

# Inspection of a school judged outstanding for overall effectiveness before September 2024: Edna G. Olds Academy

Church Street, Lenton, Nottingham, Nottinghamshire NG7 1SJ

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Inspection dates:

7 and 8 May 2025

## Outcome

Edna G. Olds Academy has taken effective action to maintain the standards identified at the previous inspection.

The executive headteacher is Melany Pemberton. The head of school is Hannah Crotty. This school is part of the L.E.A.D 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 (CEO), Diana Owen, and overseen by a board of trustees, chaired by Andy Buck.

## What is it like to attend this school?

Pupils are proud to attend this warm and extremely welcoming school. Staff know the pupils very well and care for them deeply. Pupils are happy and safe here.

Behaviour is exemplary. Children in the early years, settle into routines quickly, working and playing together harmoniously. Pupils enjoy their learning free from disruptions. No learning time is wasted. Around the school, pupils are polite, highly respectful and friendly.

The school has the very highest expectations of all pupils. Pupils strive to meet these expectations. They are resilient and produce work of excellent quality right across the curriculum. Pupils achieve extremely well. They are very well prepared for their next stages in education.

The culture at the school is underpinned by mutual respect. Pupils told the inspector that, 'Everybody is equal and everybody has a voice.' They express this view because of the way that staff, and other pupils, listen to what they have to say and take their ideas seriously. In classrooms, pupils work collaboratively on tasks, sharing responsibilities without any fuss. Many pupils proudly take on leadership roles with one of the school

councils, as ambassadors or in the safeguarding team. They demonstrate great maturity in the way that they support the school community.

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

The school's highly ambitious curriculum is designed with expert precision. It supports pupils to gain a deep understanding of the important knowledge across the full range of national curriculum subjects. At every stage, and in all subjects, the school has identified precisely the knowledge and vocabulary that pupils will learn. The curriculum is sequenced well so that pupils encounter increasingly complex subject matter as they progress.

Reading is at the heart of the curriculum. In the early years and key stage 1, staff deliver the phonics programme with considerable skill so that almost all pupils quickly learn to read. Any pupils who struggle, or fall behind, are very well supported to catch up quickly. Pupils practise reading often from books that match their stage of reading and help them to develop their fluency and confidence. As they progress through the school, pupils encounter a very wide range of challenging and interesting texts. These texts are chosen carefully to help broaden pupils' understanding of the world and to extend their vocabulary.

The school identifies quickly and accurately when pupils have special educational needs and/or disabilities (SEND). Information about these pupils' needs is shared with well-trained staff who adapt learning activities and provide support when it is needed.

Teachers have excellent subject knowledge. They present information clearly and carefully. Teachers also check that pupils have understood the important ideas securely before moving on. Pupils have lots of meaningful opportunities to learn and use subject-specific vocabulary. Teachers revisit previous topics routinely and encourage pupils to make connections to what they have learned before. They identify and resolve pupils' misconceptions quickly. They give pupils plenty of time to explore ideas and practise key skills. Pupils engage purposefully and enthusiastically with all learning activities. They gain knowledge securely and produce high-quality work.

In the early years, the rich learning environment is designed to excite children's curiosity and support them to develop their communication and social skills. Staff prioritise getting to know the children very well. They make sure that learning activities are matched precisely to children's stage of development and take account of their interests. Children show high levels of focus and independence as they learn and play.

The school prepares pupils for their lives in modern Britain exceptionally well. Pupils learn to appreciate the fundamental British values. They learn how to understand equality and celebrate diversity. There are many opportunities to explore a wide range of faiths and cultures. For example, visitors to the school from diverse backgrounds share their stories and experiences. Pupils eagerly celebrate different religious festivals and enjoy visits to a range of places of worship.

Pupils value the wide variety of extra-curricular activities on offer at the school. Clubs in sports, and arts and crafts provide opportunities to develop their talents and interests. Weekly yoga sessions promote mindfulness and support pupils' well-being. Trips and visits, including a residential trip in Years 5 and 6, provide pupils with memorable experiences.

The school is led exceptionally well. School leaders are very well supported by the multi-academy trust and the governing body. Together, they routinely evaluate the school's work and strive to ensure that the curriculum and the wider provision promote the very best outcomes for all pupils. Staff are proud to be part of this school. They appreciate the way that the school supports them to manage their workload and develop their professional expertise.

## **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 outstanding 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 outstanding for overall effectiveness in March 2019.

## **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>	137525
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10347513
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	237
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andy Buck
<b>CEO of the trust</b>	Diana Owen
<b>Headteacher</b>	Melany Pemberton (Executive headteacher) Hannah Crotty (Head of school)
<b>Website</b>	<a href="http://www.ednagoldsacademy.co.uk">www.ednagoldsacademy.co.uk</a>
<b>Dates of previous inspection</b>	20 and 21 March 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is part of L.E.A.D Academy Trust.
- The school does not use any alternative provision.

## 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 his evaluation of the school.
- The inspector met with the executive headteacher, the head of school and other school leaders.

- The inspector met with leaders from the multi-academy trust, including the deputy chief executive officer, as well as representatives of the governing body, including the chair of governors.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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 spoke to a number of pupils, staff and parents to hear their experiences of the school. The inspector also considered views expressed in the online staff survey and through Ofsted Parent View.

### **Inspection team**

John Spragg, lead inspector

His Majesty's Inspector

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