

Inspection of a good school: Otley Prince Henry's Grammar School Specialist Language College

Farnley Lane, Otley, West Yorkshire LS21 2BB

Inspection dates:

13 and 14 December 2022

Outcome

Otley Prince Henry's Grammar School Specialist Language College continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Otley Prince Henry's is a school where pupils discover new interests and talents. Staff nurture the knowledge and skills pupils bring with them in Year 7. The many trips abroad, rowing club and eco group are just a few of the opportunities available.

Staff have high ambitions for pupils. Pupils are polite and well mannered. Students in the sixth form are role models for the younger pupils. They support pupils with their reading and help them to navigate their first few months at their new school.

Leaders value the support they have from families. They are very keen to continually improve their communication with parents and carers. Pupils give their time to others and take time to support each other. The '500-hour pledge' is something the pupils are proud of. As part of this, pupils visit the local community and work with different groups to make a positive difference to the lives of others.

Pupils treat staff with respect. Behaviour expectations are clear and understood by pupils.

Staff are working with pupils to create a bullying-free environment. However, if bullying does occur, there are systems in place to deal with it. Pupils feel safe and able to speak to staff if they have worries.

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

Leaders at all levels have meticulously designed an extremely ambitious curriculum. When deciding the order of lessons, teachers draw on their extensive subject expertise. Lessons gradually build pupils' knowledge over time. In languages, learning is not forgotten. Pupils and teachers connect back to what has gone before so that they can apply grammar and

vocabulary to new scenarios. As a result, pupils retain a lot of the information they have learned.

Leaders are acutely aware of the different needs of pupils. They continually reflect on the curriculum and teaching with a view to removing barriers to learning. Part of this includes continually refining the sharing of appropriate pupil information with staff. This enables staff to support pupils with special educational needs and/or disabilities (SEND).

Teachers make accurate checks on pupils' learning in class. They use questions and quizzes that make pupils think deeply about each subject. Teachers give support and help to pupils when they do not understand what is being covered.

Reading has a high profile in school. Leaders have effective systems to identify pupils who need additional support with their reading. Staff training ensures that the support given to pupils is of the highest quality. Pupils respond quickly to the support teachers provide, meaning that they are soon reading to learn rather than learning to read.

The vast majority of pupils rise to the high expectations of the staff. Pupils take pride in their work, extra-curricular activities and the involvement they have with the local community. This includes working with local environmental agencies and other community groups.

Sixth-form pupils are strong role models. They play an active role in the life of the school. Regular collaboration between the older students and younger pupils helps to nurture and develop positive characteristics in both groups. Giving time to others is part of the learning culture in the school.

Pastoral leaders and staff work together to provide care and support to pupils. They are reflective and are keen to strengthen the pastoral help they offer to pupils further. There is a calm and positive atmosphere in classes. Pupils are keen to learn more. The relationship between staff and pupils is predominantly one of mutual respect. The established routines and expectations create a climate where learning is very rarely interrupted by low-level disruption. Leaders are not complacent and do, when needed, address behaviour that does not meet the standards set.

The extra-curricular offer matches the depth and breadth of the curriculum offered in the classroom. Activities are extremely popular and well attended by pupils. When pupils' interests are not catered for, the school council works with staff and leaders to make it happen. The personal development curriculum is thoughtfully designed to meet the needs of the pupils at different stages. Themes such as healthy relationships, diversity, respect and staying safe are covered in all years. Personalised career advice is in place, supporting pupils to discover their options for the future.

Trustees, governors and leaders work together. The best interest of pupils informs the challenge and support they give to each other. Staff feel well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are aware of the dangers that pupils may encounter. The knowledge leaders obtain from their work with the community and external bodies is used to develop curriculum content. Lessons and assemblies help pupils identify risks, protect themselves and stay safe.

Leaders make sure that staff receive ongoing training on safeguarding, including guidance on local concerns. As a result, staff are aware of the warning signs that indicate a pupil may be at risk of harm or neglect.

Leaders make sure that the appropriate employment checks are conducted on staff.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 137704 |
| Local authority | Leeds |
| Inspection number | 10240285 |
| Type of school | Secondary Comprehensive |
| School category | Academy converter |
| Age range of pupils | 11 to 18 |
| Gender of pupils | Mixed |
| Gender of pupils in sixth-form provision | Mixed |
| Number of pupils on the school roll | 1,660 |
| Of which, number on roll in the sixth form | 340 |
| Appropriate authority | Board of trustees |
| Chair of trust | Paul Tranter |
| Headteacher | Sally Bishop |
| Website | www.princehenrys.co.uk |
| Date of previous inspection | 13 June 2017 |

Information about this school

- This school is larger than an average-sized secondary school.
 - The school is part of the Collaborative Learning Trust.
 - The school makes use of three alternative providers.
- The headteacher joined the school in April 2022.

Information about this inspection

- Inspectors met with the headteacher, other school leaders, teaching staff, the chief executive, governors and three trustees.
- Inspectors carried out deep dives in these subjects: English, mathematics, languages and science. For each deep dive, inspectors discussed the curriculum with faculty leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors visited lessons and discussed the curriculum with faculty leaders in a range of subjects, including physical education, technology and humanities.
- The inspectors scrutinised a range of documents, including those relating to behaviour and SEND.
- An inspector met with the designated safeguarding lead. The single central record was also scrutinised. Inspectors reviewed the school's safeguarding records.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- The inspectors considered the view of pupils, parents and staff through discussions during the inspection and the Ofsted surveys.

Inspection team

Richard Jones, lead inspector

His Majesty's Inspector

Chris Fletcher

Ofsted Inspector

Liz Cresswell

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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