

Rabbsfarm Primary School

Gordon Road, West Drayton UB7 8AH

Inspection dates	6–7 July 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher’s strong leadership, supported by a cohesive staff team and challenging governors has improved the school’s performance since its last inspection.
- The vision ‘Looking forward by inspiring minds and dreams’ permeates the school’s work at every level. It supports well the pupils’ spiritual, moral, social and cultural development.
- The school is recognised nationally for the quality of its work with disadvantaged pupils and pupils who have special educational needs and/or disabilities.
- Teaching has improved since the school’s last inspection. It is now good with some highly effective practice that inspires pupils.
- Pupils now make good progress in reading, writing and mathematics. Their attainment is rising.
- Well-taught sessions of phonics (the sounds made by letters) give pupils a very secure start in developing their early reading skills.
- Effective provision in the early years is based on a strong focus on language development. Children are excited by the wide range of learning activities provided each day.
- Leaders have adapted assessment processes well in the light of changes nationally to have a positive impact on learning and teaching.
- Pupils take an exceptionally keen interest in their learning by trying their hardest.
- Pupils say a major reason for feeling safe in school is that they know staff look after them and there is always someone to turn to if they have a problem.
- Behaviour is good in lessons and at breaktimes. Pupils are kind and considerate to each other.
- Pupils live the school’s key values of respect and tolerance. They greatly value learning about each other’s cultural heritages, so broadening their horizons and raising their aspirations.

It is not yet an outstanding school because

- Pupils have few opportunities to plan and conduct science investigations. These important skills are not refined enough in preparation for secondary school.
- The school has not tackled rigorously enough demands of the new national curriculum for the development of reading comprehension.
- Expectations are not high enough for handwriting and presentation, which leads to untidy work at times. This holds back the pupils’ progress.
- The school does not evaluate carefully the impact of its actions to reduce absence and so it is not clear precisely what actions are successful.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching in order to increase pupils' progress and raise attainment, by:
 - introducing clear expectations for the pupils' handwriting
 - developing teachers' subject expertise in science
 - ensuring that staff have the skills to meet the demands of the new national curriculum with regard to reading comprehension.

- Evaluate the impact of actions to improve attendance in order to identify what works well and where more work is needed.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher's vision for the school is shared by staff who are continually seeking to improve their practice. Building teams with skills that complement one another is a key feature in pushing improvement forward, sharing expertise and ensuring that future leaders can be developed from within the school.
- Senior and subject leaders check teaching quality rigorously to identify where further training is needed. Expertise within the school is used well to coach and support teachers who need additional training, including those new to the profession.
- The school increasingly reaches out and works with other schools to extend and share expertise. This is proving valuable in many ways, for example checking judgements about pupils' attainment, particularly in writing. The local authority has supported improvement by undertaking regular school reviews to assess progress since the last inspection.
- Subject leaders have been significant in bringing greater consistency to teaching and outcomes since the last inspection. They moderate standards and check the performance of teachers and pupils carefully. Assessment processes in English and mathematics are thoughtfully refined and used as a potential template for other subjects.
- The curriculum makes sure pupils learn key skills and also understand the values that underpin British society. Leaders keep the curriculum continually under review so that it remains broad and balanced, while seeking to meet new national curriculum requirements. This process has identified that further training is needed for teachers in developing pupils' skills in investigative science and reading comprehension.
- Pupils greatly enjoy the wide range of additional activities available to broaden their experiences, particularly in sport. The sports premium provides clubs such as in dance that attract pupils who might not otherwise participate. This funding is also used well to help develop the expertise of new teachers.
- The pupil premium is deployed carefully so that disadvantaged pupils make good progress. The focus on making sure these pupils have firm foundations by the end of key stage 1, particularly in their speech and language, means they have less catching up to do at key stage 2.
- The provision for pupils who have special educational needs and/or disabilities is very effectively led and managed. The 'Launch Pad' is a valuable nurture provision for pupils needing additional support to help them access mainstream lessons.
- Leaders do not evaluate their actions to improve pupils' attendance rigorously enough. As a result, they are not able to identify what is working and attendance is not improving sufficiently quickly.
- **The governance of the school**
 - Governors have a clear understanding of the school's performance from which to question and challenge school leaders. They are clear about how teaching has improved, where the best practice lies and how leaders are taking action to bring greater consistency to learning. They make sure that targets set for teachers are sufficiently challenging that pupils make at least good progress in their classes.
 - Governors make sure that the pupil premium is used to increase the progress of disadvantaged pupils and close attainment gaps with other pupils nationally. One particular success has been funding for a therapist to tackle the speech and language needs of a considerable number of pupils when they enter the school. This gives them a firmer foundation for success as they move through the school.
 - The governing body rigorously checks that the safeguarding policy is fully implemented. By listening to parental views through surveys and the parents' forum, governors know parents feel their children are safe in school.
- The arrangements for safeguarding are effective. Systems are rigorous and training keeps all staff vigilant. Close links with families mean staff are aware of challenges they face which might make their children vulnerable. This includes checking carefully the whereabouts of pupils who leave and move on to another school.

