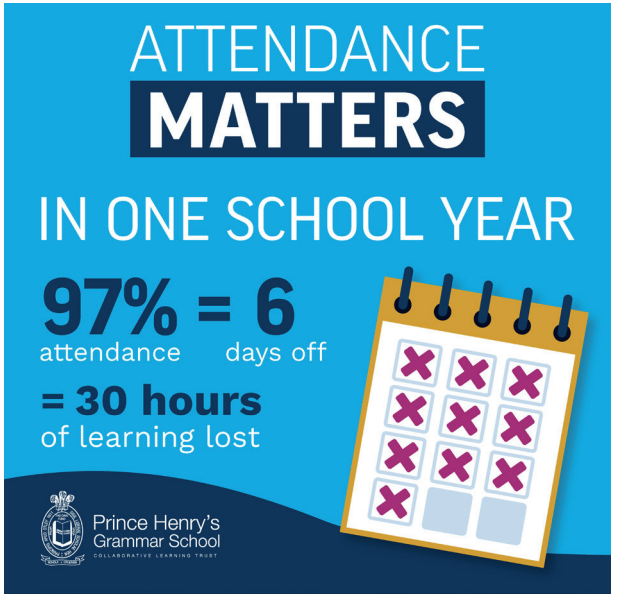
Attendance – Every Day Counts

Excellent attendance and punctuality are 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. Our ultimate goal is 100% attendance for all students, as every lesson and every day in school matters. While we recognise that occasional absence due to genuine illness may be unavoidable, our minimum attendance expectation for every student is 97%. When a student arrives after the close of morning registration (9.00am), this has a significant impact on their attendance as they lose their entire morning registration mark. This means they can only achieve 50% attendance for that day. If you know that your child is ill, please telephone the school (01943 498634) 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".

Parents/carers are requested to arrange dental and medical appointments for their children out of school time. If this is impossible, parents should inform the Attendance Team (01943 498634) and provide evidence in advance of the appointment. The student will be required to sign out at the Student Registry before they leave the premises.

We will keep you well informed about your child's attendance and punctuality. We want to work collaboratively with you to ensure your child has the very best attendance. 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
- Ethics, Religion & Philosophy
- PSHE / Citizenship
- 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.

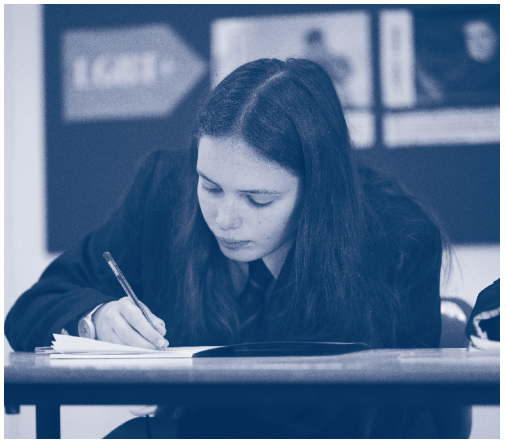
In Year 8, students take up the study of German as a second Modern Foreign Language, and follow a six-week "taster course" in Mandarin Chinese.

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)
- PREP (Philosophy, Religion, Ethics and Public Citizenship)
- PSHE / Citizenship
- Physical Education

Optional courses include GCSEs and alternative qualifications such as BTECs. Current subjects offered include:
- Art
- Business Studies
- Computer Science
- Creative iMedia
- Design and Technology
- D & T Fashion and Textiles
- Drama
- Ethics, Philosophy and Religion
- Food Preparation and Nutrition
- Geography
- German
- Health and Social Care
- History
- Hospitality and Catering
- Media Studies
- Music
- Physical Education (GCSE)
- Sport

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

PSHE and Citizenship



Personal, Social, Health and Economic Education (PSHE) is delivered through fortnightly lessons as well as termly drop-down days, incorporating four key themes: Personal and Social Relationships, Health and Well-Being, Living in the Wider World and Preparing for the Future. This includes the statutory Relationships and Sex Education (RSE) programme of study as part of a comprehensively structured, developmental curriculum, as well as extensive opportunities for students to discuss, revisit and develop their understanding of sexual relationships. Further details of the PSHE and Citizenship curriculum are available on the school website.

A Sustainable School

Prince Henry's has achieved the Eco Schools Green Flag Award with Distinction in recognition of our commitment to environmental sustainability, both in the curriculum and through our everyday routines. Students learn about what they can do to help to tackle the climate emergency. This includes participating in activities organised by our student-led "Eco-mmittee" and adopting sustainable practices such as recycling waste, reducing meat consumption and using sustainable travel options, wherever possible.

