

Dr Triplett's CofE Primary School

Address: Hemmen Lane, Hayes, Hayes, Middlesex, UB3 2JQ

Unique reference number (URN): 102420

Inspection report: 13 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Across all year groups, pupils secure the essential knowledge they need in reading, writing and mathematics. This underpins consistently high achievement across the curriculum. Pupils' attainment and progress in national curriculum tests are well above national averages. Outcomes in phonics and the Year 4 multiplication check are sustained strengths. Pupils achieve particularly well in reading and mathematics, where progress is significantly above national averages.

Writing outcomes are secure and continue to improve as a result of focused curriculum refinement and clear priorities for teaching. Work in pupils' books shows consistent progress across subjects, including in writing, with increasing confidence in sentence construction underpinned by secure handwriting and spelling knowledge.

Disadvantaged pupils and pupils with special educational needs and/or disabilities progress well from their starting points. The school addresses barriers to learning quickly with effective early identification, inclusive classroom practice and targeted support.

Across the wider curriculum, pupils recall knowledge accurately and apply it confidently, demonstrating depth and understanding over time. As a result, pupils are very well prepared for the next stage of their education and for future learning.

Leadership and governance

Strong standard ●

Leadership and governance are highly effective. Leaders have a clear and accurate understanding of the school's strengths and priorities. They take well-judged decisions that are consistently in pupils' best interests. This is particularly evident in the education and care of disadvantaged pupils and those with special educational needs and/or disabilities (SEND), where leaders prioritise inclusion, early support and partnership working. Parent feedback is extremely positive. This highlights pupils' happiness, safety, behaviour and trust in leadership. Pupils are proud of their school and would wholeheartedly recommend it to others. They know their voice is heard.

Staff report very high levels of trust and confidence in leaders, describing them as visible, approachable and consultative. Leaders place emphasis on staff wellbeing and workload, offering practical support, such as protected planning time, reduced paperwork and careful consideration of new initiatives. Staff feel listened to, supported and valued, contributing to high morale, stability and retention. Professional development is well planned, evidence informed and aligned to both school priorities and individual needs, supporting continuous improvement.

Governance is a significant strength. Governors meet their statutory duties well and provide informed challenge and support. They have a secure understanding of SEND, safeguarding, curriculum quality and staff wellbeing, supported by appropriate training. Governors monitor the impact of leaders' work adeptly, particularly ensuring support for vulnerable pupils and

families is effective. As a result, leadership, culture and systems are robust, enabling pupils and staff to thrive.

Personal development and wellbeing

Strong standard 

Leaders place high priority on pupils' personal development and wellbeing. A comprehensive and well-sequenced personal, social, health and economic education curriculum supports pupils' spiritual, moral, social and cultural development. Pupils demonstrate a secure understanding of British values, including respect, tolerance and democracy. The school's inclusive culture permeates pupils' understanding and respect for difference. Pupils learn about others' disabilities and show empathy and kindness in their interactions. Pupils discuss issues such as consent, healthy relationships, discrimination and stereotyping with maturity. Leaders ensure that relationships and sex education and health education is appropriate for the school community. They have worked closely with families through careful consultation, which has built high levels of trust and engagement.

Pupils feel safe and know who to speak to if they have concerns. They understand how to keep themselves safe online and offline, including managing personal information, recognising risk and seeking help. Learning is reinforced effectively through assemblies, visits and enrichment activities. These include road safety workshops, emergency services input and wider citizenship work. This enables pupils to apply their learning in real-life contexts.

The school provides many opportunities for pupils to develop leadership, responsibility and confidence. Pupils value a wide range of roles, including house captains, reading champions, eco warriors, worship leaders and sports crew. They understand how these contribute positively to school life. Pupils know they can influence decisions to further improve the school through well-established groups, such as the school council. Pupils feel listened to and respected.

A rich programme of clubs, trips and wider experiences supports pupils' personal development, health and wellbeing. Leaders ensure access to the array of opportunities for all pupils. Pupils speak enthusiastically about these, particularly, residential experiences and community projects, including fundraising and charitable work. The school's values of love, compassion and respect shape pupils' attitudes and actions. As a result, pupils are well prepared for the next stage of education and for active participation in modern British society.