Quality of teaching, learning and assessment is good

- The quality of teaching has improved since the school's last inspection. While much teaching is very effective in consolidating and moving the pupils' learning forward, some slight variability remains. Leaders at all levels are tackling this vigorously.
- Teaching has the greatest impact on pupils' learning when teachers' expectations are high and their questioning makes pupils think deeply and explain their understanding. Pupils are enthused and stay focused

because of the wide variety of interesting methods used to stimulate their learning. Adults continually emphasise and discuss the meaning of new vocabulary and how it might be used accurately.

- Teachers set challenging tasks tailored closely to pupils' needs so that all participate productively and make good progress. Pupils who have special educational needs and/or disabilities are fully involved in lessons.
- Writing is taught well. Pupils plan, draft, edit and amend their work so that the final version is their polished best. They receive valuable feedback during this process on how they can improve their work. Studying texts and seeing teachers create pieces of writing shows pupils how their work can be more creative and accurate.
- Teaching of the sounds made by letters and how this can be used to develop basic reading skills is good. This is particularly the case when the correct enunciation by pupils is sharply emphasised.
- Key mathematical skills are taught well, such as formal methods of calculation and mental recall of number facts. Learning is at its strongest when pupils apply their skills and knowledge to a problem or new situation, or explain the reasoning behind their answers.
- Teachers do not have sufficient expertise to ensure that pupils undertake investigations and experiments effectively in science or use terminology correctly. Pupils are not always expected to draw conclusions from their investigations or interpret information gained. This holds back their learning.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils tackle moral issues openly such as when leading an assembly on climate change and how we affect our environment. They are kind to each other and, when new pupils start, they are welcomed. Pupils share unreservedly in the success of others in their class or year group.
- Bullying is not a concern for most and pupils report that any incidents are dealt with swiftly. Pupils know who they can talk to if they have a problem and that teachers will help them to resolve any differences.
- Pupils are very enthusiastic and often desperately keen to answer questions. The 'Launch Pad' develops the confidence and self-esteem of pupils it supports very effectively, so they feel they can succeed.
- Responsibilities such as being class representatives on the junior leadership team are much valued. By voting for their representatives and holding them to account for the work of the team, pupils gain an understanding of the mechanics of democracy.
- Pupils and staff are trained in e-safety and regular guidance is provided for parents. Hence, pupils know how to stay safe when online in school and at home, and staff and parents are aware of potential dangers.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons by being attentive and responding quickly to their teacher's instructions. They work together well and without fuss, happily sharing ideas and tasks. There is some very occasional restless behaviour when teaching does not hold their attention.
- Pupils of all ages understand how they can take responsibility through their actions in meeting key values such as the rule of law. They understand the school's expectations for their behaviour and try hard to meet them.
- Boys and girls play together happily and are very considerate of each other. Almost all pupils are energetically engaged in some form of physical activity at break and lunchtime, including using the wide range of playground equipment. This supports the school's aim that pupils should be fit and healthy.
- Attendance is below average but improving slowly. There is some evidence to show that formal meetings with families to explain the consequences for learning of persistent absence are making a difference.

Outcomes for pupils are good

- Pupils' outcomes have improved across the school since the last inspection. Pupils make good progress in reading, writing and mathematics and their attainment is rising. There are no significant variations in outcomes for pupils of different minority ethnic groups or for pupils new to learning English.
- The proportion of Year 6 pupils who reached at least the level expected for their age in reading, writing and mathematics combined was above average in 2015. This level of Year 6 attainment has been maintained this year.

