

Inspection of The Hyde School

Hyde Crescent, London NW9 7EY

Inspection dates:	4 and 5 March 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

The headteacher of this school is Sian Morris. This school is part of the Elliot Foundation Academies 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), Hugh Greenway, and overseen by a board of trustees, chaired by Tim Coulson.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Strong relationships run through everything that happens at this school. Pupils are eager to come in each day. They value the help and support that they receive from staff. Parents and carers remark on the positive work done by the school to support the happiness and well-being of pupils.

The school has developed an 'urban adventure' curriculum that provides pupils with a wide range of experiences and opportunities. Through this, pupils build their awareness of their community and the wider world. Pupils learn how to help others, and they become leaders. For example, they eagerly take on various roles of responsibility. This includes becoming members of the operations team, who act as a link between school leaders and pupils and make suggestions for how to enhance school life.

Pupils are kept safe and feel able to talk to staff about any worries. Their exemplary behaviour around the school supports both their learning and personal development.

Pupils are highly motivated by the broad and deep academic curriculum. The success of this curriculum is demonstrated by the excellent work that pupils produce, as well as their results in national assessments. This is also true for those pupils who may be disadvantaged and those with special educational needs and/or disabilities (SEND).

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

The school has put in place an exceptionally ambitious curriculum for pupils. The strength of this curriculum, and its implementation, is seen in how well pupils learn and remember knowledge. This begins in the early years and continues all the way through to the end of Year 6. Through comprehensive staff training, the school makes sure that what is taught in lessons matches the knowledge that it intends for each subject. Teachers check on pupils' understanding, both formally and informally, so that they can identify and fill any gaps in pupils' knowledge. The school regularly evaluates and refines the curriculum to ensure that it continues to give the best possible education to pupils. Pupils achieve very highly across subjects.

Enjoyment of reading runs throughout the school. Older pupils proudly become reading ambassadors and support younger members of the community with their reading. Pupils read regularly and widely. Staff deliver the carefully planned and sequenced phonics programme in line with the school's high expectations. This starts from when they join the school. The curriculum is highly effective in supporting pupils to quickly learn, and love, to read. The school has clear approaches in place to check that pupils are developing their reading well. The school puts in place specific, carefully planned extra help so that pupils who fall behind catch up quickly.

The school's support for pupils with SEND has a consistently positive impact on their learning. Staff are quick to identify needs. When required, the school involves external agencies and implements any recommendations appropriately. The school reviews and adjusts provision so that pupils with SEND can learn the curriculum very well. It provides

training and guidance for staff to enable them to successfully adapt the curriculum for pupils where this is necessary. For pupils with complex SEND, the school provides highly personalised, effective support that enables them to overcome any barriers to learning well.

The school has high expectations for behaviour, underpinned by a fair and clear behaviour system. Pupils love learning. Their positive attitudes and excellent behaviour mean that lessons run smoothly. Pupil attendance is high. Where needed, the school provides extensive support to pupils and their families to help pupils to get into school regularly.

Work to nurture pupils' personal development is at the centre of everything that the school offers. Pupils take part in high-quality activities that support their interests and needs. This includes, for example, visits to the science museum and clubs that range from gardening to sewing. The 'Saturday Project' provides pupils in Years 3 to 6 with activities to support their literacy, numeracy and scientific learning. Pupils become positive local citizens, for example, through their harvest festival collections and visits to a local retirement home. Leaders ensure that these opportunities are available to, and support the development of, all groups of pupils.

From the early years onwards, the school ensures that pupils learn how to keep themselves safe and healthy. Pupils also learn about the importance of respecting the equality and diversity of others. For example, through the personal, social, health and economic curriculum, pupils learn about healthy lifestyles and fundamental British values. Pupils are very well prepared for life in modern Britain.

The trust knows the school well. It has a clear understanding of the school's strengths and provides timely support and challenge. Staff speak highly of the support that they receive from leaders, both with their well-being and professional development. They enjoy working at the school.

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	139817
Local authority	Barnet
Inspection number	10377508
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	471
Appropriate authority	Board of trustees
Chair of trust	Tim Coulson
CEO of the trust	Hugh Greenway
Headteacher	Sian Morris
Website	www.thehydeschool.co.uk
Dates of previous inspection	14 and 15 May 2015, under section 5 of the Education Act 2005

Information about this school

- The school has appointed a new headteacher since the last inspection.
- The school uses no 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 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.
- The inspectors met with the trustees, the headteacher, other senior members of staff and representatives from the trust.
- Inspectors carried out deep dives in these subjects: design and technology, early reading, mathematics and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspectors considered the views of parents shared through Ofsted's online survey, Ofsted Parent View. They gathered the views of pupils and staff through Ofsted's online pupil and staff surveys, as well as through discussions conducted throughout the inspection.

Inspection team

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His Majesty's Inspector

Rob Fenton

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