Expected standard

Attendance and behaviour

Expected standard 

Leaders take a systematic, proactive approach to attendance that prioritises vulnerable pupils and maintains high expectations. Attendance is closely monitored using detailed data analysis at whole-school, group and individual level. This enables leaders to identify patterns and act swiftly. Leaders work effectively with families, the inclusion manager and external agencies. They use an education welfare officer, home visits and regular reviews to

help identify the best support for pupils. Incentives, clear communication and consistent follow-up help pupils develop positive attitudes to attendance. As a result, attendance and persistent absence rates for key groups are close to national averages, with evidence that leaders' actions are effective in sustaining and improving attendance over time.

Behaviour and attitudes to learning are a strength of the school. Leaders have established a calm, orderly and respectful environment where high expectations for conduct are explicit, consistently modelled and well understood by pupils. Familiar routines and positive relationships ensure pupils settle quickly, behave well in lessons and move calmly around the school. Pupils are polite, confident and respectful. They feel safe, known and valued by staff. Bullying and any form of discrimination or harassment are rare. When they occur, they are dealt with swiftly and effectively in line with school policies. Leaders adapt behaviour approaches sensitively to meet pupils' age, stage and needs, creating an inclusive culture where pupils' wellbeing and learning are prioritised.

Curriculum and teaching

Expected standard 

Leaders have constructed an ambitious curriculum with a clear focus on early reading, writing and mathematics. They prioritise phonics to help get pupils off to a secure start with reading. The school deliberately gives pupils frequent opportunities to practise and consolidate their early reading skills so they become confident readers. Staff use the school's chosen systematic synthetic phonics programme consistently, reflecting a shared understanding and common expectations. They identify pupils who begin to fall behind quickly and give them support to catch up.

In the lower year groups, adults support pencil grip and early handwriting and spelling well. In response to some recent training, writing is thoughtfully structured across the school. Teachers model sentence construction and provide planned opportunities for pupils to think before writing. Staff use feedback purposefully to move learning on.

Teaching is typically well organised, with learning broken into manageable steps and curriculum content revisited. This helps pupils remember learning over time. Teachers' subject knowledge is secure across curriculum subjects. Staff adapt teaching appropriately for pupils with special educational needs and/or disabilities so they can access the same curriculum as their peers.

Leaders recognise some variability in teaching, including inconsistencies in expectations, and the use of adaptations. They continue to refine expectations and strengthen consistency so that all staff deliver the intended curriculum securely across the school.

Early years

Expected standard 

Children in the early years benefit from a calm, purposeful and well-established provision that gives them a secure start to their education. Relationships are a clear strength. Staff interactions with children are warm, attentive and purposeful, ensuring that children feel safe, confident and ready to learn. Adults know children well. Most of the time staff use this knowledge to support emotional security, language development and positive learning behaviours.

The curriculum is carefully planned to build on what children already know and can do, helping them make steady progress as they learn new skills and understanding. Language and communication development is prioritised through high-quality texts, structured talk and precise questioning. Staff place emphasis on developing vocabulary and oracy. This supports children to express ideas and emotions confidently. Reading is a clear priority. Phonics teaching is secure and effective, enabling children in the Reception Year to begin reading and writing confidently from the start.

Children develop essential foundations in number and physical development, with well-judged opportunities for consolidation and managed risk-taking. Leaders make thoughtful curriculum choices. They adapt themes to children's interests while maintaining clear learning intentions. Children are well prepared for transition into Year 1, with routines, expectations and knowledge carefully aligned. Partnerships with parents are positive. This helps to further support children's learning, wellbeing and readiness for the next stage.

Inclusion

Expected standard 

Leaders have a clear and shared commitment to ensuring that all pupils, particularly those with special educational needs and/or disabilities (SEND) and those facing barriers to learning or wellbeing, are fully included in school life and can access the same ambitious curriculum as their peers. Staff know pupils well. They use this knowledge to make thoughtful adaptations that reduce barriers to learning without lowering expectations. As a result, pupils feel included in the life of the school.

Staff support vulnerable pupils to progress well by helping them be ready to learn and stay engaged. Warm, trusting relationships between staff and pupils underpin this work, enabling pupils to feel safe, valued and confident to participate.

Leaders and governors understand the complexity of different needs of pupils within the school. They work persistently with external agencies and local partnerships to secure specialist support, while recognising the demands this places on staff. Governors actively monitor SEND provision, finance and staff wellbeing. They make sure that inclusion remains a strategic priority and continues to be enhanced. Overall, pupils belong, participate and thrive within a community that values equity, empathy and high expectations for all.

