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Mr B Paul  
Headteacher  
Dr Triplett's CofE Primary School  
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Dear Mr Paul

### **Ofsted 2011–12 subject survey inspection programme: English**

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 15 September 2011 to look at work in English.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; a learning walk; and observation of five part-lessons.

The overall effectiveness of English is good.

### **Achievement in English**

Achievement in English is good.

- Attainment in English at the end of Key Stage 2 has been consistently well above average during recent years. However, in 2011, in reading this dipped to just above average. Attainment in writing is well above average, and this was confirmed during the inspection when high-quality writing was seen throughout Key Stage 2, but especially in Year 6. Overall, pupils make good progress throughout the Key Stage. Achievement in speaking and listening and handwriting are particular strengths because of the strong focus placed upon these areas of the pupils' learning. The school recognises that standards in reading need to improve and suitable strategies are being put in place to address this.
- In Key Stage 1, attainment has been above average in the past but in 2011 this dipped to below average in writing and around average in reading. The proportion of pupils exceeding the expected level in reading

and writing was below that found nationally. However, because a high percentage of pupils are at an early stage of speaking English as an additional language, progress in reading and writing is good when taking into account their low starting points.

- Children enter the Early Years Foundation Stage with skills in communications, language and literacy significantly below that expected for their age. They make outstanding progress, especially in using language for communicating and thinking, linking letters and sounds and reading. In 2011 most achieved, and many exceeded, expected levels when they transferred to Key Stage 1.
- Groups of pupils, such as those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress. The school recognises the need to improve reading standards by more rigorously assessing the reading comprehension of those pupils who speak English as an additional language and who join the school in later year groups, especially in Key Stage 2.

### **Quality of teaching in English**

The quality of teaching in English is outstanding.

- Teachers have very high expectations of their pupils' behaviour and standards of work and presentation. They have excellent subject knowledge. Imaginative and often inspirational teaching motivates pupils and very effective planning takes full account of the wide ability range in each class. As a result, pupils display an impressive enthusiasm for reading and writing and produce work, especially in writing, of a very high standard. The pace of lessons is brisk and, consequently, pupils make good or better progress. The impact of outstanding teaching is, however, limited by learning issues, especially in reading, as a result of the high number of pupils who speak English as an additional language and are at an early stage of reading comprehension.
- The teaching of phonics is well established and supports pupils' early reading and writing effectively. Ongoing assessment techniques, such as probing questioning by teachers, also support and extend pupils' learning very well. Recently introduced tracking systems accurately identify pupils' weaknesses and monitoring their progress in addressing these. This enables challenging individual targets to be set and pupils have a good awareness of what these are and what they need to do to achieve them. Marking is consistently of a very high quality; comments are positive, detailed and evaluative, and pupils routinely assess their own and each other's work against clear success criteria, thus enabling them to have a good understanding of their own achievement.

### **Quality of the curriculum in English**

The quality of the curriculum in English is good.

- The distinctive and well-planned curriculum provides an effective foundation for the provision of English throughout the school. It is broad

and balanced, covering the full range of reading and writing with a specific emphasis being placed on speaking and listening. Strategies to raise standards in reading, for example by encouraging greater support from parents and carers, are being introduced but it is too soon to judge the impact of these.

- There are clear links to other aspects of the curriculum, such as humanities. There is a strong emphasis placed on using information and communication technology to develop research skills and on writing for different purposes. The way in which the curriculum is enriched, for example through drama productions, book fairs and a wide range of visits, is a strength. As a result, pupils are articulate, enthusiastic about writing, and many have a very mature appreciation of literature and poetry.

### **Effectiveness of leadership and management in English**

The effectiveness of leadership and management in English is good.

- Teachers share a common understanding of the strengths and weaknesses in English and, supported by effective leadership, there is a committed and collegiate approach towards driving improvement. Teachers are well trained and work cooperatively to share good practice, for example through peer observations. Monitoring and effective assessment systems accurately inform planning and identify challenging school targets. The introduction of strategies, such as pupil progress meetings, is also having a positive impact on raising achievement in English, especially in writing.
- Improvement planning appropriately focuses on weaker areas and identifies suitable tasks to address these. However, success criteria do not identify with sufficient clarity how progress in achieving these is to be measured against outcomes for pupils.

### **Areas for improvement, which we discussed, include:**

- raising attainment in reading in Key Stage 2 by ensuring that the reading comprehension of pupils who speak English as an additional language, especially those who join the school in Key Stage 2, is routinely assessed on entry to provide more effective, targeted early support
- tightening improvement planning to ensure that success criteria can be clearly measured against outcomes for pupils.

I hope that these observations are useful as you continue to develop English in the school.

As explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. A copy of this letter is also being sent to your local authority.

Yours sincerely

**Chris Nye**  
**Her Majesty's Inspector**