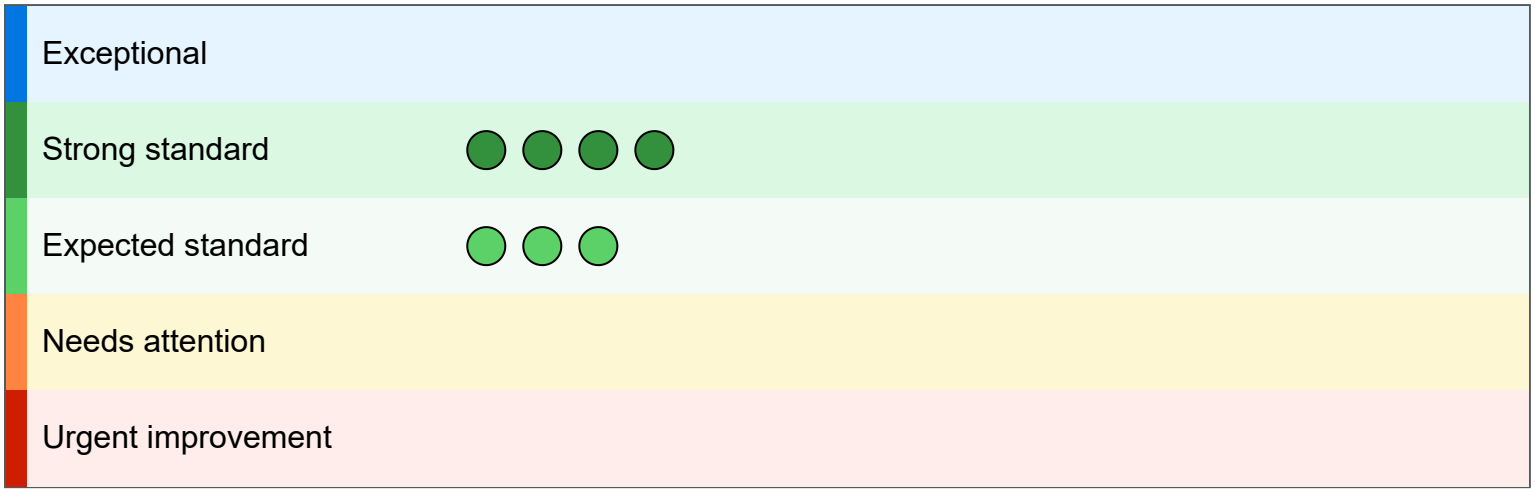
# Guilsborough Academy

**Address:** West Haddon Road, Guilsborough, Northampton, Northamptonshire, NN6 8QE

**Unique reference number (URN):** 136489

# Inspection report: 22 September 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.

# Strong standard

## Attendance and behaviour

**Strong standard**

Leaders provide strategic, meticulous and analytical oversight of attendance. Whole school attendance is in line with national averages and improving, reflecting the impact of strengthened systems and tenacious work with families. Persistent absence has reduced, including for disadvantaged pupils and those with special educational needs and/or disabilities. Leaders act swiftly when concerns arise, using targeted mentoring, structured pastoral support and precise adaptations to help pupils overcome barriers to regular attendance and support re engagement. Where attendance remains low for a small number of pupils, leaders' actions are appropriate and increasingly effective, with clear evidence of sustained improvement over time.

Behaviour across the school is calm, respectful and purposeful. The school is harmonious and has the feel of a school 'family', with pupils conducting themselves extremely well in lessons and around the site. Clear routines and consistent expectations underpin positive conduct. Suspensions have reduced significantly, demonstrating the impact of strengthened behaviour systems and early intervention. Bullying is rare; when it occurs, leaders deal with it quickly, consistently and effectively, ensuring pupils feel safe. Discrimination, harassment, abuse or violence are not tolerated and are addressed robustly. Pupils show very positive attitudes to learning, take pride in their work, and benefit from inclusive approaches that ensure pupils receive appropriate adaptations to meet expectations.

## Inclusion

**Strong standard**

Leaders take a meticulous and analytical approach to identifying pupils' needs. Staff use clear systems to assess barriers early and put in place highly effective strategies that enable pupils to participate fully in the curriculum. Pupils with special educational needs and/or disabilities benefit from carefully sequenced support, precise adaptations and close monitoring of their progress. Targeted intervention helps them keep up, and many make clear and sustained progress from their starting points.

