

Inspection of Prince William School

Herne Road, Oundle, Northamptonshire PE8 4BS

Inspection dates: 28–29 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Prince William School is a calm and friendly place. Pupils enjoy school, feel safe and are happy. They respect staff and like seeing their friends. Staff provide a range of opportunities to achieve the school's motto of 'learning for life'. Most pupils are proud of their school. The 'hub' is a strength of the school. One pupil spoke for many, saying, 'staff always help you if you need it'.

Staff have high expectations. Some pupils say that their teachers are 'inspirational'. Pupils' behaviour is positive most of the time. Pupils use social time well and enjoy a range of activities: as one said, 'There is always something you can do.' Staff and pupils share the successes; for example, the school was recently awarded Northamptonshire's Sports School of the Year.

Pupils feel supported at school. They know how to behave and understand what is expected. Pupils wear their uniform with pride. They say that bullying is rare and are confident that staff will deal with it quickly and effectively when it happens.

Most parents and carers comment very positively about the school. They know that the school has improved and are pleased that their children are part of the school community.

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

Leaders are ambitious for all pupils and know what they want them to learn. The curriculum meets most pupils' needs. Leaders have thought carefully about the school's local context. They have designed a curriculum that has a broad range of subjects in all key stages.

Subject leaders think carefully about what pupils should learn in most subjects. They are planning a curriculum that helps pupils know more and remember more. Pupils' knowledge and skills build over time. Some subjects are not as well planned. Across the curriculum, teachers do not ensure that the needs of all pupils with special educational needs and/or disabilities (SEND) are met.

Teachers have strong subject knowledge. Pupils say that they understand what they are learning and why. Sixth-form students debate and discuss with ease and confidence. They build on the knowledge that has been taught previously.

The curriculum for personal development is carefully planned for pupils in key stages 3 and 4. The programme for personal, social, health and well-being is comprehensive. Teachers help pupils understand risks and how to keep themselves safe in different situations. Leaders ensure that pupils in all year groups receive appropriate careers advice and guidance.

The headteacher has brought a sense of purpose, clarity and consistency to the school. She has acted decisively to move the school forward. Staff feel well supported and valued at the school.

Leaders have emphasised the importance of reading. The sixth-form reading buddies support and mentor Year 7 pupils. Many pupils commented positively about their enjoyment of reading both in and outside of school.

Leaders have high expectations of pupils' behaviour and conduct. Pupils are respectful of each other and staff. Behaviour is improving and the proportion of exclusions has reduced in the past year. The pastoral team, which includes the 'hub', is a strength of the school. The 'hub' is a safe place where pupils are focused on their learning and are supported by the dedicated pastoral staff. Parents, pupils and staff describe the 'hub' as 'a sanctuary, to support, guide and instil confidence in pupils'.

Leaders ensure that pupils attend school regularly. As a result, pupils' overall attendance has improved. However, the absence of some disadvantaged pupils is a concern. Too many of these pupils are regularly absent.

Sixth-form students enjoy their education. They are challenged and well supported. Teaching in most subjects helps students to learn and remember more. Leaders encourage and support students in applying for higher education places and apprenticeships. They support and encourage students to achieve their career aspirations. The curriculum does not provide well enough for students' personal development.

Leaders and governors have established a positive culture in the school. They work collaboratively with trust officers and trustees to further improve the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and trustees fulfil their safeguarding responsibilities. Staff know pupils well. They are vigilant and are well trained. They follow the school's safeguarding systems well. Leaders respond to pupils' needs and gain effective external support when needed. They work with relevant external agencies effectively. Leaders make sure that all checks are in place before adults work with pupils. Pupils learn about potential risks and how to be safe in different situations. Pupils say they feel safe in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have improved curriculum plans in most subjects to be ambitious for all pupils. However, some subject plans are not carefully sequenced to build on prior

learning. As a result, pupils do not consistently build and deepen their learning over time. Leaders need to continue to develop all curriculums, including those in the sixth form, to ensure that all pupils follow an ambitious curriculum that enables them to know more and remember more.

- Leaders do not ensure that all teachers support and challenge pupils with SEND appropriately. As a result, some of these pupils fall behind with their learning and underachieve. Leaders need to ensure that all pupils with SEND receive the support and help they require to meet their needs.
- Too many disadvantaged pupils do not attend school regularly enough. These pupils do not achieve as well as they should. Leaders need to support and challenge parents to make sure that their children attend regularly.
- Leaders have not ensured that the personal development curriculum for sixth-form students is well planned. Students do not benefit from a coherently planned personal, social, health and economic curriculum. Leaders need to ensure that all pupils, including sixth-form students, receive purposeful opportunities for personal development.

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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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

Unique reference number	142063
Local authority	Northamptonshire
Inspection number	10121222
Type of school	Secondary
School category	Academy convertor
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	1,056
Of which, number on roll in the sixth form	137
Appropriate authority	Board of trustees
Chair of trust	Kevin Crompton
Headteacher	Elizabeth Dormor
Website	http://pws.emat.uk
Date of previous inspection	14–15 November 2017, under section 5 of the Education Act 2005

Information about this school

- Prince William School is part of the East Midlands Academy Trust.
- The school uses one alternative provider. This provider is Youth Works and is part of the Northamptonshire behaviour partnership.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher and other members of the senior leadership team. Meetings were also held with leaders for the sixth form and the provision for pupils with SEND.

- A meeting was held with members of the local governing body, including the vice-chair and trustees. A further meeting was held with the chief operating officer of the trust and representatives from the board of trustees.
- In order to check the school's safeguarding arrangements, we met with the school's designated leaders for safeguarding. Policies, procedures and record-keeping were evaluated by the lead inspector. Checks included a review of the school's process for recruiting staff, and the single central record.
- We met with groups of pupils. We also spoke to pupils informally around the school.
- The subjects that were considered in depth as part of this inspection were English, history, design and technology, science and physical education. In each of these, we visited lessons, scrutinised pupils' work and held discussions with subject leaders, teachers and pupils. We visited 77 lessons.
- We considered the 214 responses to Parent View, Ofsted's online survey. Survey results from pupils and staff were also considered.
- The lead inspector carried out a review of documentation, including the school's self-evaluation, school improvement plan and minutes of the governors' meetings.

Inspection team

Sally Wicken, lead inspector	Ofsted Inspector
Vanessa Stanley	Ofsted Inspector
Jackie Thornalley	Ofsted Inspector
Sue Vasey	Ofsted Inspector
John Edwards	Ofsted Inspector

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