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 Digital Poverty, 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. 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.

Pastoral Care

At Prince Henry's, we believe that children thrive when they feel happy, safe and supported. Every child should know they are cared for and have a trusted adult they can turn to whenever they need help or reassurance.

When students join Prince Henry's, they are placed in a mixed-ability tutor group led by a Personal Tutor who plays a key role in supporting both academic progress and personal development. In most cases, students remain with the same tutor as they move through the school, providing a consistent source of support and guidance.

Each year group is supported by a dedicated Year Manager and Director of Key Stage, who work closely with Personal Tutors, teaching staff and other specialist colleagues to promote students' wellbeing, attendance, personal development and success in school. Together, they provide a strong pastoral network that ensures every student feels supported, valued and able to thrive.

Where students require additional support, bespoke pastoral care is available through a range of staff and services who work closely with students, families and external agencies to ensure individual needs are identified and met.

The school's designated Safeguarding Lead is Mr Lee Wilson, Assistant Headteacher.

Special Educational Needs

The school is known throughout the area for the quality of work of our Inclusion team, which provides support for any student with additional needs or who experiences learning difficulties. Arrangements may be made for an appropriate programme of support for particular students which may include small group learning and in-class support through a dedicated team.

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 Assess, Plan, Do, Review approach to 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 support students with Special Educational Needs.

External agencies work closely with the school, students and their parents/carers, particularly (though not exclusively) if a student has an Education, Health and Care Plan. The school's Special Educational Needs Co-ordinator (SENCO) is Mrs Roz Hunter.

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.

Trousers†	Trousers should be bootcut or tailored and must have a waistband and a traditional zip. Slim, skinny fit or tapered trousers are not allowed. Invisible/ concealed zips are also not acceptable. Trousers should be navy.
Skirt*	Navy – Traditional tailored school skirt. Without pleats and must not be a pull-on Lycra skirt. This should be worn no more than the student's hand width above or below the knee.
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). No other jumper or hoodie may be worn under the blazer.
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). No decorative buckle.
Socks	Navy or black. Ankle socks only are permitted.
Tights	Plain navy or neutral shade preferred. Black is permitted.
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	School tie with the appropriate year group coloured stripe.
Jewellery	Watch. One earring per lobe – plain gold or silver stud only. No rings, bracelets or necklaces are permitted. Body/facial piercings including nose, eyebrow and tongue piercings (including the use of retainers) are not allowed in years 7–11.
Make up	Key Stage 3: No makeup or nail varnish may be worn including acrylics. Key Stage 4: Discreet make up in natural colours only. No nail varnish, false nails or fake tan.
Hair	Respect must be given to our expectations of high standards of presentation and the following: · Long hair must be tied back for PE and other practical subjects. · Hair colours must be natural – no bold or extreme hair colouring is allowed. · Visible lines/patterns/symbols shaved into the head are NOT allowed. · The head must not be fully shaved below a grade 2 (lower grades are permitted at the side and back) · Hair accessories should be discreet in style and one colour 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.

* Students who purchase skirts that are too short will be asked to change them.
† Students who purchase trousers that are too slim or skinny will be asked to change them.

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.

COMPULSORY PE KIT	
• School branded OR plain navy long sleeve ¼ zip top • School branded navy unisex polo shirt or Feminine cut polo shirt • School branded navy unisex shorts or Skort • Long navy games socks • Plain white ankle socks • Plain sports trainers • Plastic/rubber full studded boot for all students (required for use on the 3G pitch, see website for details) • Swim shorts (not below the knee) or swimming costume • Goggles and a towel for swimming • ALL long hair must be tied back and jewellery removed for lessons	
OPTIONAL PE KIT	
• Navy showerproof training top (recommended for rugby training) • Navy skins/thermal top • Navy tracksuit bottoms • Navy PHGS specific skins/performance leggings • Gum shields and shin pads (strongly recommended for some activities) • Sporting hijabs • Sports bras	
BOYS – TEAM APPAREL	**GIRLS – TEAM APPAREL**
• Trunks (not shorts) for swim squad • PHGS apparel appropriate to team sports (Can be purchased online via the PE school sports shop)	• PHGS apparel appropriate to team sports (Can be purchased online via the PE school sports shop)

Students are required to wear their PE kit even when they are excused from physical activities so that they can coach and assist with the lesson. If students forget their PE kit they will be required to borrow a spare kit.

