

# Dr Triplett's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	102420
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	286371
<b>Inspection date</b>	24 May 2007
<b>Reporting inspector</b>	Wendy Simmons

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	462
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Father Peter Homewood
<b>Headteacher</b>	Mr Brian Paul
<b>Date of previous school inspection</b>	29 April 2002
<b>School address</b>	Hemmen Lane Hayes UB3 2JQ
<b>Telephone number</b>	020 8573 1617
<b>Fax number</b>	020 8813 5814

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Dr Triplett's is a large and popular urban school close to Heathrow airport. Deprivation is higher than in most schools. Pupils' cultural, religious and social backgrounds are very wide ranging. White pupils make up the largest single group, although half of the school come from many different heritages. Other large groups include Black British, African and Caribbean and pupils from Asian and mixed heritages. A quarter of all pupils speak English in addition to their home language, which is much greater than at the time of the last Inspection. An average proportion of pupils have learning difficulties. The school works in close partnership with many local organisations. The school has the 'Basic Skills Quality Mark' and the 'Healthy Schools' awards.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Dr Triplett's is a good school. A particular strength is pupils' personal development, which is outstanding. In the words of one parent, 'The school finds something in every child to celebrate'. Pupils' achievement is good. Children make a good start in the Foundation Stage especially in developing their speaking, reading and writing skills. Notably, children gain the social skills that ensure that they can work successfully with others. As pupils move through the school they continue to make good progress. By the end of Year 6, standards are above average.

Good leadership and management ensure that pupils from the many cultural and religious backgrounds are fully included in all aspects of school life and do well in their academic, social and spiritual development. Pupils and parents agree that the school has a warm and welcoming atmosphere. Pupils behave extremely well. The excellent relationships, very pleasant school environment and outstanding resources help pupils to enjoy learning. Pupils know about how to eat healthily and enthusiastically take part in many sports and musical activities. Teaching and learning are good and enhanced by an interesting and varied curriculum. Teachers say, 'It is a real pleasure to teach here' and pupils confirm that their teachers help them to enjoy learning. One said, 'My teachers make the school special, it's the way they teach, they encourage us and explain things when we get stuck'.

The headteacher provides very good and caring leadership and is well supported by all other leaders, managers, staff and governors. They have been particularly successful in developing English, especially for pupils who are learning English as an additional language. Leaders are correctly working to develop mathematics, as they recognise that real life problem-solving activities are underdeveloped. Teachers are working hard to encourage more discussion work in mathematics but there is still room for improvement so that pupils precisely explain and record calculations. The school has a good capacity to improve further.

Parents have great confidence in the school and help their children to make the best of the opportunities provided. One commented, 'I am pleased with the learning....and the school is like a family'. The outstanding partnership with the wider community contributes much to pupils' education. Pupils are well prepared for their future lives, they receive an 'all round' education, develop confidence, show respect for others, and make an outstanding contribution to the community.

### What the school should do to improve further

- Provide more real life problem solving activities in mathematics, ensuring that pupils talk about how to solve and write down the steps taken to solve problems.

## Achievement and standards

### Grade: 2

Achievement is good because there is a very strong focus on basic skills and pupils' wider personal development. All pupils do especially well in their English work. The school is very inclusive, ensuring that pupils from all backgrounds do equally well. As a result, standards are above average by the end of Year 6. Boys, and pupils from diverse ethnic backgrounds gain higher levels in their work than in many other schools in Britain. Parents agree that their children receive, as one parent noted, 'A good grounding, so that my children are able to adapt to senior school'.

When children join the school in the Foundation Stage their abilities are very wide ranging but, because a high proportion are at an early stage of learning to speak English, their attainment is lower than would normally be expected. Children make good overall progress and outstanding progress in their personal development and their language and communication skills. Pupils continue to make good progress between Years 1 and 6. Staff are well trained to support pupils learning English as an additional language and this has helped standards to rise for this group of learners. Leaders identified mathematics for improvement and the predicted results for 2007 show that standards are on track to improve on last year's results although mathematical investigation work needs to be developed to ensure that pupils' make the best of their learning.

## **Personal development and well-being**

### **Grade: 1**

Pupils thoroughly enjoy school and their spiritual, moral, social and cultural education is outstanding. Pupils show respect for the many faiths and cultures which are represented in the school and the wider community. Pupils reflect sensitively and sing well and with feeling in assemblies.

