

Stamford Welland Academy

Address: Green Lane, Stamford Welland Academy, Stamford, Lincolnshire, PE9 1HE

Unique reference number (URN): 137600

Inspection report: 12 May 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 and staff, including those linked to the house system, know pupils and families extremely well. They work with external agencies and experts to review attendance information and to identify patterns and trends. They make sure that the barriers to pupils' attendance are known and addressed in a highly effective way. Pupils who struggle to attend school receive incredible care, support and encouragement from staff. Many have a carefully designed and bespoke start to the school day, that helps set them up for a day of positive learning. The actions of leaders results in highly positive levels of attendance for disadvantaged pupils and pupils with special educational needs and/or disabilities.

The school provides excellent care for all its pupils. Staff show pupils genuine warmth and support, without compromising ambition. They hold high expectations for every pupil who rise to meet these. Behaviour in lessons and around the school is exemplary. Rules and routines are well understood, creating calm, purposeful learning environments. Staff use praise and rewards highly effectively, motivating pupils to develop positive character traits, behave well, thrive and achieve. Pupils say they do not fear bullying, harassment or discrimination. They know that there are many trusted adults they can turn to if they have worries or concerns. Pupils are confident that staff will address issues swiftly and effectively.

Inclusion

Strong standard ●

This is a highly inclusive school. Leaders are knowledgeable and ambitious for all the pupils in their care. Learning-support staff are very well trained, experienced and extremely effective. The context of the school is highly complex. The proportion of disadvantaged pupils and pupils with special educational needs (SEND), is higher than the national averages. A number of service children also attend the school. Staff make sure that the range of barriers that pupils may face are swiftly identified. Leaders ensure that staff have the precise knowledge needed to adapt provision so that pupils achieve well. Pupils with SEND, for example, make secure progress across the curriculum and attend school at rates that exceed those of their peers nationally.

Additional funding such as the pupil premium grant is spent wisely and has a very positive impact. In a number of areas, disadvantaged pupils attain better than the same group nationally at the end of key stage 4. Service children often achieve well during their time at the school.

Leaders work closely with relevant professionals and services, including the virtual school, to ensure that pupils who need it receive appropriate academic and pastoral support. The school also collaborates with the local authority, to share their expertise and develop the practice of others. This collaborative and often expert approach ensures that pupils thrive and succeed.

Leaders have ensured an extremely well-planned and well-delivered personal, social and health education (PSHE) curriculum that is highly relevant to pupils' needs and context. They have established a broad and coherent personal development offer which extends beyond the taught PSHE curriculum and is increasingly embedded through the wider culture of the school. The curriculum is reviewed and adapted to ensure that pupils are kept well informed about contextual risks to their health and safety. For example, pupils have sessions linked to sextortion, vaping and toxic masculinity. Pupils develop secure and detailed knowledge across the PSHE curriculum and speak with confidence and maturity about the ways in which they keep themselves safe from harm, including when online.

The school's personal development offer is a significant strength. Staff provide an extensive range of enrichment and character-building opportunities that broaden pupils' experiences and raise their aspirations. Through the 'PLEDGES' programme, pupils develop a secure understanding of fundamental British values, including democracy and mutual respect and tolerance. They take part in a wide variety of activities, including the '41 things to do before 14', which nurture pupils' sense of personal responsibility and confidence.

Leaders have created meaningful opportunities for pupil leadership and service. This is evident through the cadet programme, participation in The Duke of Edinburgh's Award scheme, leadership awards and peer-led activities such as sign language sessions. The Combined Cadet Force is an important part of school life. Many pupils, including pupils with special educational needs and/or disabilities and those known to social care, benefit from this provision. They make extremely positive contributions to the school and the wider community. Pupils' confidence, self-esteem and sense of responsibility develop as a result. Pupils receive effective careers advice and guidance. This ensures that they progress to appropriate destinations when they leave the school.

Pastoral care is a real standout feature of what the school provides. The house system ensures that no pupil is left behind. Pupils show each other great care and look out for one another. This care is greatly appreciated by younger pupils who value having older peers to look up to and to guide them.

Expected standard

Achievement

Expected standard 

The school serves a complex community. Many pupils are disadvantaged or have special educational needs and/or disabilities (SEND). The school also educates a number of service children, who may join or leave the school at points in the school year that are not typical. Many pupils face additional barriers to learning. Leaders have created a culture where all pupils are expected to be aspirational, resilient, understanding and to achieve. On the whole pupils achieve well. There remains further work to do in order to ensure that pupils consistently develop the key knowledge and skills they need in writing.

Disadvantaged pupils, and service children, attain particularly well at the end of key stage 4. Typically, pupils with SEND make secure progress from their starting points. This is due to leaders' understanding of their starting points and staff's skill and expertise in adapting learning accordingly. Of note is the excellent pastoral care that pupils receive in order that they feel able to learn and to achieve. Pupils move to appropriate education, employment or training when they leave the school.

Leadership and governance

Expected standard 

Leaders are highly focused in their ambition to secure the very best education and care for pupils at Stamford Welland Academy. They understand the school's context well and have worked with dedication to ensure that pupils achieve, belong and thrive. The wider school community recognises the positive impact of their work. Many parents and carers spoke highly of the school and the difference it has made to their child.

Trustees provide a clear vision and strategic direction for the school. They offer appropriate oversight and fulfil their statutory duties effectively. The academy council acts as the local eyes and ears of the school. Its members show commitment to both the school and the wider community.

