

# 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>	335899
<b>Inspection dates</b>	14–15 July 2010
<b>Reporting inspector</b>	Mick Pye

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 of pupils on the school roll</b>	470
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Father Peter Homewood
<b>Headteacher</b>	Brian Paul
<b>Date of previous school inspection</b>	24 May 2007
<b>School address</b>	Hemmen Lane Hayes UB3 2JQ
<b>Telephone number</b>	020 85731617
<b>Fax number</b>	020 88135814
<b>Email address</b>	drtripledds@hillingdongrid.org

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## Introduction

This inspection was carried out by four additional inspectors. They observed 18 lessons and saw a total of 15 teachers. They visited the school production, sports day activities and a family support workshop. They held meetings with governors, pupils, staff and parents and carers. They observed the school's work, and looked at pupils' work and data relating to their attainment and progress. The school's development plan, lesson and curriculum plans, governors' minutes and school policies and procedures, particularly those relating to the health and safety and safeguarding of pupils, were scrutinised. Inspectors also looked at completed questionnaires returned by pupils and staff, along with those from 144 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- to what extent the teaching and the curriculum in mathematics and science are having an impact on pupils' outcomes
- whether, in this large, multicultural school, the tracking of the progress of the different pupil groups is of a sufficiently high quality
- what the data show about pupils' progress and whether they have equal opportunity to succeed
- the quality of leadership and management at all levels, and what impact they are having on pupils' outcomes.

## Information about the school

This larger-than-average primary school is located close to Heathrow airport. The nature of the school's population is changing significantly. The proportion of pupils from a White British background is reducing and the number of Asian or Asian British pupils is growing, as are those from a Black or Black British-African heritage. The number of pupils from a minority ethnic background is well above the national average, as is the proportion of pupils for whom English is an additional language. The number of pupils with special educational needs and/or disabilities is below average. The largest group are those pupils with speech, language and communication problems. There are seven pupils with a statement of special educational needs. The school provides for the Early Years Foundation Stage through its Nursery and two Reception classes. The governors manage a breakfast and an after-school club. The school has been nationally recognised through the Basic Skills Quality Mark and the Healthy Schools awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school provides a good education for pupils. It has some outstanding features, not least the care, guidance and support for pupils. The school commits fully to its moral message of 'Love, compassion, and respect'. Parents recognise this caring ethos. One wrote, 'Every child is nurtured, encouraged and inspired to do their best in every aspect of school life.' A particular strength is the successful way that the school encourages the pupils to be healthy which reflects the successful work carried out by the school to earn the national Healthy Schools award. Pupils have an excellent understanding of how to stay fit and well, participating with eagerness during breaks in the various physical activities on offer.

Good teaching and positive pupils' attitudes result in pupils achieving well, including in science and mathematics. They leave with overall attainment levels that have consistently been above the national average. The curriculum for mathematics, science and English securely underpins the delivery of the necessary basic skills for pupils. However, the planning in areas such as history does not sufficiently highlight possible common themes or cross-curricular links, which would allow pupils to apply their knowledge and skills in other subjects. In particular, there is little guidance as to where subjects such as design and technology reinforce the pupils' literacy and numeracy skills. In two mathematics lessons, older pupils experienced exceptionally original approaches to delivering the curriculum, but the school misses opportunities to share such good practice. Pupils make a good contribution to their community, for example acting as school councillors and junior road safety officers. There are missed opportunities to seek the wider views of pupils regarding aspects of their learning, such as their views on the curriculum.

A recent review of leadership and management arrangements has taken place and responsibilities have been successfully and more widely shared. Responsibility for tracking the progress of pupils is part of the role of subject leaders. They have a wide range of data at their disposal, and these clearly show the progress of different pupil groups. This allows the school to make quick interventions to support any pupil who is falling behind, and helps ensure that all have an equal opportunity to succeed. However, the level of subject leaders' analysis is sometimes insufficiently rigorous, particularly regarding data. Monitoring by all leaders leads to accurate self-evaluation and relevant development planning. For example, they identified the need for more speaking and listening opportunities in Key Stage 1, so as to meet the changing needs of the intake. However, subject development plans are insufficiently focused on the attainment and progress of different pupil groups. Objectives in action planning are often too general and this makes the measurement of success difficult to identify. Adept, focused

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leadership by the headteacher, his two assistant headteachers and the governors has helped ensure the maintenance of above average attainment, high levels of pupils' personal development and the development of excellent partnerships that benefit pupils. There is a very wide range of partners, for example an international company helps guide the Young Enterprise project and a local organisation has contributed to the landscaping of the pond area. Strong links with the Anglican church and places of worship associated with other faiths contribute exceptionally well to the multicultural education of the pupils. These factors reflect a good capacity to maintain improvement.

