

# Rabbsfarm Primary School

## Inspection report

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<b>Unique Reference Number</b>	102408
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	376718
<b>Inspection dates</b>	2–3 November 2011
<b>Reporting inspector</b>	Anthony Byrne

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	421
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alastair Mullins
<b>Headteacher</b>	Mike Cassidy
<b>Date of previous school inspection</b>	19–20 May 2009
<b>School address</b>	Gordon Road Yiewsley West Drayton UB7 8AH
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## Introduction

This inspection was carried out by three additional inspectors. They saw 23 lessons taught by 18 teachers and met with representatives of the governing body, a group of pupils and staff. They observed the school's work, and looked at data about pupils' progress, strategic plans and associated monitoring. They took account of questionnaires filled in by staff and by a sample of the pupils and 77 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether rates of progress are consistent between different groups and across key stages.
- Whether pupils make as much progress in mathematics as they do in English.
- How consistent the quality of teaching is, especially in using knowledge of pupils' progress to set challenging work.

## Information about the school

This school is much larger than most primary schools. Much higher percentages of pupils than usual come from minority ethnic backgrounds and/or speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is average. The proportion of pupils known to be eligible for free school meals is much greater than usual. The school has a higher than usual level of admission of pupils at other than normal starting age. The school has gained awards, including Healthy School and Sports Activemark.

**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?**

**3**

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

**3**

## Main findings

Rabbsfarm Primary School provides a satisfactory quality of education. There are clear indications that the school is improving steadily. Good monitoring of teaching and learning, well-managed intervention strategies wherever there are signs of slower progress, and accelerating progress in mathematics in both key stages show the satisfactory and growing impact of actions to promote improvement. Previously, data showed that on transfer to Year 1 pupils did not build on the good start they had made in the Early Years Foundation Stage. Changes have been made, including reorganising the coordination of Years 1 to 3 into one phase, securing satisfactory progress.

Using clear information about the progress of groups of pupils, the governing body brings a satisfactory and improving level of challenge to the school's leaders to be ambitious in improving performance. Action taken by senior leaders to improve the quality of provision is systematic and provides staff with clear feedback on what is working well and what needs attention next based on accurate self-evaluation. Staff are determined to secure necessary improvements and capacity to sustain improvement is satisfactory.

Above-average attainment in English is a strength of the school. Satisfactory but slower progress made by pupils in mathematics over time has limited their attainment to average overall. Better coordination of planning and resources is improving progress in mathematics so that achievement is rising to more closely match that in English. Where there are signs of individuals not reaching their potential, close monitoring is followed by effective additional support or interventions. This approach also helps those who join the school at different times when they need to catch up. Pupils who have English as an additional language make good progress and many achieve the highest levels. Pupils with special educational needs and/or disabilities make satisfactory progress, though a few have made exceptional progress in response to personalised programmes.

Pupils like school; their behaviour in lessons and around school is good. They have confidence in how well looked after they are in school and are sensible about keeping safe in the outside world. They are keen to keep healthy through exercise and diet, as shown by the school's Healthy School status and Sports Activemark award. Attendance has improved and is average. Pupils step forward readily to help in school. They enjoy trips out. They are thoughtful as shown in their discussions about feelings towards others.

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Although much teaching is good, inconsistencies mean it is satisfactory overall. For example, in some lessons the whole class pursues the same task because the teacher has not made sufficient use of the school's accurate progress data to set challenges that meet the needs of different groups. The increasing proportion of good teaching has been achieved through rigorous lesson monitoring, backed up by scrutiny of progress trends, identifying what needs to be better. Assessment has many good features, but in English, the quality of marking has significantly greater detail to guide pupils than in mathematics.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve the quality of teaching, particularly raising the minority of satisfactory lessons to match the quality of the best by:
  - making sure pupils understand the key learning goals of the lesson
  - ensuring pupils know and understand their individual targets to improve their work
  - setting tasks which are sufficiently different to challenge all groups of pupils according to the progress they have made.
- Improve the quality of marking in mathematics to match the guidance given when responding to written work in English.

