

# Dr Triplett's CE Primary School

Hemmen Lane, Hayes, Middlesex UB3 2JQ

<b>Inspection dates</b>	23–24 June 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Senior leaders have improved this school by developing greater ambition and by providing support and challenge for teachers.
- Children in the early years foundation stage continue to make good progress. These improvements over the past three years are contributing to better learning, particularly in Years 1 and 2.
- Pupils' progress in Years 1 to 6 is good in English and mathematics. Inspection evidence also showed increasingly good progress in other subjects.
- Now only small gaps remain between the progress made by pupils requiring additional support and other pupils in the school.
- The quality of teaching is mostly good, with examples of better teaching helping to excite pupils and deepen learning further. Lessons are well organised. Teachers use their subject knowledge and the skills of additional adults effectively.
- Pupils' personal development and well-being are good. Pupils feel safe. Inspectors agree with parents and staff that pupils are safe. The school is a welcoming and caring community.
- The vast majority of pupils behave well. They learn and play together with consideration and enjoyment. They are eager to learn and work hard in lessons.
- Governors have successfully challenged school leaders to be more ambitious and to explain how their work is improving the school.

### It is not yet an outstanding school because

- Many pupils learn well in the wider range of subjects but, overall, pupils' progress is not as high as it is in English and mathematics.
- In a few lessons pupils are not given enough opportunity to tell teachers what they understand already and what they want to learn further.
- Leaders' checks on how well their actions are helping to improve the school focus more on what teachers have done than on clear improvements in pupil learning.

## Full report

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

- Increase the amount of good and outstanding learning across the curriculum by:
  - improving learning across the wider subjects so that pupils' progress is always as strong as in the best lessons
  - making sure that when leaders check how well the school is improving, they identify more carefully what has improved about pupils' understanding and skills
  - providing more opportunities for pupils to let teachers know what they already understand and can do, and any other ideas and questions they have about what they are learning.

## Inspection judgements

### Effectiveness of leadership and management is good

- Leaders have improved this school since the previous inspection. Parents, staff and pupils have seen these improvements and the vast majority agree that most pupils learn well. The senior leadership team, along with the governors, have raised ambition and accountability. Staff work hard and with confidence. They meet these higher expectations about their work because they identify reasons for slower learning and take prompt action to improve it.
- Senior leaders have provided a range of professional development opportunities for staff. They have been able to attend courses, support each other with ideas and have been shown how to develop aspects of their teaching. As a result, the quality of teaching has improved throughout the school. Children's learning continues to be good in the early years foundation stage where it has improved further since the previous inspection. Most pupils in other year groups also make good progress.
- Frequent checks on the quality of teaching help ensure that most pupils learn well and that staff are clear about how to help those pupils who are not meeting expectations. This increase in accountability has staff focus their efforts better on challenging pupils to learn more effectively. Many of the most able pupils learn better now because they are able to attempt more challenging work. A large majority of the pupils requiring additional support now learn well because they are identified earlier and provided with higher-quality support.
- Leaders ensure that pupils have experience of a broad and balanced curriculum. Learning is good in English and mathematics and increasingly good in other subjects such as science and geography. However, the school recognises that it needs to further improve learning in the wider subjects so that it matches the standard of the best lessons in the school. The vast majority of pupils enjoy learning at this school. Their understanding of the world and their lives is commendable because teachers succeed in making learning interesting and explain the importance of it in our lives. Pupils also have opportunities to learn from clubs and activities outside lessons.
- The local authority has provided limited support because they know that the school works with their local diocese to share ideas and learn from other schools. The diocese has helped leaders organise the school well and provided opportunities for professional development.
- The school demonstrates equal opportunities for all. The success of every child is important and all pupils receive the help and guidance they need to learn and develop so that they are ready for their next step in learning. Gaps in learning between different groups of pupils such as disadvantaged pupils, boys and girls, and those who speak English as an additional language have much reduced since the previous inspection. These gaps are now very small and in many cases non-existent.
- Additional funding the school receives to encourage sporting activities is used to increase staff skills in teaching sport, paying for sports coaches to teach skills and attitudes that help pupils succeed in sport. These funds are also used to provide sporting clubs that pupils can use to develop interests and compete with others. Many pupils develop their skills to be able to compete in team competitions. All pupils are now engaged in regular physical activity.
- The school's programme for personal, social and health education is well aligned with the focus on developing ambition throughout the school. Pupils have also had the opportunity to learn about the place of democracy in our society and how we make our voices heard through voting.
- Spiritual, moral, social and cultural education has the school's values supporting it. The school is a harmonious community, where people are courteous, encouraging towards each other and believe in a collective effort to help everybody succeed. Pupils learn about different faiths, countries and cultures with interest. They learn to understand that what joins us together is greater than that which seems different: both are important.
- **The governance of the school**
  - Governors have increased their impact on the school since the previous inspection. They have been central in raising ambition and expectations about how well pupils learn in this school. They have secured increased accountability throughout the school by ensuring more frequent checks on learning, clearer analysis of information about pupils' progress, prompt action to remedy any weaknesses and links between rigorous performance management and salaries. They visit the school regularly and challenge leaders to show them how well pupils are learning.

