

Dr Triplett's C of E Primary School

Hemmen Lane, Hayes, Middlesex, UB3 2JQ

Inspection dates 17–18 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Although by the end of Year 6, pupils' attainment is average, it is not as high as it should be given pupils' starting points. Achievement requires improvement.
- Teaching requires improvement. Too much fails to promote rapid and sustained progress. The skills of teaching assistants are not always used effectively.
- The marking of pupils' work is too variable in quality. It does not always provide good guidance so pupils know how to improve their work.
- The work of the new leadership and management team has not yet had a significant impact on pupils' achievement. Issues arising from checks made on teaching and pupils' progress are not always followed up quickly enough. As result, there are too many weak features in teachers' work.
- The governing body has not challenged the school sufficiently over time to improve the quality of teaching and to raise pupils' achievement.

The school has the following strengths:

- Staff, parents, carers and pupils rightly consider behaviour to be good. Pupils enjoy life in this safe and caring school. There is a positive, caring atmosphere and virtually no bullying or racism.
- Leaders have begun to improve the school. The governing body is supportive and is developing a more complete understanding of the school's work and its performance.
- The work of the Early Years Foundation Stage gives children a good start to their education, particularly in developing their personal and social skills.

Information about this inspection

- Inspectors visited 23 lessons taught by 20 teachers and undertook five joint observations with the headteacher and senior staff.
- Discussions were held with pupils, teachers, the headteacher, parents and carers, representatives of the governing body and a local authority officer.
- The inspectors examined numerous school documents, including policies, assessment information, planning documents, staff questionnaires and records of all kinds.
- The views of 82 parents and carers were analysed through the Parent View questionnaire.

Inspection team

John Carnaghan, Lead inspector	Additional Inspector
Christopher Crouch	Additional Inspector
Kate Robertson	Additional Inspector

Full report

Information about this school

- This is larger than average-sized primary school. The current headteacher took up her post in January 2014.
- The proportion of pupils eligible for additional funding known as the pupil premium (funding for looked after children and pupils known to be eligible for free school meals) is close to the national average.
- Almost three quarters of pupils are from minority ethnic groups, which is well above the national average. The largest ethnic groups in the school are White British, Black African, Indian, Pakistani and pupils from other Asian backgrounds. Nearly half of pupils do not speak English as their first language, which is also well above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure there is more good and outstanding teaching in order to raise achievement by:
 - making sure that approaches to learning enable all pupils to learn quickly
 - making sure work set for more-able pupils is sufficiently challenging
 - ensuring the marking policy requires that books are marked in depth and that teachers offer clear advice to pupils about how to improve their work
 - providing guidance and training to teaching assistants so that they can play a fuller part in promoting pupils' progress and well-being.
- Ensure leaders and managers:
 - undertake more frequent checks on teaching and learning
 - act quickly to follow up any identified areas of concern to improve the rate at which pupils make progress.

Inspection judgements

The achievement of pupils

requires improvement

- Taking into account their starting points, pupils' achievement requires improvement. Improvements have not been rapid enough to raise overall attainment to a higher level. Pupils' attainment both at the end of Year 2 and Year 6 is similar to the national average although there are indications of a recent upturn in some areas. For example, standards in mathematics have risen in the current Year 6 and are on track to be above average levels.
- Children enter the Early Years Foundation Stage with skills and aptitudes that are a little below the levels expected for their age. There are variations in their aptitudes as they move into the Reception class because the school welcomes many children who are new to the school at this age. Effective teaching means that these newcomers are helped to catch up with their peers.
- Children make good progress and leave the Reception class to move into Year 1 with skills and aptitudes that are similar to those expected nationally. They have been well prepared with the skills they need to continue learning. For example, they are able to work by themselves and know how to work together in harmony.
- Pupils' attainment, particularly that of the most able, has been held back in the past. The most able pupils are now challenged to reach higher levels in national tests. Indications from school checks show that the proportion of pupils attaining the higher levels in national tests is likely to rise this year.
- The school promotes reading widely so that pupils have numerous opportunities to enjoy books. Parents and carers are routinely involved in helping their children read. The school has a good and varied stock of books so pupils quickly develop a love of reading and a familiarity with all types of printed text.
- The needs of pupils learning English as an additional language are very well known to staff; the provision made for this group is well adapted to pupils' needs. As a result, these pupils achieve as well as their peers, as do pupils from minority ethnic groups.
- Disabled pupils and those who have special educational needs are well catered for. Checks on their progress identify those who need additional help with their learning and actions taken help them overcome their difficulties with learning. This means they achieve as well as other pupils.
- Pupils who receive additional funds benefit from well-organised extra help. This has boosted their progress in both English and mathematics, which is often better than that of their peers. The school has quickly closed the gap between this group and other pupils in the school. In 2013, eligible pupils in Year 6 were a term and a half behind their peers in reading and less than half a term behind them in writing and mathematics.

