

Inspection of Otley Prince Henry's Grammar School Specialist Language College

Farnley Lane, Otley, West Yorkshire LS21 2BB

Inspection dates:	5 and 6 November 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Previous inspection grade	Good

The headteacher of this school is Sally Bishop. This school is part of Collaborative Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Janet Sheriff, and overseen by a board of trustees, chaired by Ian Bond.

What is it like to attend this school?

Pupils and staff are proud to be part of this exceptional school community. Pupils are ambitious for their futures. Staff have high expectations of everyone. Pupils' academic success and personal achievements are recognised. Many pupils achieve exceptionally well. Everyone has the opportunity to flourish. Pupils respect and celebrate each other's differences. The school ensures that everyone can, and will, succeed in their future endeavours.

Pupils' behaviour is excellent. Staff rarely need to issue reminders about expectations. Pupils are resilient and hard-working. They contribute well to lessons. Students in the sixth form demonstrate excellent commitment to their studies. They are role models for younger pupils. The school provides high-quality academic and pastoral support for all. Pupils know that if they need help, staff will always provide it.

Pupils develop into responsible citizens. They appreciate people who are different or less fortunate than themselves. Long-standing partnerships with schools in other countries benefit those involved. Charity work and community action underpin the school's values. Pupil leadership opportunities are vast. The school encourages everyone to participate in the wider life of the school. Because staff are supportive, caring and passionate, pupils thrive. The school shapes young people's lives positively and inspires them for future success.

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

The school's curriculum is regularly reviewed and refined. This ensures that it meets the needs of all pupils well. An ambitious range of subjects are on offer at the school. Many pupils study more than one language, separate sciences and the humanities. The wider curriculum offer is also exceptional. Pupils' talents and interests are nurtured. As a result, pupils perform and produce work at the highest level in sport and the arts.

Pupils achieve highly because they have developed the skills and knowledge that they need at each stage of their education. Students in the sixth form benefit from a strong foundation in key stages 3 and 4 to succeed as they get older. When pupils struggle to understand the content of the curriculum, teachers know why this is the case. They plan additional teaching or provide specific support to help pupils overcome barriers to learning. This is particularly effective for pupils with special educational needs and/or disabilities (SEND).

Training opportunities at the school are of a high quality. Staff are skilled and knowledgeable about the subjects they teach. Lessons in the sixth form, often containing complex content, are expertly implemented. Students are encouraged to be independent and ambitious. Many sixth-form students achieve highly in academic and vocational qualifications. The vast majority go on to higher education or apprenticeships.

A love of reading is promoted at the school. Dedicated reading lessons in the English curriculum ensure that pupils read widely and often. Pupils at an early stage of learning to

read get specific and effective support from specialist staff. The school uses a variety of assessments to find out what pupils' specific needs might be. This is also the case for pupils with SEND. The school leaves no stone unturned when identifying how to support pupils at all stages of their education, including students in the sixth form.

The school acts swiftly to remove barriers to learning. For example, the attendance of disadvantaged pupils has not met the school's ambitious targets over time. This has been rapidly addressed and improvements have been made, and the impact of the school's work is tangible. This has impacted positively on pupils' achievement over time.

What the school offers pupils outside of the academic and vocational curriculum is remarkable in its breadth and ambition. Visits within the UK and beyond broaden pupils' horizons. The school closely monitors involvement in all trips and activities so that they are accessible to everyone. Pupils strongly value these opportunities. The school is accredited locally and nationally for its work on equalities, the environment, in sports and in the arts.

The personal, social and health education at the school is extensive. It is deliberately planned to prepare pupils for life in modern Britain. It also helps pupils know how to stay safe online and in person. Pupils understand positive relationships and respect one another. Careers provision at the school is excellent. Vulnerable pupils are prioritised for advice and guidance. The proportion of pupils not in education, employment or training after leaving school is low.

The school has a skilled and committed staff body. Well-being and workload are carefully considered when making changes. Staff feel valued and well supported. Parents and carers praise the care and attention given to pupils at the school and students in the sixth form.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137704
Local authority	Leeds
Inspection number	10297359
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	1,641
Of which, number on roll in the sixth form	370
Appropriate authority	Board of trustees
Chair of trust	Ian Bond
CEO of the trust	Janet Sheriff
Headteacher	Sally Bishop
Website	www.princehenrys.co.uk
Dates of previous inspection	13 and 14 December 2022, under section 8 of the Education Act 2005

Information about this school

- The school joined the Collaborative Learning Trust in February 2012.
- The school uses five providers of alternative education. Three are registered with the Department for Education. Two are not registered with the Department for Education.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. The lead inspector also spoke with the CEO of the trust. The lead inspector met with members of the local governing body and trustees.
- Inspectors carried out deep dives in the following subjects: English, mathematics, design and technology, physical education and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with some pupils and teachers and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in science and modern foreign languages.
- Inspectors met with leaders responsible for careers education at the school.
- Inspectors spoke with pupils about their experience in lessons, enrichment opportunities and what it is like to attend the school.
- Inspectors met with early career teachers and those who mentor them.
- One inspector met with the leaders responsible for reading across the school. One inspector observed a range of reading interventions taking place.
- Inspectors examined the school's behaviour records, spoke to pupils who had been suspended from school and spoke with providers of alternative education.
- Inspectors met with the special educational needs and disabilities coordinator. They looked at a range of documentation, including education, health and care plans and individual learning plans. Inspectors also checked how pupils with SEND are supported in lessons.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in a range of situations, including in corridors, at breaktimes, at lunchtimes and in lessons. They also spoke to pupils about behaviour and bullying.

- Inspectors considered the responses from parents and carers to Ofsted’s online survey, Ofsted Parent View. This included the comments submitted via the free-text facility. Inspectors also considered responses to Ofsted’s online pupil and staff surveys.

Inspection team

John Linkins, lead inspector	His Majesty’s Inspector
Tim Johnson	Ofsted Inspector
Gillian Hemming	Ofsted Inspector
David Bailey	Ofsted Inspector
Rebekah Ramsden	Ofsted Inspector
Malcolm Kirtley	His Majesty’s Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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