

Worle Community School

Redwing Drive, Weston-super-Mare, Somerset, BS22 8XX

Inspection dates

4–5 June 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is an improving school in which students are taught well. They make good progress over time, often from below average starting points.
- Although there was a dip in GCSE achievement in 2013, examination results in general have improved over the last few years. Current Year 11 students are on track to achieve good GCSE results and thus restore that upward trend.
- Teaching is typically good throughout the school. There are very effective systems in place to make sure that teachers continue to improve their skills.
- The behaviour of students is good and has improved since the last inspection because the expectations of them are higher. They are usually courteous and respectful to each other and to staff.
- The school has very effective systems in place to tackle bullying.
- Students are kept safe. They are helped to develop resourcefulness and personal, social and creative skills so that they can make a success of their lives.
- The school's partnerships with the community are highly effective.
- Leadership is ambitious, forthright and determined. The strong focus on improving teaching and learning has enabled the school to move forward in making sure that all students can achieve well.
- Governors are very knowledgeable about how well the school is performing and their support and challenge make a significant contribution to school improvement.

It is not yet an outstanding school because

- There is not enough outstanding teaching. Teachers' marking and feedback to students are not always timely and detailed enough to help them make rapid progress. Sometimes teachers do not check that students have corrected mistakes and made the suggested improvements to their work.
- Levels of achievement are not always as high as they should be because teachers do not always use information about students' progress to set work at the right level of difficulty.

Information about this inspection

- Inspectors observed parts of 46 lessons, some of which were jointly observed with members of the senior leadership team. Very few Year 11 lessons were observed as most students in this year group were on GCSE study leave.
- Inspectors visited tutor group sessions and watched a house assembly.
- They held meetings with four groups of students from different year groups as well as talking to others at breaks and lunchtimes.
- They met with members of the governing body, senior and middle leaders, a group of other staff and a representative from the local authority.
- Inspectors took account of the 33 responses to the online questionnaire (Parent View) and the school's own surveys of parental and student views.
- A wide range of school documents was examined. These included self-evaluation summaries, the school's plans for the future, safeguarding information and records relating to achievement. Documents on behaviour, attendance and safety and the minutes of governing body meetings were also examined.

Inspection team

Jacqueline Goodall, Lead inspector

Additional Inspector

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Full report

Information about this school

- Worle Community School is larger than the average-sized secondary school.
- Most students are White British and there are lower than average proportions of students from minority ethnic backgrounds. Very few speak English as an additional language.
- Just over a quarter of students are eligible for the pupil premium, which is additional government funding provided to give extra support to those students known to be eligible for free school meals and to children who are looked after. This proportion is slightly lower than that found in most schools.
- The proportion of disabled students and those with special educational needs supported through school action is just above the national average. The proportion of those supported through school action plus or with a statement of educational needs is low compared with that seen in other schools.
- Around one in four students joining the school is entitled to the Year 7 catch-up funding, which is for students who did not achieve the expected levels in reading and mathematics at the end of primary school.
- Thirty students study vocational courses at Weston College and a smaller group attend local work placements once a week. A very small number of students attend the Voyage Learning Campus which helps students to overcome social and behavioural difficulties.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve teaching so that more students make outstanding progress by making sure that all teachers:
 - give students frequent and sufficiently detailed feedback about their work so that they can take the next steps in their learning quickly and successfully
 - consolidate students' understanding by checking that they do correct mistakes and follow advice
 - use information about students' progress to plan activities at the right level of difficulty and challenge so that they can achieve at the highest level possible.

Inspection judgements

The achievement of pupils

is good

- Students in this school make increasingly good progress in their work, often from low starting points. By the time they leave Year 11, their achievement is good and they are equipped for the next stage in their education, training or employment.
- There was a dip in GCSE results in 2013. Evidence from current students' work and the school's tracking of their progress indicates that results in 2014 will show distinct improvement and restore the upward trend in achievement over time. External marking for mock examinations has helped to verify the school's predictions.
- Students make good progress and achieve well in a range of subjects, including in English and mathematics. Achievement in practical and creative subjects such as music, design and technology, drama and art is particularly strong.
- Those joining the school with lower than average literacy and numeracy skills are given focused and useful support in their first years. Furthermore, this group of students achieved particularly well in their GCSEs in 2013.
- The development of reading skills is given a high priority and this has helped students to achieve well in English. It also helps them to make good progress in their other subjects because they can understand texts and learn how to use more advanced writing techniques.
- Achievement is not yet outstanding because too few students, including some who are more able, make the rapid progress necessary to achieve the highest levels of which they are capable. Nevertheless, the most able students make good progress overall. Many achieve high grades in their GCSEs, thus paving the way for further success in their A Levels and at university.
- The gaps between the achievement of students eligible for additional funding and that of their peers are narrowing. In 2013, this gap was just over one GCSE grade for English on average and just under one grade for mathematics. Across the school, eligible students benefit from the wide range of extra support provided to them. They typically make good progress over time and grow in confidence.
- The achievement of disabled students and those with special educational needs is improving, in line with that of others in the school. These students make good progress because they are given appropriate and well-focused support.
- Those with different ethnic backgrounds or who do not speak English as their first language are helped to succeed in their studies and typically achieve well as a result.
- Students who attend courses and placements off-site make good progress because they are motivated to succeed. The very small number of students who attend the Voyage Learning Campus are well supported to enable them to achieve.
- The school does not enter students early for examinations. All students now take their English and mathematics GCSEs at the end of Year 11.