Leaders value the support provided by the trust from its range of specialists. Staff also benefit from trust-wide subject networks and wider training opportunities. This support has contributed significantly to the swift improvements currently taking place in the school.

Staff express great pride in the school. They feel well supported and part of a caring community. They value the highly visible leadership team and the actions taken to prioritise staff's mental health and wellbeing. Staff describe the school as a family they are proud to belong to.

Needs attention

Curriculum and teaching

Needs attention 

Leaders have identified that pupils experience some inconsistencies in relation to the quality of the curriculum in some subjects. There is also some variability in the consistency of teaching. Leaders are addressing this at pace, but further work is still required. The whole-school literacy policy is not implemented with the regularity required. The checks of pupils' learning are not as precise as needed. This impacts pupils' acquisition of some important knowledge they need for their learning linked to elements of writing. For instance, errors in spelling, grammar and letter formation are sometimes not addressed quickly enough. As a result, gaps in learning remain for some pupils.

Leaders adapt the curriculum to reflect the school's context and meet the needs of pupils who face barriers to learning. Staff are well trained to skilfully adapt learning to meet the needs of pupils with special educational needs and/or disabilities and those with additional

vulnerabilities. Learning-support staff play a crucial role in breaking down barriers to learning. They skilfully help pupils to access the same learning as their peers.

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

Pupils show great pride in attending Stamford Welland Academy. They speak confidently about the positive sense of belonging they feel in a school that works relentlessly to broaden their horizons and celebrate their achievements. The range of opportunities available to them is extensive. Staff use highly effective approaches to raise pupils' aspirations, develop their leadership skills and build their personal confidence.

Pupils are welcomed to school by staff who truly care about them. They receive amazing support that helps them to feel safe. Pupils' behaviour is exemplary. They are committed to their learning, motivated and self-confident. Lessons are calm and purposeful. Pupils do not fear bullying or harassment. They said that they have many staff to turn to who they trust will resolve any concerns quickly and effectively.

Pupils relish the wide range of rewards available to them and value the importance leaders place on their achievements. Celebration days, prizes, certificates and raffles are just some of the highlights. These initiatives, combined with the care and expertise of staff, motivate pupils to attend regularly and feel part of the school family. Pupils describe the school as 'just magic.' Pupils do not want to miss the many rewards linked to positive character and good attendance. Pupils also value the house system and show loyalty to their peers. They work hard because they do not want to let others down. Younger pupils say that older pupils support them, acting as positive role models who they admire.

Pupils learn well in many lessons, but this is not yet consistent across the curriculum. Teaching quality is improving quickly, although it still varies. At times, teachers do not check pupils' understanding precisely enough. As a result, errors in spelling, grammar and punctuation persist because staff do not address them effectively.

Next steps

- Leaders should ensure that they embed highly effective subject curriculums, teaching and assessment across the school so that all groups of pupils make positive and sustained progress across the curriculum and achieve consistently well.
- Leaders should make sure that pupils consistently develop important writing skills and knowledge across the curriculum that includes spelling, punctuation and grammar.

About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This school is part of Meridian 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) Mark Woods, and overseen by a board of trustees, chaired by Shirley Jamieson.

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 met with the principal, senior leaders and representatives of the trust. They met with the executive principal who acted as nominee during the inspection. The lead inspector met with the CEO of the trust and the chair of the trustees. She also met with representatives of the academy council.

The inspectors confirmed the following information about the school:

The school makes use of two registered alternative provisions.

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.

Principal: Victoria Lloyd

Lead inspector:

Jayne Ashman, His Majesty's Inspector

Team inspectors:

Richard Vasey, Ofsted Inspector

Keval Thakrar, Ofsted Inspector

Gary Carlile, 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 12 May 2026

School and pupil context

Total pupils

597

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

720

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)

37.52%

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: 28.9%

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

8.04%

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

8.88%

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

Well below 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)	18.1%	45.4%	Below
2023/24 (final)	25.4%	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)	39.7	46.1	Below
2023/24 (final)	40.6	45.9	Below
2022/23 (final)	42.5	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)	-0.01	-0.03	Close to average
2022/23 (final)	0.03	-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)	17.2%	25.8%	Close to average
2023/24 (final)	16.2%	25.8%	Close to average
2022/23 (final)	17.1%	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)	39.4	34.9	Close to average
2023/24 (final)	34.8	34.6	Close to average
2022/23 (final)	34.3	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)	-0.19	-0.57	Above
2022/23 (final)	-0.24	-0.57	Above

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)	17.2%	53.1%	-35.9 pp
2023/24 (final)	16.2%	53.1%	-36.9 pp
2022/23 (final)	17.1%	52.4%	-35.3 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)	39.4	50.4	-11.0
2023/24 (final)	34.8	50.0	-15.3
2022/23 (final)	34.3	50.3	-16.1

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)	-0.19	0.16	-0.35
2022/23 (final)	-0.24	0.17	-0.41

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)	92%	92%	Average
2022 leavers (revised)	96%	93%	Average
2021 leavers (revised)	90%	94%	Not available

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)	8.4%	8.4%	Close to average
2023/24 (3 term)	8.4%	8.9%	Close to average
2022/23 (3 term)	9.2%	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)	25.9%	23.4%	Close to average
2023/24 (3 term)	25.9%	25.6%	Close to average
2022/23 (3 term)	26.4%	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.

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



