

# Inspection of a good school: Edge Hill Academy

Sycamore Road, Stapenhill, Burton-on-Trent, Staffordshire DE15 9NX

---

Inspection dates: 30 and 31 January 2024

## **Outcome**

Edge Hill Academy continues to be a good school.

The headteacher of this school is Simon Russell. This school is part of the Fierté Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Maria Hamblin, and is overseen by a board of trustees, chaired by Zoe Insley.

## **What is it like to attend this school?**

It is an exciting time to be at Edge Hill Academy. In recent years, there have been many changes that have introduced new ways of doing things. There exists a determination to drive sustained improvements for the good of the pupils and families that the school serves.

A newly implemented curriculum is improving what pupils know and remember. Pupils speak with excitement about some of the subjects they study and are increasingly able to link prior learning to new. Leaders are doing the necessary things to ensure that all pupils fulfil their academic potential quickly.

Most pupils behave exceptionally well. They are polite and welcoming. Many demonstrate positive attitudes to learning and feel that strong relationships with each other and staff help them to feel happy and safe.

There are many opportunities for pupils to develop their talents and interests. Debating club, forest school and being part of the many school teams are all things that pupils feel support their wider enjoyment of school. Many feel that their voice and ideas really matter and that being a pupil leader is something to be really proud of.

## **What does the school do well and what does it need to do better?**

There is a culture of openness and challenge that exists between leaders and the trust. In partnership, they have taken a considered approach to making necessary changes to the curriculum. Governors have an increasingly accurate view of the school's performance and are able to hold leaders to account. There is a strong team spirit and a shared

understanding of why changes are needed. Many parents agree that the school is now supporting their children well.

The newly implemented curriculum is supporting pupils' learning well, and pupils are making better progress because of it. Leaders at all levels have high ambition for all pupils to leave the school prepared for their next stage in education.

Developments to the curriculum have, in some subjects, been recent. The school has taken time to ensure that all staff understand, and are consistently delivering, agreed approaches. However, due to the recent implementation of learning sequences in some subjects, not all pupils have sufficient prior knowledge to be able to deepen their understanding of the new concepts they learn. The gaps in pupils' prior learning are yet to be fully identified and addressed.

The development of effective subject leaders has been a key focus for this school. Some subject leaders have an accurate view of how learning sequences are supporting what pupils know and can do. However, for others, there is not yet an understanding of whether pupils are acquiring the subject-specific skills and knowledge they need to deepen their understanding.

Pupils who are still at the early stages of reading are well supported through the use of phonics interventions. The interventions are helping to develop pupils' reading fluency and comprehension skills. Staff model the reading process well and share their love of reading through daily story time. Many pupils feel that listening to whole-class stories in this way makes them excited to find out what happens next. Some are developing a love of reading, and many read at home regularly.

Pupils with special educational needs and/or disabilities are supported effectively and achieve well. The processes for identifying whether pupils may require additional support are understood by all staff. Support plans identify the best way to enable pupils to access the same curriculum as their peers.

Most pupils behave exceptionally well and attend school regularly. The school is calm and classrooms are places where pupils can learn without disruption. In corridors, pupils hold doors open for each other and welcome visitors with kindness and curiosity. They feel proud of their school and care about how others view it.

Pupils feel that their talents and interests are supported by the many wider opportunities provided. Visiting the local care home, raising money for charities and learning Makaton to support others are just a few examples of how pupils learn the importance of being kind. Pupils in Year 6 hold important leadership positions, such as 'yellow hats' where they learn to support others who might need their help.

## **Safeguarding**

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Recent changes to some curriculum learning sequences mean that pupils have gaps in their learning, as they have not covered the whole curriculum. This means that pupils do not have sufficient knowledge in some areas to develop a deep understanding of the new concepts they encounter. The school should ensure that teachers identify and address any gaps in pupils' learning to enable them to learn new concepts successfully.
- Some leaders have not been able to monitor the impact that their respective subject curriculums is having on the development of pupils' subject-specific knowledge and skills. This means that the identification of whether refinements to learning sequences are required has not yet taken place. The school should support all leaders to monitor the implementation of the curriculum effectively.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Edge Hill Junior School, to be good in April 2016.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium](#)

[funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	147569
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10294688
<b>Type of school</b>	Junior
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	348
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Zoe Insley
<b>CEO of the trust</b>	Maria Hamblin
<b>Headteacher</b>	Simon Russell
<b>Website</b>	<a href="http://www.edgehill.fierte.org">www.edgehill.fierte.org</a>
<b>Date(s) of previous inspection</b>	Not previously inspected

## Information about this school

- This school is a converter academy and has joined the Fierté Multi-Academy Trust since the last inspection in 2016.
- There have been changes to the leadership at this school since the last inspection.
- The school does not use alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector met with a range of leaders, including those responsible for the curriculum, teaching and learning, behaviour, attendance, personal development and safeguarding.
- The inspector carried out deep dives into early reading, mathematics and history. For each deep dive, the inspector spoke to subject leaders, visited a sample of lessons, spoke to teachers, talked to pupils about their learning and behaviour and considered samples of pupils' work.
- The inspector also considered the curriculum in other subjects.
- The inspector spoke with the chief executive officer and the deputy chief executive officer of the trust.
- The inspector met with two members of the local governing board.
- The inspector considered the responses to Ofsted Parent View and the free-text comments from parents.
- The inspector considered the responses to the surveys for staff and pupils.

### **Inspection team**

Antony Bradshaw, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024