- Since the previous inspection the governing body has used a review of its work to restructure roles and responsibilities to more closely match the strengths governors bring to the school. The recently appointed chair led on the development of committees that actively seek evidence about how well the school is performing.
- Gaps between disadvantaged pupils and other pupils nationally are very small because governors have ensured that leaders use pupil premium funding to improve the support these pupils receive.
- The arrangements for safeguarding are effective. The school carried out an additional audit of safeguarding to gain an independent view which confirmed the culture of safety.

## **Quality of teaching, learning and assessment** is good

- Teachers use their good subject knowledge to explain important ideas clearly and quickly correct any misunderstandings. Additional adults in classrooms are used well. Their support is clearly linked to the intended key learning. They work flexibly with teachers, sometimes helping the most-able pupils and at other times overseeing learning for larger groups while the teacher helps pupils requiring specific support.
- Information about how well pupils are learning is shared so that assessment helps adjust what is taught and helps teachers check the learning of particular pupils. This responsive support helps pupils sustain effort and concentration so that they learn well.
- Established routines and relationships, combined with high expectations, allow pupils to enjoy learning while they are being challenged. Teachers use their professional development to plan well-organised lessons. Most pupils are clear about what they need to learn, and understand how to improve their work.
- Pupils receive regular feedback in their books and while they are learning in lessons. Most pupils use this feedback to improve their work. Through this, pupils become increasingly careful and precise when working so that they explain their understanding carefully and, for example, ensure that their spelling, punctuation and grammar are correct.
- The most able pupils are given opportunities to access more challenging activities sooner if they feel ready. They are encouraged to explore ideas more deeply, for example how fossil evidence contributes to our understanding of evolution. As a result, most of these pupils achieve well across the school.
- The increased ambition and accountability now evident within the school ensures that most pupils who need additional support to keep up with their peers learn well. More frequent tracking of progress enables pupils who have special educational needs and/or disabilities to have their needs identified early and be provided with prompt and effective support. There is little difference between how well pupils speaking English as a second language, disadvantaged pupils and other pupils in this school learn. Boys and girls also make similar progress.
- In a few lessons, across the school, pupils are not given enough opportunity to discuss their own ideas and ask questions that interest them so that they can secure and deepen their understanding. On these occasions learning is left at a superficial level and pupils are not as excited or eager to learn because they feel less involved in their learning.

## **Personal development, behaviour and welfare** is good

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- The vast majority of pupils have positive attitudes to their learning and to each other. They enjoy school and understand how important it is to learn well.
- Pupils learn early in school life that sometimes they can learn by themselves and at other times they might need help or need to help each other. They are sensitive to each other's needs and most pupils are careful not to disturb each other's learning. They understand and are motivated by the school motto of 'Be the best you can be'.
- Pupils develop a good sense of responsibility through what they learn in school. Year 6 pupils, for example, all commit to helping a younger pupil during their breaktimes.
- Pupils say they feel safe in school. Their parents and teachers agree that the school is a safe place to learn. Since the previous inspection the school has upgraded entrances to further improve security.

- No prejudice-driven concerns and very few bullying incidents have been reported by pupils or teachers. There are no significant concerns about bullying and staff use their conversations with pupils to help them understand the consequences of such behaviour.
- Child protection is well managed. There is a culture of safety. This is underpinned by good use of external support as required and vigilance about any signs of concern. Staff understand school systems and pupils know how to ask for help if they need it.

### **Behaviour**

- The behaviour of pupils is good. Little disruption occurs in any part of the school, partly because pupils have been involved in developing the school's behaviour policy. They understand expectations of good behaviour and consequences of behaviour that falls short.
- The school is an orderly and energetic environment where learning is taken seriously and, in the best lessons, with enthusiasm and excitement. Staff demonstrate courtesy and respect. They make sure that pupils feel cared for and develop a sense of belonging to the school 'family'. The school's faith-based values of love, compassion and respect are visible in this welcoming and caring community. Most parents also recognise this.
- Attendance is broadly in line with national expectations. No group of pupils has low attendance. There is little persistent absence. No exclusions have taken place this year.
- Many pupils gain confidence to discuss their own ideas and ask questions to deepen their understanding while learning. They are not given enough opportunity to do so in a few lessons. On these occasions, pupils' confidence to participate fully in lessons is lower and their progress slows.