Disadvantaged pupils are exceptionally well supported. Leaders' highly effective use of pupil premium funding strengthens academic progress and wider development. These pupils make good progress from their starting points. Focused teaching closes gaps in reading, writing and mathematics, while enrichment opportunities broaden pupils' horizons and build confidence.

Leaders are tenacious in securing the right help for pupils known, or previously known, to social care. They work closely with external agencies to ensure these pupils receive tailored support that promotes safety, wellbeing and engagement in learning. Other pupils facing barriers, including those with attendance, social or emotional or mental health needs benefit from highly effective support and structured guidance that helps them re-engage and thrive.

The school's nurture provision, 'Outreach', and its use of alternative provision are effective. Pupils receive personalised programmes that meet their needs and support successful reintegration or progression.

## Leadership and governance

**Strong standard**

Leadership at Guilsborough Academy is strategic, ambitious and highly effective. Leaders at all levels have driven rapid and sustained improvement across the school, underpinned by a clear vision and uncompromising commitment to the highest standards. They have an accurate, evidence-based understanding of the school's strengths and areas for development. Priorities are sharply focused on what matters most for pupils, including strengthened curriculum, improved teaching, rising achievement, inclusive practice and high-quality pastoral care. The impact of leaders' work is evident in improved behaviour, significantly reduced suspensions, rising attendance, improving outcomes and a harmonious school culture with a strong 'family' feel.

Governance is rigorous, outward facing and impactful. Trustees meet all statutory duties and provide strong challenge and support. They scrutinise leaders' work and strategic improvement with precision. Trustees' decisions, including investment in careers provision, counselling, inclusion and sixth-form development, have strengthened pupils' opportunities, experiences and outcomes.

Staff wellbeing and workload are monitored closely. Leaders have implemented workload reduction strategies, flexible working arrangements and high-quality professional learning that improves practice and supports sustained improvement. Staff feel valued, supported and proud to work at the school.

Parental, professional and community engagement is strong. Leaders work closely with families, external agencies and local partners, ensuring pupils benefit from a rich network of support and opportunity.

## Personal development and wellbeing

**Strong standard**

Personal development and wellbeing sit at the heart of Guilsborough Academy's work, shaped by the values-driven culture of 'The Guilsborough Way'. Leaders provide strong strategic leadership, ensuring the programme is well-sequenced, ambitious and deeply embedded across the school. Pupils' social, moral, spiritual and cultural development is promoted highly effectively. They learn about different religions, diversity, protected characteristics and respectful relationships, and articulate confidently why kindness, tolerance and equality matter. Pupils are taught explicitly about online and offline risks, including misogyny, vaping, knife crime, artificial intelligence and deepfakes. Assemblies, tutor time and 'life skills' lessons reinforce fundamental British values, helping pupils understand how these shape responsible citizenship and conduct.

The school's personal development offer is inclusive and highly effective for all pupils. Leaders adapt provision thoughtfully so pupils with special educational needs and/or disabilities, disadvantaged pupils and those known to social care can access the full programme.

Pastoral support is a significant strength, with mentoring, counselling and structured interventions helping pupils build resilience and feel part of a caring school community. The pupil parliament is a powerful vehicle for leadership; pupils influence meaningful change,

including uniform adaptations, culture day and improvements to teaching cover arrangements.

Enrichment is extensive, with a vast array of clubs ranging from sports and coding to yarn club and tabletop gaming. Participation is strong, including for disadvantaged pupils and pupils with special educational needs and/or disabilities. Trips and experiences such as skiing, rock climbing and global ambassador conferences, broaden horizons and build confidence. Pupils consistently describe the school as a ‘family’, and this is evident in their conduct, relationships and pride in the community.

Careers education is strong. All pupils in Year 10 and Year 12 complete work experience, and the school provides a structured programme offering impartial guidance and meaningful employer encounters. As a result, pupils are very well prepared for adulthood and their next steps, progressing highly successfully to sustained education, apprenticeships and employment.

