

# Inspection of Holyport College

Ascot Road, Holyport, Berkshire SL6 3LE

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Inspection dates: 23 and 24 May 2023

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

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

Holyport College is a joyous place to learn. Pupils are well cared for in a cheerful and warm environment where difference is welcomed. Pupils and staff celebrate culture and diversity through a range of clubs and societies such as 'Femsoc' and the 'African Caribbean Society'. Colourful murals on the wall promoting acceptance of others demonstrate that inclusion is at the heart of this school.

Pupils enjoy positive and friendly relationships with staff who know them well. Leaders have embedded a culture of mutual respect across the school. Pupils value opportunities to work alongside their peers in different year groups, for example as part of the school's 'Nations Day' and as reading ambassadors. Pupils enjoy each others' company, interacting positively and playing games such as table tennis and cards together during social times.

Leaders have established high expectations for all pupils to succeed and thrive. They are committed to ensuring that pupils, including the most vulnerable, benefit from an excellent range of enrichment opportunities such as trips to the Tate Modern or the Houses of Parliament. Pupils appreciate the extended school day because they enjoy the opportunity to explore their talents and interests further, be it photography or managing investments. All pupils, including students in the sixth form, receive high-quality and impartial advice about their next steps in education, employment and training.

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

Leaders have designed an ambitious curriculum to meet the differing needs of the pupils. The vast majority of pupils learn English Baccalaureate subjects. However, the curriculum is not yet as broad as leaders want it to be due to limited space and buildings. Leaders have worked to carefully integrate subjects such as design technology into other areas of the curriculum. They have begun plans to improve this further in the next year.

The curriculum is well sequenced and the key knowledge that pupils must learn is specifically identified. The curriculum is carefully designed so that pupils revisit learning in a more complex way. In most subjects, pupils have opportunities to draw on previous knowledge and concepts and apply this to new learning. For example, in art, Year 9 pupils use their knowledge of perspective techniques to give their drawings of buildings a realistic impression of depth.

Teachers have expert subject knowledge, particularly in the sixth form. They skilfully question pupils to check for gaps in their learning and clarify any misconceptions. However, this is not done as consistently well in all subjects lower down in the school. Where this is done well, staff change their plans to address any gaps and make learning clearer.

Leaders are committed to ensuring that pupils with special education needs and/or disabilities (SEND) are identified swiftly and access the same curriculum as their peers. The majority of pupils with SEND learn well, although sometimes they do not receive the support that they need in class as quickly as they should.

Students in the sixth form achieve highly. Their core curriculum is extended by a diverse range of enrichment opportunities, for example the 'Eton-Holyport Scholars programme', where students enjoy talks from a range of speakers such as the Governor of Hong Kong and Members of Parliament. Students receive an extensive package of support to prepare them for applications and interviews in the future. As a result, students successfully access further education, employment or training of their choice.

Leaders know the importance of reading and are looking forward to the opening of the school's new library to promote this further. Pupils engage in reading frequently, through scheduled tutorials and the school-wide 'book swap' scheme. The weakest readers receive the personalised support that they need to keep up.

Pupils enjoy their lessons and talk confidently about their work. The majority of pupils focus carefully on their tasks and want to achieve well. Staff do not always quickly identify the small number of pupils who become distracted from their learning. Pupils, including those who are most vulnerable, want to be at school and attend often. Leaders have effective systems in place to monitor attendance and behaviour closely.

Pupils' wider development is a clear strength and priority at this school. Pupils have extensive enrichment opportunities built into their timetable. They demonstrate leadership skills and citizenship by running societies and delivering assemblies on the impact of racism, for example. Pupils take part in the democratic process of voting to elect members of the house council. They revisit important issues such as harmful sexual behaviours, mental health and healthy eating in an age-appropriate way.

Leaders and governors have a strong understanding of what is working well and areas that could be developed further in the school. They are well respected by staff, who feel valued and proud to work at the school. Leaders take robust action to reduce staff workload and increase their well-being. Staff benefit from high-quality professional development that meets their needs. Leaders want what is best for the pupils at this school and are committed to continued and sustained improvement for their benefit.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders who oversee safeguarding keep excellent records so that they can monitor pupils who they are concerned about carefully. Leaders are persistent in ensuring that pupils who may be at risk receive the external support that they need to keep

them safe. There is a clear culture of vigilance at the school. Staff are well trained so that they know how to identify and refer a pupil who may be at risk of harm. Leaders carry out the necessary safety checks so they know that staff are safe to work in the school.

Pupils feel very safe and know that staff will help them when they are worried. They learn about safety issues such as consent and online safety through the curriculum.

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

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

- The school has limited buildings, facilities and space. This means that pupils do not access some areas of the curriculum in the breadth that they should. Leaders should continue their work to integrate the subjects affected, such as design and technology, into other areas of the curriculum, and continue with their construction plans so that pupils can enjoy a full curriculum offer in all subjects.
- On occasion, teachers do not address low level disruption and disengagement as quickly as they should. This means that a small number of pupils do not live up to the high expectations that leaders have set for them. Leaders should continue to work with staff to ensure that the school's approach to managing behaviour is embedded fully.

## **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

<b>Unique reference number</b>	139971
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10286729
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	11 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	584
<b>Of which, number on roll in the sixth form</b>	186
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Bruce Powell
<b>Headteacher</b>	Benedict McCarey
<b>Website</b>	<a href="http://www.holyportcollege.org.uk">www.holyportcollege.org.uk</a>
<b>Date of previous inspection</b>	17 and 18 May 2017, under section 5 of the Education Act 2005

## Information about this school

- Holyport College is a government-funded free school, and is a single academy trust. The college has a close partnership with Eton College.
- Holyport students benefit from the regular use of a number of Eton College's facilities.
- The school day is longer than usual, with all pupils finishing at 5pm and taking part in a co-curricular programme after scheduled lessons.
- There are boarding facilities and some pupils board on site.
- The school has a higher than average number of pupils who are looked after, or were previously looked after, on its roll.
- The school does not currently use any alternative provision.

- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement with approved technical qualifications and apprenticeships.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- The inspection team completed deep dives in English, mathematics, modern foreign languages, science and art. To do this, inspectors met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement based on the post-Ofsted action plan.
- Inspectors met with senior leaders, a selection of subject leaders, teachers and support staff.
- The lead inspector met with members of the governing body, including the chair.
- The inspection team reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The views of pupils, parents and staff were considered through discussions and a review of Ofsted's parent survey.

## Inspection team

Zoë Harris, lead inspector

His Majesty's Inspector

Julia Mortimore

Ofsted Inspector

Jon Chaloner

Ofsted Inspector

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