The quality of teaching

requires improvement

- Too much teaching does not promote rapid progress. There are a number of weak aspects. The quality of marking is variable because the school has not yet set down clearly what it expects of all staff. While some marking is excellent, in too many books teachers' written comments are of limited value such as 'well done'. Teachers' comments too rarely give clear advice to pupils about how their work can be improved.
- The quality of support from teaching assistants also varies from class to class. They are often effective, for example, in helping small groups and individuals to overcome learning problems. They are frequently insufficiently active at other times such as when the whole class are learning together. For example, when a Year 3 group was noisy and slow to settle after a hot lunch break, the teaching assistants did very little to assist the teacher in her efforts to restore calm.
- In some lessons learning is slow and work set for more able pupils is not challenging enough. This hampers this group's ability to achieve well.
- The impact of these weaknesses is sometimes reduced by pupils' positive attitude to learning. They are enthusiastic about their studies, listen to teachers closely and get on with their work

well. This strong approach means that there is usually little wasted time as pupils move from task to task with alacrity.

- Teachers foster positive relationships with pupils, offering praise and rewards as appropriate. Topics are chosen that make learning relevant and fun. For example, in a Year 5 lesson pupils enthused about their transfer into Year 6 by writing a letter to current Year 6 pupils to ask questions about what it is like in the top year in the school.
- Where teachers set high expectations, they are clear what each pupil should achieve and question pupils perceptively, adjusting how they are teaching in the light of pupils' answers and the depth of their understanding.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. This has a positive impact on their progress. Pupils come into lessons keen to learn and full of energy. They listen carefully to their teachers and get along notably well with one another. Just occasionally, their enthusiasm gets the better of them and they become noisy; this can then slow down their learning.
- Parents and carers, staff and pupils agree that behaviour is good. Good relationships make the school a harmonious place; pupils are courteous and helpful towards one another, staff and visitors. The corridors and playground are calm and orderly places. Pupils' enjoyment is reflected in their above average attendance.
- Bullying of all kinds, including cyber bullying, is almost unknown. Pupils from a wide range of minority ethnic groups all report that racism is extremely rare. Those spoken to all emphasised that the school reacts quickly and effectively if any breakdown of relationships is seen to start. Pupils expressed great confidence in the ability of teachers to sort out any potential trouble before it develops.
- The school's work to keep pupils safe and secure is good. Pupils are well informed about potential dangers at school and in their wider lives. For example, they are aware of the potential dangers of the internet and know exactly what to do should they stumble on something unsuitable.
- Many older pupils are proud to take on responsibilities around the school, such as helping children in the Early Years Foundation Stage. Through the school council they help in improving the school's facilities, particularly in the playground, and organise the raising of money for worthwhile causes.

The leadership and management require improvement

- Since her appointment the headteacher has introduced a number of important changes to the school. For example, there are better checks than previously made on the quality of teaching and rates of pupils' progress. Middle managers have clearer responsibilities and are better able to make improvements. These arrangements indicate that leaders have the capacity to bring about further improvements.
- The checks made on teaching are more rigorous but are too infrequent to have a full impact. While the school is aware of where teaching is less effective, concerns have not always been followed up quickly enough with further checks and support. As result, the quality of teaching has not improved quickly enough and some weaknesses remain.
- A better system of checks on pupils' standards and progress means that pupils' attainment is now checked three times a year. The data gathered are clearly recorded so that staff and members of the governing body can readily identify trends and concerns and which pupils may need extra help. Leaders are starting to hold class teachers more to account for pupils' progress with a greater focus on the impact of teaching on pupils' learning. These actions are helping to ensure equality of opportunity for all and that there is no discrimination.
- However, the increased frequency of checks still does not give enough up-to-date information so

that actions taken to help staff improve are sometimes not prompt enough.

- Planning for subjects and activities to meet new requirements have been very thorough and have fully taken into account the views of pupils, parents and carers, staff and governors. Subjects studied are both stimulating and relevant to pupils' needs. For example, Year 6 pupils' mathematics work is planned with local secondary schools and is related to the school where pupils will be going in September.
- Pupils are delighted with the very wide range of sporting opportunities that the school offers. They report that new initiatives are always being tried; for example on a recent trip Year 6 pupils were able to sample archery. Competitive sports include gymnastics, cricket and netball. Additional sports funding has been spent wisely on employing specialist coaches to improve teachers' physical education skills and provide better sports equipment. There has been a sharp rise in the proportion of pupils enjoying after-school sports clubs to the benefit of their health and well-being.
- The local authority provides some support, for example, in helping to promote good attendance.
- The school uses its links with the local church to provide a strong emphasis on spiritual and moral development. Pupils enjoy time for reflection during assemblies and at points during the school day. Pupils get along notably well together and are sympathetic towards those less fortunate than themselves. Pupils from the many cultures, ethnicities and faiths get on well together. The arts play a strong part in pupils' cultural development; for example, Key Stage 2 pupils were thrilled by the live rock music performed by a visitor as a spur to their taking up instrumental tuition.
- **The governance of the school:**
 - Members of the governing body have increased the checks they undertake on the school's work. They are increasingly able to challenge leaders. They use meetings with staff and pupils and observations of school life to deepen their understanding of what the school does well and less well. Governors are gaining a better understanding of the quality of teaching and are aware how performance management links teachers' pay to their classroom performance. However, they have yet to fully ensure that points identified to help staff improve are sharply defined. Governors are gaining a better understanding of standards and the school's performance but are not fully aware of where pupils' attainment stands in relation to other schools and the national averages. Members of the governing body undertake relevant training opportunities to increase their skills. They ensure safeguarding procedures are fully in place.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102420
Local authority	Hillingdon
Inspection number	444193

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	475
Appropriate authority	The governing body
Chair	Father Peter Homewood
Headteacher	Sue Harratt
Date of previous school inspection	14–15 July 2010
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