### **Outcomes for individuals and groups of pupils**

**3**

When they begin in the Nursery, children have levels of skills and experience well below those usually expected at that age. This applies to many others who join the school at later times, often from countries outside the United Kingdom. There are strong indications in lessons seen and work scrutinised that pupils' satisfactory progress in mathematics is starting to catch up with the good progress seen in English. In an outstanding mathematics lesson in Year 2, a wide range of tasks ensured that pupils, including those with special educational needs and/or disabilities and those with English as an additional language, were challenged in lots of different and appropriate ways. Pupils engage well with literacy and information and communication technology from an early age. The extent to which pupils know and independently apply their individual next-step targets to improve their work is variable.

Pupils are very happy in school and get on well with each other. They know what is

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expected of them and that the school will take action on the very few occasions that anyone fails to respect others. They have great enthusiasm for school clubs and sports teams. They are clear that the growing ethnic diversity of the school extends their understanding of the world and makes no difference to treating each other as friends. They like helping in school and keeping it litter free but think they could do more in the community outside school. Typical of their positive attitude was one girl encouraging an inspector to help himself to the extra salad at lunch, saying, 'It's not just healthy you know. It tastes good too!' They take notice of the thoughts and feelings of others in circle-time sessions. Pupils' average attendance and basic skills prepare them satisfactorily for the next stage of their education and life beyond.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The curriculum is satisfactorily broad and balanced in covering basic skills and relevant topics. New approaches in numeracy, for example teaching Year 6 in groups set by ability, and new resources that provide younger pupils with practical objects to reinforce their calculations and make tasks enjoyable, underpin the accelerating progress. Topics encourage pupils to be interested in each other's backgrounds and celebrate diversity and they report particularly enjoying the topic in which they try foods from different cultures. In all lessons, learning goals, 'We are Learning Today', were displayed, but the clarity and relevance of the statement was variable. The school has gained well from contact with successful schools to refresh approaches, and partnerships have reached a stage where other schools are taking interest in Rabbsfarm initiatives such as monitoring coverage of literacy skills.

<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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All pupils are well cared for and supported. The school is careful to organise the right kind of help for pupils who are having any difficulties, including targeted interventions to develop learning, which are carefully tracked for effectiveness. Outside agencies are consulted appropriately and make a strong contribution to improving pupils’ well-being when their expertise will help. A specialist visiting during the inspection commented that the school is always well prepared with helpful information and resourceful in ensuring that recommendations are implemented. The school is successful at helping pupils settle and do well when they join at other than the normal starting age, including a growing number who have English as an additional language. Support for some children and their families who have been persistently absent in the past has greatly improved their attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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>2</b>

**How effective are leadership and management?**

Staff are united in determination to pursue further improvement; as one teacher put it, ‘We will never be content to tread water.’ Leadership is focused clearly on areas for improvement which are identified by analysis of data and observation. Strategies are systematically monitored and adjusted as required. This approach has succeeded in improving teaching and learning in areas of previous weakness. Thoroughness brings with it recognition that while improvements are under way there is still some distance to travel to be securely good. The governing body knows how well the school is performing and understands the challenges it still faces. There is a strong commitment on their part to securing equal opportunity, closing remaining gaps in performance between groups, and challenging discrimination. The effect of policies and strategies on individuals or groups is at the heart of their discussions. However, they acknowledge that there is room for improvement in reaching out to some parents who do not feel confident about finding out how to help their children, building on the good practice in this area in the Early Years Foundation Stage. In terms of community cohesion the governing body understands how diverse the community it serves is and is seeking ways to extend existing satisfactory links. Safeguarding procedures, including those dealing with health and safety matters and risk assessments, are secure. Staff are fully informed of safe practices and how to handle any problems should they arise.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Arriving with a much narrower range of skills and abilities than typically expected for their age, children make good progress in both the Nursery and Reception classes. Effective teaching helps them to develop language skills well, especially through effective teaching of linking sounds and letters. Care is taken to involve children in the planning of their day. They enjoy their own designated areas and are confident when in contact with older children. Outside learning areas are well resourced and well used. The settings are appealing and interesting with a variety of stimuli for learning. However there are limited displays of relevant words that children could look at and recognise. The 'baby clinic' provided opportunities for writing as well as talking and taking care of others and there was a notable emphasis on the part 'dads' can play in bringing up baby. In another session children had a chance to experience at least four or five different, well-set activities. Teaching is good and is enhanced by well-trained nursery nurses and other assistants. Assessment is used well to monitor progress and to plan activities that will further develop skills. Monitoring speech development is particularly thorough and helpful. The setting is well led in a way that encourages staff to feel part of a dedicated team. Monitoring and planning for improvement are very secure. The efforts made to encourage parents to play a full part in supporting their children's learning secure a good response. This key stage is a strong feature of the school.

