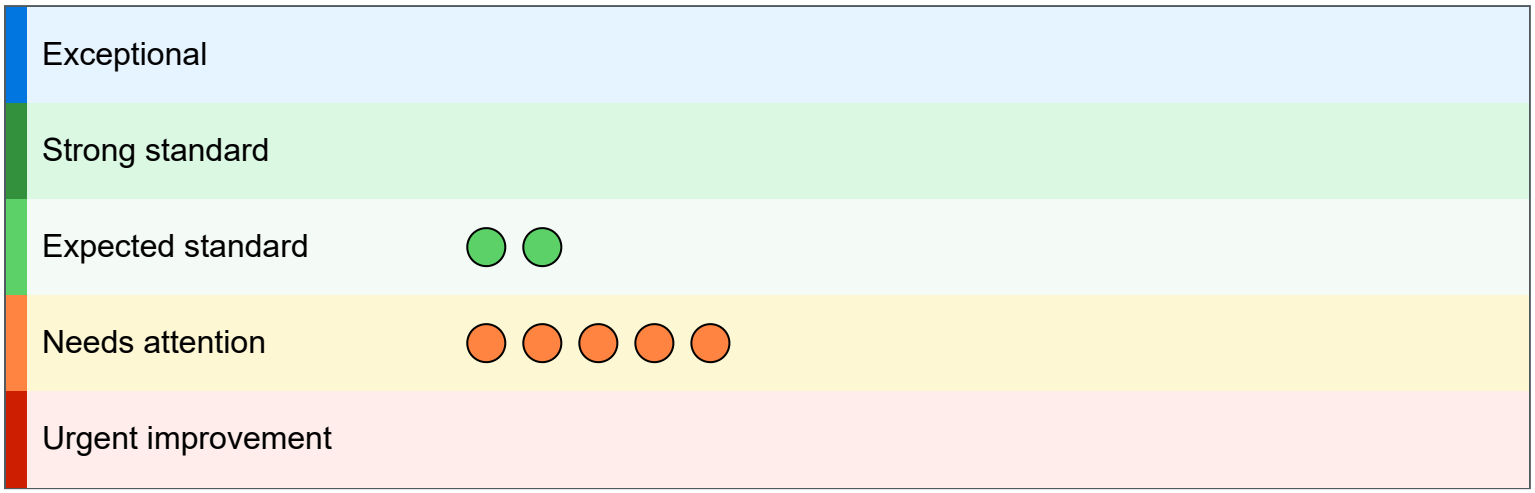
The Holgate Academy

Address: Nabbs Lane, Hucknall, Nottingham, Nottinghamshire, NG15 6HB

Unique reference number (URN): 139956

Inspection report: 22 September 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.

Expected standard

Personal development and wellbeing

Expected standard

The school caters well for pupils' wider personal development. The 'Futures' curriculum has been designed carefully to provide pupils with the knowledge they need to be well prepared for their lives in modern Britain. This includes sex and relationships education, careers and citizenship. Specialist teachers make sure that learning is age appropriate and delivered accurately. Expert visitors speak to pupils about topics that include knife crime, county lines, misogyny and toxic masculinity. As a result, pupils know how to keep themselves safe in the community and online, and how to maintain good physical and mental health. They talk confidently about British values the and equalities law. Across the curriculum, pupils learn and read about cultural diversity. Trips and visits to places of worship, theatres and museums help broaden pupils' understanding of modern Britain. Overseas trips provide further memorable experiences.

The school offers a range of clubs in sports, games and the arts. These allow pupils to pursue their interests and develop their talents. There are opportunities for pupils to gain leadership experience as prefects or form captains. Disadvantaged pupils and pupils with special educational needs and/or disabilities are encouraged and supported to participate in extra-curricular activities. Although there is a broad range of activities from which pupils can choose, may opt to not take part. Leaders have begun to track pupil participation carefully and make refinements to the extra-curricular programme to make sure that it is well-matched to pupils' interests.

The careers programme helps pupils to understand their future options. The school provides opportunities for pupils to meet with local employers and education providers, and gain work experience. All pupils benefit from personalised careers advice.

