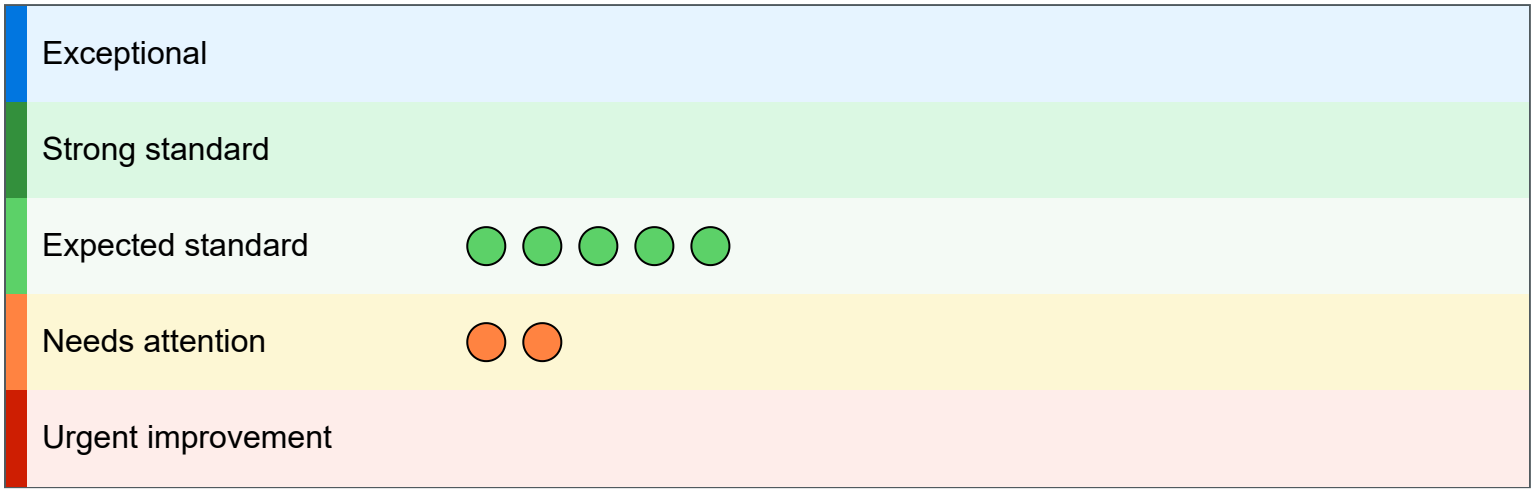
Budmouth Academy Weymouth

Address: Chickerell Road, Weymouth, Dorset, DT4 9SY

Unique reference number (URN): 147443

Inspection report: 6 October 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

The school has high expectations of behaviour. Pupils generally behave positively. Pupils are courteous and respectful to each other and to staff. They understand the school rules and follow clear routines. This contributes to a calm and orderly atmosphere around the school, including at social times and lesson changeovers. Pupils display positive attitudes and generally remain focused on learning. When pupils need additional help to improve their behaviour, leaders act effectively. Suspensions are decreasing and now in line with those seen at other schools. Leaders address any instances of bullying, discrimination or harassment promptly.

Leaders are taking effective action to improve attendance. Pupils now attend school as often as others nationally. Although disadvantaged pupils do not attend as regularly as they should, there is an improving trend. Leaders have high expectations of pupils' attendance and pupils understand the importance of coming to school. Leaders understand the patterns of absence and the reasons that pupils miss school. Reasonable adjustments are made to remove barriers for pupils, enabling them to attend school more often. Leaders also create a sense of belonging for pupils, which has led to improving rates of attendance over time.

Curriculum and teaching

Expected standard

Leaders have an accurate understanding of the quality of the curriculum and of teaching, including in post-16. The broad curriculum is well planned and sequenced. Leaders prioritise professional learning for staff, including using the ‘Budmouth playbook’. This is a set of evidence-informed teaching principles that are used to teach the curriculum. Teachers use their secure subject knowledge to explain concepts clearly. This means that it is generally taught well and pupils build knowledge and can do more over time. Typically, teaching changes where necessary to remove any barriers to learning for pupils, including those with special educational needs and/or disabilities, albeit occasionally pupils with special educational needs and/or disabilities could do even better if their plans were more specific. The changes which leaders have made to both the curriculum and teaching are having a significant positive impact on pupils' learning.

Supporting pupils to develop the necessary skills with reading, writing and number skills is prioritised so that they can learn from the curriculum more effectively and independently. There are different levels of support provided in response to pupils' needs. This means that pupils that need to catch up with their peers do so quickly.

Leadership and governance

Expected standard

Leaders have a clear understanding of the school’s context and know where improvements are needed. The leaders of the school have acted decisively and effectively in a short period of time. They have made effective improvements to the curriculum, quality of teaching, attendance and behaviour. There are robust systems in place to monitor the effectiveness of all aspects of the school’s provision. The positive impact of the changes which leaders have made is clear. However, leaders are acutely aware that there is more to do. Leaders

consistently reflect on the impact of their work and are determined that the school continues to improve.