Pupils' behaviour and attitudes are excellent. In the Foundation Stage, children successfully learn to share, concentrate, take turns and cooperate with others. Pupils make further significant progress between Years 1 and 6. Pupils are keen to take responsibility, communicate with confidence and contribute outstandingly well to the community. For example, they were joint winners in the cleanest school in Hillingdon competition and participated in the 'Green Club', winning two conservation awards. As a result, they have helped to make an outstanding school environment. They learn to make sensible choices when choosing healthy meals and snacks and an increasing number of pupils cycle and walk to school and take part in many sports. In particular they enjoy tennis. They said, 'Sport makes you fit and after you have done a sport you are ready for anything'. Pupils' attendance is similar to the national average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Learning is good in the Foundation Stage; children enjoy activities and learn the basic skills well. Throughout the school, teachers plan lessons carefully so that they meet the needs of all pupils well. Interesting resources are used to help pupils understand new things quickly and there are good opportunities for pupils to learn in different ways. High quality support by assistants help children to understand what they are learning. Pupils are responsive and enthusiastic learners, who enjoy working in groups as well as independently. They work hard in lessons and purposeful homework activities contribute to their good achievement. Specialist teaching for sports and music enrich pupils' learning. In English, teachers and assistants have high expectations. For example, the focus on letter sound work, frequent reading activities and high expectations for writing help pupils to gain high standards in English. In mathematics, basic skills are well taught but an over reliance on commercial work sheets prevents pupils from thinking about how to set out their ideas and calculations in their own way.

## Curriculum and other activities

### Grade: 2

The school provides a good and varied curriculum with a good range of visits and extra clubs. As a result, pupils gain important skills for life. The range of sporting and cultural activities is particularly strong. Exercise and the introduction to new hobbies, such as gardening and gymnastics are well promoted. The school has well established links with Hayes Football Club and Hillingdon Academy of Tennis. In the last year the curriculum has been modified to better meet the needs of pupils with learning difficulties and the increased range of 'catch-up' and support activities help pupils to achieve well. Children in the Foundation Stage enjoy a wide range of opportunities to explore things for themselves while also working with adults on focused activities. Healthy eating and how to be safe are especially well promoted through the science curriculum. The school places a strong focus on discussion work in English. This benefits all pupils and especially those learning English as an additional language. Currently the school is working to extend discussion and investigation work in mathematics and pupils value this.

## Care, guidance and support

### Grade: 2

Overall, the school provides good care, guidance and support. Within this, pastoral care is outstanding. Children are sensitively helped to settle in the Foundation Stage and throughout the school, relationships are excellent. There are many opportunities for pupils to explore their worries and emotions. The 'Seasons for Growth' group is especially successful in supporting pupils who have suffered as a result of bereavement, loss or divorce. Very close links with the local Christian church, other religious groups and specialist support for pupils with learning difficulties enhance the care and support given to pupils. Pupils are quickly targeted if they need additional support and value the rewards system as these 'help us to work hard'. Child protection procedures are robust. The school acts on parents' suggestions and has for example taken action to ensure that older girls and boys can change separately for sport.

Pupils receive good overall guidance about how to improve and develop their work. This is strong in English because pupils have very clear targets for development and staff give very good suggestions about how they might develop their work. The marking of pupils' mathematics does not however, give pupils enough guidance in how to develop their thinking and skills. Pupils have group targets but the school recognises that individual targets would be more helpful and is currently developing these.

## Leadership and management

### Grade: 2

Leadership is good and the school is well managed. The headteacher has created a hard working, caring and strong Christian ethos, which pupils and parents appreciate. Team work is strong and systems are well structured to ensure that all leaders take responsibility for standards and pupils' progress. Leaders carefully evaluate information about how well pupils are doing and use this to plan activities and support programmes to ensure that pupils make good progress. As a result, standards are improving steadily. Leaders have a clear vision for the school and have put together an ambitious improvement plan, although they have been inclined to focus on too many aspects at once and this reduces the impact of their work on the key priorities. Nonetheless, Governors give good support and know the school well. They have been very

active in guiding improvements to the accommodation and by helping pupils to adopt healthy and safe lifestyles.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

11 June 2007

Dear Pupils

Inspection of Dr Triplett's CofE Primary School, Hayes, UB3 2JQ

You may remember that a school inspector came to your school recently. Thank you for being so friendly. I am writing to let you know what I found out.

You attend a good school. Your headteacher, teachers, assistants and governors are working successfully to make the school even better for you. Lessons are good. Your teachers make sure that you have interesting things to do and have many visits out to help you to learn. This helps you to understand and enjoy new things and as a result, you work hard and make good progress. Clearly you enjoy coming to school and like learning. I especially enjoyed hearing about all of the exciting things that you do. Congratulations on winning the conservation awards, taking part in so many sports and for helping to design such a beautiful wild life garden.

Well done for behaving so well - please keep this up, as it is excellent! I know that you value being in such a happy, caring school and clearly know about how to respect others. You do especially well in English and I agree with you all that mathematics is improving. All of your teachers and governors agree with me that there is still more to do, so I have asked them to give you more opportunities to talk about, and do investigation work in mathematics. Please help your teachers with this by explaining how to solve mathematical problems and then having a go at writing your ideas down in a very clear way.

Well done for your efforts because you are learning the things that will help you to do well in the future.

Yours sincerely

Wendy Simmons

Lead inspector