

Weobley High School

Address: Burton Wood, Weobley, Hereford, Herefordshire, HR4 8ST

Unique reference number (URN): 116952

Inspection report: 7 July 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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders use their detailed analysis to better understand attendance patterns across different groups and individuals. Pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged benefit from an extremely high level of care and support. Their attendance is higher than national averages and is consistently improving. The attendance of all pupils is close to, or above, national averages and continues to improve over time. Many pupils rarely miss school. This is because leaders consistently promote effective attendance strategies. They have rigorous transition processes that help them to identify barriers to pupils' attendance early and provide tailored support quickly.

Leaders have embedded a respectful culture. Pupils conduct themselves well and show respect and kindness in lessons and at social times. Lessons are calm and focused. Pupils value their education and work hard. Bullying and unkind behaviour are rare. If there are incidents of inappropriate behaviour, leaders address them rapidly. For some pupils, including some pupils with SEND, leaders make careful adjustments to help pupils to re-engage with their learning and to navigate the school day successfully. For example, older pupils provide mentoring for their younger peers. Leaders also engage with external experts well. Through leaders' positive approach to behaviour, pupils, including those who join mid-year, feel fully included in the school community.

Expected standard ●

Achievement

Expected standard ●

Over time, pupils' attainment and progress at the end of Year 11 have been close to national averages. Most pupils attain well across a wide range of subjects. This includes for disadvantaged pupils, who typically achieve as well as comparable pupils elsewhere in the country. Current pupils achieve well, overall. Most pupils, including those who face barriers to their learning, remember what they have been taught and apply it to new learning.

On the whole, pupils develop the literacy and numeracy knowledge they need to access the curriculum. Some pupils who find reading, writing and mathematics more challenging benefit from the school's programme to help them catch up. By the time they reach key stage 4, most do.

Pupils are well prepared for the next stages of their lives. For example, in 2025 all pupils who left the school moved on to appropriate further education, employment or training.

Curriculum and teaching

Expected standard ●

Leaders provide clear, strategic direction for the curriculum and teaching. They review provision regularly and take sensible action when practice needs to improve. This work has led to improvements in the quality of teaching across subjects. The curriculum is well

sequenced. It sets out the knowledge that pupils need to know and the order in which they learn it.

Subject leaders refine content appropriately so that pupils build secure foundations from Year 7 onwards. Teachers introduce new ideas with clarity and revisit important concepts so that pupils remember them over time. Staff usually adapt teaching so that pupils with different needs fully engage in lessons. Where this practice is effective, pupils learn with purpose and their work reflects the high ambition of the curriculum. However, this adaptive practice is not consistently embedded across all subjects. Furthermore, some staff use assessments on pupils' learning with varying effectiveness. At times, this means that some pupils do not have the precise and consistent support and challenge they need to progress further through their learning.

Leaders establish effective approaches to the development of pupils' essential literacy and numeracy skills. They use a range of effective strategies, including phonics teaching, to support pupils in closing the gaps in these skills. As a result, pupils gain the knowledge and confidence that they need to access the curriculum.

Inclusion

Expected standard 

Leaders have high expectations of all pupils. Staff identify pupils' needs early. They are knowledgeable about what each pupil requires. Staff act quickly so that barriers to learning and wellbeing are reduced. When staff choose and review strategies that precisely match pupils' needs, pupils respond positively. They access the curriculum with growing confidence, and this helps them to progress well.

Staff understand the strategies to use in order to help pupils succeed. Most staff adapt how they teach so that pupils with special educational needs and/or disabilities can access the curriculum alongside their peers. For example, they use coloured overlays and laptops for those pupils who need them.

Leaders work with families and other agencies such as the local authority to improve the opportunities and experiences of pupils who are disadvantaged. A suitable pupil premium strategy sets out positive steps to help these pupils to succeed. Leaders regularly review its impact. They know that it is making a positive difference to the attendance and academic achievement of disadvantaged pupils.

Leaders make appropriate use of alternative provision. They check pupils' attendance, safety and progress throughout their placements. This oversight means that pupils' needs are met well and that their time off site is purposeful.