PRINCE HENRY'S SCHOOL UNIFORM & PE KIT SUPPLIERS:

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

PRICE AND BUCKLAND (PE ONLY)
www.price-buckland.co.uk
(0115 964 0827)

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.

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 ensured that "low level disruption" is rare, allowing students to focus on learning.

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.

All data relating to behaviour is stored on Arbor (the school's Management Information System). Arbor is a powerful tool, enabling students to better organise their time. It also helps them, and their parents/carers, to keep track of home learning deadlines and monitor both rewards and sanctions.

Students access Arbor several times a day. We also encourage parents/carers to regularly check the information about their child available in Arbor, and to make frequent use of the Arbor Parent App.

Rewards

Recognition and acknowledgement of student achievement and/or effort is given most frequently by the awarding of "positive incidents" which are added to Arbor.

All teaching and non-teaching staff operate this system. Positive incidents build up over time to enable students to achieve "credits" and, at set trigger points, the number of credits achieved leads to praise emails being sent to parents/carers. The system of stamps and credits is also monitored so that additional recognition can be given to students who repeatedly meet our high expectations.

Credits are also given for good attendance and punctuality, and for what we call a "Clean Slate", where students have not received any negative incidents on Arbor 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 other ways, such as:

- the sending of "subject postcards" and emails each term to students who display particularly high levels of commitment or demonstrate our school values;
- 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 incidents will be recorded on Arbor, thereby alerting parents/carers. The teacher concerned will indicate the nature of the misdemeanour (e.g. home learning not completed, disrupting the lesson). Incidents which impact the learning of students (which are rare) are deemed more serious (Red Incidents) and, for every five received over a fortnight, an after-school detention will follow. Incidents that are related to organisational issues (Yellow Incidents) accrue in categories (e.g. punctuality, forgotten equipment) and every six within a single category over a half term lead to an after-school detention. Any negative incidents will result in the loss of the "Clean Slate" for that week.

Detentions take place from 3.00pm on Tuesdays, Wednesdays and Thursdays.

They last for 30 minutes from arrival. Any student not following staff instructions will be required to attend a longer SLT detention. You will receive an email notifying you of a detention with at least 24 hours notice. Students will see this on their calendar in Arbor. Attendance at 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 Reflection Room. Where necessary, a "Contract" will be drawn up between the school, student and parents/carers, to support the student so that they 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 suspension 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 two or three times a year, comment on the progress and attitude of individual students. Annual Progress Evenings for each year group 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 receive feedback
- 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 well-being
- keep them informed about 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 home learning information on Arbor regularly and satisfy themselves that tasks are being completed on time and to the best of the child's ability
- check behaviour data on Arbor regularly to ensure they are aware of their child's behaviour profile, and 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.

Home learning is set electronically on Arbor. Students are expected to check their Arbor planner regularly to keep up to date with their home learning tasks and to mark these off when completed. Parent/carers are asked to check once a week that the home learning set on Arbor for that week has been completed and that their child has marked off each completed piece of work.

To support Year 7 students in their transition to secondary school, home learning is initially set for a limited number of subjects only in the autumn term. The number and range of home learning tasks then builds as the year progresses.

Travelling to school by Bus – Timetables (2026/2027)

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 at St. Anne's Road	07.33	Prince Henry's	15.10
Lawnswood School	07.40	Otley Road at St. Anne's Road	15.52
Bramhope Kings Road	07.46		
Pool Methodist Church	07.58		
Cross Green – East Busk Lane	08.05		
Prince Henry's	08.15		

PH3 Bus Service

Otley Old Road opp. Police Station	07.33	Prince Henry's	15.10
Tinshill Lane opp. Fire Station	07.35	Opposite Otley Bus Station	15.18
Green Lane, Kirkwood Grove	07.40	Leeds Road Garage	15.25
Holtdale Approach (North)	07.43	Bramhope Breary Lane	15.29
Holt Crescent	07.48	Bramhope Kings Road	15.31
Bramhope Kings Road	07.57	Holt Crescent	15.40
Bramhope Breary Lane	07.59	Holtdale Approach (North)	15.43
Leeds Road Garage	08.03	Green Lane, Kirkwood Grove	15.46
Otley Bus Station	08.10	Tinshill Fire Station	15.51
Prince Henry's	08.25	Otley Old Road – Police Station	15.55

