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15 September 2014

Mrs Susan Harratt  
Headteacher  
Dr Triplett's CE Primary School  
Hemmen Lane  
Hayes, Middlesex  
UB3 2JQ

Dear Mrs Harratt

### **Requires improvement: monitoring inspection visit to Dr Triplett's CE Primary School**

Following my visit to your school on 11 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in June 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection. The school should take further action to:

- sharpen the school's action plan so that the impact of actions on pupils' achievement is measured more frequently
- improve training through the development of coaching and leadership skills in all middle leaders – particularly in their support of teachers and teaching assistants. This is imperative for the leaders of mathematics and English
- use the expertise already developed in mathematics across the school as a model to secure further improvement in mathematics and faster improvement in English – especially in writing in Key Stage 2.

### **Evidence**

During the inspection, I met with you and one of the assistant headteachers, the Vice-Chair of the Governing Body, two representatives of the diocese, a

representative of the local authority and the middle leaders of English and mathematics to discuss the actions taken since the last inspection. You accompanied me on a short tour of the school during which we made brief visits to lessons. I spoke with a group of pupils and examined a sample of pupils' work. I also examined the school's internal performance information and its action plan.

## **Context**

Since the last inspection, five teachers and two teaching assistants have left the school. Three newly qualified teachers and an experienced teacher started at the beginning of September.

## **Main findings**

You and your senior leaders, supported well by the local authority and the diocese, are bringing about steady improvement. You have a very good understanding of the improvements needed in the school and you have produced a promising action plan which is having impact already. The interim steps within the plan enable you and the governors to thoroughly check on the school's progress. However, the plan's progress will need to be checked more frequently to sustain progress.

Governors are increasingly able to offer effective support and challenge for the school. They need to link areas for specific improvement in the action plan to individual governors. Governors are taking steps to ensure that they are more able to check on the impact of the school's work through better professional administration for governing body meetings. An external review of governance has been scheduled for October 2014 with the aim of strengthening governance further.

The leaders in English and mathematics exude confidence and deep-rooted subject knowledge. They now need to ensure that they develop such confidence in training and coaching all staff. Such work should be done jointly to provide a consistent, coherent message for the school community – one centred on very high and uncompromising standards.

You and other leaders have improved the ways you check on pupils' progress. For example, the increased frequency and sharper use of the pupil progress meetings is making teachers and teaching assistants far more accountable. Teachers have begun to use assessment information more effectively and thus plan better, properly targeted work for pupils.

Pupils are motivated by the emerging shift in teachers' expectations. They say that behaviour in lessons is better because teachers are planning more exciting lessons and are using the school's behaviour and rewards systems properly. Pupils welcome the more varied techniques that teachers are using and the far less frequent use of worksheets. Year 5 and 6 pupils say that their lessons in literacy – particularly in writing – are more effective because of the use of drafting books.

More able pupils are much happier. They appreciate the changes to the way teachers mark their work and say they now know exactly what to do to improve. Pupils are making better progress in lessons because teachers and teaching assistants check their learning more systematically. They also state that work is more interesting because it is more difficult. Pupils are producing more extended pieces of writing which are marked thoroughly with 'next steps' clearly indicated by teachers.

The improvement in the school's 2014 Key Stage 2 national tests is a promising indicator of the school's future capacity. Already strong performance in mathematics has improved further, particularly for more able pupils. Performance in reading and writing is beginning to show secure improvements. There is scope for the school to make better use of the expertise in mathematics as a model for bringing about similar improvements in English, especially in Key Stage 2.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The school has secured access to a wide range of well-targeted external support. The support provided by the local authority, while limited in its scope, is of great assistance to the school. For instance, the local authority governors' support service has been effective in securing high quality training for the governing body. The diocese provides very good support. Meetings with diocesan officers and minutes of their 'RIG' board indicate incisive challenge for the school which is already helping to improve pupils' learning. The school should develop its other partnerships, particularly those in support of training and development for all staff.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Hillingdon and the Diocese of London.

Yours sincerely

Debbie Clinton  
**Her Majesty's Inspector**