

# Inspection of a good school: Holsworthy Community College

Victoria Hill, Holsworthy, Devon EX22 6JD

---

Inspection dates:

14 and 15 June 2022

## **Outcome**

Holsworthy Community College continues to be a good school.

## **What is it like to attend this school?**

The cooperative values of Holsworthy Community College are present throughout the school. Pupils learn about these values through aspects of the curriculum. For example, pupils talk about 'book club' lessons and the values represented in the book choices.

Leaders have high expectations of pupils' conduct. Leaders model this throughout the school. Behaviour is calm and orderly. Pupils focus on their learning and enjoy a broad curriculum. The school has clear rewards and behaviour policies which pupils understand. Leaders celebrate positive behaviours and achievements.

Pupils feel safe at school. Pupils say that when reported, bullying is promptly dealt with. Pupils know how to keep themselves safe online. They learn about contemporary challenges in an age-appropriate manner. Leaders have a spotlight on equality. When issues arise, several parts of the curriculum address this, for example looking at inequality between men and women in literature. Pupils say they enjoy these opportunities to discuss the issues.

'Enrichment' lessons give pupils a broad range of new experiences, such as volunteering or developing a healthy lifestyle. Pupils are proud of the sports teams and there is high participation. House captains represent the views of pupils.

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

Leaders have created an ambitious curriculum for all pupils. There is a clear intent for the curriculum in each subject. Subject leaders have defined the essential knowledge for pupils to learn. Pupils recall what they have learned and apply that to new learning. Yet, there are a few subject curriculums that are at an earlier stage of planning. Leaders are focused on developing those areas.

Teachers have good subject knowledge. They make accurate checks on what pupils know and understand. As a result, pupils know what they need to do to get better.

The proportion of pupils entered for the range of qualifications that make up the English Baccalaureate has decreased in recent years because fewer pupils have taken languages. Leaders have taken action to improve this. More pupils are now studying a language in key stage 4.

Teachers are well informed about the needs of pupils with special educational needs and/or disabilities (SEND). Teachers use resources creatively to support pupils. Staff receive regular training from leaders and apply it well to ensure pupils with SEND have the help they need.

Reading is a core part of the curriculum. Leaders prioritise reading through the curriculum. There is a wide reading programme for pupils in key stage 3 and key stage 4. Pupils choose books that give them a broad view of the world. Pupils who are not yet fluent readers learn with a small-group reading programme or learn phonics. As a result, pupils are increasing their fluency and getting better at reading.

Due to the COVID-19 pandemic, enrichment is part of the curriculum timetable for this academic year. The activities are mapped to the school's cooperative values, such as democracy explored through 'Youth Speaks' in Year 8. A wider programme of extra-curricular clubs is growing. There are increasing opportunities, especially in sports. Sports teams and fixtures for girls and boys are well represented. Although pupils' participation in extra-curricular activities is tracked, leaders do not analyse the information.

A specialist team teaches the personal, social and health education (PSHE) programme. As a result, the PSHE curriculum identifies closely with the needs of the pupils. This means pupils learn about social issues and healthy relationships at an appropriate time. The careers programme spans five years. Leaders have good relationships with colleges, sixth forms and local employers. Pupils are well informed about career choices. Year 10 pupils take part in virtual and live work experiences. This means every pupil is able to take part.

School leaders and governors understand the workload pressures on staff. Staff say they feel listened to. Staff believe leaders give well-being due consideration.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. Training about keeping young people safe happens regularly. This includes peer-on-peer abuse. Staff are given safeguarding updates. As a result, staff are knowledgeable and act promptly should they have a concern. Leaders work with vulnerable pupils and their families to get the help they need.

Pupils know how to report their concerns and how to ask for help when they need it. However, some pupils said they would like more ways in which to report an issue. To

make this simpler for pupils, the school is in the process of introducing more structures for reporting.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The curriculum in a few subject areas is not developed fully. As a result, the knowledge pupils must learn in these subjects is not well defined. Leaders need to ensure that the curriculum in all subjects is carefully thought through so that staff are clear about its content and how it will be implemented.
- Leaders do not analyse the participation rate of pupils in extra-curricular activities. Therefore, they are not able to tailor the activities that are offered and so encourage all pupils to take part, including disadvantaged pupils. Leaders need to ensure that all pupils have a fair chance of being involved in clubs and activities at school.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Holsworthy Community College, to be good in February 2014.

## **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.

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

<b>Unique reference number</b>	145343
<b>Local authority</b>	Devon
<b>Inspection number</b>	10227688
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	511
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Tania Skeaping
<b>Principal</b>	Gareth Smith
<b>Website</b>	<a href="http://www.hcc.devon.sch.uk">www.hcc.devon.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Holsworthy Community College is part of the Dartmoor Multi Academy Trust. It joined in January 2018.
- The school uses two alternative provisions. One is registered and the other is not registered.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, members of the trust, senior leaders, teachers and pupils.
- Inspectors completed deep dives in English, modern foreign languages and physical education. For each deep dive, inspectors discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- Inspectors spoke with pupils in key stage 3 and key stage 4.
- Inspectors reviewed a range of school documentation, including policies and records of behaviour management, attendance, safeguarding and pupil alternative provision.
- Inspectors considered the responses to the online survey Ofsted Parent View, including free-text comments. Inspectors also viewed responses to the pupil survey and responses to the staff survey.
- The lead inspector met with representatives from the local governing body, including the chair of governors, and representatives from the trust.

### **Inspection team**

Rachel Hesketh, lead inspector

Her Majesty's Inspector

Matthew Collins

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022