

# Rabbsfarm Primary School

Gordon Road, Yiewsley, West Drayton, UB7 8AH

**Inspection dates** 21–22 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- Pupils in Key Stage 2 have not made enough progress from their starting points in recent years. As a result, standards in English and mathematics have been below average by the time they leave at the end of Year 6.
- Not all of the more able pupils have done as well as they could in Key Stage 2, especially in writing and mathematics.
- There is still a considerable gap between the attainment of pupils in receipt of additional funding and that of others in mathematics.
- The quality of teaching requires improvement because over time, it has not consistently enabled pupils to make fast enough progress in Key Stage 2.
- Sometimes, the more able in particular do not have enough opportunities to complete independent work because introductions to lessons are too long.
- Occasionally support staff are not used as effectively as they could be to support pupils' learning in lessons.

### The school has the following strengths:

- The quality of teaching is improving rapidly and much of the teaching seen during the inspection was very effective.
- Children get off to a good start in the Early Years Foundation Stage and this continues into Key Stage 1 where standards in reading, writing and mathematics have risen, considerably since the previous inspection.
- Pupils' progress is improving in Key Stage 2 and attainment is rising.
- The headteacher provides strong leadership. The renewed leadership team and governing body are highly ambitious and have developed a committed staff team.
- Leaders supported by governors have improved the quality of teaching and are raising achievement by establishing high expectations and checking regularly that these expectations are being met.
- Pupils from a wide range of backgrounds get on well together. They behave well, feel safe and are enthusiastic learners.

## Information about this inspection

- Inspectors observed teaching and learning in 27 parts of lessons. Several of these observations were conducted jointly with the headteacher and other members of the leadership team.
- The team talked to a group of pupils from Key Stage 2 and to others around the school and on the playground.
- Inspectors heard pupils reading and looked through their books in classrooms.
- Interviews were held with the headteacher, other senior and middle leaders, three members of governing body and a representative of the local authority.
- A range of school documentation was considered including information about pupils' progress, documentation related to the safeguarding of children and the school's plans for improvement.
- The views of 39 members of staff were considered in their responses to a questionnaire. The team also took account of the views of parents and carers represented in 23 responses to the online survey, Parent View. They also talked to parents and carers before the start of the school day.

## Inspection team

Graham Lee, Lead inspector

Additional Inspector

Fran Ashworth

Additional Inspector

Noureddin Khassal

Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school and is expanding rapidly.
- Nearly half of the pupils are of White British origin and the others are from a wide range of heritages. The largest of these groups are from growing White European and Somali communities.
- Nearly half of the pupils speak English as an additional language which is much higher than average. Increasing numbers of children join the Early Years Foundation Stage with little or no English.
- The proportion of pupils who are disabled or have special educational needs supported at school action is lower than average. The proportion of these pupils supported at school action plus or with a statement of special educational needs is well above average. Some of these pupils have complex needs. These pupils are supported through activities in the specially designed 'Launch Pad'.
- The proportion of pupils eligible for pupil premium funding is much higher than average. This is additional government funding to support, in this school, pupils eligible for free school meals and a very few who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The numbers of pupils joining or leaving the school at other than the usual times is higher than the national average. Much of this movement takes place in the Early Years Foundation Stage.
- The headteacher was appointed to her post in September 2013. She had formerly been the deputy headteacher. A new deputy headteacher has also been recently appointed. There have been a number of changes and additions to the leadership team since the previous inspection.
- The school runs a breakfast club and an after school which are the responsibility of the governing body.
- During the inspection major building works were taking place as the school is being rebuilt to accommodate its expansion.

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

- Continue to improve the quality of teaching so that it is consistently good or better in order to raise pupils' attainment at the end of Year 6 in writing and mathematics by:
  - ensuring that pupils have enough time to complete independent work, especially the more able, and that teachers' introductions are not too long
  - providing more opportunities for pupils to undertake investigative work in mathematics, especially the more able
  - ensuring that support staff are always used effectively to help pupils to learn.
- Use the pupil premium funding in mathematics as effectively as it has been used in English to close the attainment gaps with other pupils.

