

Inspection of Holderness Academy and Sixth Form College

Station Road, Preston, Hull HU12 8UZ

Inspection dates: 2 and 3 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Sixth-form provision

Requires improvement

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Leaders' high ambition for those who attend the school is not currently matched by what pupils experience. New leaders have brought about some necessary changes. They realise that there is more to do to provide the quality of education that they want all pupils to receive.

Bullying is rare. The vast majority of pupils are confident to raise their concerns with an adult. The actions of adults ensure that pupils are kept safe. In lessons, pupils focus on their learning. At social times, they are polite and respectful. Incidents of poor behaviour are infrequent. Staff address these appropriately.

Some pupils take on leadership roles, such as joining the school council. Others have been on an educational visit, for example to a theatre. A small number of pupils access work experience placements. Leaders recognise that these opportunities are not sufficiently well used. Leaders are extending the extra-curricular offer.

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

The chief executive officer of the trust, since her arrival in September 2021, has developed the capacity of leaders through new appointments. The new headteacher, supported by trust and senior leaders, quickly assessed the school's strengths and weaknesses. The headteacher understands there is much more to do to improve the school. Historically, leaders have not checked on the impact of the school's improvement actions sufficiently well. As a result, the school has not improved as quickly as leaders, including trustees, want.

Subject leaders have developed a curriculum that meets the requirements of the national curriculum. Teachers make sure that new learning builds on what pupils have already learned. In some subjects, the most important knowledge leaders want pupils to remember is not identified clearly. Teachers do not revisit this knowledge regularly enough. As a result, some pupils struggle to recall their prior learning. This slows their progress. Pupils, particularly disadvantaged pupils, do not achieve as well in external examinations as they should.

Leaders recently reviewed the curriculum offer for students in the sixth form. Students can now choose from a wider range of courses, such as criminology or travel and tourism. Students access a range of additional courses, such as financial studies, during their non-qualification curriculum time. Leaders recognise these opportunities can be developed further. They have plans in place to enhance this area. Sixth-form students progress on to appropriate education, employment or training.

A small number of pupils with special educational needs and/or disabilities (SEND) receive their education in the school's additionally resourced provision. Leaders understand these pupils' needs well. Staff who work with them are well trained.

Staff effectively support these pupils to access lessons in the main school. Pupils with SEND who do not attend the additionally resourced provision, experience a more variable quality of education. Some parents and carers do not receive as much information about the support for pupils with SEND as they would like. Staff are provided with 'pupil passports'. Teachers use the information in these passports to adapt their teaching. Some passports do not provide the important information that teachers need. Consequently, in some lessons, the needs of pupils with SEND are not met effectively.

Suspensions are rare and used as a last resort. Pupils are supported to improve their behaviour when they return to school. The vast majority of pupils attend school regularly and are punctual. A significant minority of parents are concerned about how complaints, including those about behaviour, are addressed by leaders.

Leaders prioritise reading. This is especially evident in key stage 3. Pupils in Years 7 and 8 are given two books per year to keep as part of leaders' agenda to promote reading. Pupils in the early stages of learning to read are identified quickly. They receive additional support. This includes phonics lessons, where appropriate. A small number of pupils access paired reading sessions with university students. This supports them to read more fluently and confidently.

The aspirational vision leaders have for pupils' personal development is not currently realised. During personal, social and health education lessons (PSHE), pupils learn about important concepts such as healthy relationships and how to look after their own mental health. The curriculum covers all of the required statutory content. Some pupils do not have a secure understanding of some of this content, for example, about other faiths or the protected characteristics.

Pupils in all year groups receive information about careers and their next steps in education, employment or training. Key stage 3 pupils are not as well supported as their older peers. Although pupils receive information about further education providers, it does not include all of the settings that pupils can progress to. Leaders do not inform pupils about the local university technical college.

Governors and trustees have an accurate understanding of the issues the school needs to address. They have provided additional resources to support these improvement priorities. Governors and trustees need to provide greater scrutiny of the work of leaders going forward. This includes more thorough checking on the impact of pupil premium funding.

Safeguarding

The arrangements for safeguarding are effective.

Leaders with responsibility for safeguarding know vulnerable pupils well. Records of safeguarding concerns are thorough. Pastoral leaders meet regularly to review open safeguarding cases. Leaders maintain oversight of cases with multi-agency

involvement. They have developed effective relationships with external agencies, such as mental health and counselling services. They use these to keep pupils safe.

Pupils learn how to keep themselves safe in the community. During PSHE lessons, they learn about contextual risks such as those associated with drugs and alcohol. Students in the sixth form learn about these in a way that reflects their life outside school. Staff report concerns about a pupil's welfare in a timely way.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The most important knowledge is not precisely identified within curriculum plans in some subjects, including PSHE. This knowledge is not prioritised and revisited regularly enough. Pupils struggle to retain it in their long-term memory. Leaders should ensure that curriculum plans specify the important knowledge that pupils should learn.
- Teachers are not provided with detailed information about how to meet the needs of pupils with SEND as a matter of course. Pupils with SEND, particularly those who do not access the additionally resourced provision, do not have their needs met consistently. Leaders should implement the planned changes to pupil passports. Leaders should check that the content of the passports is addressed effectively by teachers.
- Some members of the wider-school community do not feel their concerns are listened to well. They are not as supportive of the actions of the school as they could be. Leaders should refine the school's communication methods to ensure that more stakeholders support the pupils, the staff and the school as a whole.

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](#)' 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	145722
Local authority	East Riding of Yorkshire
Inspection number	10255560
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
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	1138
Of which, number on roll in the sixth form	139
Appropriate authority	Board of trustees
Chair of trust	Ian Furlong
Principal	Neal Holder
Website	www.holderness.academy
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Consortium Academy Trust multi-academy trust. It became part of the trust in October 2018.
- The school does not meet the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical educational qualifications and apprenticeships.
- The school uses three Ofsted-registered alternative providers and one unregistered alternative provider.
- The school operates an additionally resourced provision for a small number of pupils with SEND. This mainly supports pupils with autism.
- The headteacher began in their post in January 2023.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- The lead inspector met with members of the trust board, the local governing body, the chief executive officer and the director of standards (secondary).
- Inspectors met with the headteacher and other senior and middle leaders, including those responsible for the sixth form, safeguarding, alternative provision, personal development, careers, attendance and behaviour.
- Inspectors carried out deep dives in these subjects: English, science, mathematics, business and art. For each deep dive, inspectors met with subject leaders, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Members of the inspection team looked at a range of documentation regarding the support pupils with SEND receive. Inspectors looked at the quality of the provision for pupils with SEND in lessons.
- Inspectors met with the designated lead for safeguarding. They checked records of actions taken by leaders to keep pupils safe. Inspectors scrutinised the single central record of recruitment checks.
- Leaders at the alternative providers spoke to members of the inspection team.
- A wide range of pupils and staff talked with inspectors, formally and informally, about the safeguarding culture in school over the course of the inspection.
- Inspectors scrutinised a range of documentation, including the school's self-evaluation and improvement plans.
- Inspectors looked at a range of information regarding behaviour. Inspectors observed the behaviour of pupils at social times.
- The views of parents, pupils and staff who responded to Ofsted's surveys were considered.

Inspection team

Thomas Wraith, lead inspector	His Majesty's Inspector
Graham Findlay	His Majesty's Inspector
Eleanor Belfield	His Majesty's Inspector
Chris Fletcher	Ofsted Inspector
Zoe Helman	His Majesty's Inspector

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