- The most able pupils are also making good progress because they are continually challenged to deepen their understanding and fully master new concepts. The proportion of pupils in each year group working at greater depth in each subject is rising.
- Outcomes are strongest by the end of Year 6 in mathematics. Pupils develop secure calculation skills both through mental recall of number facts and using formal methods. Most gain a deeper understanding of new concepts by applying their skills in unfamiliar situations.
- Pupils do not develop all of the skills they need to plan and carry out science investigations. This does not prepare them fully for the secondary school science curriculum.
- Pupils' writing is creative and imaginative. They use grammar, spelling and punctuation well so that their work is accurate. Teachers' expectations that pupils should write in a joined style and present their work neatly are not consistently high enough across the school, so their work can be untidy. This slows their progress.
- Outcomes in phonics have been consistently good and pupils' attainment is above average. Other reading skills such as comprehension and taking meaning from texts are less secure and a priority for action by school leaders.
- Disadvantaged pupils make good progress. Attainment gaps with other pupils nationally by the end of Year 6 are narrow and closing. Gaps were negligible in mathematics in 2015 and amounted to about two terms in reading and writing.
- The progress of pupils who have special educational needs and/or disabilities is at least good. Support programmes are carefully identified and rigorously implemented. Expectations are high for these pupils.

Early years provision

is good

- Children make good progress in the early years. Their attainment is above average by the end of Reception. They are prepared well for key stage 1.
- Strong leadership has secured continual improvements in provision. Leaders are very clear about where future priorities lie. They have taken action to close the gap in attainment between boys and girls by making learning more practical and by focusing on developing fine motor skills. Boys make good progress but often from lower starting points than girls.
- Well set out learning zones provide countless opportunities for children to take their learning forward both inside and out. Resources are extensive and easily accessible to the children, particularly to promote their writing and understanding of number. Activities draw the children in because they are interesting and challenging.
- Some highly effective practice is reflected in children being completely engrossed in what they are doing. They concentrate and listen carefully in whole-class sessions because the methods are so interesting and the delivery inspiring. This is not consistently the case across all classes when adults miss opportunities to question children carefully and so extend their learning.
- Children behave well and show great consideration for others around them. They are keen to share their learning by exploring ideas and resources together. Children often take the lead in planning their learning with effective support from adults. Children trust the adults in the early years to look after them and so they feel safe and secure.

School details

Unique reference number	102408
Local authority	Hillingdon
Inspection number	10001991

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	553
Appropriate authority	The governing body
Chair	Alastair Mullins
Headteacher/Principal/Teacher in charge	Barbara Neville
Telephone number	01895 444971
Website	www.rabbsfarm.org.uk
Email address	office@rabbsfarm.hillingdon.sch.uk
Date of previous inspection	21–22 November 2013

Information about this school

- This school is well above average in size compared with other primary schools. Pupil numbers are rising as it expands to three forms of entry.
- The majority of pupils are from a wide range of minority ethnic backgrounds. This figure is high.
- Over half of pupils speak English as an additional language. This figure is high.
- The proportion of pupils who have special educational needs and/or disabilities is well above average.
- The proportion of pupils supported by funding through the pupil premium is above average. The pupil premium is additional government funding which supports pupils who are known to be eligible for free school meals.
- Children in the early years provision attend the Nursery either part time or full time and the three Reception classes full time.
- The proportion of pupils who join or leave part-way through their primary education is higher than in most primary schools.
- The school provides childcare before and after school.
- The school meets the government's current floor standards. These set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school's website meets requirements on the publication of specified information.

Information about this inspection

- Inspectors observed pupils' learning in 32 lessons. School leaders accompanied inspectors to 10 of these. They looked at work in pupils' books from the current academic year.
- Meetings were held with groups of pupils, school staff and three members of the governing body including the chair of the governing body. A telephone conversation was also held with a representative from the local authority.
- Inspectors took account of the 43 responses to Ofsted's online Parent View questionnaire and written contributions from 19 parents. Inspectors also took into account results of a survey undertaken by the school during the autumn term in 2015 and completed by 162 parents.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.
- Inspectors also took account of the 49 responses to the staff questionnaire and 155 responses to the pupil questionnaire.

Inspection team

Martin Beale, lead inspector	Ofsted Inspector
Amy Jackson	Ofsted Inspector
Susan Ladipo	Ofsted Inspector

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