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## Expected standard

### Achievement

**Expected standard**

Pupils at Guilsborough Academy achieve well. They benefit from a broad and ambitious curriculum that enables them to develop secure foundational knowledge across subjects and make good progress from their starting points. At key stage 4, pupils’ attainment is consistently in line with national averages in English, mathematics and across the wider curriculum. Achievement is improving, reflecting the impact of rapid school improvement and strengthened curriculum and teaching.

Disadvantaged pupils and those with special educational needs and/or disabilities make increasingly positive gains. Many now achieve outcomes that match or exceed those of their peers, demonstrating the effectiveness of targeted support and precise adaptations that typically reduce barriers to learning.

In the sixth form, students achieve well over time. A level and Applied General results are historically in line with national averages and show clear improvement as recent curriculum and teaching developments embed. High retention into Year 13 and strong progression to university, apprenticeships and employment indicate that students are very well prepared for their next steps.

### Curriculum and teaching

**Expected standard**

Leaders provide clear strategic direction for the curriculum and teaching. Their meticulous and analytical oversight ensures that subject leaders design ambitious curriculums that are sequenced logically, enabling all pupils and students in the sixth form to revisit and deepen key concepts, building knowledge securely over time. Staff benefit from a well-considered structured programme of professional learning. As a result, pupils typically experience well structured lessons, clear explanations and routines alongside effective checking for

understanding that help them learn successfully from their starting points. As a result, achievement is improving as these strengthened approaches become embedded.

The curriculum is inclusive. Staff have a sharp understanding of pupils' vulnerabilities and respond with high expectations and tailored support that build confidence and independence. As a result, pupils engage positively, achieve well and are increasingly well prepared for future learning. Teachers adapt learning thoughtfully so pupils with special educational needs and/or disabilities and disadvantaged pupils can access the full curriculum and make sustained progress.

Securing strong foundations is a priority. Pupils develop essential reading, writing and mathematical knowledge through carefully structured teaching and targeted intervention. Those in the early stages of reading receive highly effective support that enables them to access the curriculum confidently and make secure progress.

**Post-16 provision** **Expected standard**

Leaders provide highly effective leadership of the sixth form provision. They have established a culture of high ambition and strong pastoral care. Curriculum leadership is meticulous: programmes of study are well sequenced, academically demanding and responsive to students' needs. Teaching is typically effective. Teachers use expert subject knowledge, precise modelling and probing questioning to deepen understanding and build independence. Recent improvements in the curriculum and teaching are evident in the high standards of current students' work, and outcomes in A level and Applied General qualifications are historically in line with national averages and improving. Retention into Year 13 is exceptionally high.

The curriculum is inclusive. Adaptations for students with special educational needs and/or disabilities are thoughtful and effective, enabling them to access the full range of subjects and achieve well. Disadvantaged students benefit from targeted academic and pastoral support that helps them sustain progress and remain engaged.

Preparation for next steps is a significant strength. Students receive precise, timely careers guidance that enables them to make confident, informed decisions about university, apprenticeships and employment.

Leadership development is embedded. Sixth form students mentor younger pupils, including supporting their reading. Wider opportunities include societies such as 'MedSoc' and a regular programme of external speakers that broaden interests and deepen career understanding. Students leave as capable, articulate and well prepared young adults, ready to thrive in their next stage.

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

Being a pupil at Guilsborough Academy means being part of a school shaped by 'The Guilsborough Way': a culture of kindness, respect, high ambition and responsibility.

Relationships between pupils and staff are consistently strong, creating a positive climate in which pupils feel known, respected and supported. Warm interactions and clear expectations help pupils develop confidence and a strong sense of self-belief. Pupils who face barriers to learning or wellbeing receive effective support; their needs are identified promptly and personalised strategies enable them to participate fully and make secure progress.

Pupils access a broad curriculum and receive appropriate adaptations when needed. They benefit from organised teaching, clear explanations and a curriculum that builds knowledge securely from their starting points. High expectations and consistent routines help pupils settle quickly and begin learning without delay.

Behaviour is excellent. Classrooms are calm and purposeful, with pupils settling quickly and engaging well with their learning. Bullying is addressed swiftly and effectively, and staff intervene early when pupils need help. Pupils benefit from accessible pastoral and wellbeing provision which helps them feel safe and able to learn. Attendance is improving, with clear routines and close monitoring helping pupils attend regularly and remain engaged in school life. As a result of this strong culture and high-quality support, pupils and students in the sixth form achieve well, with performance in national examinations broadly in line with national averages and continuing to improve. They are well prepared for their next steps, progressing highly successfully to university, apprenticeships and employment.

