

Prince Henry's Grammar School Specialist Language College, Otley

Global Schools Award: Level 3 – Enhanced Awarded July 2008

Background

Established by Royal Charter in 1607, Prince Henry's Grammar School is proud of its history, and still reinforces traditional values. However, Prince Henry's is also very much a modern community comprehensive school. *"We seek to achieve the best for all our students, whatever their abilities and talents, through innovation in teaching and learning, a broad and stimulating curriculum and a technologically-rich learning environment. Prince Henry's Grammar School stands at the forefront of educational progress. As a Specialist Language College we aim to ensure that our young people are fully prepared for life in the changing world of the twenty first century. Prince Henry's is a high-achieving, caring school with a vibrant atmosphere. We are committed to developing our students personally as well as academically, and we value students who accept the challenge of improvement in all spheres of their life."* states June Brighthouse, International Co-ordinator. Otley is a traditional small market town on the border between West and North Yorkshire. Over 90% of the population of Otley is white, with no significant minority groups and the school reflects this.

What did the school want to achieve?

June explains why the school worked towards the Global Schools Award *"as a school we felt that we were making progress in this very important aspect of citizenship education but needed something to measure ourselves against. Our aim was to involve the whole school community."*

The school recognised that any initiative started during one academic year should be the start of something sustainable and inclusive. *"We recognised that involvement in new initiatives, perhaps including contact with the 'outside world', has often been the prerogative of the older gifted and talented student"* continues June, *"we wanted to see a majority of staff supporting the global ethos and including it in their curriculum where appropriate"*.

Staff felt that, although in a conceptual way many of the students had a good knowledge of world affairs, the view of many could best be described as UK-centric, and at worst, Otley-centric!

The school wanted to move to a position where students were working alongside colleagues from around the world, learning not just **about** them, but also **from** them, and moving forward together. By doing this, staff hoped that the school's view of the world would be less stereotypical. Staff attended support events in the beginning and through Global Schools UK had inset for staff which helped to encourage a new group of staff to engage with the concepts.

How did the school organise learning to meet its aims?

The school adopted a holistic approach which provides a unifying values framework for the work of the school. There has been much work across the Key Stages focussing on human rights, especially the Rights of the Child (Eye to Eye project and Amnesty International.) It intends to work towards UNICEF's Rights Respecting School Award in the future. Through the 'Enterprise' scheme, work has been done on practical Social Enterprise and so the school is now in a position to apply to be a Fair Trade School. The Millennium Development Goals project has become a major focus for Year 12. Progress was made in widening involvement as a matter of course and the staff were determined that all students should be involved in some way at various times during the year.

The school has a Global Dimension Coordinator with an allowance, whose job it is to develop the Global Dimension aspect of school life. This position is line-managed by the Assistant Head in charge of the Language College. The Head Teacher incorporates this element into the vision statement of the school.

Global Dimension Education has been developing steadily at Prince Henry's over the last six years. All students and staff (including non-teaching staff) engage with the concepts in some way. The Governing Body takes an interest in this aspect of the work of the school and the School Council is now part of the steering group. The Family of Schools (feeder primary schools) is also working with PHGS so many students coming in to Year 7 will have a good foundation.

Prince Henry's was supported by Leeds DEC from the pilot phase of the award. Work began with an audit of the curriculum and student knowledge and at the end of one year repeated the audit and evaluated the results.

How well is the school achieving its aims?

The importance placed on the Global Dimension is now evident in the 30 display boards around the corridors of the school - each one demonstrating an aspect of the Global Dimension. The attention of visitors is drawn to these by a small label asking 'Are you a global citizen?'

"The work we are doing is evolving in a dynamic situation; staff move on, so the work has to be managed to fulfil the original objectives. If someone driving an initiative is no longer available, and the objectives are achieved, then it is a measure of the success of our aim to make the work sustainable. The dynamic situation also means that a plethora of opportunities will be available during the year which, carefully managed, will help us to achieve our overall aims." June explains.

What does the school plan to do next?

The next step for the staff involves the financial and purchasing policy of the school. They feel that this may prove to be the most challenging task as it depends on the interaction of groups beyond Prince Henry's itself.

Authority:	Leeds
Type:	Voluntary controlled
Admissions:	Comprehensive
Gender of entry:	Mixed
Age range:	11-18
Number of students:	1 402