## Inspection judgements

### The achievement of pupils

### requires improvement

- The achievement of pupils requires improvement because they have not made good enough progress in Key Stage 2 to raise their attainment since the previous inspection. Consequently, standards in reading, writing and mathematics remain below average and have not risen markedly over a number of years.
- Children join the Early Years Foundation Stage, either in Nursery and Reception, with skills and understanding well below the levels typical for their age. They make good progress and are prepared well for Key Stage 1. However, their attainment remains below average by the time they enter Year 1 because of their low starting points, especially in language and communication.
- In Key Stage 1 there has been significant year-on-year improvement since the previous inspection and pupils' attainment is now above average in reading, writing and mathematics. This represents good progress from pupils' starting points and puts them in a much stronger position to start Key Stage 2.
- In English, a significant factor in this improvement has been a much more rigorous and consistent approach to the teaching of phonics (letters and the sounds they make) which is reflected in the marked improvement in 2013 in the outcomes for pupils in the Year 1 phonics screening check. Throughout the school pupils enjoy reading and their better skills are clearly helping them to develop their writing for a range of purposes.
- The school's data show that pupils leaving the school in 2013 had made good progress in Year 6. However, this was not enough to compensate for much slower progress earlier in Key Stage 2, especially in mathematics. Consequently, their attainment was not as high as it should have been when they left, especially the more able.
- This improved progress in Year 6 in the last academic year was also reflected in Years 4 and 5. Consequently, attainment is rising and the current Year 6 pupils, for example, are working at much higher levels than last year's group.
- The more-able pupils are also working at higher levels throughout Key Stage 2 because the work is becoming harder for them. In mathematics, it is evident that these pupils are making good progress in the development of mathematical concepts. They are not always given enough opportunity to apply their skills in open-ended investigations.
- Pupils with a wide range of disabilities and special educational needs are supported well and their progress is much the same as other pupils nationally. Gaps within school are also closing because of the close monitoring of their progress and checking of provision.
- Pupils who speak English as an additional language often make better progress than others because of the support they receive. In particular the systems to enable pupils to 'hit the ground running', when they arrive with little or no English, are effective in providing the language support needed to help pupils to make progress quickly.
- There are no significant differences in the achievement of pupils from different ethnic groups, including the new arrivals from Eastern Europe and Somalia who arrive later than at the usual times.
- The funding for pupils eligible for the pupil premium has been used effectively to close the gaps for these pupils in English. In 2013, the attainment of these pupils was better than that of others in reading but slightly behind in writing. In mathematics, however, these pupils were nearly two terms behind their peers and the gap had only closed slightly from 2012.

### The quality of teaching

### requires improvement

- The quality of teaching requires improvement because it has not enabled pupils to make fast enough progress in recent years in Key Stage 2 in order to raise their attainment.
- Teachers plan well for the most part to meet the needs of the wide range of pupils in their

classes. Occasionally, the more-able pupils in particular, are asked to sit for too long through introductions to ideas they already understand before getting on with independent work which they may have too little time to complete. This limits their progress

- As a result of strong leadership the quality of teaching is improving rapidly. During the inspection most of the teaching seen was good and some was of high quality. Teaching is consistently outstanding in Year 6.
- Provision in the Nursery is of high quality and provides exceptionally good support for children in all areas of their learning. As a result, children quickly become confident and enthusiastic learners. Children continue to be provided for well in the Reception classes and they are well prepared for life in Year 1.
- In Key Stages 1 and 2, a significant development from the previous inspection is that pupils are now very clear about the aims of lessons and know how to recognise success in their learning. This provides a strong framework for learning and enables pupils to measure their own progress.
- Pupils are also much clearer about their individual targets and know what they have to do to improve to the next level. This was evident in a 'merit' assembly where individual pupils were praised for the progress they had made in terms of National Curriculum levels in language that was understood by all.
- A strong feature of the teaching is the way teachers use questions to probe pupils' thinking and deepen their understanding. This was evident, for example, in two Year 6 lessons exploring the use of brackets in calculations. In each lesson, the teacher answered questions with further questions to get pupils to do the reasoning for themselves. This really deepened their understanding of the concepts.
- Pupils with a wide range of special educational needs are supported well both in lessons and a wide range of additional activities provided through the 'Launch Pad'. Support staff play an important role in this work although in lessons they are sometimes not used to best effect to support pupils' learning, for example, during long introductions to lessons.