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

- Improve the impact of the curriculum by:
  - developing more common themes that help ensure cross-curricular links are clearly identified and utilised
  - sharing the already good practice regarding curriculum delivery within the school
  - seeking the views of pupils regarding curriculum content and delivery.
- Improve the quality of subject leadership through ensuring that:
  - subject leaders' analysis of data, and other information gathered through monitoring, is rigorous and focuses on the outcomes for pupils
  - all subject leaders identify more specific actions for development, and that it is made clear how they are to be measured for their impact

## Outcomes for individuals and groups of pupils

**2**

Pupils achieve well because they thoroughly enjoy their education. This was seen in a Year 6 mathematics lesson where the pupils excitedly reported how they had used a variety of equipment, including a trundle wheel, to measure parts of the outdoor tennis courts. They subsequently applied themselves diligently to working out areas. Pupils' behaviour in class is usually good and often excellent. This undoubtedly contributes to their good achievement. In a Year 3 lesson, pupils demonstrated their knowledge of school safety rules when handling computers, as they transferred information to a database. They are well prepared for the future. This was seen in a Year 5 geography lesson where pupils worked well in pairs and reacted positively when learning about how to read maps and use grid reference numbers. A very large majority of pupils feel safe, but the challenge for the school is to identify why a few feel uncomfortable.

Attainment has been consistently well above average in English, including Year 6 pupils in the 2009 national tests. In mathematics and science, it has been more mixed with attainment ranging from average to above. Currently, standards are above average by the end of Year 6. Mathematics is the relatively weaker area. The school is fully aware of the trend of a small number of girls not progressing as well as boys in mathematics. Progress for pupils, including those from the various ethnic minorities and pupils with English as an additional language is good. Pupils with special educational needs respond

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well to the targeted support they receive, including small group work led by capable teaching assistants. Consequently, these pupils achieve well.

Pupils' spiritual, moral, social and cultural development is good. They show a good understanding of moral issues, have respect for each other and their different cultures. There are missed opportunities for developing reflective skills, for example about what they have learnt in lessons.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching is good overall, and often pupils benefit from outstanding lessons. The two excellent mathematics lessons demonstrated the way pupils' progress accelerates when they are provided with appropriate challenges and activities that meet their different learning needs. Pupils worked extremely well in groups on different challenges using their eyes and prior knowledge to plot shapes. They worked well in groups, and once finished, quickly had another challenge to move onto and a very good pace was maintained. Some teachers, when planning lessons, identify tasks rather than the learning expected of different pupil groups and progress levels slow. In lessons,

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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relationships are very positive and pupils engage well with their learning. For example, in one religious education lesson, the pupils were eager to answer questions about the Ten Commandments. Teachers' marking is good, particularly in literacy, and pupils have a clear understanding about how to improve. Opportunities for pupils to self- or peer-assess are being introduced, but such approaches are not consistent across the school.

The satisfactory curriculum is reviewed regularly to meet the needs of the changing school population. In mathematics and science, more investigative approaches and problem-solving opportunities are now in place. These make the learning more real for pupils and help to raise their progress levels. Chances are missed to reinforce pupils' skills and knowledge, for example in literacy and numeracy, and to build in challenges for pupils of different abilities, in other subjects. Enhancement of the curriculum is good with opportunities for pupils to experience museum visits, opera, and a floating classroom in a canal barge. The pupils also benefit from a wide range of clubs, for example the film and Green clubs, residential and other trips, and visitors such as a local Second World War veteran. The curriculum provides well for the emotional and social needs of pupils.

The school is exceptionally adept at tackling any barriers to learning resulting from social, physical or emotional problems. Families are well supported, for example the family support workshops help prepare all for transition to secondary school, and this support extends to Year 7. Pupils are given the necessary support and guidance which allows them to progress in their academic work. An effective programme helps guide and support pupils through any periods of family upset, including bereavement. Pupils agree, with comments made such as, 'we feel very well cared for' and 'the adults know us, respect us'. The extended school provision, such as the well-run breakfast club, provides additional support and the pupils benefit from a 'slow and easy start' to their day.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Senior leaders have a very clear vision and ambition for the school which has been effectively communicated to staff through the recently developed team management system. A monitoring cycle is well established and informs development planning. These are linked well to performance management targets and the continuous professional

