

Worle Community School

Address: Redwing Drive, Mead Vale, Weston-Super-Mare, Somerset, BS22 8XX

Unique reference number (URN): 143137

Inspection report: 2 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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

Curriculum and teaching

Expected standard 

Leaders' work to improve the quality of teaching has had a positive impact. Pupils learn from a broad and ambitious curriculum. Typically, teachers explain new concepts clearly and check pupils' understanding effectively. Although there are a few areas where effective teaching strategies need to be embedded more deeply, there are some areas of the school where teachers are highly effective. In these areas, teachers are highly skilled at providing pupils with opportunities to revisit prior learning and deepen their understanding through carefully selected activities. Leaders have an accurate understanding of where teaching is less effective and have been successful in stabilising departments where there have been recruitment challenges.

Leaders know which children require additional support to access the curriculum. A clear programme is in place to help pupils with reading, writing and knowledge of number. Leaders ensure that a bespoke package of intervention is in place for pupils which generally meets their specific needs. Teachers typically adapt the curriculum to meet pupils' needs, although the information teachers receive about some pupils with special educational needs and/or disabilities could be more precise. This would ensure that these adaptations consistently reduce or remove barriers to learning that pupils may face.

Personal development and wellbeing

Expected standard 

Pupils' personal development has been prioritised by leaders. They have extended the time pupils have with their tutors in the mornings to provide more opportunity for them to develop the school's PROUD values (prepared, respectful, optimistic, understanding and determined), alongside learning about the fundamental British values and reading carefully chosen texts. These sessions help to develop pupils' social and moral awareness. Leaders provide support for pupils' mental and health and wellbeing. Pupils know how to access this support.

Leaders have developed an ambitious and responsive personal, social, health and economic (PSHE) curriculum. This curriculum ensures that pupils learn about topics such as healthy relationships, how to stay safe and the dangers of substance abuse. However, leaders also respond to issues that arise within and beyond the school community and concerns raised by pupils. For example, they have provided additional sessions about the why certain characteristics are protected in law, and the impact and implications of hate crime. As a result, pupils typically develop a secure understanding of this curriculum, though this is not yet consistent and some pupils would like some topics covered in more depth.

There is a range of extra-curricular activities on offer. Leaders track participation in these activities, such as the Duke of Edinburgh's Award and the recently revived school musical. They endeavour to remove any barriers, including financial barriers for disadvantaged pupils.

Pupils receive comprehensive careers information, advice and guidance. Leaders have a clear understanding of statutory requirements. They ensure that pupils have the information they need to make informed decisions about their next steps.

As with other areas of the school's work, leaders could strengthen their strategic oversight to ensure that vulnerable pupils consistently benefit from the extra-curricular offer, and assure themselves that the PSHE curriculum is having the intended impact.

Needs attention ●

Achievement

Needs attention ●

Pupils' achievement at the end of key stage 4 has been below national averages in many areas for some time, in both attainment and progress measures. However, the outcomes for disadvantaged pupils compare more favourably. The number of pupils achieving a grade 5 in English and mathematics is increasing, so more pupils are more ready for the next stage of their education, employment and training.

The work to improve the quality of teaching is having a positive impact on achievement more broadly. This is reflected in the high quality of some pupils' work. However, some pupils still have gaps in their knowledge which means they struggle to keep up and retain new knowledge. This means the recall of what they have learned is weaker. The progress and attainment of some pupils, including those with special educational needs and/or disabilities, is hindered by poor attendance.

Attendance and behaviour

Needs attention ●

Leaders' oversight of pupils' attendance lacks rigour. While this is a clear priority for the school, the work to develop a strategic approach to tackling poor attendance is in its infancy. For example, while overall attendance, and the attendance of vulnerable groups has increased, leaders do not have a detailed understanding of persistent absence. They do not use information effectively to inform their actions. This means that they have not successfully decreased the number of vulnerable pupils who are persistently absent.

Behaviour has improved over time. Leaders have high expectations of pupils' behaviour and, while there has been some resistance to this among some parents and pupils, it is helping to create a more positive environment. Leaders have established clear rules and routines which means lessons are typically calm and orderly and fewer pupils abscond. Fewer pupils receive suspensions. Leaders have responded appropriately to concerns about bullying and some pupils' use of derogatory language, for example by strengthening the curriculum and engaging pupil leaders to support them in this work. However, this is yet to have a widespread positive impact and there remains a perception among some pupils that not enough is being done to stamp this out.

Inclusion

Needs attention ●

Pupils with special educational needs and/or disabilities (SEND) are typically well-supported in lessons. However, there are weaknesses in practice which mean that this is not always the case. While leaders are starting to more accurately identify when pupils have difficulties

with cognition and learning and recognise that social, emotional and mental health difficulties can arise when other learning needs are not met. However, the strategies to support these pupils on their individual plans are not always closely matched to their individual needs.

There is a lack of coherence in the leadership of inclusion. The systems in place to monitor the attendance and welfare of the most vulnerable pupils, including those looked after by the local authority, currently lack clear oversight. For example, different leaders hold different information about pupils who access alternative provision or are on reduced timetables. While adaptations to these pupils' curriculums are typically appropriate, and safeguarding checks are in place, practice in this area needs to be strengthened, so leaders can accurately evaluate whether they are having the intended impact.

Leaders' use of additional funding for disadvantaged pupils is used appropriately, for example to improve their attendance and provide financial assistance, when needed. However, leaders do not systematically evaluate the impact of this work.

