

Inspection of The Green Flying High Academy

13 New Street, South Normanton, Alfreton, Derbyshire DE55 2BS

Inspection dates:	1 and 2 October 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Jess Smith. The school is part of Flying High Trust, which means that other people also have responsibility for running the school. The school is run by the chief executive officer, Chris Wheatley, and overseen by a board of trustees, chaired by Neil Robinson.

What is it like to attend this school?

Pupils at The Green Flying High Academy enjoy an exceptional standard of education. They benefit from the highest-quality teaching, day in and day out. No moment is wasted, and nothing is left to chance. All pupils thrive at this ambitious and supportive school. Pupils' achievements are remarkable.

Pupils' behaviour is outstanding. They have a zest and a thirst for learning. They are incredibly enthusiastic and really keen to share all the wonderful things they know and can do. In lessons, pupils listen respectfully and participate actively. Their neat, high-quality work shows how hard they try in everything they do.

The Green is a cheerful, happy school. It is a place where pupils feel welcome, valued, trusted and safe. They attend well. Pupils know that being part of 'Team Green' means making every day count and always doing their best. Pupils live and breathe the school's eight values of aspiration, confidence, creativity, enjoyment, kindness, perseverance, pride and responsibility.

Parents and carers are full of admiration for the school. They like its nurturing ethos and praise the high level of care their children receive. Parents recognise and appreciate the improvements that have taken place since The Green joined Flying High Trust.

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

The standard of education at The Green is excellent. Pupils produce work of the highest quality across the curriculum. They can articulate what they have learned before, remembering important knowledge, concepts and vocabulary. The published outcomes at the end of key stage 1 in 2023 show that pupils consistently achieve very well in reading, writing and mathematics.

The school's curriculum has been designed specifically to meet pupils' needs and celebrate the local area. It is planned meticulously. Staff teach the curriculum step by step, helping pupils to deepen their understanding by building on what has gone before. All lessons begin by 'reactivating' prior learning. Pupils are invited to 'bring their knowledge forward' so that new content can be connected to what pupils have learned before. Teachers emphasise and repeat the most important 'sticky' knowledge so that pupils remember it securely.

Language and communication sit at the heart of the school's curriculum. All early years staff engage children in high-quality, back-and-forth discussions. Adults use these interactions to introduce new words and help children express themselves. Growing pupils' vocabulary is a key aspect of all subjects. Teachers use visual prompts alongside new words so that pupils remember their meanings. Sentence stems help pupils use new terms correctly.

There is a sharp focus on early reading, writing and mathematics. For instance, staff ensure that pupils master the basics of spelling, handwriting and sentence formation

before moving them on to more complex tasks. Frequent modelling of these skills, and plenty of practice, helps pupils become proficient in them. Staff are experts in the teaching of reading. As a result, pupils quickly become confident, accurate and fluent readers.

Disadvantaged pupils benefit from a curriculum that has been deliberately constructed with their needs in mind. The support for pupils with special educational needs and/or disabilities (SEND) is precise and effective. Staff adapt the curriculum well so that pupils with SEND can access the curriculum and be successful. Consequently, disadvantaged pupils and pupils with SEND achieve very well in all subjects.

The school's first-rate early years provision ensures that children know how to be effective learners. Staff teach children how to work on their own and as part of a team. They help children sustain their concentration and solve problems. Such high-quality experiences in the early years provide the foundation for the impeccable learning behaviours that pupils exhibit throughout the school.

Pupils' spiritual, moral, social and cultural education is an intrinsic feature of school life. Through high-quality stories, for instance, pupils learn about people's differences, what it means to be a good friend and how to be safe and healthy. Well-chosen curriculum content means that pupils learn about equality and diversity in all subjects. The school's programme of character education is exemplary. It supports pupils in becoming resilient, independent and respectful. Pupils make the most of the wide range of clubs, roles, events and trips on offer to develop their talents and interests.

Staff receive the highest-quality training to teach the school's curriculum. Staff feel valued, supported and empowered. They love being part of 'Team Green'. Leaders at the school and from the trust, including those responsible for governance, check closely on all aspects of the school's work to ensure that their vision is being realised and that pupils constantly receive the very best.

Safeguarding

The arrangements for safeguarding are effective.

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	146784
Local authority	Derbyshire
Inspection number	10324207
Type of school	Infant
School category	Academy converter
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	Board of trustees
Chair of trust	Neil Robinson
CEO of the trust	Chris Wheatley
Headteacher	Jess Smith
Website	www.green.derbyshire.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The Green Flying High Academy converted to become an academy school in November 2019 as part of Flying High Trust. When its predecessor school, The Green Infant School, was last inspected by Ofsted, it was judged to be inadequate overall.
- The headteacher took up the role in March 2023.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, mathematics and geography. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke with teachers, spoke with pupils and looked at samples of pupils' work.
- Inspectors also considered pupils' learning in English, science, art and design, music, physical education, religious education and personal, social and health education.
- Inspectors met with the headteacher, the deputy headteacher, subject leaders, teachers and support staff. Inspectors also met with leaders with responsibility for pupils with SEND, behaviour, attendance and personal development.
- To evaluate the effectiveness of safeguarding, inspectors: 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.
- Inspectors examined a range of school documents relating to behaviour, attendance and governance, as well as leaders' self-evaluation of the school.
- The lead inspector listened to a sample of pupils in Year 1 and Year 2 read. Inspectors met with groups of pupils from different year groups.
- The lead inspector met with members of the local governing body, including the chair. The lead inspector held a discussion with representatives of the multi-academy trust.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, and the results of Ofsted's staff survey.

Inspection team

Shaun Carter, lead inspector

His Majesty's Inspector

Andrew Monaghan

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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