Leadership and governance

Expected standard 

Leaders have an informed view of the school's community, which guides their decisions and the school's priorities. Recent changes in both senior and middle leadership have brought stability and capacity. Leaders have developed a well-designed curriculum and supported all staff to improve the standard of teaching across all subjects. These actions are in the best interests of pupils, particularly those who face barriers to their learning. Typically, leaders evaluate the impact of their actions well and use these evaluations to refine their strategies.

However, not all aspects of the school's curriculum are as precisely monitored as others. As a result, leaders do not always know accurately, and for all areas, how effective their actions have been.

Those responsible for the governance of the school receive information that enables them to offer appropriate support and challenge. However, governors do not have a sharp-enough understanding of how effectively the curriculum is implemented in school. At times, governors rely solely on the information received from leaders and less on their own first-hand knowledge of the school.

Leaders keep staff's workload and wellbeing under close review. They take effective action where needed so that staff feel well supported. Professional learning opportunities are purposeful and aligned with whole-school priorities. This helps staff to develop their practice well and contribute to ongoing improvement effectively.

Leaders engage positively with parents and carers, external professionals and the wider community. This helps to forge positive connections to improve pupils' experiences. They work closely with other schools in the county and with local agencies to ensure that pupils with additional needs receive timely and well-coordinated support. This joined-up approach helps pupils to access the right help at the right time.

Personal development and wellbeing

Expected standard 

The personal development programme is thoughtfully designed and makes a meaningful contribution to pupils' character. Pupils are confident and well informed about how to stay safe online. They know how to reach a trusted adult should they need support. Pupils benefit from highly effective pastoral support. Pupils typically demonstrate some understanding of the fundamental British values. Many pupils speak with confidence about respect for differences between people. Pupils understand, and say, that all pupils are welcome in school.

Beyond the classroom, leaders and staff nurture pupils' interests and talents through clubs, including cooking, jazz and design and technology. Dramatic productions give pupils the chance to shine successfully. Competitive sports such as gymnastics, rounders and trampolining build pupils' confidence, strength and aspiration. Leaders continue to develop their tracking of pupils' participation to ensure that everyone benefits from these activities, which are open to all. Many pupils, including those who may previously have had limited access to sport and fitness, can now represent their school, and regularly reach finals against much larger schools.

Pupils benefit from an impressive range of memorable trips that bring learning to life. For example, a recent trip to the South of France built pupils' teamwork and resilience skills. Furthermore, leaders have developed useful links with the local community.

Pupils in every year group benefit from careers advice and guidance. This helps to ensure that they are well informed and prepared for their next steps. Work experience helps Year 10 pupils to explore their aspirations for the world of work. Mock interviews, college and employer visits and engagement with higher education institutions give pupils rich

opportunities to discover the pathways available to them and the skills they need to succeed. All pupils successfully move on to appropriate destinations.

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

Weobley High School maintains a deep and enduring commitment to serve its local community well. The school's ethos aims to develop happy, passionate and ambitious pupils. This is reflected in the care given to ensure that each pupil feels valued and looked after. Pupils form positive relationships with their teachers and with each other. This helps them to feel settled and happy. They trust staff to respond quickly and effectively when concerns arise, including any issues related to bullying. This shapes a culture where pupils feel consistently safe and welcomed.

Pupils benefit from a broad and ambitious curriculum. They enjoy learning and value the clarity with which staff explain new ideas. This helps pupils to progress through the curriculum well. Teachers work quickly to identify and support those who may face challenges that make learning more difficult. Effective support ensures that these pupils progress well.

Behaviour and attendance are strengths of the school. Pupils know what high standards are expected of them. They rise to these expectations through their positive conduct in lessons and at social times. Most pupils make the right choices, and older pupils act as role models for younger pupils. Pupils' rates of attendance at school are high, especially pupils with special educational needs and/or disabilities. When pupils face barriers to their attendance, leaders put in place helpful support.

