

Inspection of Prince Henry's High School

Victoria Avenue, Evesham, Worcestershire WR11 4QH

Inspection dates: 5 and 6 March 2024

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

The headteacher of this school is Anthony Evans. This school is part of The Prince Henry's High School Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Stephen Butcher.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2013.

What is it like to attend this school?

Everyone at Prince Henry's High School is proud to be part of a united and vibrant community. There is an all-encompassing togetherness that runs through every aspect of school life. Staff greet pupils each morning with genuine warmth, coupled with a determination that every pupil will work hard, attend regularly and behave exceptionally well. Pupils do all of these. They flourish academically and grow into caring and responsible young adults. They learn alongside enthusiastic, dedicated and knowledgeable staff. Classrooms are places where pupils think, question and reflect on their learning.

Staff trust pupils to 'do the right thing' and uphold the family ethos of the school. Pupils are courteous, kind and polite. Positivity and care permeate through every aspect of school. Pupils take on leadership roles willingly and are eager to contribute to improve their school and their local community. They are excellent ambassadors of, and advocates for, their school.

Pupils live out the school values through their behaviour every day. Everyone is welcome and discrimination of any sort is not tolerated. Pupils value the trust and respect shown by staff. This, combined with a clear set of rules and expectations contributes to a positive school-wide culture. If pupil behaviour does not meet the school's expected standard the school takes sensible, proportionate and fair action.

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

Pupils learn a broad range of subjects. At key stage 4, the school carefully guides each pupil so that they choose a blend of qualifications that is right for them. This develops pupils' scientific, linguistic, creative, social, sporting and creative knowledge in equal measure and taps into their interests and aspirations. Sixth-form students have an equally broad choice. A highly effective careers programme supports pupils in choosing wisely. This helps open pupils' minds to the range of careers that they can pursue and sets them on a course for future success.

The school is committed to providing a high-quality education to all pupils in each subject. It is achieving this aim. Each subject curriculum is constructed carefully. This helps pupils to build their knowledge over time. For instance, in art, pupils learn the important individual techniques needed for success. They then have the freedom to experiment to develop their ideas, under the watchful eye of their teachers.

Teachers are experts in the subjects they teach. They know the curriculum in detail and how best to explain this to pupils. Pupils are guided through each new concept so that they understand and remember it well. Teachers are alert to the stumbling blocks and misconceptions that pupils may encounter. They help pupils navigate these to build a connected and rounded understanding of the subject. This helps pupils achieve exceptionally well.

Pupils with special educational needs and/or disabilities (SEND) have their needs accurately identified when they join the school. The school then provides information to teachers so they can support pupils in lessons. Teachers use this information well. The school provides effective support to pupils who need additional support to improve their reading.

The school takes particular care of its most vulnerable pupils. The 'lodge' and the 'bridge' are key aspects of this work. In the lodge, pupils benefit from quality academic provision alongside an individual approach that helps prepare them for adulthood. The bridge is designed to support pupils whose social, emotional, mental health or physical needs prevent them accessing aspects of their education. Staff in the bridge work sensitively alongside pupils. They are successful in helping them reintegrate fully in school life.

The sixth form is a shining light. Sixth-form students work together with their teachers harmoniously. There is an aspirational culture that values hard work. The school expects students to be dedicated and committed to their studies. However, it also recognises the pressure that this can bring to bear on students. It provides effective support to mitigate this. Alongside this, the school has planned a wider curriculum that enhances and enriches students' experience. This extends from purposeful and relevant debates in tutor time to a meaningful and deliberately planned enrichment programme.

Pupils and sixth-form students benefit from a comprehensive personal development offer. At its heart this aims to help pupils see themselves as part of rich, diverse and cultural modern Britain. Pupils learn about, and share, the important values that will help them succeed in later life. Diversity and equality are celebrated. The school has constructed a thorough personal, social and health education curriculum (PSHE). This teaches pupils about a range of issues, from toxic relationships and coercive control to the importance of sleep and eating healthily. This taught curriculum works in partnership with a wider curriculum. This embraces and promotes pupils' interests. Pupils participate in a multitude of high-quality clubs, trips and visits. These range from retro gaming club to musical theatre.

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	136469
Local authority	Worcestershire
Inspection number	10294572
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	13 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	1,285
Appropriate authority	Board of trustees
Chair of trust	Stephen Butcher
Headteacher	Anthony Evans
Website	www.princehenrys.worcs.sch.uk
Dates of previous inspection	30 April and 1 May 2013

Information about this school

- The school uses one registered alternative provider.
- The school does not use any unregistered alternative providers.
- 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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: English, mathematics, modern foreign languages, business studies, science and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. Inspectors also discussed the curriculum in some other subjects.
- Inspectors held discussions with the headteacher and other senior and middle leaders, including the SEND coordinator.
- Inspectors spoke with members of the board of trustees.
- Inspectors reviewed the school’s extra-curricular activities, enrichment programme and personal development programme with leaders.
- Inspectors met with members of staff and spoke to pupils formally and informally at various points in the inspection. They took account of responses to a pupil survey, a staff survey and Ofsted Parent View.
- Inspectors looked at records and spoke to staff in relation to attendance, behaviour, bullying and safeguarding.
- To evaluate the effectiveness of safeguarding, 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.

Ian Tustian, lead inspector	His Majesty's Inspector
Helen Reeves	Ofsted Inspector
Thomas Walton	Ofsted Inspector
Russell Hinton	Ofsted Inspector
Rob Hackfath	His Majesty's Inspector
Jane Epton	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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