

# Inspection of a good school: Dr Triplett's C of E Primary School

Hemmen Lane, Hayes, Middlesex UB3 2JQ

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Inspection dates:

19–20 May 2021

## **Outcome**

Dr Triplett's C of E Primary School continues to be a good school.

## **What is it like to attend this school?**

The values of love, compassion and respect are embedded in the school's culture. Pupils show respect for each other and their environment. Pupils are happy in school. They greet each other in the corridor and show care for each other. For example, pupils will pick up each other's belongings if they see them on the floor. Pupils feel safe and know that adults will help them if they have any concerns.

Pupils are well behaved both in and out of lessons. Leaders manage behaviour well. Staff know how to promote good behaviour. Pupils know that teachers treat them fairly. Many pupils said that bullying does not happen in school. They are confident that teachers will resolve issues that arise.

Leaders provide plentiful opportunities for pupils to take part in clubs and activities. Some of these have been adapted due to the COVID-19 (coronavirus) pandemic. For instance, pupils took part in a virtual visit to the Houses of Parliament.

Leaders have high ambitions for pupils and strive to keep improving the school. They check they are doing the right things to help pupils achieve well. Leaders think carefully about what they can do even better. This includes strengthening the way all subjects are taught.

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

Leaders have created a well-designed and well-sequenced curriculum. They have decided what knowledge pupils need to learn in different subjects. The curriculum in the early years prepares children well for what they will learn in Years 1 and 2. Leaders sequence knowledge correctly so that pupils know and remember more year-on-year. Leaders regularly check subject plans and look for ways to improve them. They identify what needs to change to make the curriculum even better.

Reading is a priority. Teachers share books and stories often with pupils. As a result, pupils enjoy reading. The programme for teaching phonics is embedded. Teachers and teaching assistants receive training to make sure that they know how to support pupils in learning to read well. Staff check how pupils are progressing through the phonics programme. Pupils who struggle to keep up receive suitable extra help. Pupils read books at home and school which are matched to the sounds that they know. This is helping pupils to get better at reading.

Pupils learn to use mathematical facts and methods. Teachers have strong subject knowledge in areas such as multiplication tables and arithmetic. Subject plans for mathematics provide opportunities for pupils to practise their knowledge and solve problems. As a result, pupils achieve well.

Teachers use leaders' plans to guide their delivery of the curriculum. However, occasionally, sequences of lessons do not emphasise enough the most essential knowledge pupils need to learn. For example, leaders designed history curriculum plans to build pupils' knowledge about ideas such as 'invasion' and 'empire'. Some teaching does not make the most important aspects about these concepts explicit to pupils.

Pupils with special educational needs and/or disabilities (SEND) receive support to learn all subjects. Teachers provide these pupils with extra help, both in and out of lessons. Teachers plan this learning based on their knowledge of pupils' needs. Leaders work closely with external professionals to provide specialist and therapeutic support for pupils. These professionals also train school staff. This means that adults in school are able to provide additional support. Leaders check that the support for pupils with SEND is helping pupils to learn well. However, these checks are not thorough enough. Some support is not as effective as it could be in helping pupils with SEND to overcome their barriers to learning.

Physical education (PE) goes beyond the scope of the national curriculum. Leaders and staff expect all pupils to achieve well. For example, pupils in Years 4 and 5 receive extra practice to help them become confident and proficient swimmers. Leaders provide many opportunities for pupils to take part in sports at lunchtimes and after school. The number of activities has been temporarily reduced due to precautions in place as a result of the COVID-19 pandemic. Nevertheless, leaders have modified some of the extra-curricular activities on offer to make sure that pupils continue to access a rich range of experiences.

Leaders have put effective systems in place to manage low-level disruption. This means lessons are rarely disrupted due to poor behaviour.

Governors hold leaders to account for their decisions. They check subject leaders' work and ask the right questions. Governors and leaders work together to manage staff workload and well-being. Staff appreciate the open culture leaders create.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils feel safe in school. They feel able and confident to speak to adults if they have concerns.

Staff receive appropriate training to identify pupils who may be at risk of harm. They are clear how to report concerns. Leaders are determined that all pupils receive the right level of help when they need it. They work with external agencies to make sure that this happens. Leaders persist until they are satisfied that pupils receive appropriate support. Governors have clear oversight of safeguarding. They check leaders' actions and procedures to keep pupils safe.

Leaders provide suitable opportunities for pupils to learn how to keep safe. Pupils learn about online safety and different risks to their welfare in an age-appropriate way.

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

### **(Information for the school and appropriate authority)**

- On occasion, the delivery of the curriculum in subjects such as history does not fully cover the key knowledge set out in subject planning. This means that pupils do not embed and deepen this knowledge. Leaders need to check that teaching enables pupils to understand and remember the essential knowledge mapped out in curriculum planning.
- Leaders do not check thoroughly the support pupils with SEND receive. This means that some pupils may not be able to learn parts of the curriculum as well as they might. Leaders need to make sure that the support for pupils with SEND is sharply focused on helping them learn successfully.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 23 and 24 June 2016.

## 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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school [here](#).

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	102420
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10192542
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	456
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Dimmock
<b>Headteacher</b>	Rachel Anderson
<b>Website</b>	<a href="http://www.drtripleetts.hillingdon.sch.uk">www.drtripleetts.hillingdon.sch.uk</a>
<b>Dates of previous inspection</b>	23–24 June 2016, under section 5 of the Education Act 2005

## Information about this school

- Dr Triplett's C of E Primary School is a Church of England school under the Diocese of London.
- Since the previous inspection, there has been a change of headteacher.
- There is a breakfast club and after-school club for pupils who attend the school. This is overseen by the governing body.

## Information about this inspection

- 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.
- Inspectors met with the headteacher, associate headteacher, assistant headteacher, special educational needs coordinator, and other school leaders.
- Inspectors met with the chair and members of the governing body. Inspectors also spoke to a representative from the local authority.
- Inspectors did deep dives in these subjects: early reading, mathematics and PE. The subject deep dives involved: meetings with subject leaders; looking at subject plans;

visits to lessons; looking at pupils' work; meetings with teachers; and meetings with pupils.

- Inspectors also met with the teacher in charge of the curriculum, the history leader and art leader. Inspectors also looked at subject plans and samples of pupils' work.
- Inspectors spoke to leaders, staff and pupils about safeguarding. Safeguarding records and documentation were also reviewed.
- Inspectors looked at responses to Ofsted's surveys. This included responses from 46 members of staff, 63 parents and 171 pupils.

### **Inspection team**

Andrea Bedeau, lead inspector

Her Majesty's Inspector

Sam Ingram

Her Majesty's Inspector

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