### **The behaviour and safety of pupils are good**

- The school is a very harmonious community. It is very welcoming and fosters good relationships well. As a result, pupils from a wide range of backgrounds get on well together in an atmosphere of mutual respect.
- Pupils say that they enjoy learning and this was evident in lessons where they were enthusiastic and displayed positive attitudes to learning. They are keen to offer their ideas, work well together and sustain concentration during independent activities.
- Teachers manage behaviour well and pupils are very responsive to their directions. Consequently, lessons run smoothly without disruption. Just occasionally, a few pupils lose concentration when they are required to sit for too long without active participation.
- Pupils behave well on the playground and around the school. This was evident in the dining room and the way pupils move around the school, taking the significant restrictions imposed by the building work in their stride. They are extremely quiet coming into assembly, where they are reflective and responsive.
- Pupils and their parents and carers have few concerns about behaviour and safety and this is the case over time. Good behaviour has been maintained since the previous inspection and there have been very few exclusions in recent years for such a big school. Incident logs confirm this picture although leaders do not routinely analyse them to identify particular patterns.
- Pupils feel safe in school and have few concerns about bullying. They have confidence in the adults around them to deal with any concerns that arise. This is largely confirmed by the parents and carers who responded to the online survey. Pupils have a good understanding of how to keep themselves safe in different situations, for example on the internet and around the school site in its current condition.
- The school's attendance has improved slowly over the last few years but remains a little below average. Leaders have adopted a much more stringent approach to dealing with absence since

September and have appointed a pupil role officer to manage this aspect of the school's work. A few parents and carers are finding it difficult to come to terms with the new expectations.

## **The leadership and management are good**

- The headteacher provides strong leadership for the school and is supported by leaders at all levels and governors in setting high expectations for all. Leaders have raised attainment significantly at the end of Key Stage 1 and teaching is improving rapidly throughout the school leading to better progress for pupils. This shows that the school has a strong capacity to continue to improve.
- Leaders have a clear and generally accurate view of the school's strengths and have identified the most important areas for improvement. This is allied to better use of data to track the performance of individuals and groups of pupils.
- The school does not tolerate discrimination of any kind and is promoting equality of opportunity increasingly effectively. As a result, the achievement of all groups of pupils is improving and there is no significant underachievement, although leaders are not yet routinely tracking the progress of ethnic groups within the school.
- Leaders have improved teaching through support, training and regular checks on classroom practice. A climate has been created where teachers are eager to learn from one another and improve. Leaders have an accurate view of the quality of teaching and learning although evaluations of teaching have not been linked closely enough to pupils' progress in the past.
- The school is also using the data more effectively to ensure that teachers understand their responsibilities for pupils' progress. As a result, performance management targets are now much more closely linked to the progress of pupils.
- The curriculum is developing pupils' basic skills in English and mathematics increasingly effectively. It also has a strong and successful focus on promoting pupils' social, moral, spiritual and cultural development through the ethos of the school and the wide range of additional activities that are offered to pupils.
- The school has spent its sports funding wisely having canvassed pupils about what they would like. As a result, the money has been spent on a coach from Queens Park Rangers and others in basketball and tag rugby as well as basic skills activities. The response from pupils has been positive and significantly increased participation in sport. This is contributing to pupils developing healthy lifestyles although it is too early to track the impact on academic performance.
- Leaders and governors have used the pupil premium effectively, for example, to fund activities in the 'Launch Pad', and for pupils to take advantage of speech and language support, to close the gaps for pupils in English. It is also used to help fund the breakfast and after school club. The premium has not so obviously been spent on mathematics-related activities and the school has not been as successful in closing the gaps for pupils in that subject.
- The local authority has provided appropriate support for the school since the previous inspection and rightly judges that current leaders have the capacity to bring about improvement with whatever support is required.

### **The governance of the school:**

- Governors provide good support for the school and manage the resources well. They are currently successfully overseeing the major building project as the school expands. They have developed their capacity to hold leaders to account through the transparent leadership of the headteacher. They have a good understanding of the school's performance in relation to other schools nationally. They know about the quality of teaching in the school and now ensure that pay rewards and progression are closely linked to pupils' progress through the performance management systems. Governors ensure that all statutory requirements for the safeguarding of children are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	102408
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	425547

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

<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>	503
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alastair Mullins
<b>Headteacher</b>	Barbara Neville
<b>Date of previous school inspection</b>	2–3 November 2011
<b>Telephone number</b>	01895 444971
<b>Fax number</b>	01895 443741
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