Leaders keep a close eye on pupils' mental health and wellbeing. Pupils know that there is someone they can turn to if they need help. Expert staff provide support and care when it is needed.

Post-16 provision

Expected standard

Since September 2025, the school's post-16 provision has been located at the main school site, along with Years 7 to 11. The school offers a broad range of academic and vocational subjects which have been chosen to meet students' interests and aspirations. These are complemented by a comprehensive personal development curriculum and enrichment activities that prepare students well for their next steps.

The curriculum is challenging. It has been designed carefully to help students gain a depth of knowledge in their chosen subjects. Students that have not previously achieved the grades they need in mathematics and English are supported to gain these qualifications. The curriculum is taught consistently effectively. Teachers know students well and make sure that they gain knowledge securely. Students make positive progress, whatever their starting points, and achieve well.

Relationships between students and staff are strong in the post-16 provision. Students are confident to express their ideas. They volunteer to take on responsibilities across the school and act as positive role models for their younger peers.

The personal development programme includes age-appropriate personal, social and health education and careers guidance. Staff provide expert support for students to write applications and prepare for interviews as they get ready to move on to their chosen future destinations.

Needs attention

Achievement

Needs attention

Over time, pupils have not performed as well as pupils nationally in public examinations at key stage 4. This includes pupils who are disadvantaged and those with special educational needs and/or disabilities. There are signs that pupils' outcomes are beginning to improve. However, there is more work to do to ensure that all pupils leave the school with the knowledge, skills and qualifications that they need to be well prepared for their next steps and future careers.

At key stage 5, students make good progress from their starting points. The majority gain the qualifications they need to go on to ambitious future destinations.

The school's focus on reading and communication supports pupils to strengthen these foundational skills. However, some pupils do not achieve as well as they might because the curriculum does not provide sufficient opportunities to improve their fluency in writing.

Attendance and behaviour

Needs attention

Pupils' attendance is improving. The number of pupils who are frequently absent from school is falling. This includes disadvantaged pupils and pupils with special educational needs and/or disabilities. However, attendance remains below the national average.

Leaders and staff prioritise attendance. They make sure that pupils recognise the importance of being at school and the negative impact of absence on their progress. Leaders monitor attendance carefully. They make every effort to understand barriers to good attendance. Staff work closely with pupils and their families to provide support so that all pupils can attend often. For example, some young carers benefit from personalised timetables.

Behaviour has improved. The number of pupils suspended from school has fallen. Pupils understand the high expectations that the school has of their behaviour and punctuality. However, staff do not always take effective action when pupils arrive late to lessons or disrupt learning. As a result, these disruptions to school life persist.

Pupils are polite. The vast majority show positive attitudes to learning. Pupils value the rewards they can earn for hard work, and for being respectful and kind. They are not

concerned by bullying at the school. When incidents of bullying or discrimination occur, leaders take decisive and effective action.

Curriculum and teaching

Needs attention

The quality of teaching varies. In some subjects, the planned curriculum does not define precisely enough what pupils need to learn. Leaders recognise these weaknesses and have prioritised making necessary improvements. They have planned whole-school learning routines. There is an evidence-informed programme of professional learning for teachers aimed at improving consistency. Leaders monitor the impact of the curriculum closely to identify when refinements to subject curriculums are needed.

When teaching is strongest, teachers provide clear explanations that focus sharply on the important knowledge in the curriculum. They check carefully that pupils understand new learning and connect it to what they have learned before. However, on some occasions, teaching is less impactful. This is partly because the planned curriculum does not identify exactly what pupils should learn, and partly because teachers do not apply planned teaching routines effectively. Leaders provide staff with information about pupils' barriers to learning, for example. details about pupils' special needs and/or disabilities. However, staff do not adapt learning consistently or provide extra support routinely when it is needed.

Reading is a priority for the school. Leaders identify when pupils need help to catch up with their reading. Teachers provide opportunities across the curriculum for pupils to build reading fluency and to extend their vocabulary.

Inclusion

Needs attention

The support provided to disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) is inconsistent. This means that these pupils sometimes get the help do not get the help they need to overcome barriers to learning.