The quality of teaching

is good

- Teaching across the school is typically good. The school-wide focus on improving teaching and learning since the last inspection has raised expectations of teachers and advanced their skills through effective training.
- Most students enjoy their lessons because teachers find interesting, relevant and sometimes inspirational ways to engage them in their learning. For example, Year 10 students made particularly good progress when they undertook a textiles project that linked with a local dementia care home.
- The school works hard to provide equal opportunities for all and to eliminate disadvantage, thus preparing students well for their future lives. Students who find learning difficult in any way receive a wide range of support. This includes one-to-one guidance with learning mentors, small group work and extra help in lessons from well-trained teaching assistants. Clubs such as

WHOOSH (Working Here Out Of School Hours) not only raise levels of achievement in English and mathematics, but also raise students' aspirations and levels of confidence.

- There are numerous ways in which all students, including the most able, are challenged in their learning, including the teaching of critical thinking. The success of previous students who have attended high profile universities is celebrated.
- Teachers do not always use their knowledge about achievement to plan activities at the right level of difficulty that will enable students to access more challenging work as soon as they are able. At times, this can slow students' progress.
- Teachers' feedback and marking are sometimes not detailed enough to ensure that students have a very clear understanding of what they need to do to improve. In addition, staff do not always check that students have corrected errors in their work and taken advice on board.
- There are many opportunities for social, moral, cultural and spiritual development. In citizenship lessons, students learn how to become valuable members of their communities who respect the views and cultures of others and oppose discrimination. They are taught to live healthy lives and given the skills to be economically secure.
- Reflection on life and humanity is important in this school. For example, Year 7 students learn about Anne Frank and then write their own moving and beautifully illustrated diary entries.
- Classroom displays and those around the school are of a very high quality. They inspire students to aim for excellence and celebrate the achievement of others.

The behaviour and safety of pupils are good

- The behaviour of students is good. It is not yet outstanding because some students do not demonstrate the high standards of behaviour required to secure a very strong impact on their learning and that of others.
- Most students are courteous and are respectful of the feelings of others. There is a lower than average incidence of bullying, especially that related to racist or other discriminatory attitudes. The school's anti-bullying work has been recognised as very good practice locally and nationally. Drama students created a film called 'Bullied and Bruised' which was shown on national television.
- Students appear very smart in their uniform which they helped to choose last year. There is very little evidence of litter or graffiti around the school, reflecting the respect students have for their environment.
- Most students arrive on time to lessons with the right equipment. Lessons are typically productive and are enjoyed by students because they value their teachers and their learning. Although students say that in some lessons, a few individuals distract them from their learning, school records, staff and parent surveys show that such behaviour is not typical. Any incidents that do occur are addressed swiftly and effectively.
- There are many ways in which students can develop leadership skills. In addition to house and school responsibilities, the community school status offers a wealth of opportunities. All Year 9 students, for example, can volunteer to join the 'i-team' for which they are trained to help primary school pupils with their computer skills. Through this opportunity, they increase their own personal and social skills and grow in confidence.
- The school's work to keep students safe and secure is good. This is confirmed by parents and students. The systems in place to evaluate and minimise risk are comprehensive and effective. E-safety is promoted well on the website and in lessons.
- Attendance is just below the national average but there is a continual drive to reduce absence, particularly for students entitled to extra funding whose attendance levels are often lower than those of other students.
- Students' behaviour and safety when taught off-site are monitored regularly and carefully; they give no cause for concern.

The leadership and management are good

- There has been a resolute and successful drive to improve the quality of teaching and learning within this school. The headteacher, supported by his capable and committed senior team, has moved the school forward in its vision of inspiring and challenging every student to succeed at school and in life.
- The significant improvement in teaching over the last two years, despite challenging staffing issues, has had a positive impact on student achievement. There are reliable and effective systems in place to check the quality of teaching, to address teacher underperformance and to improve teaching through training. The capacity to make further improvements is strong.
- Subject and other team leaders contribute well to school improvement because they are increasingly rigorous in their planning and monitoring roles.
- The range of subjects provided for students is focused on GCSE achievement enhanced by a range of skills vital for later employment. The school supports well those who find learning difficult so that they achieve a core set of GCSEs with additional qualifications as appropriate. All are given effective information, advice and guidance to help them make appropriate careers choices.
- This school is genuinely at the heart of its community. There are excellent partnerships with a wide variety of groups, including primary schools, families, older people and businesses. Through these, students develop a sense of what it means to belong and contribute to a community, thus preparing them well for later life.
- The wide range of visits and activities enrich and extend learning. For example, there are field trips to Iceland and Auschwitz, clubs for gardening, ukulele, Young Enterprise and pet care as well as for academic and sports development. Music is a key strength of the school and there are several orchestras and choirs. The 'curriculum enrichment week' for Key Stage 3 provides a wealth of enjoyable activities to develop competency in a range of life skills.
- The local authority has provided good support to this school on its journey of improvement.
- **The governance of the school:**
 - Governors are highly ambitious for the school and rigorously scrutinise its performance to measure progress. They have restructured their work and undergone training to enable them to support and challenge school leaders more effectively.
 - The achievement of students entitled to extra government funding is a key focus for governors. They hold senior leaders to account for how effectively the funding is spent and the consequent progress of these students.
 - Governors monitor the performance of teachers regularly and are fully involved in ensuring that salary increases are closely linked to students' achievement.
 - All statutory duties are carried out appropriately, including those which ensure that all students are kept safe.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109313
Local authority	North Somerset
Inspection number	426785

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Foundation
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1473
Appropriate authority	The governing body
Chair	Jon Dyer
Headteacher	Peter Binding
Date of previous school inspection	22–23 February 2012
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