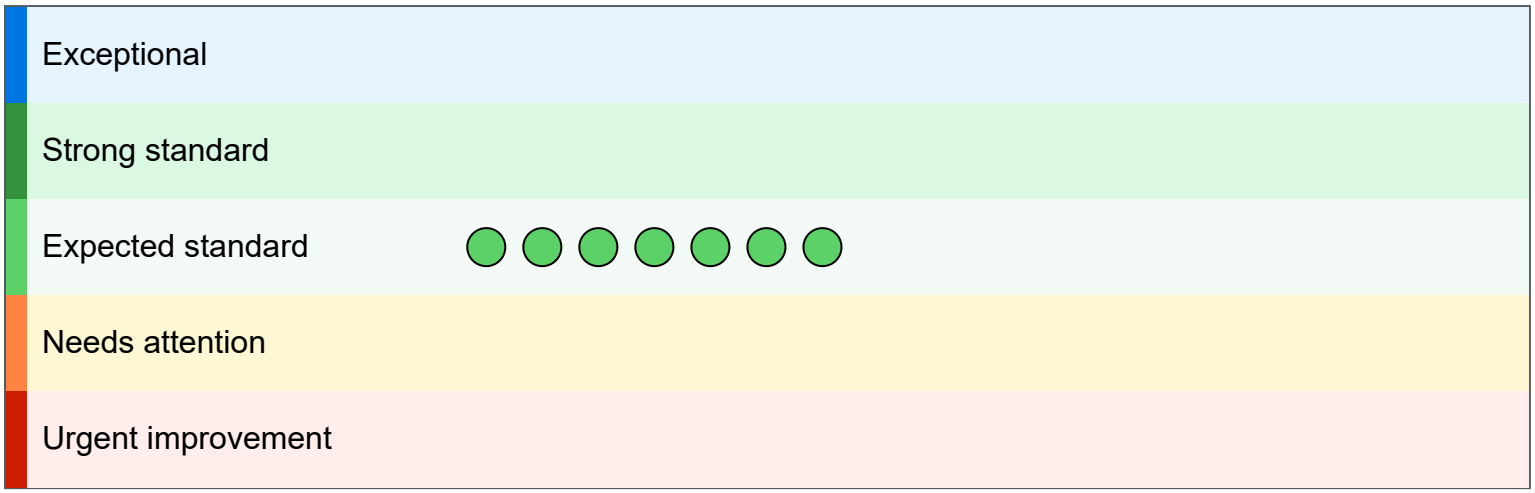
Weldon Church of England Primary School

Address: Chapel Road, Weldon, Corby, Northamptonshire, NN17 3HP

Unique reference number (URN): 142651

Inspection report: 21 April 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

Achievement

Expected standard

Across the curriculum, pupils usually participate well in lessons. When teaching is adapted carefully, pupils who need extra support are able to learn alongside their peers. Pupils with special educational needs and/or disabilities, and those who join the school at irregular times, make secure progress from their starting points. By Year 6, pupils' outcomes are generally in line with, or stronger than, those of pupils at the same stage nationally. Pupils are well prepared socially and emotionally for their next steps. They show confidence and positive attitudes to learning.

Pupils develop key skills in reading, writing and mathematics through teaching that builds pupils' confidence and understanding. Clear approaches help pupils to build knowledge gradually and use their learning more independently. Leaders recognise that handwriting is an area for improvement. Here, some pupils struggle to write letters neatly and spell accurately. This makes it harder for these pupils to express their thinking on paper, and slows their progress.

Attendance and behaviour

Expected standard

Leaders manage attendance carefully and know pupils' personal circumstances well. Pupils' attendance is close to national levels. Leaders act early to support pupils who face barriers to attendance. They seek to understand the reasons behind a pupil's absence and work closely with families to offer support and adjust the school's approach when needed. This includes support to ensure that pupils arrive at school on time. Staff check attendance daily, follow clear procedures and review concerns regularly. Attendance is everyone's responsibility. Pupils enjoy attendance rewards, including 'Attendance Ted', alongside regular reminders about why coming to school every day matters.

Behaviour reflects the clear expectations of the 'Weldon way'. Pupils behave well, build positive relationships and show respectful attitudes towards adults and each other. Staff respond to behaviour with kindness and consistency. They use conversations to help pupils empathise with each other and to learn to forgive. On the rare occasions when bullying or discrimination concerns arise, leaders deal with them quickly and involve families closely. Pupils show positive attitudes to learning and are keen to take part in lessons. Staff make adjustments for pupils who need extra support, helping them manage their behaviour and stay engaged so that they can learn alongside their peers.