*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



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The effectiveness of leadership and management of the Early Years Foundation Stage	2
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## Views of parents and carers

The response rate to questionnaires was much lower than average and few comments were added. Those returned were in the main very positive about all aspects of the school. The question about children making good progress received a few more negative responses than others. The inspection team judged that pupils' progress is satisfactory and improving.

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

Ofsted invited all the registered parents and carers of pupils registered at Rabbsfarm Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 77 completed questionnaires by the end of the on-site inspection. In total, there are 421 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	47	39	51	0	0	0	0
The school keeps my child safe	41	53	35	45	0	0	1	1
The school informs me about my child’s progress	33	43	43	56	0	0	0	0
My child is making enough progress at this school	28	36	44	57	0	0	1	1
The teaching is good at this school	37	48	37	48	1	1	0	0
The school helps me to support my child’s learning	31	40	45	58	1	1	0	0
The school helps my child to have a healthy lifestyle	33	43	41	53	0	0	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)	28	36	42	55	1	1	0	0
The school meets my child’s particular needs	30	39	43	56	2	3	1	1
The school deals effectively with unacceptable behaviour	32	42	41	53	3	4	0	0
The school takes account of my suggestions and concerns	26	34	44	57	1	1	0	0
The school is led and managed effectively	33	43	41	53	2	3	0	0
Overall, I am happy with my child’s experience at this school	45	58	31	40	0	0	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



7 November 2011

Dear Pupils

### **Inspection of Rabbsfarm Primary School, West Drayton UB7 8AH**

Thank you for giving the inspection team such a warm welcome when we visited. Your school is providing a satisfactory education and school leaders are keeping a careful watch on your progress. All groups of pupils make at least satisfactory progress because those of you who need extra help, including those who join the school at later than the normal starting age, get the right kind of support to catch up. The governing body is well informed about the progress that different groups are making and challenges the school to be ambitious in improving. This is bringing change for the better, including a growing number of good lessons. Children in Nursery and Reception get off to a good start and your progress is improving in mathematics which had been lagging behind your progress in English.

You told us that you like your school because you feel safe and happy there. We could see that this is true because of how well you behave and how your attendance has improved. You also told us how much you enjoy learning about each other's different backgrounds and we saw that you are friendly and thoughtful towards each other.

Staff are united in their determination to make the school even better. So that the school can help you even more, we have asked for these improvements to be made.

- Teachers should make all lessons as good as the best ones by:
  - making sure you really understand what you are meant to learn in the lesson
  - reminding you how your individual targets will help to improve your work
  - giving you tasks that will move each of you forward from the different points you have reached.
- Teachers should give you the kind of detailed guidance in the marking of your mathematics work that you get in your English work.

You can all help by continuing to try your best and playing close attention to your next-step targets and teachers' marking.

Yours sincerely

Tony Byrne  
Lead inspector

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