



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Dr Triplett's Church of England Primary School

Hemmen Lane, Hayes
Middlesex
UB3 2JQ

Previous SIAMS grade: Outstanding

Current inspection grade: Good

Diocese: London

Local authority: Hillingdon

Dates of inspection: 20 April 2016

Date of last inspection: September 2010

School's unique reference number: 102420

Headteacher: Susan Harratt

Inspector's name and number: Liz Felsing 839

School context

Dr Triplett's is a two-form entry primary school. Pupils come from a wide range of ethnic backgrounds. The proportion who speak English as an additional language is significantly above national, although few pupils are at the early stages of acquiring English. The school was graded Requires Improvement by Ofsted in June 2014. A new Headteacher was appointed in January 2014. The Religious Education (RE) subject leader left the school at the end of the Spring Term 2016 and an assistant head is leading RE until a new appointment is made.

The distinctiveness and effectiveness of Dr Triplett's as a Church of England school is good.

- High quality leadership, thoughtful planning and purposeful evaluations in collective worship ensures that it is greatly valued and that it makes a good impact on Social, Moral, Spiritual and Cultural (SMSC) development of pupils.
- Relationships across the school community are positive due to shared values of love, compassion and respect which are clearly rooted in the gospels and Christian teaching.
- Pupils feel safe and well looked after resulting in confident and knowledgeable young people who are able to make informed choices based on Christian teaching.
- Pupils show respect for one another because the Religious Education (RE) curriculum provides opportunities for pupils to reflect, discuss and share experiences from a range of faith contexts.

Areas to improve

To improve standards in RE through:

- A review of the school's monitoring and assessment systems, ensuring they are robust and effective to enable more rapid progress for all pupils.
- Senior leaders working more closely with the new RE leader to moderate judgements about standards in teaching and learning

The school, through its distinctive Christian character, is good at meeting the needs of all learners

All pupils feel valued and involved in the life of the school regardless of their faith. This is due to the emphasis that the school places on pupil well-being and personal development. Academic achievement is improving as school leaders strive for each pupil to achieve their very best within a distinctively Christian context. Assessment tracking systems are effective in identifying under-achieving groups and the school takes decisive action where required. Pupils are able to reflect upon the meaning of their shared values of love, respect and compassion in a Christian context. Pupils describe how these values 'are tutoring us to be kind to each other' and they can link these values to the teachings of Jesus and how they behave towards others. There are staff, parent and pupil prayer groups and planned opportunities for peace and reflection within lessons and worship. The SMSC development of pupils is consequently strong. The school is viewed as the centre of the community due to the many events that take place such as the Flower Festival and the enormous success in raising money for charities. The Christian character of the school is highly visible due to the vibrant displays, prayer corners and the regular newsletters home which all enhance the distinct Christian character of the school. Members of the school community feel that the exceptionally positive and supportive relationships are a result of everyone feeling part of the same Christian family. Pupils enjoy RE lessons as they are able to explore Christianity further as well as learning about other religions. Pupils share that this helps them to understand more about the world around them and to respect differences within their diverse community.

The impact of collective worship on the school community is outstanding

Under the leadership of the Headteacher collective worship has developed further. It is given a central place in school life and makes a significant contribution to the spiritual development of members of the community. Collective worship and the development of spirituality is consequently a strength of the school. This view is supported fully by the Foundation Governors who attend school worship regularly. They speak confidently about the positive impact it makes upon relationships and how members of the school community behave towards one another. Pupils describe how worship makes them think more deeply and that they learn new things. They talk positively about how worship helps them to live their lives like Jesus has taught them. During the collective worship observed children behaved impeccably and with great reverence. They responded sensitively and thoughtfully to questions asked, were actively involved and knowledgeable. Pupils were able to speak about the life of Jesus Christ and were able to discuss their understanding of God as Father, Son and Holy Spirit. The school's Christian values have a high profile in the daily life of the school and daily worship. These values are clearly linked to the life of Jesus. The interim Minister, along with a team of worship leaders and two governors, carefully plan and lead worship. There are opportunities for reflection and prayer, including elements of Anglican tradition, Bible readings and music. Written evaluations from Governors and children, including those of other faiths, show that the time is greatly valued as an opportunity to pray, learn and think more deeply about God.

The effectiveness of the religious education is good

Achievement in RE is in line with national expectations and often above as observed in the knowledgeable and thoughtful responses in lessons. In response to issues from the previous inspection, teachers have developed their subject knowledge through adopting 'Godly Play' approaches in RE, networking with other schools and extending opportunities to receive further training and share good practice. Pupils enjoy RE, say that they have opportunities to share their views and that they enjoy learning about and from different religions and festivals. The diocesan scheme of work is used by the school and provides an effective foundation for teachers to plan activities which allow pupils to reflect, analyse and think more deeply about the impact that religion has upon themselves and others. The good teaching ensures that pupils

have a very good level of knowledge. Pupils talk about the many topics they have been learning with confidence, especially the elements of Christianity. Parents of pupils who are now in Secondary Education shared that their children continue to achieve well in Religious Education due to the good level of teaching at primary school. Staff training has improved subject knowledge and this has had a good impact on raising the quality of teaching. During lessons observed pupils listened well, were attentive and knowledgeable. Teachers used questioning effectively to encourage children to think, for example Reception pupils were asked 'Did the Disciples do a good job?' in their lesson linking Easter to Pentecost. Systems for monitoring and assessment are in place, although a more robust approach would provide the subject leader with key information to further drive improvement and raise standards in the subject. In response to the previous issue from the last inspection, Governors are now involved in monitoring RE through learning walks, pupil interviews and work scrutinies. This has enabled them to be more knowledgeable about the RE throughout the school.

The effectiveness of the leadership and management of the school as a church school is good

The Headteacher is highly committed in her drive for each child to achieve their best within a Christian context and as part of the Christian family. The Governors have developed an explicit strategic vision through consultation with the school community and this reflects their ambition to sustain the improvements that have taken place in teaching and pupil achievement. All leaders strive for the school to be the best it can be within the framework of the Christian faith and this is evident in the actions that have been taken to improve pupil achievement. The school has worked closely as part of a 'Rapid Improvement Group' of schools within the diocese and this has had a positive impact on pupil achievement. Good links with the local church and full involvement of parents and governors has supported ongoing school improvement and a greater breadth of experiences offered to pupils. All school leaders strive for each child to feel valued and to become a resilient and independent learner. There is an action plan for Religious Education and this is also featured on the School Development Plan (SDP) with clear actions, milestones and arrangements for monitoring. Monitoring and evaluation processes are clearly in place for RE and this provides information about standards across the school. The new leader should consider how to make this process more robust to ensure more rapid progress and greater consistency of achievement across the school. The school has taken action to ensure that professional development opportunities prepare new leaders for church schools. RE and Collective Worship meet statutory requirements.

SIAMS report April 2016. Dr Triplett's, Hayes, Middlesex, UB3 2JQ