Trustees ensure that the school has the appropriate support to continue to improve. They work effectively with other schools and organisations to further support and challenge the impact of leaders' actions. Trustees ensure that the school fulfils its statutory duties, such as its responsibilities towards safeguarding. They also ensure that resources, including digital technologies, are used effectively.

Staff appreciate the high-quality professional learning programme that has been well designed to strengthen their expertise. Leaders are increasingly prioritising staff wellbeing and strive to make sure that workloads are manageable. They are happy and proud to work at the school.

Leaders increasingly are doing more to take account of parents' views. Most parents and carers are positive about the school. They told inspectors that they appreciate the improvements that have been made recently.

Personal development and wellbeing

Expected standard

Pupils, including at post-16, receive highly effective pastoral support. The school-within-a-school system, where pastoral leaders and staff are responsible for the care of part of the cohort, helps them get to know pupils as individuals and what needs they may have. For example, pupils can access the 'safe base' when they need help with friendships, their mental health or other needs. Pupils feel they belong to the school community, with older pupils acting as positive role models for younger ones.

Leaders ensure that pupils develop their interests, social skills and wider understanding during their time at school. They plan activities carefully and remove barriers so that all pupils can participate, including those who are disadvantaged and those with special educational needs and/or disabilities. There are opportunities outside lesson time, such as clubs for various sports, archaeology, and music. Pupils raise money for local charities and are involved in personal challenges such as the Duke of Edinburgh's Award. Leaders place a strong focus on developing pupils' and students' leadership skills. Opportunities in school include peer mentoring, anti-bullying ambassadors, and subject and sports leaders.

Leaders carefully plan pupils' personal development. Teaching about relationships and personal safety at the right age helps pupils understand how to keep themselves safe online and in the wider community. Leaders use pupils' feedback to ensure that the content remains relevant and meets their needs. The wider curriculum, including physical education, supports pupils' physical and mental health. As a result, pupils are well prepared for life in modern Britain.

Pupils and students learn about their future options through lessons, which are often linked to careers as well as events and work experience. This means pupils are well informed about their future options.

Post-16 provision

Expected standard

Students follow a well-designed study programme. This includes a range of vocational and academic courses that are well matched to students' individual needs and aspirations. Students typically achieve in line with national averages in the vocational subjects. Leaders have taken effective action to improve the curriculum and teaching in A-level subjects. Teachers use effective strategies to support students with special educational needs and/or disabilities (SEND) and other students who face disadvantages. Students produce work that is typically of high quality. They appreciate the smaller class sizes that enable teachers to provide individual support.

Students receive a structured personal development programme. They feel this prepares them well for adult life. Students enjoy leadership opportunities, such as being head students or taking part in the school council. Students contribute to school life, such as mentoring younger pupils. All students, including those with SEND, benefit from high-quality careers education. These include the Aspirations Employability Diploma, where students learn skills such as effective teamwork and apply them to projects. Students also appreciate the support from the school with university applications. A wide range of activities prepare students well for their next steps. This includes work experience, meeting employers and university outreach programmes.

Needs attention

Achievement

Needs attention

Pupils' attainment and progress are not as good as they need to be over time, despite recent improvements. Overall, their achievement is below average in national tests for most measures of attainment and progress. This includes pupils with special educational needs and/or disabilities, as well as those who are disadvantaged, including students studying A levels. However, the achievement of students in the sixth form studying courses closely related to employment is broadly in line with that of other students nationally.

Pupils' learning is improving due to the changes made to the curriculum and teaching. Teachers generally use effective strategies in lessons. Where this is the case, teachers check pupils' understanding more precisely, identify gaps in pupils' knowledge and provide precise guidance to help pupils learn. The quality of work produced by pupils across all key stages is appropriate. Leaders support pupils well with their progression beyond school. Most pupils move on to the next stage of their education, employment or training successfully.

Inclusion

Needs attention

Leaders identify when pupils have barriers to learning, such as those with special educational needs and/or disabilities (SEND) in a timely way. However, they do not always use this information with enough precision when developing plans to reduce the barriers successfully. This means that, whereas staff make useful adaptions to the teaching and

often support pupils with barriers effectively, some pupils with SEND do not achieve as much as they could if plans had even greater specificity.

Approaches implemented by leaders to support pupils who face barriers to their learning, including those with SEND, are starting to have a positive impact. For example, teachers have received useful and impactful training to develop their expertise in using strategies to adapt learning activities in ways that pupils with different needs can understand. Leaders work closely with other agencies to support pupils with their wellbeing.

Pupils attending the resourced provision are supported effectively with both their wellbeing and other needs. This can be through one-to-one or small group work. These pupils are successfully supported to learn and participate in the wider life of school whenever appropriate.