Curriculum and teaching

Expected standard

Leaders have designed an ambitious curriculum that teaches pupils to build the foundations that they need for future learning. Typically, staff set clear expectations, explain learning carefully and ask probing questions to check pupils' understanding. This helps pupils to feel confident in reading, writing and mathematics. In these lessons, teachers identify pupils' misunderstandings quickly and help pupils to correct their thinking, so that learning can move forward. Pupils also benefit from regular opportunities to talk about their learning, practise new words and explain their ideas across different subjects. The school has

introduced new systems for reading and problem-solving in mathematics. These systems are having a positive impact on pupils' academic outcomes.

Occasionally, teachers do not address gaps in pupils' learning from earlier years. This means that some pupils struggle to use and apply previously taught knowledge. In addition, a few pupils continue to struggle with handwriting and spelling. Leaders have identified this as a next step and are planning to improve how handwriting is taught across the school so that it develops pupils' writing skills step by step. The introduction of the new handwriting approach in the early years is beginning to support children to develop their early writing habits and confidence.

Early years

Expected standard

The early years environment is well resourced and carefully designed to support children's emotional wellbeing, safety and early development. Calm routines and clear expectations help children to settle quickly and develop confidence and independence.

The curriculum is coherent and thoughtfully planned. It prioritises key stories, rhymes and shared texts that link reading, writing and communication. Regular repetition and rehearsal support children's language development effectively. Staff extend vocabulary, model language and follow children's interests through high-quality interactions. Children independently practise what they learn, including writing simple sentences. Early mathematical thinking is taught naturally through play, with children confidently exploring number, shape and simple problem-solving.

Children make secure progress. Whatever their starting points, any gaps in children's learning close over time. The introduction of a consistent handwriting approach is supporting improvement, with most children holding pencils correctly, forming letters accurately and writing simple sentences using the sounds they have been taught.

Positive relationships help children to regulate their behaviour and sustain focus. When needed, adults intervene promptly to re-engage children. Children with barriers to learning are well supported and make progress from their starting points. Staff plan transition into Year 1 well and ensure that there is smooth continuity in children's learning.

Inclusion

Expected standard

The school identifies, assesses and meets pupils' needs through timely assessment, and pastoral and safeguarding systems. Leaders know which pupils have higher levels of need and prioritise support for these pupils accordingly. Staff remove barriers to learning through thoughtful adjustments to teaching and resources. These adaptions include careful teaching of key language and support for pupils to manage their emotions. These approaches support many pupils, particularly those who are still learning to self-regulate and those new to speaking English. Leaders continue to work with teachers to ensure that these adaptations are used consistently across the school.

The school uses its additional funding to ensure that disadvantaged pupils receive timely support. Leaders review pupils' needs regularly and target this funding to address gaps in pupils' learning, wellbeing and confidence. Academic outcomes and attendance for pupils

experiencing disadvantage are positive.

The school supports pupils with special educational needs and/or disabilities (SEND) effectively. Staff put appropriate resources and adaptations in place and enable these pupils to learn alongside their peers. In partnership with teachers, leaders pinpoint the precise knowledge that pupils with SEND need to learn and ensure that lesson adaptations match pupils' starting points closely.

Leadership and governance

Expected standard

Leaders understand the school's strengths and what they still need to do to improve. They focus on changes that will benefit pupils most. For example, leaders have introduced shared ways of working to improve consistency in reading, writing and mathematics. These systems are established, however, they need time to become embedded fully so that they continue to improve outcomes for pupils.

Effective oversight from the trust ensures that the school is supported and challenged where necessary. Those responsible for governance meet their legal duties and monitor key areas of school life. Regular information is used to review standards, safeguarding and staff's wellbeing.

Staff morale is high. They feel supported and confident in leadership decisions. Staff feel that expectations are fair and manageable. Wellbeing is considered alongside plans for school improvement. Professional learning is supported through shared professional learning and guidance. This helps staff to build skills and confidence. Leaders recognise that continued support is needed to ensure that high expectations across all classes and subjects are embedded.

Relationships with parents and carers, the wider community and external professionals are positive. Typically, parents feel the school communicates well, listens to their concerns and works with them to make decisions that supports their child's needs.

Personal development and wellbeing

Expected standard

Leaders clearly structure the curriculum for pupils' personal development and wellbeing, ensuring this is a natural part of daily school life. Staff help pupils to build confidence, take responsibility and develop self-awareness. Pupils learn right from wrong by talking through real situations, such as resolving friendship difficulties or reflecting on the impact of their actions. Staff support pupils to disagree respectfully, apologise when needed and show them how to repair relationships. This helps pupils to develop empathy and moral understanding.