What it's like to be a pupil at this school

Pupils experience a school where they are safe, included and known well. From the start of the day, calm routines, warm greetings and clear expectations help pupils feel secure and ready to learn. Relationships between adults and pupils are consistently respectful. Pupils are polite, kind to one another and understand how to behave well. This creates a settled environment in which pupils feel safe and bullying is rare. When concerns do arise, pupils are confident that adults will listen and act quickly.

Pupils enjoy coming to school and feel a strong sense of belonging. This is particularly evident for pupils with special educational needs and/or disabilities and those who need extra help to manage learning or emotions. Reasonable adjustments are made so pupils

can take part fully in school life. Pupils learn to understand and respect each other's differences. Parents, staff and pupils speak positively about the school as a caring and inclusive community.

Learning is purposeful and well organised. Pupils are keen to talk about their work and take pride in their books. Teachers build learning carefully from pupils' starting points, helping them to develop secure foundations, particularly in early reading, writing, handwriting and mathematics. Younger children quickly learn routines and behaviours for learning that prepare them well for the future. Where pupils fall behind, targeted support helps them to catch up and re-engage with learning.

Pupils behave well in lessons and around school. They move calmly between activities and concentrate well. Attendance is supported through positive relationships with families and encouragement that pupils value. Pupils are also helped to understand how to be responsible, respectful members of the school and wider community.

Next steps

- Leaders should continue to strengthen support for pupils to reduce barriers, improve outcomes and support the wellbeing of pupils with special educational needs and/or disabilities.
 - Leaders should embed clear and consistent expectations for handwriting so that pupils develop secure, fluent writing skills, presentation improves and pupils are better prepared to meet age-related expectations and sustain progress as they move through the school.
 - Leaders must continue to place high priority on improving attendance and punctuality, and further strengthen it, working closely with parents to ensure that attendance is high for all pupils.
 - Leaders should strengthen the consistency of high-quality adult interactions in the early years to help children develop strong speech and language skills.
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About this inspection

The chair of the board of governors is Pauline Byles.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other members of the leadership team, as well as the chair of governors and other representatives of the governing body. They also spoke with members of staff, parents, carers and pupils and reviewed survey responses.

The school does not currently use any alternative provision.

Lead inspector:

Aliki Constantopoulou, His Majesty's Inspector

Team inspectors:

Karen Wyatt, Ofsted Inspector

Alison Colenso, Ofsted Inspector

Milan Stevanovic, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 13 January 2026

School and pupil context

Total pupils

451

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

23.10%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.77%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

12.20%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	61%	Above
2024/25 (revised)	72%	62%	Above
2023/24 (final)	71%	61%	Above
2022/23 (final)	69%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	74%	Above
2024/25 (revised)	91%	75%	Above
2023/24 (final)	86%	74%	Above
2022/23 (final)	81%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	72%	Above
2024/25 (revised)	81%	72%	Above
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	78%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	73%	Above
2024/25 (revised)	83%	74%	Above
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	81%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	46%	Close to average
2024/25 (revised)	47%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	73%	46%	Above
2022/23 (final)	33%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	62%	Above
2024/25 (revised)	80%	63%	Above
2023/24 (final)	100%	62%	Above
2022/23 (final)	67%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	59%	Close to average
2024/25 (revised)	60%	59%	Close to average
2023/24 (final)	80%	58%	Above
2022/23 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	60%	Close to average
2024/25 (revised)	60%	61%	Close to average
2023/24 (final)	73%	59%	Above
2022/23 (final)	58%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	68%	-15 pp
2024/25 (revised)	47%	69%	-23 pp
2023/24 (final)	73%	67%	6 pp
2022/23 (final)	33%	66%	-33 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	83%	80%	4 pp
2024/25 (revised)	80%	81%	-1 pp
2023/24 (final)	100%	80%	20 pp
2022/23 (final)	67%	78%	-12 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	78%	-13 pp
2024/25 (revised)	60%	78%	-18 pp
2023/24 (final)	80%	78%	2 pp
2022/23 (final)	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	80%	-15 pp
2024/25 (revised)	60%	81%	-21 pp
2023/24 (final)	73%	79%	-6 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	58%	79%	-21 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.9%	5.2%	Close to average
2023/24 (3 term)	4.9%	5.5%	Close to average
2022/23 (3 term)	5.6%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	10.5%	13.3%	Close to average
2023/24 (3 term)	10.0%	14.6%	Below
2022/23 (3 term)	14.6%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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