

Otley Prince Henry's Grammar School Specialist Language College

Farnley Lane, Otley, West Yorkshire, LS21 2BB

Inspection dates

12–13 February 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The quality of teaching is good and so students achieve well during their time in the school.
- At age 16, students' attainment is significantly above the national average in most subjects, including the core subjects of English, mathematics and science. It is rising year on year.
- The effectiveness of the sixth form is good because sixth form students also achieve well overall.
- Students behave extremely well and have exceptionally positive attitudes towards their learning. Their attendance is above average.
- A very rich range of experiences are provided for students. These enhance their enjoyment of school and promote mature and well considered opinions and values.
- Students' spiritual, moral, social and cultural development is of a very high order. The strong emphasis on languages and related cultural issues fosters students' global perspective.
- Students are very proud of the school and are excellent ambassadors for it.
- Leaders and governors are highly ambitious for the school and its students.
- The headteacher has communicated a clear vision centred on improving teaching and students' outcomes and demonstrates an exemplary and successful drive towards bringing this about. She is ably supported by the senior leaders and, increasingly, by other leaders.
- The governing body is well informed and perceptive about the quality of achievement and teaching and provide high levels of challenge and support to the school.

It is not yet an outstanding school because

- Although students achieve well overall, there is some variation across subjects, classes and for different groups of students.
- The quality of teaching is not consistently effective. In a minority of lessons students do not learn as well as they do in the best.

Information about this inspection

- Inspectors observed 45 lessons, made some shorter visits to classrooms, looked at students' work and observed a range of other aspects of the school's work.
- They held meetings with groups of students, the headteacher, other leaders and the representatives of the governing body. They also had conversations with a representative of the local authority, an external adviser who works with the school, and with one of the alternative providers used by the school.
- Inspectors took account of the views of the 140 parents who made their views known through the online questionnaire (Parent View).
- Documents were scrutinised, including information relating to students' progress and attendance, safeguarding, staff performance management, minutes of governing body meetings and monitoring and evaluation records

Inspection team

Joan McKenna, Lead inspector	Additional Inspector
Peter Eeva	Additional Inspector
Catherine Laing	Additional Inspector
John Leigh	Additional Inspector
Lesley Powell	Additional Inspector

Full report

Information about this school

- The school is much larger than other secondary schools.
- The very large majority of students are of White British heritage.
- The proportion of students with special educational needs who are supported at school action is well below average.
- The proportion supported at school action plus, or with a statement of special educational needs, is average.
- The proportion of students known to be eligible for the pupil premium is well below average. Pupil premium funding supports those who are known to be eligible for free school meals, those in the care of a local authority and those whose families are in the armed forces.
- The alternative providers used by the school are Leeds City College and the Central College of health and Beauty.
- The school meets the government's current floor standard which set out the minimum expectations for attainment and progress.
- Otley Prince Henry's converted to academy status in December 2011. When its predecessor school, Otley Prince Henry's Grammar School Specialist Language College was last inspected by Ofsted, it was judged to be good overall.
- The school is part of the Red Kite Teaching School Alliance and is in an informal partnership with a number of other local schools and academies. The headteacher is a local leader of education and she is a member of a strategic board within the local authority. The school also has several specialist leaders of education.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching so that all is as effective as it is in the best lessons in order that all students achieve equally well by:
 - ensuring that all teachers use information about students' current attainment, progress and their targets to match work closely to their different needs to make sure they all make equally fast rates of progress, whatever their starting points
 - ensuring that all lessons proceed at a fast enough pace and with a high degree of challenge
 - ensuring that opportunities are provided to enable students to be actively involved in their learning and to develop their independence in all lessons
 - ensuring that teachers check the understanding of all students in lesson so that any misunderstandings can be quickly corrected
 - ensuring that all students' work is marked regularly and that students are given detailed feedback on how well they are doing and how to improve their work further and reach their targets.

Inspection judgements

The achievement of pupils is good

- Students enter the school with attainment that is significantly above average. They make good progress and they leave Year 11 with standards that are significantly above the national average both overall and in most subjects.
- There is a rising trend of attainment. Overall results have gone up every year for the last three years.
- Attainment is significantly above average in the core subjects of English, mathematics and science. Students also do well in other subjects, such as art and design, business studies and design technology. However, there is some variation in rates of progress across subjects.
- All students study at least one modern foreign language and so many more students gain success in the full range of English baccalaureate subjects than do so nationally.
- The academy enters some students early for mathematics examinations. It reviews the impact of this arrangement carefully and adapts practice in light of this in order to ensure that students' achievement is not limited by the arrangement.
- Virtually all groups of students attain higher standards than similar groups nationally and achieve well. This includes most of the small numbers who are disabled or who have special educational needs.
- However, there is some inconsistency. For example, although the proportion of students known to be eligible for the pupil premium is small, and some of these individuals achieve well, not all do so. As a group, the points they gain in examination is higher than similar students nationally, but gaps between them and other students exist. They are, however, closing.
- Students in the sixth form also achieve well overall. However, there is also some inconsistency in rates of progress in different courses and subjects.
- A small number of students who participate in alternate provision outside the academy have their needs well met, gaining accreditation in the courses they study and securing routes into post-16 education and training.
- Students' strong literacy and numeracy skills help them achieve well in other subjects. Their above average standards and good achievement equip them well for the next stage of their educational.