The school has robust systems in place to identify pupils have SEND quickly and accurately. Leaders work alongside pupils, parents and carers, and external partners when appropriate, to plan additional support. The school has begun to embed teaching strategies designed to help pupils with SEND, disadvantaged and vulnerable pupils overcome any learning obstacles. Leaders provide training to strengthen staff expertise. However, there is still variability in the way that staff apply routines and adapt teaching to meet pupils' individual needs. As a result, these pupils do not always progress as quickly as they should.

Leaders target additional funding carefully to enhance learning opportunities for disadvantaged pupils and support their participation in extra-curricular activities. Specialist staff provide appropriate support to promote the wellbeing of vulnerable pupils, including those known to social care, when needed. A small number of pupils attend alternative provision that is carefully chosen to support these pupils' interests and aspirations.

Leadership and governance **Needs attention**

Leaders are clear about the improvements that are needed at the school. However, these developments have not happened quickly enough. Leaders have not ensured that their strategic plans are implemented effectively and with the intended impact. There are signs that this is beginning to change. Leaders have clarity of vision and a collective determination to make sustainable improvements. With support from the multi-academy trust and external partners, leaders' actions have led to improved attendance and behaviour at the school. Leaders have refined and strengthened the curriculum. This is beginning impact positively on pupils' achievement. Leaders are committed to making sure that disadvantaged pupils and those with special educational needs and/or disabilities are successful and thrive alongside their peers.

Parents' and carers' views about the school are changing. Many are positive about improvements to the school's curriculum and culture. However, some parents feel that the school is slow to respond to their communications.

Staff are overwhelmingly positive and proud to work at the school. They are united behind leaders. Staff are determined to support the school's continuing improvement, although some reflect that this has an detrimental impact on their workload. Staff value the professional learning opportunities available to strengthen their expertise. They appreciate leaders' consideration of their wellbeing.

Governors and trustees are experienced and knowledgeable. They understand the school's context and its priorities for improvement. There are robust systems in place to quality assure leaders' work. Trustees and governors hold leaders to account for their actions and make sure that the school meets its statutory obligations.

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

Pupils are safe and mostly happy at The Holgate Academy. The majority of pupils enjoy positive relationships with their peers and with staff. Behaviour has improved. Pupils know what is expected of them and most strive to meet these expectations. The school is typically calm and orderly. However, pupils' enjoyment of school is sometimes affected by a minority of pupils who arrive late to lessons or disrupt learning. Most pupils are tolerant and respectful of others. Bullying and discrimination are rare. Pupils typically told inspectors that, 'You can be yourself here.'

Pupils' wellbeing is a priority. Support from dedicated staff helps pupils to build confidence and resilience. As a result, attendance is improving, although too many pupils are still absent too often.

The curriculum and the quality of teaching are getting better. However, pupils do not achieve as well as they should. Misconceptions and gaps in pupils' understanding are not resolved consistently. Sometimes, teaching does not support disadvantaged pupils and pupils with special educational needs and/or disabilities to overcome barriers to their learning. Pupils recognise that recent changes are beginning to make a positive difference.

The post-16 provision has recently moved back to the main school site. Post-16 students benefit from a high-quality curriculum and enrichment programme. They enjoy great relationships with staff who know them well. Post-16 students achieve well, and many go on to ambitions destinations in higher education, apprenticeships or employment.

The school's personal development programme is a strength. The 'Futures' curriculum has been designed to provide pupils with the knowledge they need to be well prepared for their future lives. This is complemented by an enrichment programme that aims to give pupils experiences they may not get outside of school, including cultural visits and overseas trips. All pupils, including post-16 students, receive detailed careers advice and have the opportunity to gain work experience to inform their next-steps choices.

