

Inspection of a school judged good for overall effectiveness before September 2024: Edlington Victoria Academy

Victoria Road, Edlington, Doncaster, South Yorkshire DN12 1BN

Inspection dates:

11 and 12 February 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The executive principal of this school is Emily Clark. This school is part of Exceed Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Beryce Nixon (OBE), and overseen by a board of trustees, chaired by John Blount.

What is it like to attend this school?

Leaders' high expectations are evident at every stage of pupils' journey in the school. These expectations consistently translate into pupils' achievements. Pupils, including those with special educational needs and/or disabilities (SEND), achieve exceptionally well.

The school's expectations for academic achievement are matched by how they want pupils to behave. The school deliberately and skilfully teaches pupils how to behave. 'Wonderful walking' and 'marvellous manners' from pupils are commonplace. Teaching of these clear behaviour expectations begins in the early years. Children in the early years learn to be motivated and enthusiastic about school life. Pupils love their learning. They work with independence and focus. Pupils are rightly proud of their learning in different subjects.

The school teaches pupils to be highly respectful and considerate of others. Pupils develop an extremely clear moral compass. They have a clear understanding and awareness of important issues, such as prejudice and discrimination. Pupils are respectful of the similarities and differences between groups in society. Staff ensure that pupils experience an environment of consistency and care.

Over time, pupils develop a deep well of knowledge, skills and values that leave them very well prepared for the next stage of their education.

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

Pupils, including children in the early years, experience a curriculum that is ambitious and skilfully taught. The school has considered in detail the knowledge and vocabulary that pupils need at each stage of their learning. The curriculum is carefully designed and crafted to give pupils the knowledge they need to understand the wider world. For example, in history, pupils learn about social developments that protect children from being forced to work. Pupils link this to protecting vulnerable members of society. Staff give pupils frequent opportunities to recap and build on what they have previously learned. Pupils talk about how the recap parts of their lessons help them to learn.

In the early years, children build a strong set of skills and a broad base of knowledge to prepare them for key stage 1. Pupils with SEND are quickly identified and supported. They receive the support they need to achieve extremely well, both academically and socially.

Reading is a relentless focus in school. This focus begins in the early years, where staff are adept at gradually building children's vocabulary across the curriculum. The phonics curriculum is well constructed and taught with consistency. Pupils quickly develop the phonics knowledge they need to become fluent readers. Pupils who need support with reading are identified and well supported. They get the right support at the right time. Staff are confident teachers of reading. Staff expertly support pupils to apply their phonics knowledge to their writing. Staff receive regular training and feedback from leaders about their phonics teaching.

The school's work to develop a culture of high attendance is exceptional. Leaders are unapologetic and relentless in their drive to get as many pupils into school as often as possible to benefit from the aspirational curriculum. The school works closely with parents and carers to identify and overcome barriers to attendance. Pupils talk about how important it is to be in school. The systems to identify potential low attendance and the support put in place to increase attendance mean that the overwhelming majority of pupils in school have excellent attendance.

The school provides a high-quality offer for pupils' broader development. Pupils are supported to see themselves as special individuals and to consider the thoughts, feelings and perspectives of others. The school supports pupils to develop aspirations for the future. Pupils are taught about different careers that link to the subjects they are being taught. Pupils are taught to understand healthy relationships, how to stay safe online and the range of protected characteristics in the wider world. Pupils learn to think of others and contribute to community projects that support vulnerable people. The impact of the personal development offer can clearly be seen in the character and values that pupils develop.

Leaders are committed to providing pupils in this community with an education that improves their life chances. The school continually focuses on the impact of its actions on pupils' achievement and experiences. Leaders' actions since the last inspection have significantly improved the quality of education. Governors and trustees have a clear and highly accurate picture of the school's performance. Leaders at all levels speak with one

voice about their ambition for pupils. The school gives due consideration to the workload and well-being of staff.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 school to be good for overall effectiveness in January 2020.

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

Unique reference number	144347
Local authority	Doncaster
Inspection number	10346688
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	295
Appropriate authority	Board of trustees
Chair of trust	John Blount
CEO of the trust	Beryce Nixon (OBE)
Principal	Emily Clark
Website	www.edlingtonvictoria.co.uk
Dates of previous inspection	28 and 29 January 2020, under section 5 of the Education Act 2005

Information about this school

- The school is part of Exceed Learning Partnership.
- The school uses three registered alternative provisions.

Information about this inspection

- Inspections are a point-in-time evaluation 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.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector met with the executive principal, the head of school and other senior leaders. The inspector met with the chair of the governing body and other governors. The inspector also met with trustees and the CEO.
- 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 examined a range of school documents relating to behaviour, attendance and governance, as well as leaders' self-evaluation of the school.
- The inspector considered the responses to Ofsted's online survey for parents, Ofsted Parent View, and the results of Ofsted's staff survey.

Inspection team

Liam Colclough, lead inspector

Ofsted Inspector

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