

Inspection of Holmleigh Park High School

Windsor Drive, Gloucester, Gloucestershire GL4 0RT

Inspection dates: 11 and 12 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Dan Hudson. This school is part of Greenshaw Learning Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Will Smith, and overseen by a board of trustees, chaired by Anne Spackman.

What is it like to attend this school?

Holmleigh Park High School has high expectations for pupils. Pupils understand the school principles of 'work hard, be kind, take responsibility'. Pupils are clear about the school rules and appreciate that their lessons are rarely disrupted by others. Relationships between staff and pupils are built on mutual respect and trust. As a result, pupils feel safe in school.

Pupils learn to be tolerant of others. Bullying does happen, but pupils know this behaviour is unacceptable and they will report incidents to adults to resolve. The school is working hard with families to improve the attendance of all pupils. Students in the sixth form attend school well.

Pupils, and students in the sixth form, take on leadership responsibilities, for example being school council representatives, house captains, charity ambassadors and community volunteers. Pupils enjoy being part of a house. They keenly collect house points through their lessons and other school activities.

Pupils, parents and staff are proud of their school. They recognise how the school has changed and grown positively since it opened.

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

Pupils study a broad and ambitious curriculum. Increasing numbers of pupils now study the English Baccalaureate subjects at GCSE. The school has set out the important knowledge that pupils will learn and when. Regular retrieval activities and revisiting of topics help pupils to recall their learning. The school regularly reviews the curriculum and adapts it to support all pupils to achieve well.

Teachers explain new information clearly. They model for pupils what they should do to be successful in each subject. Pupils learn about the distinctive features of different subjects. For example, pupils learn what it means to be a scientist and carry out their own experiments and investigations. This prepares pupils well for the demands of sixth form and higher education.

The school makes reading a high priority. Each tutor group, including those in the sixth form, begins their day sharing a book. These books have been deliberately chosen from a collection that covers a range of themes and authors. The school day ends with pupils reading their own selected book. Reading is also promoted through book clubs and visiting authors. The school supports the weakest readers well. Consequently, these pupils become more confident. For example, they go on to share stories with their reading buddy.

The school accurately identifies pupils with special educational needs and/or disabilities (SEND). The school supports these pupils well to be successful with their learning. A 'nurture tutor group' enables pupils with SEND to start the day positively. As a result, the attendance of these pupils is improving.

Pupils focus on their learning well, but they do not discuss and debate their work regularly. Some pupils are not confident to talk about their work, especially when exploring complex topics. This hinders their learning.

Pupils learn how to keep themselves safe and well. This includes learning how to look after their physical and mental health. Relationship and sex education is age-appropriate and continues through to the sixth form. Pupils understand the fundamental British values and can link them to the school values. Pupils understand this knowledge is important for their adult lives.

The school provides all pupils with impartial careers information, advice and guidance. Pupils learn about the world of work, including the opportunity for work experience. Pupils in Year 11 and Year 13 are well equipped to make informed choices about their future destinations.

Pupils can choose from a wide range of extra-curricular activities during and after the school day. For example, pupils can develop their talents in music, drama and arts. Popular clubs allow pupils to take part in model role play games and outdoor pursuits. The 'scholars' programme is available to invited students and includes additional trips and visits. However, some pupils, particularly disadvantaged pupils, either cannot or do not take up these opportunities. This means that all pupils do not benefit equally from these enriching activities.

Leaders are determined to continue to improve the quality of education provided by the school. The school and trust work closely together to identify areas for school improvement. Changes made are considerate of staff's workload and well-being. Staff value the professional development opportunities provided, including leadership training. Those newest to the profession are well supported.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils and students are not confident to discuss their learning with others. This holds back their ability to debate and to deepen their thinking about complex issues and concepts. The trust should help pupils and students develop their oracy skills and so explore their learning through discussion more readily.
- A significant proportion of pupils do not take part in the character development opportunities provided by the school. The trust should ensure that all pupils can benefit from the enrichment activities provided.

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	147300
Local authority	Gloucestershire
Inspection number	10288244
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	1,312
Of which, number on roll in the sixth form	165
Appropriate authority	Board of trustees
Chair of trust	Anne Spackman
CEO of the trust	Will Smith
Headteacher	Dan Hudson
Website	www.hphigh.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- This school is a part of Greenshaw Learning Trust.
- This school uses three registered and two 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 held discussions with school leaders at all levels. Inspectors also met staff, members of the local governing committee, trust executive leaders and a trustee.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, art and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, looked at curriculum planning, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of work.
- Inspectors spoke with representatives of the pupil body, including pupils who hold leadership responsibilities.
- Inspectors viewed a range of school documentation, including minutes of governance meetings and the school's self-evaluation and development plans.
- Inspectors met with the special educational needs coordinator and reviewed plans that support pupils with SEND.
- 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.
- Inspectors considered responses to the online survey, Ofsted Parent View, as well as responses to the staff survey and pupil survey.

Inspection team

Sara Berry, lead inspector	His Majesty's Inspector
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Nicola Walters	Ofsted Inspector
Lorraine Heath	Ofsted Inspector
Rachel Hesketh	His Majesty's Inspector

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