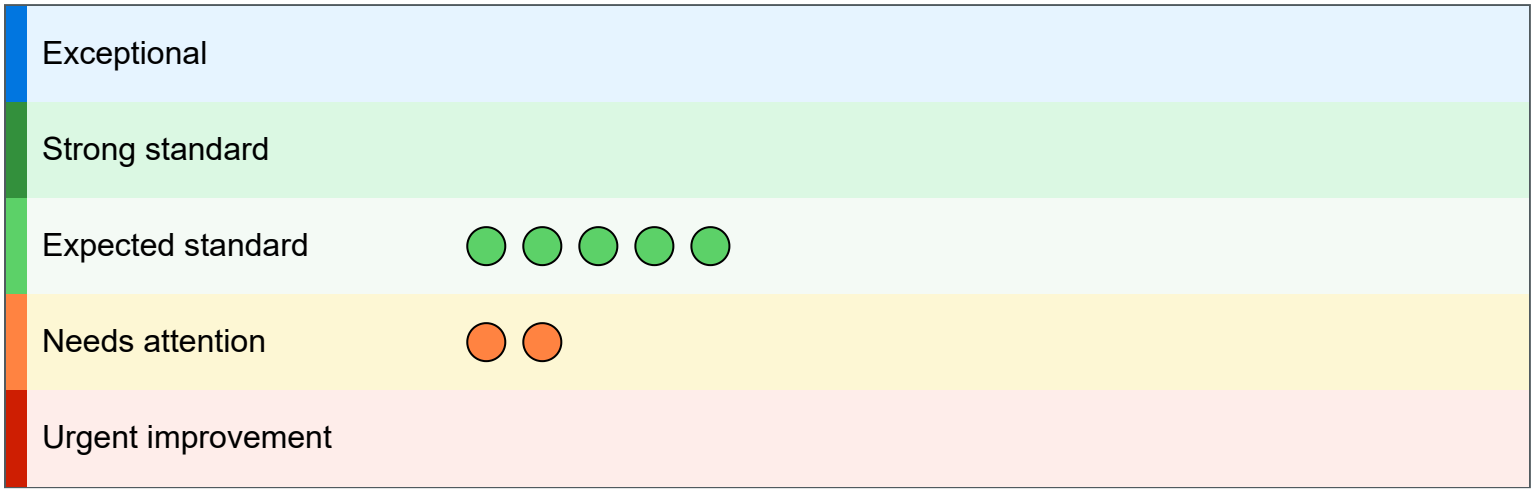
Westover Green Community School and Autism Centre

Address: Westover Green, Bridgwater, Somerset, TA6 7HB

Unique reference number (URN): 144437

Inspection report: 31 March 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

Attendance and behaviour

Expected standard

Leaders take effective action to help pupils to attend well. The school has clearly communicated expectations to parents and carers. Although the proportion of pupils who are persistently absent remains above national expectations, this figure is reducing steadily. A small number of pupils face significant barriers to regular attendance. Leaders work closely with external agencies to help pupils overcome these challenges. As a result, attendance for these pupils is improving over time. Pupils who do not face significant barriers attend as well as other pupils nationally.

Pupils behave well across the school. They are keen to learn. Leaders have established a calm, orderly, respectful and positive learning environment. This means pupils can concentrate and learn without distraction. Pupils' conduct around the school is purposeful and polite. Across the school, staff consistently apply the behaviour policy. Pupils show respect for each other and for adults. Pupils are kind and helpful toward each other. Staff respond swiftly and skilfully when pupils need extra help, using tailored strategies. This means pupils learn to manage their emotions and make positive choices. Bullying or unkind behaviour is not tolerated. Pupils learn to understand boundaries and show self discipline.

Early years

Expected standard

Robust partnerships with parents and carers support the successful transition of children into the Reception classes. Children including those pupils with special educational needs and/or disabilities (SEND) those known, or previously known, to children’s social care and/or those who face other barriers to learning and/or wellbeing, develop caring, trusting relationships with adults in a nurturing environment. This helps children to feel safe and well cared for. The curriculum is sequenced and coherent. It is designed to build children’s skills and knowledge over time.