PH4 Bus Service

Adel Sir George Martin Drive Bus Terminus	07.33	Prince Henry's	15.10
Adel Long Causeway	07.35	Opposite Otley Bus Station	15.18
Weetwood Police Station	07.44	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	Weetwood Police Station	15.43
Otley Bus Station	08.10	Adel Long Causeway	15.50
Prince Henry's	08.25	Adel Sir George Martin Bus Terminus	15.52

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

PH8 Service bus

Hilton Grange, Bramhope	07.25	Prince Henry's	15.10
New Road / Henshaw Lane	07.35	White Cross Roundabout	15.35
White Cross Roundabout	07.45	New Road / Henshaw Lane	15.45
Prince Henry's	08.15	Pool Bank New Road / Old Lane	15.55

PH9 Bus Service

Bramhope Kings Road	07.45	Prince Henry's	15.10
Hilton Grange, Bramhope	07.52	Bramhope Kings Road	15.40
Dyneley Arms Hotel	08.05		
Otley Bus Station	08.11		
Prince Henry's	08.15		

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

Travelling Safely

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.

In line with our ModeShift STARS Sustainable Travel Plan, parents/carers are asked to avoid transporting their child to/from school, wherever possible. Where this is unavoidable, for safety reasons 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. See our website for details of our 'Feet First' campaign, including recommended walking routes to school.

Of course, 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. 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 either 12.10pm or 1.10pm, depending on the year group.

At lunchtime, most 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.

Students also have the option of bringing a packed lunch from home.

We operate a “cashless catering” system, which enables parents/carers to pay for meals in advance as frequently as they wish. All payments must 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.

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.

Relationships and Sex Education

Within the core Science curriculum, Year 7 students explore cell and sexual reproduction in Biology (human reproductive systems, conception, pregnancy, birth). In KS4, students following the GCSE Biology and Core Science courses look in greater depth at aspects of reproduction, contraception and the transmission of diseases, including those which are sexually transmitted.

In EPR (Ethics, Philosophy and Religion), topics addressing sex and relationships are regularly referenced as key ethical and religious debates. In Year 9, students specifically study human relationships, including a variety of religious and secular perspectives on marriage, divorce, contraception, same-sex relationships, pre – and extra-marital sex. In Year 10 and 11, the compulsory PREP course (Philosophy, Religion, Ethics and Public Citizenship) addresses various relational and moral issues surrounding tolerance, sexual relationships and gender equality.

Please also refer to the section on PSHE and Citizenship on page 4.

Teaching of these topics is always within the context of healthy, committed relationships with a focus on diversity, consent, and self-worth. Prince Henry’s enables students to safely explore views and values, with clear boundaries and ground rules, respecting the fact that many cultures have different accepted codes of morals and values.

For further details or queries, please contact the school office.

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, Key Stage Directors, 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 these lessons should also be made in writing to the Headteacher.

Parental Concerns

Parent/carers who are dissatisfied with curricular arrangements made for their child or related matters should contact the Headteacher in the first instance. Any such expression of concern will not, as a matter of course, be considered as a complaint and, as far as possible, attempts will be made to resolve the problem by informal discussion involving relevant members of staff. Should there, however, be cases where such concerns cannot be resolved informally, these will be fully considered and pursued through the Collaborative Learning Trust's Complaints Policy. 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 Education and Skills Funding Agency (ESFA). 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 email first, so that a convenient time may be agreed. For most general matters, the School Office 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

We were delighted that Prince Henry's was judged to be 'Outstanding' in all areas by Ofsted in November 2024. Results in external examinations continue to be strong.

The most recent examination results are shown below.

Key Stage 4	**2024**	**2025**	**2026** *(provisional)*
Students at end of KS4	278	252	251
% achieving 9–4 in English and Maths	84%	81%	77%
% achieving 9–5 in English and Maths	63%	62%	57%
Average English Baccalaureate grade	4.93	5.02	4.71
Average Attainment 8 grade	5.34	5.46	5.25

Key Stage 5	**2024**	**2025**	**2026** *(provisional)*
Students at the end of KS5 (sitting A Level exams)	153	158	181
Average points score at A Level	36.72 (B-)	39.58 (B)	35.64 (B-)
% grades A*–A	25%	37%	25%

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

The information contained in this Information Booklet relates to the school year 2026/2027 and was correct in relation to that year in September 2026.

Prince Henry's Grammar School

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designated by
National College for Teaching & Leadership

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