

Inspection of Walton Peak Flying High Academy

Whitecotes Lane, Chesterfield S40 3HJ

Inspection dates: 5 and 6 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Mark Parkinson. This school is part of Flying High 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?

This school has improved markedly in recent years. Pupils appreciate the school's warm and welcoming environment, where everyone and everyday matters. Parents and carers know that staff go the extra mile to make sure that pupils feel valued and happy. Pupils want to come to school because, as one of them was eager to explain, 'it will make them smart for the future'.

Positive relationships play a crucial role in the school's culture. Pupils know that staff expect them to 'do the right thing, in the right way, at the right time'. Most pupils conduct themselves well and are typically polite and respectful. They like playing together during social times. They love gaining points for having positive attitudes and behaving well. However, in lessons, some pupils get distracted too easily from the task in hand.

Most pupils are enthusiastic learners. They are keen to discuss their ideas with each other and share what they know. They appreciate that staff want them to do the best they can, and many pupils try hard to achieve this. Pupils love taking part in trips, such as visiting the Derwent Valley reservoirs when studying the Second World War and going to Derby Museum to find out more about the Vikings.

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

Since joining this multi-academy trust, swift actions have been taken to bring about much-needed improvements across all aspects of the school's provision. As a result of this work, the school has been transformed. Pupils benefit from learning an ambitious curriculum that gives them the knowledge and skills they need to be successful. While there is still some work to be done, the school now provides pupils with the high quality of education they deserve. These improvements are reflected in the school's most-recent published outcomes.

Work to develop the curriculum is well advanced. In each subject, starting with the early years, the school has given careful thought to what it wants pupils to learn and when. Subject-specific content has been identified precisely, as well as key vocabulary that pupils should know. The school's local context has inspired some of the curriculum content so that pupils can relate what they learn to their own experiences. This detailed curriculum thinking ensures that teachers know exactly what pupils have learned and what comes next.

Teachers follow the curriculum closely. They ask searching questions that help to 'reactivate' pupils' learning and choose appropriate resources that challenge and support them. Pupils are often excited by their learning and want to know more. However, teachers are sometimes not clear enough about exactly what they want pupils to learn and remember. The way they teach pupils new content is not always suitable. When this happens, pupils are not always sure about what they are learning or why.

Pupils with special educational needs and/or disabilities (SEND) get a good deal. The needs of these pupils are identified precisely. Appropriate strategies are used to help most of these pupils follow the same curriculum as their peers.

Developing pupils' love of language is a key priority. In the nursery provision, children frequently sing songs together and recite rhyming words. When pupils are ready to read, they practise the sounds they know and learn new ones every day. Any pupils who fall behind with their reading get the help they need to catch up. Pupils in key stage 2 improve their reading fluency by exploring increasingly complex texts. Pupils love being given their own book to take home as a reward for how often they read.

Children in the early years love playing together, particularly in the well-resourced outdoor environment. There are plenty of opportunities for them to practise their writing and number work. They enjoy activities that support their physical development. Staff use information about each child's progress to plan their next steps. Parents comment that their children flourish in this setting.

Most pupils enjoy coming to school. When this is not the case, work to improve attendance is making a positive difference in most instances. The school's new approach to supporting pupils with their behaviour is also having a positive impact. However, some pupils need extra help to develop appropriate attitudes to learning.

Pupils know how to be a good citizen. They make positive contributions to their local community, for instance by arranging fundraising events for a nearby hospice. They understand why they must not discriminate against others. Pupils learn how to stay physically fit and active and know how to keep themselves safe. They appreciate opportunities to develop their talents and discover new interests.

Staff share a strong team spirit. They work together closely to support each other. Staff praise the support they get from school and trust leaders to help them improve their professional practice.

Local governors and trustees have played a vital role in helping the school to prioritise the right things to bring about swift improvements. They are committed to providing ongoing support so that these improvements are sustained.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not always make suitable pedagogical choices when they teach new subject content. When this happens, some pupils are unsure about what they are learning and do not engage well enough with the activity. They struggle to secure

their knowledge of the planned subject content. The school needs to ensure that all staff have the knowledge and skills they need to deliver the well-planned curriculum effectively in every subject.

- In some lessons, pupils take time to settle to a task and get distracted. This delays their learning. The school needs to ensure that there are consistent expectations about how pupils should conduct themselves in lessons so that no learning time is lost.

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	148428
Local authority	Derbyshire
Inspection number	10288393
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	137
Appropriate authority	Board of trustees
Chair of trust	Neil Robinson
CEO of the trust	Chris Wheatley
Headteacher	Mark Parkinson
Website	www.waltonpeakfha.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined Flying High Trust in January 2021. The headteacher took up the post in April 2021. The deputy headteacher was appointed in September 2023.
- The local governing body has been formed since the school joined the multi-academy trust. The chair of governors is also a trustee.
- The school opened its nursery provision in September 2022.
- The school offers a breakfast club that is run by school staff and overseen by the local governing body.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher and the leader responsible for the provision for pupils with SEND. They also met with a range of trust leaders.
- The lead inspector met with those responsible for governance, including the chair of the board of trustees, the CEO of the trust and the chair of governors, who are both trustees, and two governors.
- Inspectors carried out deep dives in reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with leaders, spoke with teachers and pupils, looked at samples of pupils' work and visited lessons. They listened to some pupils reading to a familiar adult. Inspectors also considered the curriculums for a wider range of subjects.
- Inspectors met with groups of pupils from different year groups. They spoke with pupils informally and observed the behaviour of pupils during social times.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff, parents 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 reviewed a range of documents, including the school's self-evaluation and improvement plan and information about governance. Inspectors also considered information about pupils' attendance and behaviour, as well as the wider curriculum.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and the results of Ofsted's staff survey.

Inspection team

Rachel Tordoff, lead inspector

His Majesty's Inspector

Jo Bentley

Ofsted Inspector

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