The quality of teaching is good

- The quality of teaching is good overall and it secures effective learning over time on the part of students.
- Some teaching is outstanding and in these lessons students' progress is rapid. This is because teachers explain what students are to learn very clearly, match work very closely to their different needs, and promote their independent learning skills by making high demands and requiring students to think for themselves. Teachers in these lessons give students specific and personalised feedback about how they are doing and how to improve.
- In such an English lesson on attitudes to aspects of spoken English such as Received Pronunciation and use of colloquialisms, the teacher's excellent subject knowledge was evident in the high quality of input given and the use of a stimulating resource to capture students' interest and to illustrate relevant points. Different tasks were provided for students aiming for different grades, and there was regular reference to what they needed to do to meet their targets and to fulfil examination requirements. Students were able to build on the regular, informative and personalised feedback they received throughout the lesson and from the marking of their work over time. Students thrived in this lesson and achieved exceptionally well.
- In all lessons, very positive relationships and a serious work ethic are evident. Students invariably are keen to succeed, try their hardest and do as they are asked.

- The teaching in a minority of lessons, however, requires improvement because the above strengths are not present to the same degree and so students do not learn as well.
- In some lessons, although teachers are aware that students are at different levels and have different targets, they nevertheless give all identical work which they take them through in the same way at the same pace.
- Teachers do not always use wide enough range of strategies to check students' understanding. Answers to questions are sometimes taken just from volunteers and correct answers from a few individuals are taken to mean that all understand. Conversely, in more effective lessons, questioning is carefully targeted and is used to probe and develop students' understanding very well.
- Occasionally teachers talk for too long so students sit listening passively and do not have enough time to be actively involved in their learning, for example, by working with others to solve problems. Students report that the same routine is adopted as a matter of course with some teachers, and so these teachers are not ensuring that the strategies used are enabling students to learn in the most effective way in every lesson.
- Some marking is highly effective and helpful for students. This is not always the case. Some books do not contain enough feedback for students, and, in a minority of cases, work is not marked often enough.

The behaviour and safety of pupils are outstanding

- Students make a significant contribution to their successful learning by their outstanding behaviour and attitudes. They are keen to take full advantage of the many positive experiences that the school provides for them.
- Students report that their views are sought, valued and acted upon within the school.
- They show great respect towards each other and to adults. They respond extremely well to the high profile promotion of equal opportunities and they are adamant that discrimination should not be tolerated. The school has gained the highest level Stephen Lawrence Educational Standard for its work on promoting equality.
- The positive discipline programme that has been modified and developed is popular with students, who say that the consistency with which it is implemented is helping to ensure even better behaviour over time. There have not been any permanent exclusions in recent times and fixed term exclusions are reducing markedly due to the robust mechanisms for managing behaviour and the promotion of self-discipline.
- Students are very aware of all kinds of bullying. They say that there is very little within the school and any that does occur is dealt with quickly and effectively.
- Students attend very regularly. Attendance is above both the national average and the average for similar schools and is improving for all groups of students.
- Students are very well cared for and a great deal of effort is put into meeting any particular needs. As a result, and helped by the very positive relationships, students feel very safe within the school.

The leadership and management are outstanding

- The school is exceptionally well led. The headteacher promotes high aspirations for students and adopts a relentless approach to ensuring they are enabled to achieve of their best. Other senior leaders follow this lead and give strong direction in their areas of responsibility.
 - Middle leaders are well supported and challenged by senior leaders, and increasingly do likewise with their own teams.
 - Self evaluation is thorough and accurate and all key groups within the school are involved. As a
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result, strengths and areas requiring improvement are well known. The latter are reflected in the well-conceived improvement plan and are firmly tackled.

- The school's practices and procedures have become increasingly rigorous.
 - There is a robust approach to monitoring the performance of staff and rewards are linked closely to the outcomes. A heavy investment in professional development, both internally and through external links, is having a clear impact on improving performance. Membership of the Red Kite Teaching School Alliance is providing a particularly valuable source of training.
 - The curriculum is largely academic which suits most students, but alternative pathways, including some external provision, have been introduced and cater effectively for the full range of needs. A very wide range of enrichment and extra-curricular opportunities broaden students' experiences and help them develop their specific interests and talents.
 - Likewise, the attention given to promoting students' personal and spiritual, moral, social and cultural development is of a high order, which helps them develop into the impressively mature, reflective, sensitive young people that they become.
 - Safeguarding arrangements meet requirements. Older students play a part in teaching younger ones about identifying and managing risks.
 - For the benefit of both its own students and others, the school is outward looking and has very close partnerships with a range of other schools and organisations. This includes the local authority with which strong links have been maintained and are valued. The local authority has a mechanism in place for checking on the effectiveness of the school and for providing and brokering support and challenge.
 - Because of the outstanding leadership and management, provision and outcomes for students are outstanding in some important areas and are improving quickly in the rest.
 - **The governance of the school:**
 - The governing body shares the sense of urgency about the drive for improvement and keeps a firm overview of the rate at which this is happening. They check the impact that teaching is having on students' achievement and that pay progression is merited by teachers' performance. They also check that pupil premium funding is used appropriately and to increasingly good effect. They play an active role in developments, such making themselves more accessible to parents to enhance communication between them and the school.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	137704
Local authority	Leeds
Inspection number	403712

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Academy
School category	Non-maintained
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,434
Of which, number on roll in sixth form	298
Appropriate authority	The governing body
Chair	Paul Tranter
Principal	Janet Sheriff
Date of previous school inspection	Not previously inspected
Telephone number	01943 463524
Fax number	01943 850978
Email address	info@princehenrys.leeds.sch.uk

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