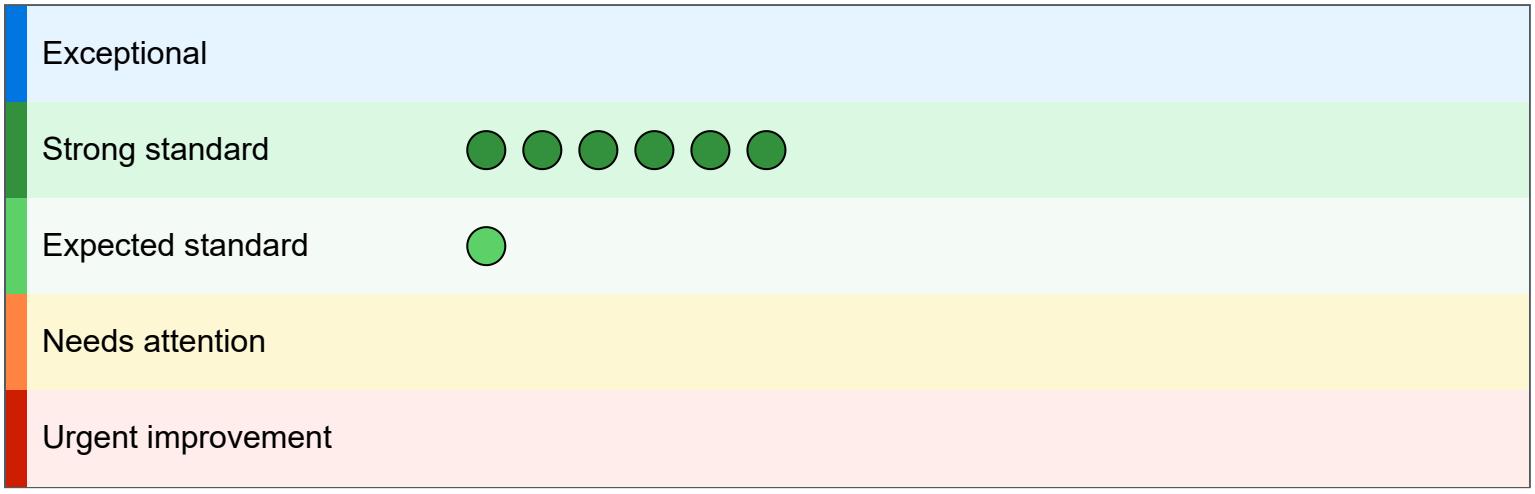
Archbishop Holgate's School, A Church of England Academy

Address: Hull Road, York, York, North Yorkshire, YO10 5ZA

Unique reference number (URN): 136617

Inspection report: 13 January 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Pupils achieve highly across all areas of the curriculum and at both key stage 4 and post-16. Pupils with special educational needs and/or disabilities and those who are disadvantaged achieve particularly well. This is reflected in the consistently above-national examination outcomes that pupils and students achieve. Pupils produce high-quality work. They demonstrate a thorough understanding of current and prior learning. Students in the sixth form articulate complex knowledge with clarity and precision.

Pupils are very well prepared for their next steps. Within the sixth form, there is a culture of achievement and high aspiration. A large number of students, including those who are disadvantaged, move on to highly selective universities. Pupils are extremely ambitious for their future.

Curriculum and teaching

Strong standard

Leaders have expertly crafted a highly ambitious curriculum across all key stages and subjects. The curriculum is equal in its ambition for pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Staff receive a highly effective package of support to ensure they have both the subject knowledge and the skills needed to deliver the curriculum. As a result, teachers have secure subject knowledge. They select effective methods to deliver the curriculum. This ensures that lessons are enjoyable and challenging for pupils. Teachers use assessment well. This allows them to address any misconceptions or gaps in knowledge during lessons. Leaders have an accurate understanding of the curriculum and act quickly to make improvements if necessary.

Leaders identify any gaps in pupils' foundational knowledge. There is a well-planned intervention programme for these pupils. As a result, pupils quickly catch up with their peers. Leaders and staff know each pupil individually. This allows them to adapt the curriculum effectively to meet pupils' needs. As a result, all pupils, including those with SEND and those who are disadvantaged, can access this ambitious curriculum.

