

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Archbishop Holgate's School

Vision

Inspired by the life and teachings of Jesus, our vision is rooted in the words of John 10:10: 'I have come that they may have life and have it to the full.' At the heart of our whole school community, we are committed to fostering an environment where each individual is empowered to experience the fullness of life. We strive to create a place where all students, staff, and families flourish in mind, body, and spirit. We envision Archbishop Holgate's School as a place of transformation, where every individual is given the opportunity to grow personally, excel academically, and develop strong character. Our vision for education is reflected in our commitment to Values, Care, and Achievement. We believe that education should cultivate strong character, foster kindness, and inspire academic excellence.

Archbishop Holgate's School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The Christian vision drives leaders' actions creating an aspirational and deeply inclusive culture. Through this, students and adults are known, loved and cherished as the unique individual they are. Consequently, they flourish.
- Powerful and highly effective partnerships with the diocese and the Pathfinder multi-academy trust (MAT) enhance the foundation of this as a Church school. Leaders, including trustees and governors, are deeply invested in the school, know it well and create a stimulating learning environment. As a result, students and adults encounter a sense of a fullness of life.
- Shaped by the Christian vision, the highly aspirational taught curriculum and wider enrichment experiences inspire and motivate students including those considered disadvantaged. This broadens their horizons, enabling them to discover and develop their individual gifts and accomplish personal goals.
- Guided by the Christian vision, staff provide unwavering support for students including those who have special educational needs and/or disabilities (SEND). They are relentless in their drive to understand the needs of individual students so support can be appropriately targeted. The impact of this, can be transformative through the deep feeling of belonging that is created.
- Exceptional leadership in religious education (RE), combined with a dedicated and knowledgeable teaching team, ensure that the curriculum enthuses learners. Through this, students develop a strong understanding of the diverse ways people live out their personal beliefs and worldviews.

Development Point

- Deepen the extent to which there is shared understanding of spirituality. This is to enhance the ways students and adults can express the impact of experiences for spiritual development on them.



Inspection Findings

Vision and Leadership

The Christian vision, rooted in Jesus' words, is a moral compass that guides leaders' actions and decisions. As a result, collaborative work between school and trust leaders enables students and staff to encounter a fullness of life. The associated set of school values are modelled by leaders through their profound sense of service to others. These Christian values are understood and lived out by adults and students creating a feeling of togetherness and shared purpose. Through this, an equitable culture permeates throughout the school with inclusion at its core. Leaders, trustees, governors and staff are deeply invested in the school. They are relentless in seeking opportunities that support the holistic development of students, including those considered vulnerable or disadvantaged. Where barriers are evident, leaders and staff are tireless in looking for practical and innovative solutions to break them down. For example, bold decisions such as subsidising school meal prices and investment in the learning environment enrich students' lives. Leaders, including governors, are rigorous in their evaluation of the impact of the vision on its foundation as a Church school. As a result, students and staff flourish.

Vision and Curriculum

The vision of the school and trust seamlessly align through the provision of the inclusive and aspirational curriculum. Consequently, attainment, including that for students considered disadvantaged is exceptionally strong. The curriculum is enhanced through a wide range of enrichment experiences, broadening the way students discover and use their gifts and talents. The 'AHS Journey' offers a diet of age-appropriate learning experiences ranging from students' transition from primary school to preparing for life after leaving school. Central to this are leaders' understanding of the need to develop the 'wholeness' of each student. As a result, spirituality is woven throughout the curriculum. This provides moments to look within and beyond themselves. For example, visiting the Basílica de la Sagrada Família in Barcelona and reflecting on William Blake's poetry enrich their spiritual development. However, as students' understanding of spirituality is inconsistent, the way they can express the impact of opportunities for their spiritual development is less developed. Inclusion is highly effective with a wide and effective provision for students with SEND. This is shaped by the Christian vision, removing obstacles to progress. This can, at times, be transformative.

Worship and Spirituality

Worship time in form classes, key stage groups and in the chapel benefit students and staff. Through the chaplain's thoughtful planning, they provide moments to pause, reflect and grow spiritually. Worship enables students and adults to consider key times in the Church year together with Bible stories and world events. These gatherings enrich students' understanding of the school values of justice, compassion, forgiveness and trust. Consequently, students and staff are inspired to live these out, creating a loving and respectful learning environment. Close links with local clergy and York Schools Youth Trust are highly valued. School and trust leaders are ambitious to develop this further. Their recent decision to help fund a local clergy appointment broadens opportunities for students and adults' spiritual growth. The spiritual wellbeing of staff is enhanced through a weekly reflection led by visiting clergy and speakers. Additional opportunities for staff to attend Eucharistic services during the year enrich their spiritual development.

