Inspection of Greenwood Primary and Nursery School

Sutton Middle Lane, Kirkby-in-Ashfield, Nottingham, Nottinghamshire NG17 8FX

Inspection dates:	3 and 4 June 2025
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Outstanding**
Leadership and management	**Outstanding**
Early years provision	**Outstanding**
Previous inspection grade	Good

The headteacher of this school is Kim Tucker. This school is part of Flying High 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), Chris Wheatley, and overseen by a board of trustees, chaired by Neil Robinson.

What is it like to attend this school?

Pupils are happy and enjoy attending this inclusive and nurturing school. They feel safe. Pupils talk with enthusiasm about school life. They are highly motivated to learn. Staff share a belief that pupils can be successful and that the school can help them to be their best selves. Well-established routines enable pupils to meet these expectations. As a result, pupils focus on their learning and achieve well. Pupils value the range of rewards they earn for doing their best.

Pupils' behaviour and attitudes are excellent. As a result, pupils concentrate on their learning and take pride in their work. Pupils' relationships with each other and adults are strong and caring. They treat one another with high levels of respect and courtesy.

Pupils benefit from an exceptional curriculum for personal development that is both ambitious and relevant. They develop their talents and interests in music and sport. Residential visits allow them to experience life beyond the local area. Many pupils develop their leadership and interpersonal skills as 'eco reps' and 'peer mentors'.

Parents and carers overwhelmingly value the work that the school does, with a typical comment being: 'We have nothing but praise for the school and the teaching staff. They go above and beyond to ensure my children are well educated, happy and safe.'

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

The school has carefully considered the needs of all pupils and created a curriculum that is broad and aspirational. The curriculum sets out what pupils will learn as they progress through the school. Learning is well sequenced so that pupils are given opportunities to build on what they have learned before. This ensures that they develop their knowledge and skills confidently over time. All pupils, including those who are disadvantaged, achieve well over time.

In lessons, staff present information clearly and demonstrate good subject knowledge. They check pupils' understanding regularly and help them when they find work challenging. This means pupils gain a secure knowledge in much of the curriculum. However, the school recognises that there is more to do to ensure that teachers have strong subject knowledge to teach some wider curriculum subjects consistently well. The school has begun to act to address this.

Learning to read is given the highest priority. Staff deliver the school's phonics programme extremely effectively. They read to pupils every day. Older pupils continue to enjoy reading, tackling books of increasing difficulty with confidence. They speak with enthusiasm about books that they have read. Those who need further help with reading receive specific targeted support to help them catch up. As a result, pupils read with confidence and fluency.

Support for pupils with special educational needs and/or disabilities (SEND) is a significant strength. The school identifies pupils' needs promptly. It seeks appropriate advice from

external agencies to support pupils' specific needs. Pupils with SEND access the full curriculum. Plans to support their learning are clear. Staff use the plans consistently effectively to adapt their teaching to meet these pupils' needs. Consequently, pupils with SEND achieve well.

Children make a highly positive start in the early years, particularly in reading and mathematics. Staff ensure that learning activities are designed with precision so that children's knowledge and skills are developed securely. The environment is carefully designed to give children access to resources that help to build their independence. Staff provide skilful support so that children develop their early language through songs, rhymes and focused communication activities.

The school checks pupils' attendance closely. It works successfully with families to ensure that pupils attend as often as possible. Consequently, many pupils who had high rates of absence now attend school regularly. The school's expectations for good behaviour are met by pupils, including those in the early years. Pupils consider the behaviour policy to be fair.

Pupils have access to a rich programme for personal development. It is at the core of everything the school does. The school provides many opportunities and experiences that broaden pupils' horizons. Pupils have a secure understanding of different faiths and the fundamental British values. As a result, they are well prepared for life in modern Britain. Pupils learn to keep themselves healthy and safe. Pupils learn about healthy relationships at an age-appropriate level. Film club, science club, and 'clay creators' club are examples of the many popular extra-curricular activities which the school provides.

Trustees and local governors have a sharp and thorough oversight of the impact of the school's actions. As a result, the challenge and support they provide ensures that the school's work is focused on providing the very best for pupils. Staff value the high-quality training they receive. They appreciate leaders' consideration of their workload and well-being. Staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the planned curriculums are not routinely implemented in line with leaders' expectations, as key subject knowledge and subject disciplinary knowledge are not taught consistently well. Consequently, some pupils do not learn as well as they could. The school should ensure that teachers have the expertise to deliver the intended curriculum in all subjects so that pupils build the knowledge they need.

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	143295
Local authority	Nottinghamshire County Council
Inspection number	10347638
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	437
Appropriate authority	Board of trustees
Chair of trust	Neil Robinson
CEO of the trust	Chris Wheatley
Headteacher	Kim Tucker
Website	www.greenwoodprimary.org.uk
Date of previous inspection	12 June 2019, under section 8 of the Education Act 2005

Information about this school

- 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. The lead inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics, art and science. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors held meetings with leaders responsible for behaviour, attendance, reading, personal development, pupil premium funding and special educational needs.
- To evaluate the effectiveness of safeguarding, the lead 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.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.
- The lead inspector took account of the responses to the Ofsted online surveys for staff and parents.
- The lead inspector met with the CEO of the trust, a trust leader and the chair of the local board of governors.

Inspection team

Stephen Long, lead inspector	Ofsted Inspector
Linda Azemia	Ofsted Inspector
Sally Wicken	Ofsted Inspector
Tom Hawkins	Ofsted Inspector

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