

Weldon Village Academy

Address: Oundle Road, Weldon, Corby, Northamptonshire, NN17 3GE

Unique reference number (URN): 149775

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.

Expected standard

Achievement

Expected standard 

Leaders have made sure that pupils generally progress well from their starting points. Typically, pupils with special educational needs and/or disabilities achieve well. Disadvantaged pupils achieve in line with their peers nationally. Pupils are ready for the next stage of their education. They develop the knowledge and skills they need in relation to their choices about life beyond school and how to achieve their goals.

Some pupils who arrive partway through the year, or partway through their secondary education, progress less well. Sometimes, gaps in these pupils' knowledge are not identified and filled as quickly as they could be. On a small number of occasions, pupils do not develop the essential knowledge of writing as well as they could. Leaders have recognised this and have taken steps to close these gaps. The impact of this work is in its early stages.

Attendance and behaviour

Expected standard 

Leaders have made sure that pupils attend well. They identify patterns of poor attendance promptly and evaluate the reasons for this. Once they have identified the barriers to some pupils' attendance, leaders put in place support that helps them to attend more regularly. Pupils' attendance is typically in line with, or better than, national averages. Pupils with special educational needs and/or disabilities (SEND) enjoy school and attend well. Staff support pupils and families effectively. They help any persistently absent pupils to improve their attendance.

Leaders ensure that lessons are calm and that pupils typically have a positive approach to their learning. They have put in place systems to support pupils to improve their behaviour when they do not meet the school's high expectations. Leaders make appropriate adjustments for pupils with SEND, when necessary, so that they and their peers learn what positive behaviour involves and demonstrate this. Pupils form positive relationships with their peers and are not concerned about bullying. Staff deal with any issues swiftly and apply the school's approach to managing pupils' behaviour effectively.

Curriculum and teaching

Expected standard 

Leaders, with the support of the trust, have designed a broad and balanced curriculum. The order in which important knowledge is taught is well considered. This helps pupils build their knowledge over time. Leaders have provided training for staff so that they typically teach effectively. They know what is going well and take action to improve teaching when necessary.

Leaders have adapted the curriculum to suit pupils with different starting points. This helps most pupils to make progress through the curriculum. Teachers make adjustments that enable pupils with special educational needs and/or disabilities to be successful in their lessons. Leaders have put in place strategies to enable pupils who speak English as an additional language to succeed. However, at times, these strategies are not used consistently well to help pupils learn the intended curriculum.

Leaders have ensured that pupils who struggle the most with reading and writing are supported to improve. Staff provide support based on the precise gaps in the knowledge of pupils who struggle the most so that those gaps are addressed. On occasion, pupils who do not require as much support do not have the gaps in their knowledge identified as well. When this is the case, these pupils do not develop as secure a foundation of essential knowledge as they could.

Inclusion

Expected standard 

Leaders promptly identify the needs of pupils with special educational needs and/or disabilities (SEND). They generally use this understanding to tailor the offer for pupils with SEND so that they receive the right support. Some pupils with SEND benefit from academic support, some from adaptations that help them to feel comfortable and calm at school, such as sensory circuits. As a result, most pupils with SEND achieve well.

Leaders evaluate the impact of the strategies that they use and make changes and improvements when necessary. They provide teachers with helpful guidance so that they typically design lessons that cater for the needs of the pupils they teach. On occasion, teachers do not provide pupils who speak English as an additional language with purposeful, bespoke support. Sometimes, pupils who face barriers to their learning do not receive opportunities to practise applying what they have learned. When this is the case, pupils do not achieve as well as they could. Leaders have identified these issues and are implementing changes that have improved provision in the classroom.

Leaders care about the emotional and mental health of their pupils. They provide pastoral support that helps pupils to engage well in school life. Leaders use additional funding for disadvantaged pupils to remove barriers to their involvement in the academic and wider offer at the school. More pupils now take part in wider opportunities more often. Pupils broaden their horizons by engaging with the school's PLEDGES programme and the range of trips available to them. Leaders use alternative provision such that pupils develop the skills they need to reintegrate into mainstream education.

Leadership and governance

Expected standard 

Leaders know their school and its pupils well. They know where their strategies are successful and have identified where things could be better. Where this is the case, they introduce changes that improve pupils' experiences of school. Leaders are alert to any changes in the school's context and pupil intake. They take a strategic approach and appropriate action to ensure that the values and vision of the school are maintained as the school grows in size. The inclusive values of the school are in evidence in all aspects of leaders' work. For example, leaders responded promptly to need in the local area to develop an ambitious curriculum for a small cohort of Year 10 pupils who joined the school.