Pupils are included in all aspects of school life and experience a strong sense of belonging. A wide range of enrichment activities is available. Pupils take part in trips such as skiing, theatre visits and overseas experiences. Opportunities such as student parliament leadership roles enable pupils to contribute actively to the school community and develop confidence beyond the academic curriculum.

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## Next steps

- Leaders should make sure that all staff consistently adapt their teaching and assessment effectively so that every pupil receives the right level of support and challenge to strengthen their knowledge and essential skills.

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## About this inspection

This school is part of Guilsborough Multi Academy Trust. The trust consists of one school, Guilsborough Academy, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Simon Frazer (who is also the principal) and overseen by a board of trustees, chaired by Kevin Rogers.

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 chair of trustees and members of the board, the principal and a range of senior and middle leaders 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 currently uses 3 unregistered and 2 registered alternative provisions.

Principal: Mr Simon Frazer

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**Lead inspector:**
Anne Maingay, His Majesty's Inspector

**Team inspectors:**
Stephen Long, Ofsted Inspector
Gary Carlile, Ofsted Inspector
Andrew Edwards, Ofsted Inspector
Charlotte Kearns, His Majesty's 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 22 September 2026

## School and pupil context

### Total pupils

**1,198**
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: 1,063

**School capacity**

## 1,412
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)**

## 16.07%
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: 30.4%

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

## 2.09%
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: 3.53%

**Pupils with special educational needs (SEN) support**

## 10.68%
Below 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 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)** | 41.5% | 45.4% | Close to average |
| **2023/24 (final)** | 44.6% | 45.9% | Close to average |
| **2022/23 (final)** | 54.3% | 45.3% | Close to average |

### 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)** | 46.6 | 46.1 | Close to average |
| **2023/24 (final)** | 46.1 | 45.9 | Close to average |
| **2022/23 (final)** | 49.4 | 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)** | -0.17 | -0.03 | Close to average |
| **2022/23 (final)** | 0.00 | -0.03 | Close to average |
| **2021/22 (final)** | -0.09 | -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)** | 25.8% | 25.8% | Close to average |
| **2023/24 (final)** | 14.6% | 25.8% | Below |
| **2022/23 (final)** | 20.0% | 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)** | 35.4 | 34.9 | Close to average |
| **2023/24 (final)** | 29.3 | 34.6 | Below |
| **2022/23 (final)** | 33.4 | 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)** | -1.15 | -0.57 | Below |
| **2022/23 (final)** | -0.71 | -0.57 | Close to average |
| **2021/22 (final)** | -0.18 | -0.55 | 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)** | 25.8% | 53.1% | -27.3 pp |

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **2023/24 (final)** | 14.6% | 53.1% | -38.5 pp |
| **2022/23 (final)** | 20.0% | 52.4% | -32.4 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)** | 35.4 | 50.4 | -15.0 |
| **2023/24 (final)** | 29.3 | 50.0 | -20.7 |
| **2022/23 (final)** | 33.4 | 50.3 | -16.9 |

### 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)** | -1.15 | 0.16 | -1.31 |
| **2022/23 (final)** | -0.71 | 0.17 | -0.87 |
| **2021/22 (final)** | -0.18 | 0.15 | -0.34 |

## 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)** | 95% | 93% | Average |
| **2021 leavers (revised)** | 96% | 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)** | 35.02 | 35.00 | Close to average |
| **2023/24 (final)** | 33.05 | 34.38 | Close to average |
| **2022/23 (final)** | 36.85 | 34.16 | Close to average |

### 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)** | 0.1 | 0.0 | Close to average |
| **2023/24 (revised)** | 0.0 | 0.0 | Close to average |

## 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)** | 8.0% | 8.4% | Close to average |
| **2023/24 (3 term)** | 9.4% | 8.9% | Close to average |
| **2022/23 (3 term)** | 9.8% | 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)** | 22.5% | 23.4% | Close to average |
| **2023/24 (3 term)** | 28.1% | 25.6% | Close to average |
| **2022/23 (3 term)** | 27.8% | 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.

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