Pupils access a wide range of enrichment opportunities to further their personal development. These vary from The Duke of Edinburgh's Award to E-sports, debate, and rock and pop clubs. Leadership roles allow pupils to take an active part in school life well. These include school council roles and library ambassadors. These experiences develop pupils' confidence and teamwork skills. Pupils generally understand the fundamental British values, such as democracy. They also build a secure knowledge of the post-16 options open to them. Pupils learn from visiting employers, colleges and training providers and are ready to take their next steps into further education, employment or training.

Next steps

- Leaders should ensure that all staff adapt their teaching and assessment consistently, to enable pupils, including those who face barriers to their learning, to receive the effective support and challenge needed to deepen their knowledge and key skills.
- Leaders should review, refine and embed their monitoring processes across all aspects of the school's curriculum so that all staff know precisely which areas require development and how effective their actions are.
- Leaders should ensure that those responsible for governance have a sufficiently clear and accurate view of their provision, including the expertise and training to fully challenge and

support leaders to improve the school.

About this inspection

The school is part of Weobley Schools' Federation, which contains 2 schools: Weobley High School and Weobley Primary School. The executive headteacher, Weston Holder, oversees both schools and is based at the high school. The chair of governors, for the federation, is Marcus Williams.

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 school leaders, including the executive headteacher, the deputy headteacher and the special educational needs and disabilities coordinator; teaching and support staff; and the chair of governors and pupils during the inspection.

The lead inspector also spoke with a representative of the local authority, the school improvement partner and representatives of the alternative providers.

The inspection team scrutinised information and documents that the school provided. Inspectors visited a range of lessons, looked at pupils' work and spoke to pupils.

Inspectors considered the responses to Ofsted's online surveys for pupils and staff and Ofsted Parent View, including the free-text comments.

Inspectors confirmed the following information about the school:

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 2 unregistered alternative provisions for a small number of pupils.

The executive headteacher was appointed in September 2024.

Executive Headteacher: Weston Holder

Lead inspector:

Stuart Clarkson, His Majesty's Inspector

Team inspectors:

Martin Spoor, Ofsted Inspector

Sarah Steer, Ofsted Inspector

Paul Halcro, 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 7 July 2026

School and pupil context

Total pupils

529

Well below 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

500

Well below 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)

16.45%

Below average

What does this mean?

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

National average: 28.9%

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

6.05%

Well above 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

30.06%

Well above average

What does this mean?

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

National average: 13.4%

Location deprivation

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)	45.1%	45.4%	Close to average
2023/24 (final)	51.0%	45.9%	Close to average
2022/23 (final)	45.1%	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 (final)	47.8	46.1	Close to average
2023/24 (final)	48.4	45.9	Close to average
2022/23 (final)	48.1	46.3	Close to average

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)	-0.12	-0.03	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	-0.26	-0.03	Close to average

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)	33.3%	25.8%	Close to average
2023/24 (final)	22.2%	25.8%	Close to average
2022/23 (final)	16.7%	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)	42.9	34.9	Above
2023/24 (final)	35.9	34.6	Close to average
2022/23 (final)	32.9	35.0	Close to average

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)	-0.88	-0.57	Below
2022/23 (final)	-0.96	-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)	33.3%	53.1%	-19.8 pp
2023/24 (final)	22.2%	53.1%	-30.9 pp
2022/23 (final)	16.7%	52.4%	-35.8 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)	42.9	50.4	-7.5
2023/24 (final)	35.9	50.0	-14.1
2022/23 (final)	32.9	50.3	-17.4

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)	-0.88	0.16	-1.04
2022/23 (final)	-0.96	0.17	-1.13

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)	97%	92%	Above
2022 leavers (revised)	94%	93%	Average
2021 leavers (revised)	96%	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)	7.1%	8.4%	Below
2023/24 (3 term)	7.3%	8.9%	Below
2022/23 (3 term)	8.2%	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 (3 term)	19.1%	23.4%	Below
2023/24 (3 term)	25.6%	25.6%	Close to average
2022/23 (3 term)	25.5%	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.

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