Inclusion

Strong standard

There is a robust process in place to identify the needs of pupils with special educational needs and/or disabilities and those who are disadvantaged. Staff receive a high-quality package of support and training. This ensures that they have the knowledge and skills needed to support these pupils to thrive. Within the classroom, staff apply a range of effective methods to reduce pupils' barriers to learning. Any pupils who require additional support are quickly identified. A tiered range of support is available to pupils. Pupils who require a more personalised curriculum access a bespoke provision. This tailored support helps pupils develop their emotional resilience, prepares them for adulthood and supports their academic progress. Pupils within this provision are flourishing.

Leaders carefully monitor the impact of their inclusive practices. They use all the information available to them to adapt this support if needed to ensure that it has the maximum impact.

Parents and carers are partners in the decisions made around pupil support. Leaders carefully plan their use of pupil premium funding and closely monitor the impact it has, adapting provision accordingly.

Leadership and governance

Strong standard

Leaders, including those responsible for governance, have a clear understanding of the school's strengths and areas for improvement. Those responsible for governance support and challenge school leaders effectively. The decisions that leaders make are in the best interests of pupils. Leaders are role models to staff and pupils. They have high expectations, which ensures a positive experience for pupils. Leaders have an inclusive ethos. They have made recent changes to successfully strengthen support for the most vulnerable pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged. These changes include the development of bespoke provisions within the school.

The school is a regional teaching hub. As a result of this, staff have access to high-quality professional development opportunities. For example, teachers have recently received training to help them adapt learning to support all pupils to access the curriculum. As a result, the support for pupils with SEND and those who are disadvantaged is consistently robust. Teachers in the early years of their careers are well supported.

Staff enjoy working at the school. They feel well supported by school leaders. Leaders are mindful of staff workload and wellbeing. Leaders and staff at all levels are passionate about improving the life chances for pupils at the school.

Personal development and wellbeing

Strong standard

Leaders have devised a comprehensive personal development programme. The opportunities on offer are carefully mapped through the 'AHS Journey' from Year 6 to Year 13. At the heart of this offer are the school's values of ‘justice, compassion, forgiveness and trust’. Through assemblies, pupils develop their knowledge and understanding of right and wrong and engage thoughtfully with ethical issues. Pupils develop a deep understanding of fundamental British values and how they link to the school's values. They understand tolerance, diversity and respect. This helps pupils to be fully prepared for life outside of school. Pupils learn to be active citizens by volunteering and contributing to local charities.

Pupils access a broad range of extra-curricular activities to extend their talents and interests. These activities include sports, chess and debating clubs. Many pupils take up pupil leadership roles, including sports leaders, house leaders and anti-bullying ambassadors. These roles develop characteristics such as confidence and teamwork. In addition to this, the school offers a diverse range of residential opportunities, including to Uganda, France and an annual ski trip.

The school offers an extensive careers education programme. Pupils in Year 10 and students in Year 13 can access work experience. The school has links with local employers and tailors much of its support to highlight gaps in the local labour market. This ensures that pupils are very well prepared for their next steps. The overwhelming majority move on to high-quality destinations.

Leaders adapt the personal development programme for pupils with special educational needs and/or disabilities and for some pupils who are disadvantaged. This allows all pupils to access the content at a level that is appropriate for them.

Post 16 provision

Strong standard

Post-16 provision is a strength of the school. Leaders have carefully constructed a study programme that can be tailored to an individual student's interests and needs. Students can choose from a large range of subjects and can combine academic and vocational qualifications. As a result, students are highly motivated learners. The curriculum has been meticulously planned. Students benefit from high-quality teaching in all areas. As a result, students achieve excellent outcomes, including pupils with special educational needs and/or disabilities and those who are disadvantaged. The standard of work students produce and their knowledge of the curriculum are impressive and highly detailed.

Students benefit from an enrichment programme that offers a diverse range of opportunities. Students study topics such as finance and budgeting to prepare them for adulthood. The newly formed student parliament helps to develop leadership skills and an understanding of democracy. All students access an enrichment programme, which includes sporting opportunities and community volunteering. The school provides a comprehensive programme of careers information for students, some of which is tailored to the local labour market. Students are very well prepared for their next steps. A high proportion of students move on to their first choice next steps.

Expected standard

Attendance and behaviour

Expected standard

The focus to improve attendance is a priority of the school. There is a clear strategy in place to improve pupils' attendance. Pupils who may be struggling with their attendance are quickly identified. The school provides support and challenge to pupils and families where appropriate. This focus has a high profile with staff and pupils. As a result of this, overall attendance has improved and the level of persistent absence has declined. There is still work to do to improve the attendance of some pupils with special educational needs and/or disabilities and some pupils who are disadvantaged.