Leaders have a clear understanding of the impact of how they use additional funding to support disadvantaged pupils. Pupils known to social care typically receive the support that they need. Leaders make use of alternative provision appropriately.

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

Budmouth Academy is improving rapidly. Pupils feel like they belong at school and there are positive relationships between staff and pupils. As a result, pupils are attending well. Leaders have ensured that the curriculum is ambitious and is generally well taught. Pupils enjoy the improved experiences of school. However, pupils do not yet achieve as well as they should.

Pupils conduct themselves well, particularly in lessons. Clear systems are in place to promote positive behaviour. Bullying is rare and pupils are confident that any that does happen will be dealt with quickly. They know there are trusted adults they can approach with any concerns. Anti-bullying ambassadors help staff to support the pupils involved. Pupils are safe in school.

On the whole, the needs of pupils with special educational needs and/or disabilities (SEND) are identified quickly. However, the needs of individual pupils are not always understood precisely, so barriers to learning or wellbeing are not reduced quickly enough.

Pupils with SEND are fully integrated into school life because the school supports pupils' personal development well. They take part, alongside their peers, in a range of activities to develop their talents and interests, including slot car racing, journalism and fishing. Pupils speak enthusiastically about the Combined Cadet Force, and many other opportunities that develop leadership and resilience skills within school and when activities take them into the community. Other experiences that enrich the curriculum include visits to Lulworth Cove for geography, the Imperial War Museum for history, and visits to various places of worship for religious education. Pupils also have opportunities to experience different cultures through the ski and water sports trips in Europe.

Next steps

- Leaders should raise pupils' achievement, including at A level, so that they are better prepared for their next steps.
- Leaders should ensure that the needs of pupils, including those with special educational needs and/or disabilities, are understood precisely, so that barriers to learning are addressed quickly and effectively.
- Leaders should continue to ensure that the curriculum is implemented consistently well, including in the sixth form, so that pupils achieve well.
- Leaders should continue to tackle barriers to attendance so that pupils attend very well.

About this inspection

This school is part of Aspirations 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, Steve Kenning, and overseen by a board of trustees, chaired by James Pomeroy.

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 the principal, the chair of the board of trustees (also referred to as the managing director), the chair of the local governing board, members of the trust's central team and other members of the school's leadership team during the inspection.

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 2 registered and one unregistered alternative provisions.

Principal: Sara Mashike

Lead inspector:
Sarah Wilson, His Majesty's Inspector

Team inspectors:
Peter Fry, Ofsted Inspector
Robert Coles, Ofsted Inspector
Jonty Archibald, Ofsted Inspector
Nadine Lapskas, Ofsted 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 6 October 2026

School and pupil context

Total pupils

1,466
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: 1,063

School capacity

1,800
Well 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)

27.24%
Close to 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

3.89%
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

15.69%
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)

SEN unit

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)	40.3%	45.4%	Close to average
2023/24 (final)	31.7%	45.9%	Below
2022/23 (final)	33.6%	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)	42.0	46.1	Close to average
2023/24 (final)	39.9	45.9	Below
2022/23 (final)	41.2	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)	-0.62	-0.03	Below
2022/23 (final)	-0.55	-0.03	Below
2021/22 (final)	-0.58	-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)	19.4%	25.8%	Close to average
2023/24 (final)	14.1%	25.8%	Below
2022/23 (final)	14.7%	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)	29.5	34.9	Below
2023/24 (final)	28.2	34.6	Below
2022/23 (final)	32.1	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)	-1.21	-0.57	Below

Year	This school	National average	Compared with national average
2022/23 (final)	-0.94	-0.57	Below
2021/22 (final)	-1.17	-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)	19.4%	53.1%	-33.8 pp
2023/24 (final)	14.1%	53.1%	-39.0 pp
2022/23 (final)	14.7%	52.4%	-37.8 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)	29.5	50.4	-20.9
2023/24 (final)	28.2	50.0	-21.8
2022/23 (final)	32.1	50.3	-18.2

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)	-1.21	0.16	-1.38
2022/23 (final)	-0.94	0.17	-1.10
2021/22 (final)	-1.17	0.15	-1.33

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)	94%	92%	Average
2022 leavers (revised)	96%	93%	Average
2021 leavers (revised)	95%	94%	Average

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)	26.13	35.00	Below

Year	This school	National average	Compared with national average
2023/24 (final)	27.38	34.38	Below
2022/23 (final)	27.98	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)	-0.3	0.0	Below
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
2025/26 (1 term)	10.5%	7.8%	Above
2024/25 (3 term)	10.1%	8.4%	Above
2023/24 (3 term)	10.2%	8.9%	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
2025/26 (1 term)	26.3%	21.5%	Above

Year	This school	National average	Compared with national average
2024/25 (3 term)	24.5%	23.4%	Close to average
2023/24 (3 term)	27.2%	25.6%	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.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at https://reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026

© Crown copyright