Pupils build social and cultural awareness through discussions linked to stories, current events and shared experiences in school. They learn to recognise and value differences between people and understand that everyone deserves respect. Pupils show a secure understanding of fairness and know that it is fair that some pupils may need different levels of help than others. While the curriculum provides opportunities for pupils to learn about

British values and wider beliefs and cultures, pupils' recall of this learning is limited at times. As a result, some pupils are not as well prepared for life in modern Britain as they could be.

Pupils understand how to look after their mental and physical health. They learn strategies to manage their emotions and know how to seek help when needed. Pupils also learn how to stay safe online, and about real-world risks such as those related to roads, railways and water. Older pupils talk confidently about changes linked to growing up and know where to find support if they need it.

Staff adapt support so that all pupils can take part in school life fully, particularly those with additional needs. Pastoral support is used effectively. Staff know pupils well, respond quickly to pupils' changing needs and work closely with families. Pupils say that adults listen to them and help them to feel safe and ready to learn.

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

Pupils clearly understand the 'Weldon way', which positively shapes how pupils behave each day. They enjoy coming to school and taking part in lessons. They show interest in their work, contribute willingly and talk confidently about what they are learning. Adults encourage pupils to try, practise and improve, helping them to build confidence. In the early years, children are motivated and engaged in their learning.

Pupils are polite and show consideration towards each other, helping to create a positive atmosphere. They follow familiar routines and meet leaders' clear expectations. They move calmly around the school and concentrate in lessons. Parents and carers support this view, describing the school as having a family ethos, and as a kind and caring place where their children feel safe. Bullying is rare and pupils know who to speak to if they have a concern.

Teachers know pupils well and help them to make progress from their starting points. Pupils who need extra help, including those with special educational needs and/or disabilities, are supported to learn alongside their peers. By Year 6, most pupils have made secure progress from their starting points, with many, including those who face barriers to learning, achieving similarly to pupils nationally. Writing is part of daily learning, and pupils often take pride in their books. Occasionally, inconsistencies in teaching means that some pupils have gaps in knowledge and others do not benefit fully from the school's handwriting approach.

Beyond lessons, pupils benefit from wider personal development opportunities that build their confidence, strengthen peer relationships and reinforce the school's values. This helps pupils to grow into thoughtful and responsible members of the Weldon community.

Next steps

- Leaders at all levels should ensure that teaching and assessment consistently and systematically addresses gaps in pupils' knowledge.

- The school should ensure that its curriculum for handwriting develops pupils' transcription and fluency skills effectively, enabling them to write with confidence and independence.
- Leaders should ensure that pupils fully embed their understanding of fundamental British values and the protected characteristics.

About this inspection

This school is part of Peterborough Diocese Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Ruth Walker Green, and overseen by a board of trustees, chaired by Andrew Scarborough.

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 headteacher and other senior leaders and staff during the inspection. The lead inspector spoke with representative of the trust.

The inspectors confirmed the following information about the school:
The principal and assistant principal headteacher took up post in September 2025.

The school does not make use of any alternative provision.

The school runs on-site provision for pupils in the before- and after-school club.

Principal: Lesley Middleton

Lead inspector:
Shaheen Hussain, His Majesty's Inspector

Team inspectors:
Heidi Bastock, Ofsted Inspector
Ian Pearson, 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 21 April 2026

School and pupil context

Total pupils

210
Close to 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

210
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: 300

Pupils eligible for free school meals (FSM)

3.81%
Well below 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

1.90%
Below 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

5.24%
Well below average

What does this mean?

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

National average: 15%

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

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	77%	61%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	83%	62%	Above
2023/24 (final)	69%	61%	Above
2022/23 (final)	79%	60%	Above

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	82%	74%	Above
2024/25 (revised)	87%	75%	Above
2023/24 (final)	72%	74%	Close to average
2022/23 (final)	86%	73%	Above

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	88%	72%	Above
2024/25 (revised)	90%	72%	Above
2023/24 (final)	86%	72%	Above
2022/23 (final)	86%	71%	Above

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	86%	73%	Above
2024/25 (revised)	90%	74%	Above
2023/24 (final)	83%	73%	Above
2022/23 (final)	86%	73%	Above

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	44%	46%	Close to average
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	67%	44%	Above

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	67%	62%	Close to average
2024/25 (revised)	S	63%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	62%	S
2022/23 (final)	83%	60%	Above

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	56%	59%	Close to average
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	67%	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	56%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	67%	59%	Close to average

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	44%	68%	-23 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	67%	66%	0 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	67%	80%	-13 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	83%	78%	5 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	56%	78%	-22 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	67%	77%	-11 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	56%	80%	-24 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	67%	79%	-13 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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)	4.2%	5.2%	Below
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	5.5%	5.9%	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
2024/25 (2 term)	10.5%	13.3%	Close to average
2023/24 (3 term)	13.1%	14.6%	Close to average
2022/23 (3 term)	14.4%	16.2%	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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