### **Outcomes for pupils**

**are good**

- Since the previous inspection the school has improved the progress that pupils make in reading, writing and mathematics. Although initial improvements were a little slow, most pupils now make good progress. They learn well in several other subjects too.
- Children join the Nursery in this school with skills and development a little lower than is typical for their age, but by the end of Reception most children have made good progress and are ready for the challenge of further learning. Staff use their subject knowledge well to give children a good start in reading, writing and mathematics. Consequently, inspection evidence shows that pupils are better able to learn in Years 1 and 2. This good progress continues, with a little variation, through Years 3 to 6 so that most pupils attain well in these key areas.
- Pupils' attainment in the phonics (the sounds that letters make) screening check was above that seen in other schools nationally. Most pupils enjoy reading and many read at home. They learn to follow punctuation and read with expression. As a result, their interest in reading is high. They use their reading skills alongside their speaking skills to develop fluency and confidence.
- Children develop their understanding of the importance of numbers in our lives while they are in the early years foundation stage. They systematically practise calculations and use their understanding of numbers to solve simple problems. By the end of Year 6, for example, most pupils understand the relationships between numbers shown by multiplication and division. They can use fractions, ratio and proportions to solve problems. They work carefully to make sure that they are precise and methodical.
- Progress in the wider curriculum is increasingly good. Sometimes expectations are not as rigorously applied so the quality of work accepted by teachers is not always high enough. For example, when sorting living organisms into groups, a brief understanding of differences in features is accepted, rather than insistence on more detail.
- Pupils who have special educational needs and/or disabilities make good progress to keep up with their peers nationally, as do pupils who speak English as an additional language. Gaps between the progress made by disadvantaged pupils and other pupils nationally are very small, and there is no difference between the progress made by boys and girls.

## Early years provision

is good

- The quality of teaching in the early years and foundation stage is good. Children gain confidence with letters and sounds, they enjoy understanding how we use numbers in our lives and they learn to speak with confidence. Staff have good subject knowledge and know how young children learn. They provide a stimulating environment, challenge and support. Children enjoy using their learning when they 'go camping' in the outdoor play area. Equally, adults observe children carefully so that they can identify what children are able to understand and do, and what more help teachers can provide.
- Progress is as strong in the academic aspects as it is in areas related to personal development. Teachers use their professional development about how children learn and their strong subject knowledge effectively. As a result, despite lower starting points, most children reach levels of development that are in line with other schools nationally.
- The early years foundation stage leader knows the strengths and areas for development of her team and the children. She has clear information about how well the children learn and uses it to focus the work of the staff she leads. Regular checks on the progress children make, professional development of her team and the ambition that is evident throughout the school combine to help children learn well.
- The early years foundation stage environment is attractive, has a variety of learning opportunities and is developed according to children's interests and needs. Most children move into Year 1 confident, enthusiastic and excited about their learning.

## School details

<b>Unique reference number</b>	102420
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10011923

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	473
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Dimmock
<b>Headteacher/Principal/Teacher in charge</b>	Sue Harratt
<b>Telephone number</b>	020 8573 1617
<b>Website</b>	<a href="http://www.drtripletts.hillingdon.sch.uk">www.drtripletts.hillingdon.sch.uk</a>
<b>Email address</b>	<a href="mailto:head@drtripletts.co.uk">head@drtripletts.co.uk</a>
<b>Date of previous inspection</b>	17–18 June 2014

## Information about this school

- Dr Tripletts CE Primary School is a much larger than average-sized primary school.
- There is an even proportion of girls and boys overall, with a higher proportion of boys in Year 6 and lower proportions in Year 1 to 5.
- There is a higher proportion of pupils from minority ethnic backgrounds, and the proportion who speak English as an additional language is much higher than typically seen nationally. There are smaller proportions of White British pupils and other groups.
- The proportion of pupils who have special educational needs and/or disabilities is lower than average, although those with a statement of special educational needs or an education, health and care plan is above average.
- The proportion of pupils for whom the school receives pupil premium funding (additional funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and those from service families) is average.
- Since the previous inspection there has been a change in the leadership of the governing body.
- The school runs a breakfast and after-school club for pupils at the school.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- Inspectors observed teaching and learning across a wide range of lessons and subjects. Shorter visits to lessons took place through learning walks. Some of these were joint activities with senior leaders.
- During visits to lessons, the inspection team spoke with pupils about how well they were learning and examined work in their books.
- Additional examples of pupils' work were examined for every year group, particularly for Year 6 who were away on a school trip, to gather further evidence about how well pupils had been learning before the inspection.
- Inspectors observed pupils' behaviour in lessons and around the school. Formal meetings were held with two groups of pupils to seek their views of the school. These views were considered alongside the 53 responses to the online pupil questionnaire.
- Additional meetings were held with senior leaders, subject leaders, four governors and a representative from the diocese. A telephone discussion also took place with a representative from the local authority.
- Inspectors looked closely at a wide range of documents, including the school's view of how well it is performing, development plans, policies and procedures, pupils' progress tracking and leaders' monitoring of the quality of teaching.
- The team took account of the 26 online Parent View questionnaires, gathered parents' views at the start of the day and checked the 121 responses to the school's own parent questionnaire.
- Inspectors considered the 41 responses to the online staff questionnaire.

## Inspection team

Mehar Brar, lead inspector	Ofsted Inspector
Nicholas Flesher	Ofsted Inspector
Danvir Visvanathan	Ofsted Inspector



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