Pupils' behaviour in lessons is highly positive. They enjoy learning and play an active part in lessons. Behaviour systems are clearly understood by staff and consistently applied. A small number of pupils require support with their behaviour. This support is well considered and appropriate. It is having a positive impact on these pupils. The school is calm and orderly. Routines are embedded and understood by pupils and staff. Bullying and discrimination are rare. When they do happen, the school deals with them effectively.

What it's like to be a pupil at this school

The school values of ‘justice, compassion, forgiveness and trust’ are lived out by staff and pupils on a daily basis. Pupils enjoy coming to school. They feel safe here. Pupils value the positive relationships they have with staff and appreciate their support. This is an inclusive school. Staff know each pupil individually. A small number of pupils benefit from effective bespoke support. This includes support in the 'Horizons' and 'Ascent' provision where pupils access a personalised curriculum to help with their needs. Many of these pupils are flourishing.

Pupils enjoy learning. Pupils and students in the sixth form access an expertly crafted curriculum. They are motivated to achieve and play an active part in their own learning. Students in the sixth form are extremely ambitious. Most students achieve these ambitions by moving on to universities that reflect their aspirations. Pupils and students achieve extremely well at the school. They are fully prepared for their next steps, both post-16 and post-18.

The school provides an array of opportunities for pupils to develop their talents and interests and to develop into active citizens. These opportunities are carefully mapped from Year 6 to Year 13. These opportunities develop traits such as independence and resilience. As a result, pupils and students are well prepared for life beyond school.

Pupils' behaviour in lessons is excellent. A small number of pupils require bespoke support to improve their behaviour. This support is well considered and effective. Pupils' attendance is improving. There is a sharp focus from school leaders to provide support for anyone struggling with their attendance.

Next steps

• Leaders should continue their work to improve attendance for all pupils, particularly some pupils with special educational needs and/or disabilities and those who are disadvantaged, so that they attend school more regularly.

About this inspection

This school is part of Pathfinder Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Andrew Daley, and overseen by a board of trustees, chaired by John Hattam.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the CEO, the chair of the trust, 2 trustees and 5 members of the local governing committee, including the chair, during the inspection.

This school is registered as having a Church of England religious character. The school is part of the Diocese of York. The school last received a Statutory Inspection of Anglican and Methodist Schools Report in October 2017.

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.

The school makes use of 2 registered and 8 unregistered providers of education.

Headteacher: Lucie Pond

Lead inspector:
Chris Sergeant, His Majesty's Inspector

Team inspectors:
Elizabeth Cresswell, Ofsted Inspector
Julian Appleyard, Ofsted Inspector
Marc Doyle, Ofsted Inspector
Steve Shaw, Ofsted Inspector
Harkireet Sohel, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 13 January 2026

School and pupil context

Total pupils

1,818
Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,900
Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,152

Pupils eligible for free school meals (FSM)

23.29%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

2.31%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

11.17%
Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	61.3%	45.2%	Above
2023/24 (final)	54.2%	45.9%	Close to average
2022/23 (final)	52.4%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	56.5	45.9	Above
2023/24 (final)	50.1	45.9	Close to average
2022/23 (final)	53.7	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.24	-0.03	Above
2022/23 (final)	0.50	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	44.9%	25.6%	Above
2023/24 (final)	28.6%	25.8%	Close to average
2022/23 (final)	33.3%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	45.5	34.9	Above
2023/24 (final)	37.5	34.6	Close to average
2022/23 (final)	46.0	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.33	-0.57	Close to average
2022/23 (final)	0.06	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	44.9%	52.8%	-7.9 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	28.6%	53.1%	-24.6 pp
2022/23 (final)	33.3%	52.4%	-19.1 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	45.5	50.3	-4.8
2023/24 (final)	37.5	50.0	-12.5
2022/23 (final)	46.0	50.3	-4.3

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.33	0.16	-0.49
2022/23 (final)	0.06	0.17	-0.11

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	90%	91%	Average
2022 leavers (revised)	93%	93%	Average
2021 leavers (revised)	94%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (provisional)	R	R	R
2023/24 (final)	42.31	34.38	Above
2022/23 (final)	42.32	34.16	Above

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (provisional)	R	R	R
2023/24 (revised)	0.4	0.0	Above

The Key Stage 5 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. 'R' in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.4%	8.1%	Close to average
2023/24 (3 term)	9.8%	8.9%	Close to average
2022/23 (3 term)	8.4%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	20.8%	21.9%	Close to average
2023/24 (3 term)	25.9%	25.6%	Close to average
2022/23 (3 term)	24.3%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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