Leaders have identified that an increasing number of children begin school with gaps in their spoken language and their physical and emotional development. Staff identify barriers to learning and provide effective support to address these. Any children at risk of falling behind in the curriculum catch up quickly. Communication, language and literacy are prioritised. Children benefit from high quality interactions with staff. Therefore, they acquire the language and vocabulary they need to talk about their learning. The school places a sharp focus on reading. Children read books that match their phonics knowledge. Consequently, they develop increasing fluency when reading.

Most children, including children with SEND, progress well from their starting points across all the areas of learning. By the end of Reception, children are typically well prepared for their next stage of learning.

Inclusion

Expected standard

Staff are meticulous in identifying and removing barriers to learning, including for pupils who are disadvantaged, those who have special educational needs and/or disabilities (SEND)

and those known, or previously known, to children's social care. In the autism centre and across the school, leaders ensure pupils benefit from reasonable adjustments, adaptations and inclusive practices. Staff use information from assessments to tailor their teaching approaches and interventions so that pupils with SEND learn the knowledge they need. Leaders regularly review pupils' progress to check the impact of their strategies on individual pupils.

The school works closely with a variety of external professionals including social care services and the virtual school to meet the individual needs of pupils. Staff have received appropriate training to develop their expertise in supporting pupils with SEND. Oversight of individual arrangements, such as the use of part-time timetables, is comprehensive and reviewed regularly.

Leaders make well-informed decisions about the expenditure of additional funding, such as the pupil premium grant for disadvantaged pupils. They have a detailed knowledge of the challenges that disadvantaged pupils are likely to face. Rigorous tracking is in place to ensure that this has the intended impact. Alternative provision is used effectively to provide additional opportunities for the most vulnerable pupils.

Leadership and governance

Expected standard

The school's leadership team, while relatively new, have a full understanding of school's context. They have ensured that there is an ambitious vision for providing a higher-quality education to all pupils. Since appointment they have worked at pace to considerably strengthen the quality of education that pupils receive.

Leaders understand the school context. They have accurately identified strengths and worked with focus and diligence to address areas for development. For example, leaders work to strengthen inclusion has had a positive impact on reducing barriers to learning for pupils with special educational needs and/or disabilities (SEND) and pupils who face other barriers. Leaders are aware of areas where there is more work to do to continue to drive school improvement. Their work to address these areas is accurate and purposeful.

Leaders are mindful of staff workload and wellbeing. They ensure all staff, including those in the early stages of their career, benefit from high-quality professional learning programmes which develop their expertise over time. Leaders foster a culture of openness and trust. They have developed positive relationships with parents.

The trust shares leaders' ambition for pupils. The trust ensures that the school meets it statutory duties and holds leaders to account in managing resources. They provide support and challenge that lead to sustained improvements. Leaders and those responsible for governance always act in the best interests of pupils, particularly those pupils with SEND, pupils known, or previously known, to children's social care and those who face other barriers to learning and/or wellbeing. Leaders make decisions that put pupils' learning, safety and wellbeing first, so that pupils can thrive.

Personal development and wellbeing

Expected standard

The school delivers a well-established personal development and wellbeing programme. Leaders ensure that there is a suitable taught curriculum for personal, social, health and economic education, which begins in the early years. This includes important aspects of relationships education that pupils need as they get older. Pupils develop their knowledge of healthy relationships. They understand how to keep themselves safe, both online and offline. Pupils know how to maintain their physical and mental health. The school helps pupils to develop a range of strategies for managing their feelings. This equips them with valuable knowledge and skills to support them in the future. Leaders place a clear emphasis on the importance of positive relationships. This makes a significant contribution to the school's inclusive and welcoming ethos.