Next steps

- Leaders should ensure that staff have high expectations of pupils' behaviour and punctuality to lessons, and follow agreed protocols to manage behaviour consistently.
- Leaders should make sure that the curriculum defines precisely what pupils will learn, so that teachers are clear about what they need to teach and how they will checks pupils' progress.
- Leaders should ensure that the curriculum is delivered consistently so that pupils gain knowledge securely across the curriculum and achieve well.
- Leaders should support staff to develop their expertise in adapting teaching to support pupils who face barriers barriers to learning, especially those with special educational needs and/or disabilities.
- Leaders should continue their work to improve pupils' attendance.
- Leaders should make sure that the school's extra-curricular programme is matched closely to pupils' interests and aspirations, so that all pupils benefit fully.
- Leaders need to make sure that their strategic improvement plans are implemented effectively and have the desired impact, so that all pupils thrive and achieve well.

About this inspection

This school is part of Diverse Academies 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), David Cotton, and overseen by a board of trustees, chaired by David Schwarz.

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

This inspection took place from 22 to 23 September 2026.

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

Inspectors spoke with the principal, the vice principal, other school leaders, staff and pupils during the inspection. The lead inspector met with leaders and trustees from the multi-academy trust, including the CEO and the chair of trustees, as well as representatives of the local governing body, including the chair of governors.

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 currently makes use of 5 alternative provisions, 4 of which are unregistered.

At the time of the previous inspection, the school's sixth-form provision was part of a collaboration with other local schools. This changed in September 2025. Students in Years 12 and 13 are now educated at the school's main site.

Principal: Henry Diamond

Lead inspector:
John Spragg, His Majesty's Inspector

Team inspectors:
Susan Vasey, Ofsted Inspector
Lisa Walton, Ofsted Inspector
Sarah Byrne, Ofsted Inspector
Jo Myhill-Johnson, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 22 September 2026

School and pupil context

Total pupils

1,207
Close to 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: 1,063

School capacity

1,379
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: 1,154

Pupils eligible for free school meals (FSM)

40.12%
Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

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

2.49%
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: 3.53%

Pupils with special educational needs (SEN) support

13.42%
Close to average

What does this mean?

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

National average: 14.0%

Location deprivation

Well above 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 (final)	20.3%	45.4%	Below
2023/24 (final)	27.7%	45.9%	Below
2022/23 (final)	15.5%	45.3%	Below

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 (final)	34.3	46.1	Below

Year	This school	National average	Compared with national average
2023/24 (final)	39.1	45.9	Below
2022/23 (final)	33.9	46.3	Below

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)	-0.81	-0.03	Below
2022/23 (final)	-1.03	-0.03	Below
2021/22 (final)	-0.87	-0.03	Below

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 (final)	6.3%	25.8%	Below
2023/24 (final)	16.0%	25.8%	Below
2022/23 (final)	7.9%	25.2%	Below

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 (final)	25.4	34.9	Below
2023/24 (final)	32.3	34.6	Close to average
2022/23 (final)	25.6	35.0	Below

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)	-0.96	-0.57	Below
2022/23 (final)	-1.57	-0.57	Below
2021/22 (final)	-1.04	-0.55	Below

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 (final)	6.3%	53.1%	-46.9 pp
2023/24 (final)	16.0%	53.1%	-37.1 pp
2022/23 (final)	7.9%	52.4%	-44.5 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 (final)	25.4	50.4	-25.0
2023/24 (final)	32.3	50.0	-17.7
2022/23 (final)	25.6	50.3	-24.7

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)	-0.96	0.16	-1.12
2022/23 (final)	-1.57	0.17	-1.73
2021/22 (final)	-1.04	0.15	-1.20

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 (revised)	86%	92%	Below
2022 leavers (revised)	90%	93%	Average

Year	This school	National average	Compared with national average
2021 leavers (revised)	87%	94%	Below

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 (final)	30.32	35.00	Below
2023/24 (final)	25.06	34.38	Below
2022/23 (final)	25.87	34.16	Below

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 (final)	-0.2	0.0	Close to average
2023/24 (revised)	-0.4	0.0	Below

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 (3 term)	11.3%	8.4%	Above

Year	This school	National average	Compared with national average
2023/24 (3 term)	12.7%	8.9%	Above
2022/23 (3 term)	15.1%	9.0%	Above

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 (3 term)	32.1%	23.4%	Above
2023/24 (3 term)	37.6%	25.6%	Above
2022/23 (3 term)	41.8%	26.5%	Above

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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