Leadership and governance

Needs attention 

Since the previous inspection, leaders have effectively stabilised the school, establishing clear routines for pupils and overcoming recruitment challenges, where possible.

However, a lack of coherence within the leadership team means that leaders do not have a shared, clear and accurate view of areas of the school that are not working as well as they should, for example attendance. This is because leaders' analysis of data lacks precision rigour. Leaders do not have systems in place to monitor the impact of their work across all areas. They have taken action to create more cohesion in the inclusion team, but this needs to be strengthened further. Leaders are prioritising the right things, and working in the best interest of pupils, but sometimes impact is limited as a result of these issues.

Leaders have provided an effective professional learning offer, which is valued highly by staff. This has had a positive impact on the quality of teaching and the experiences of pupils. Typically, staff feel well-supported with their workload and wellbeing.

The governance arrangements at the school are going through a period of transition. While statutory responsibilities are being met, the local community council and trustees only have a broad understanding of the areas the school needs to improve and where leaders have had the most impact.

Parental engagement remains an ongoing challenge for school leaders and the community council. Leaders have made a concerted effort to listen to and encourage parents to visit the school, for example by holding a parents' forum and family learning days. Some parents are very happy with their children's experiences at school, but others remain dissatisfied.

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

Pupils at Worle Community School are starting to benefit from clear and high expectations, alongside good quality teaching. Typically, the school is calm and orderly and pupils are safe. The curriculum is broad and ambitious and lessons are well structured. This is helping more pupils enjoy their learning and achieve more highly, though this is not yet reflected in the school's published outcomes.

Generally, pupils behave well in lessons, helped by a more stable staff body than in previous years. However, there are some pupils who do not meet leaders' expectations of them, and although bullying and the use of derogatory language is not widespread, it remains an issue which affects some pupils. Leaders respond appropriately to this. Pupil leaders work with them to address issues within the school community and beyond. However, this work is yet to have a widespread positive impact and it remains an ongoing challenge to ensure all pupils feel a sense of belonging. Some pupils do not have positive attitudes towards school. Some pupils, particularly those who are disadvantaged, do not attend school regularly enough.

Pupils are able to participate in a range of extra-curricular activities, music being particularly popular. Trips to the theatre and trips abroad are also available. Typically, pupils benefit from a carefully planned personal, social, health and economic curriculum. This includes regular sessions to develop the school's 'PROUD' values in pupils. However, these are not fully embedded.

Next steps

- Leaders should ensure that trustees receive detailed and accurate information about all areas of the school's work, so they are able to provide appropriate support and challenge.
- Leaders should ensure that there is coherent oversight of inclusion, so that pupils' needs are accurately identified and met and they are able to evaluate the impact of their work.
- Leaders should strengthen their oversight of pupils' attendance, including more precisely analysing attendance data and clarifying systems to monitor the attendance of vulnerable pupils.
- Leaders should ensure they effectively tackle the use of derogatory language by some pupils, including through strengthening relevant parts of the personal development curriculum.

About this inspection

This school is part of The Priory Learning 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), William Roberts, and overseen by a board of trustees, chaired by Sally Harvey.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, senior leaders, the special educational needs and disabilities coordinators and groups of staff during the inspection. The lead inspector met with the CEO and director of education, as well the chairs of the trust and local community council.

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 inspectors confirmed the following information about the school:

The school makes use of 9 unregistered alternative provisions and 2 registered alternative provisions.

Headteacher: Mark Tidman

Lead inspector:

Victoria Griffin, His Majesty's Inspector

Team inspectors:

Alun Williams, Ofsted Inspector

Jonty Archibald, Ofsted Inspector

Parin Gohil, Ofsted Inspector

Helen Casson, 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 2 June 2026

School and pupil context

Total pupils

1,288

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

1,500

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)

27.56%

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

2.87%

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

7.69%

Well below average

What does this mean?

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

National average: 13.4%

Location deprivation

Close to 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)	41.3%	45.4%	Close to average
2023/24 (final)	39.4%	45.9%	Close to average
2022/23 (final)	31.5%	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)	40.4	46.1	Below
2023/24 (final)	41.9	45.9	Close to average
2022/23 (final)	38.2	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)	-0.33	-0.03	Below
2022/23 (final)	-0.56	-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)	24.6%	25.8%	Close to average
2023/24 (final)	20.3%	25.8%	Close to average
2022/23 (final)	20.0%	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 (final)	29.2	34.9	Below
2023/24 (final)	33.0	34.6	Close to average
2022/23 (final)	29.5	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)	-0.78	-0.57	Close to average
2022/23 (final)	-0.98	-0.57	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)	24.6%	53.1%	-28.6 pp
2023/24 (final)	20.3%	53.1%	-32.8 pp
2022/23 (final)	20.0%	52.4%	-32.4 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)	29.2	50.4	-21.2
2023/24 (final)	33.0	50.0	-17.0
2022/23 (final)	29.5	50.3	-20.8

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)	-0.78	0.16	-0.95
2022/23 (final)	-0.98	0.17	-1.14

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)	91%	92%	Average
2022 leavers (revised)	95%	93%	Average
2021 leavers (revised)	95%	94%	Average

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)	12.2%	8.4%	Above
2023/24 (3 term)	12.6%	8.9%	Above
2022/23 (3 term)	11.7%	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)	34.8%	23.4%	Above
2023/24 (3 term)	39.8%	25.6%	Above
2022/23 (3 term)	36.0%	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.

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