Leaders and the trust are focused on doing the right things for pupils and staff. They maintain a clear focus on supporting staff wellbeing as they develop the school. Leaders provide teachers with a well-designed professional learning programme. Teachers feel supported and well placed to act on the strategies for improvement that leaders share with them.

Leaders communicate well with pupils, families and staff. This helps to build positive relationships across the school community and ensure that all stakeholders collaborate to bring about positive change. Those responsible for governance provide robust challenge to leaders so that they are held to account for their work. They combine this with support and care so that leaders' workload is manageable.

Personal development and wellbeing

Expected standard 

Leaders have established an inclusive and collaborative culture in which pupils develop their social skills. They create meaningful opportunities for pupils to work with their peers and build a sense of community, including during tutor time and social time. Leaders provide impactful pastoral support for pupils to help them overcome worries and to become increasingly confident and independent. For example, they have designed a personalised approach to the transition into the school as well as developed spaces that Year 7 pupils can use exclusively to help them feel comfortable at school. This approach sits alongside work to enable pupils of all ages to make friendships and improve their teamwork.

Leaders have put in place a well-structured personal development and wellbeing programme. Pupils learn how to be safe, including in relationships and when using the internet. They learn about fundamental British values and their relevance. Pupils can explain, for instance, the meaning of the term 'democracy' and what this concept means to them in school and beyond. Some pupils are not as secure in their knowledge of the differences between people and the legal protections that are in place to prevent discrimination. They do respect difference and celebrate that within their school community.

Leaders have made sure that there is a broad range of extra-curricular activities that pupils engage in. They recognise and celebrate pupils' participation in activities connected to the school and within their communities. Pupils value this recognition and feel a sense of belonging at the school. Leaders have adapted activities during the school year so that pupils with barriers to participation can be as successful as their peers. Disadvantaged pupils benefit from targeted support to ensure that they are aware of, and take up, the school's offer.

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

Pupils are welcomed to this growing school that leaders have ensured has retained a family feel. Pupils are known and understood by leaders and staff. They are supported to grow and to develop their interests and talents. Pupils are encouraged to participate in a wide range of extra-curricular activities such as the Duke of Edinburgh's Award. They have their participation recognised and rewarded. Pupils from all backgrounds respond positively to this. Leaders work hard in the interests of pupils and remove barriers to their involvement in school life.

Pupils are taught how to meet the school's high expectations of their behaviour. They typically behave very well. Pupils treat each other with respect, and older pupils are supportive of those in younger year groups. Pupils are given a chance to put things right if they make a mistake. This helps them to improve their behaviour. Pupils with special

educational needs and/or disabilities who need help to settle and be ready for their learning are provided with the support they need, including through personalised adaptations to the start of the day.

Pupils feel safe in school. They have a trusted adult who they can speak to if they have a concern. Bullying is rare, but when it does occur, it is dealt with effectively. Most pupils engage well with their learning. Teachers help them to persevere on the occasions when they find learning difficult. This means most pupils make progress from their starting points.

Pupils are happy to come to school and attend well. They enjoy learning a range of subjects across the curriculum. Pupils receive helpful advice that prepares them for their next steps in and outside school.

Next steps

- Leaders should ensure that staff consistently provide pupils who face barriers to their learning with the support that they need to achieve well.
 - Leaders should continue to develop the provision for pupils who speak English as an additional language to enable them to access the curriculum effectively.
 - Leaders should continue to improve assessment processes so that gaps in all groups of pupils' foundational knowledge are quickly identified and addressed.
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About this inspection

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, Mark Woods, and overseen by a board of trustees, chaired by Shirley Jamieson.

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.

The inspectors confirmed the following information about the school:

The school currently uses one registered alternative provider.

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 number of pupils on roll at the time of the inspection was 470.

Principal: Matt Norris

Lead inspector:

Stephen Whitney, His Majesty's Inspector

Team inspectors:

Jules Gordon, Ofsted Inspector

Emma Mason, 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 7 July 2026

School and pupil context

Total pupils

293

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

1,500

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)

20.48%

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

3.07%

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: 3.09%

Pupils with special educational needs (SEN) support

13.99%

Close to average

What does this mean?

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

National average: 13.4%

Location deprivation

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).

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)	6.0%	8.4%	Below
2023/24 (3 term)	6.1%	8.9%	Below

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)	13.9%	23.4%	Below
2023/24 (3 term)	18.5%	25.6%	Below

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.

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