Leaders' commitment to equity and inclusion are evident. Pupils understand the importance of British values. They are respectful and reflective when discussing diversity, fairness and the differences between people. The school supports pupils to become active citizens in their community. For example, they perform in local theatres. Pupils develop a sense of empathy and compassion through charitable initiatives. Opportunities such as these ensure pupils are well prepared for life in modern Britain.

The school provides pupils with a range of opportunities beyond the classroom. Clubs as varied as table tennis and sewing, broaden pupils' experiences and interests and give pupils a chance to try new things. Consequently, they develop skills they might not otherwise gain. Pupils build resilience in their outdoor learning sessions. Pupils cooperate very well with each other through these shared experiences. Pupils benefit from taking on leadership roles such as house captains and mental health champions. They drive changes in their school and community and value the opportunity to have their voices heard. Older pupils act as buddies to younger children. These opportunities help them to develop a sense of responsibility.

Needs attention

Achievement

Needs attention

Pupils do not consistently achieve as well as they should in national tests and assessments over time. They are not well prepared for the next stage of their education. Leaders have not ensured that assessment is used to identify precisely where pupils have developed misconceptions. As a result, pupils progress through the curriculum with significant gaps in their knowledge.

Leaders' actions ensure the school is highly inclusive. This has led to some positive outcomes in national tests. However, pupils' progress and achievement are not consistent. For example, pupils remember some knowledge of the wider curriculum, but this knowledge lacks depth or is disjointed. The quality of pupils' written work varies too much. Furthermore, because assessment lacks precision those who have secured their learning and are ready to move onto more complex concepts do not have the opportunity to do so.

Curriculum and teaching **Needs attention**

Teaching across many areas of the curriculum is not consistent. Leaders have not ensured that teaching focuses on the most important knowledge pupils need to learn. Consequently, pupils do not build a strong understanding over time. Pupils are not given enough opportunities to revisit and recall prior learning. For example, pupils' written work demonstrates that they do not consistently develop the basic skills they need, such as grammar, punctuation and spelling. This hampers pupils' ability to write fluently. In wider curriculum areas, such as history and science, pupils are unable to recall important knowledge. This means that they cannot build effectively on previous learning. Although this is so, staff know pupils' needs well and make effective adaptations for pupils with special educational needs and/or disabilities to support them in making progress from their starting points.

The school, with support from the trust, has completely overhauled the curriculum so that it is relevant and ambitious. It is well sequenced to build pupils' knowledge over time. Leaders have begun to strengthen staff's expertise. In addition, leaders have introduced additional opportunities for pupils to practise important skills in oracy and writing. Their work is starting to gain traction. However, there is more to do to ensure that the curriculum is taught as leaders intend.

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

Everybody is welcome at this school. Pupils have a clear sense of belonging. Many pupils join at different points during the school year. Whenever they join, each new pupil gets the help they need to settle in swiftly. New pupils adjust well and they quickly learn the school's behaviour routines that help everyone learn well. Generally, pupils attend well. They feel happy, safe and well cared for. Warm relationships between staff and pupils are evident across the school. Pupils know that a member of staff will help them if they have any worries. Staff conduct daily checks on pupils' wellbeing. These help them to understand pupils well.

Staff provide the right support to reduce any barriers to learning or wellbeing for pupils. However, pupils do not benefit from consistently high quality teaching. Teaching does not help pupils to know and remember important knowledge and skills well over time. As a result, pupils do not achieve as well as they could.

Pupils including those who are disadvantaged, those with special educational needs and/or disabilities, those known, or previously known, to children's social care and those who face barriers to their learning and/or wellbeing are proud of their school. 'The Westover Way' values of 'be safe, be ready, be respectful, be kind' underpin the school's caring atmosphere. Pupils typically behave well and are keen to learn. Classrooms are calm and purposeful places to learn.

Pupils appreciate the rewards they receive for their positive conduct and learning. Pupils socialise happily together at playtimes. They say that bullying occasionally happens, but when it does, staff deal with it effectively. Pupils take part in a range of enrichment

opportunities. Leaders ensure there is equity of opportunity. The school supports pupils to become active citizens in their community. For example, they perform in local theatres. Opportunities such as these ensure pupils are well prepared for life in modern Britain.

