

# Inspection of Hyde Park Junior School

Hyde Park Road, Mutley, Plymouth, Devon PL3 4RH

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Inspection dates: 13 and 14 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils celebrate the diverse and inclusive school community they belong to. They are proud of the tolerance and respect they show to each other. Pupils have a strong moral understanding that everyone is different but should be treated equally.

Pupils, particularly older pupils, describe the improvements to behaviour since the executive headteacher joined the school. They behave well during lessons and there is a positive climate for learning in classrooms. Pupils listen well and enjoy discussions and debates. They get on with tasks quickly because they are clear about what teachers expect of them and have the confidence to have a go. Pupils benefit from high-quality pastoral support which helps them to feel safe and secure. Staff skilfully help any pupils who struggle to manage their feelings or behaviour.

Pupils say bullying is rare. Through assemblies and the curriculum, leaders help pupils to learn the difference between bullying and falling out.

Leaders have tackled poor attendance with determination. As a result, many fewer pupils now miss learning due to absence. This is having a positive impact on their education and social interaction.

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

Leaders at all levels are determined that every pupil will learn well. Trust leaders and governors know the school well. They have a secure understanding of its context and history. Since the new leadership arrangements were implemented in January 2022, there has been a rigorous focus on the quality of education pupils receive. Staff are motivated because there is a clear, shared vision and leaders prioritise their professional development. There is an energy within the staff. They are proud to work at the school and are excited to build on the positive impact they have had on pupils' learning.

The curriculum is designed with the school's values, diversity and inclusion at its heart. It is well designed. Knowledge is sequenced so that pupils know more and remember more over time. For example, in geography, pupils learn about the physical features of Dartmoor before comparing these to physical features in North America. In a few subjects, this knowledge is not yet broken into small enough steps for teaching. The specific knowledge pupils should know by the end of a sequence of learning is sometimes not clearly identified.

Effective subject leadership supports teachers to deliver the curriculum successfully. Pupils learn well because teaching presents new concepts in a way that builds their knowledge and confidence. Pupils with special educational needs and/or disabilities (SEND) are able to learn alongside their peers. This is because learning is usually adapted, where necessary, to help them. Sometimes, however, this learning is not precisely enough matched to pupils' individual starting points.

Leaders have ensured that learning to read well is a priority. They rightly use a phonics programme for those pupils who still need to secure accuracy and fluency in their reading. Teaching makes good use of assessment to identify these pupils and make sure they are learning the right sounds at the right time. As a result, a significant number of pupils have moved rapidly through the programme. This includes pupils who speak English as an additional language. Leaders have designed their own transition programme for pupils who need additional support before they move on to the main key stage 2 reading curriculum.

Pupils have a secure understanding of equality and difference. This is a strength of the school. Pupils accept that people have different beliefs and opinions to their own, and they respect this. Leaders have designed a range of visits, visitors and experiences for pupils within and beyond the curriculum. This enhances pupils' understanding of life in modern Britain and increases their cultural capital.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have built a culture of vigilance. Effective systems enable staff to record and report concerns in a timely manner. This enables leaders to act swiftly where necessary. Leaders work with a range of external agencies to get pupils and families the help they need.

Regular training means that staff know the signs to look out for. This includes a vigilance around risks that are specific to their local context.

Pupils feel safe. They have a good understanding of how to stay safe online.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In the wider curriculum, knowledge is not always broken down into small enough components. As a result, pupils do not always secure the intended learning. Subject leadership needs to identify the specific end points within the curriculum so that pupils can build on what they already know.
- Sometimes, teaching is not well matched to individual starting points, including for some pupils with SEND. This means some pupils do not learn well. Leaders need to support teachers to match learning more precisely to what pupils already know so that pupils, particularly those with SEND, learn well across the curriculum.

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	146710
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10268184
<b>Type of school</b>	Junior
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	343
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Debbie Taylor
<b>Headteacher</b>	Yvonne Jones
<b>Website</b>	<a href="http://www.hydeparkjuniorschool.co.uk">www.hydeparkjuniorschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school joined Horizon Multi Academy Trust in January 2019.
- The executive headteacher took up her post in January 2022.
- The school does not use any alternative provision.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and history. For each deep dive, inspectors discussed the curriculum with subject leaders, 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 the executive headteacher, the head of school, the special educational needs coordinator, curriculum leaders, teaching and support

staff. The lead inspector also spoke with members of the local governing body, including the chair of governors.

- The lead inspector met with the chief executive officer, the chair of the board of trustees and the vice-chair of the board.
- The lead inspector met with the designated safeguarding leaders to discuss how pupils are kept safe in school. Inspectors considered the school's recruitment procedures, staff induction and training, records of concerns and their engagement with external agencies. They also spoke with staff and pupils throughout the inspection.
- The lead inspector listened to pupils read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- Inspectors considered responses to Ofsted's online questionnaire, Parent View, including free-text responses. Inspectors also took into consideration responses to the staff and pupil surveys.
- Inspectors examined a range of documentation provided by the school, including the school's self-evaluation document, the improvement plan and documentation relating to safeguarding.

### **Inspection team**

Angela Folland, lead inspector

His Majesty's Inspector

Sally Hannaford

Ofsted Inspector

Matthew Shirley

Ofsted Inspector

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