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development needs of staff. Team leaders play a full part in monitoring and evaluating but shortcomings exist in the depth of analysis. Governors make regular visits, and build a secure understanding of the school. While they do raise questions, there is insufficient evidence of them acting consistently as a critical friend over aspects like the progress of different pupil groups. Statutory duties are well met. Good safeguarding policies are monitored and reviewed regularly and governors actively involve themselves in ensuring the safe recruitment of adults. Equal opportunity is at the heart of the school. The tracking of pupils' progress by ethnic origin, special educational needs, as well as by first and additional languages, helps ensure this. Varied and effective strategies challenge stereotyping, for example a female fire-fighter visits. Good links with parents and carers exist. They appreciate the weekly newsletter, regular parent and carer evenings, the website and the numerous school events such as the firework display. The school's work to encourage community cohesion is very effective at local and international levels. Faith visits, for example to the mosque and synagogue, together with the children having planned opportunities to share their multicultural heritage, add significantly to the levels of toleration and respect that the pupils demonstrate. The challenge now is to extend links within Britain and to conduct a fuller review of the impact of its work in this area.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

The children show high levels of enjoyment, in one session eagerly waiting to be chosen as the 'best sitters'. They show a pride in their good achievement, with one proudly commenting, 'I did the water challenge as well.' Children enter Nursery with below the



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expected levels of skills and knowledge. There are also an increasing number of children having English as an additional language. Consistently good teaching helps ensure that all pupil groups, including those with special educational needs, make good progress. They make some outstanding progress regarding aspects of personal development, playing well together and showing respect when listening to others talking in their home language. For example, a Nigerian child answered questions in his native tongue. Overall, the children leave Reception with skills and knowledge above the age-related expectations. The good curriculum has a realistic balance between adult- and child-initiated activities. The external area has been recently developed, although there are missed opportunities to further reinforce children's numeracy and literacy skills. The children settle well to their work, either indoors or out, because relationships are extremely positive. Teachers' planning is detailed, and the interactive whiteboard is well used to motivate the children. Teaching assistants are not always sufficiently involved in whole-class sessions. Leadership is good, the area is managed well and the day runs smoothly. Progress tracking systems are in place but difficulties exist in the ease by which the children's overall progress can be measured from entry to the end of Reception.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

A good number of parent questionnaires were returned. The vast majority are fully happy with the work of the school. One parent wrote, 'It is a warm and welcoming environment, because of this you feel an active participant in your child's education.' A very small minority expressed some concern about how the school dealt with unacceptable behaviour. Inspectors judged behaviour to be good, and often outstanding, and have no concerns about how unacceptable behaviour is dealt with.

### Responses from parents and carers to Ofsted's questionnaire

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	112	78	32	22	0	0	0	0
The school keeps my child safe	113	78	29	20	2	1	0	0
The school informs me about my child's progress	99	69	38	26	6	4	0	0
My child is making enough progress at this school	101	70	38	26	3	2	1	1
The teaching is good at this school	106	74	37	26	1	1	0	0
The school helps me to support my child's learning	99	69	40	28	5	3	0	0
The school helps my child to have a healthy lifestyle	108	75	35	24	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	86	60	48	33	0	0	1	1
The school meets my child's particular needs	91	63	47	33	4	3	0	0
The school deals effectively with unacceptable behaviour	82	57	51	35	8	6	0	0
The school takes account of my suggestions and concerns	79	55	55	38	4	3	0	0
The school is led and managed effectively	100	69	41	28	2	1	0	0
Overall, I am happy with my child's experience at this school	104	72	37	26	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 July 2010

Dear Pupils

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

You may remember our recent visit to your school. Thank you for making us so welcome. We listened carefully to what you told us about your school and many thanks to those groups of pupils who spoke to us. Like you, we believe you go to a good school.

We also believe that the school does some things very well indeed. We agree with you that the adults look after you very well. The school is excellent in how it supports those pupils facing difficulties, so that they are able to settle to their work. It is also very good in finding people from outside the school who help you to learn. We particularly liked the way the church adds to your experience. The visits to other faith's places of worship add to your knowledge of other cultures. We especially like the way you all get along with each other, and show respect for the different cultures present in the school. Well done! Your behaviour is very good and this, together with the good teaching you get, helps explain why you progress well with your work. One of you told us that, 'The teachers make learning fun!' The parents and carers and ourselves certainly enjoyed the school production. Well done to all of those taking part!

Your knowledge about how to stay fit and healthy is excellent. We are pleased to see how you run around and enjoy the various playground activities you have.

Your headteacher and the other adults are determined to keep improving the school. We have asked them to look at other subjects besides mathematics, English and science to try to make them even more fun for you and to give you the chance to practise your writing and numeracy skills in other subjects. You can help because we have asked them to speak to you about what you find exciting and interesting. We have also asked that the adults in charge of subjects look more closely about how well you are doing and that they are able to measure more easily the effect of any changes they introduce.

Thank you again for your help, and on behalf of all the inspectors, I wish you well for the future.

Yours sincerely

Michael Pye

Lead Inspector

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