Next steps

- Leaders should ensure that assessment is used to precisely identify where pupils have developed misconceptions or have gaps in their knowledge so that these can be remedied.
- Leaders should ensure that staff have pedagogical knowledge they need to deliver the curriculum as intended so that pupils are able to build on their previous learning.
- Leaders should ensure they maintain their focus on reducing barriers to attendance so that pupils continue to develop positive attendance habits.

About this inspection

This school is part of the Futura Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gary Schlick and overseen by a board of trustees chaired by John Thompson.

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

Inspectors spoke with the headteacher, other senior leaders, the representatiove of the chair of the board of trustees, the chief executive officer of the trust and the school improvement partner.

The inspectors confirmed the following information about the school:

The school includes provision for 18 pupils with Autistic Spectrum Disorder.

The school makes use of 5 alternative provisions, including 5 that are unregistered.

The school has undergone significant changes in leadership since the last inspection.

Headteacher: Jo Hale

Lead inspector:
Liz Geller, His Majesty's Inspector

Team inspectors:
Catherine Beeks, Ofsted Inspector
Jyotsna Paranjape, Ofsted Inspector
Claire Mirams, 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 31 March 2026

School and pupil context

Total pupils

409
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: 272

School capacity

420
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: 300

Pupils eligible for free school meals (FSM)

46.94%
Well above average

What does this mean?

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

National average: 26.3%

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

7.33%
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: 3.5%

Pupils with special educational needs (SEN) support

14.67%
Close to average

What does this mean?

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

National average: 15%

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)

Resourced provision and SEN unit

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	61%	Below
2024/25 (revised)	59%	62%	Close to average
2023/24 (final)	53%	61%	Close to average
2022/23 (final)	48%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	74%	Below
2024/25 (revised)	69%	75%	Close to average
2023/24 (final)	61%	74%	Below
2022/23 (final)	70%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	72%	Close to average
2024/25 (revised)	73%	72%	Close to average
2023/24 (final)	67%	72%	Close to average
2022/23 (final)	71%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	73%	Close to average
2024/25 (revised)	73%	74%	Close to average
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	63%	73%	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 reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	46%	Close to average
2024/25 (revised)	52%	47%	Close to average
2023/24 (final)	48%	46%	Close to average
2022/23 (final)	43%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	62%	Close to average
2024/25 (revised)	62%	63%	Close to average
2023/24 (final)	64%	62%	Close to average
2022/23 (final)	71%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	59%	Close to average
2024/25 (revised)	66%	59%	Close to average
2023/24 (final)	56%	58%	Close to average
2022/23 (final)	64%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	60%	Close to average
2024/25 (revised)	69%	61%	Close to average
2023/24 (final)	60%	59%	Close to average
2022/23 (final)	61%	59%	Close to average

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 reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	48%	68%	-20 pp
2024/25 (revised)	52%	69%	-17 pp
2023/24 (final)	48%	67%	-19 pp
2022/23 (final)	43%	66%	-23 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	66%	80%	-14 pp
2024/25 (revised)	62%	81%	-19 pp
2023/24 (final)	64%	80%	-16 pp
2022/23 (final)	71%	78%	-7 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	78%	-16 pp
2024/25 (revised)	66%	78%	-13 pp
2023/24 (final)	56%	78%	-22 pp
2022/23 (final)	64%	77%	-13 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	80%	-16 pp
2024/25 (revised)	69%	81%	-12 pp
2023/24 (final)	60%	79%	-19 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	61%	79%	-18 pp

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 (2 term)	8.3%	5.2%	Above
2023/24 (3 term)	9.4%	5.5%	Above
2022/23 (3 term)	8.0%	5.9%	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 (2 term)	25.3%	13.3%	Above
2023/24 (3 term)	26.8%	14.6%	Above
2022/23 (3 term)	25.5%	16.2%	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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