Vision and School Culture

Inspired by Jesus' teachings, leaders create a culture where staff and students are known and loved as the unique person they are. Consequently, this ensures the school is a nurturing environment for students, including those considered vulnerable. Students are respectful to each other. When problems occur, restorative discussions seek to bring a sense of healing. Suspensions are used as a last resort, with planned reintegration meetings enabling the hope of a fresh start. Guided by the Christian vision, school and trust leaders work collaboratively to ensure the positive wellbeing of adults and students. Staff value the compassionate way that



the trust 'wraps its arms around the school.' This is mirrored by staff in the way they actively nurture one another, students and families, including during difficult times in their lives. As a result, staff, including those in pastoral and chaplaincy roles, enable students to feel seen and heard as individuals. Staff notice when students and families need additional support and seek to provide this with dignity and respect. An example of this is the 'unity fund' which caringly provides pre-loved uniforms. This, and other support, is provided with the utmost sensitivity and compassion which is appreciated by parents. Staff warmly welcome students into school each day. This, and the provision of a popular breakfast club, support the calm start to the day. Dignified assistance for students considered disadvantaged with trips and activities breaks down barriers to learning and opens wide opportunities to thrive.

Vision, Justice and Responsibility

Mutually beneficial partnerships with the diocese and local clergy strengthen the Christian foundation of the school through training and practical support. The school's partnership with a Christian charity provides valued experiences for students to take part in project work in Uganda. This extends their understanding of the ways they can actively use their sense of service and responsibility to others. Beneficial partnerships with other schools through the Pathfinder Teaching School extend opportunities for staff training and enhance areas such as SEND provision. Students develop an understanding of actively challenging injustice in worship and throughout the curriculum. This inspires them into using their sense of personal responsibility to help others. Opportunities abound for students to develop their own leadership skills. As an example, RE ambassadors work closely with staff, using their own voice to help others appreciate the importance of the subject. Leaders are ambitious to further extend students' involvement in strategic decision making and have implemented meaningful opportunities for this. Although at an early stage of development, the recently introduced school parliament supports this, strengthening their understanding of the way they can bring about change.

Religious Education

School and trust leaders ensure that RE is given high priority within the taught curriculum and is valued by adults and students. Expertly led, and supported by an ambitious and knowledgeable team, students, including those considered disadvantaged, thrive. The well-balanced curriculum is carefully constructed to ensure it encapsulates the diversity of the local area. As a result, it expands students' understanding of a range of religions and worldviews and the diverse ways these are lived out. Driven by leaders' high aspirations, nearly all students take the full GCSE course with carefully selected alternative provision in place where needed. A significant number of students are inspired to study RE to A level, benefitting from the school's challenging and engaging curriculum. Contemporary examples of the varied ways people demonstrate their beliefs ensure that the curriculum motivates students. Through this, a culture of acceptance and celebration of difference is apparent throughout the school.

The teaching of RE is high quality and dynamic. Teachers display expert subject knowledge matched with impassioned enthusiasm. As a direct result, lessons buzz with high levels of student engagement as they grapple with a rich range of thought-provoking questions. These stretch students' thinking and provide an enriched diet of philosophical and theological reflection. Throughout these discussions they demonstrate the highest standards of respect for others' opinions. Assessment systems and feedback are deftly used to ensure students have a clear understanding of the next steps in their learning. These strengthen students' understanding, enhance their confidence and directly impact on the very high standards of attainment in RE. Through skilled leadership and teaching, and the balanced and relevant curriculum, students, including those considered disadvantaged, make exceptional progress.

Information

Address	Hull Road, York, YO10 5ZA		
Date	10-11 February 2026	URN	136617
Type of school	Academy	No. of pupils	1807
Diocese	York		
MAT	Pathfinder Multi-Academy Trust		
MAT Chair	John Hattam		
Headteacher	Lucie Pond		
Chair of Governors	David Taylor		
Inspector	Paul Rusby		