

Inspection of Rabbsfarm Primary School

Gordon Road, West Drayton UB7 8AH

Inspection dates:	17 and 18 June 2025
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy coming to school. Their understanding of the world around them is enhanced by growing fruit and vegetables on the school allotment and a programme of educational visits that underpin the curriculum. For example, pupils visit places of worship in the local community, which helps them to celebrate the different cultures represented at school. Pupils make a positive contribution to their community. For example, they regularly fundraise for charities linked to the school's themes of being 'respectful' and 'inclusive'.

Pupils feel safe and are kept safe at school. They know who their trusted adults are and are typically confident to share any concerns they may have. Most pupils behave well in lessons. However, poor behaviour in some classes and around the school is not consistently addressed. Similarly, incidents of bullying are not monitored carefully. This limits the timeliness with which they are sometimes managed.

The curriculum pupils learn has been recently reviewed and updated. However, in some parts of the school, it is not sufficiently broad. The curriculum is also not taught with consistent precision. This means that some pupils do not achieve as well as they should, including in national assessments.

What does the school do well and what does it need to do better?

Children make a positive start in early years. Communication and language are rightly prioritised. This means that children have opportunities to hear new vocabulary through stories, role play and daily interactions with staff. Children are keen to practise their new words, express their feelings and make choices in their learning with increasing confidence.

Reading has rightly been prioritised. Children start learning to read as soon as they start Reception. Pupils read books matched to the sounds that they know. Staff are trained to deliver the school's chosen phonics programme effectively. This helps pupils to develop as confident, accurate and fluent readers. The school encourages pupils' wider reading. The 'Super Six' texts identified for each year group support pupils to enjoy a range of books linked to the school's themes.

Across subjects, leaders have set out the content they want pupils to know, so it builds over time. However, the curriculum is not sufficiently ambitious and broad. Some year groups learn a more limited range of subjects. As a result, the expectations of what these pupils are able to do in some subjects are not being achieved, including in aspects of personal, social and health education. This means that they are not fully ready for the next stages of their education, including as they transition to secondary school.

The curriculum is not taught consistently well. Sometimes, teaching does not support pupils to secure key concepts, vocabulary and knowledge for future learning. This is because activity choices are not focused on providing pupils with sufficient opportunities to practise their skills. This means some pupils struggle to apply what they know to more complex tasks and ideas.

Pupils with special education needs and/or disabilities (SEND) are identified effectively. Staff receive resources to help them support pupils in their lessons. However, the inconsistencies in teaching also affect pupils with SEND. This means that gaps in pupils' understanding are sometimes not addressed swiftly enough.

Pupils do not attend school as well as their peers nationally. Attendance is not reviewed thoroughly so that effective action can be taken to address absence. This means that attendance, including for those who are persistently missing school, is not improving as swiftly as it needs to.

Pupils benefit from the school's provision for their wider development. The curriculum is designed to help pupils learn about important concepts such as democracy. Pupils apply their understanding to the life of their school through, for example, class votes for reward trips. Older pupils understand the importance of healthy and respectful relationships. Pupils develop their talents through a range of activities, such as boxing, street dance and chess. Pupils are keen to take on leadership roles as 'reading buddies', 'play leaders' and members of the school council.

Staff enjoy working here and feel that leaders support them. Those at the early stages of their careers feel that their development is prioritised. Governors fulfil their statutory safeguarding duties. However, leaders and those responsible for governance have not acted swiftly enough to address the gaps in pupils' achievement. Additionally, oversight of policies and practice is not robust. This means that the school's understanding of how policies are implemented and the impact they are having is not fully accurate.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum learned in some year groups is not sufficiently broad and ambitious. This means that some pupils do not develop an appropriate level of knowledge and understanding in a range of subjects. This limits their readiness for the next stages of their education, including their transition to secondary school. The school should ensure the curriculum in each year group is sufficiently broad to enable pupils to achieve well in a range of subjects.
- In some subjects, teaching does not support pupils to secure important knowledge. Activity choices do not consistently support pupils to consolidate their understanding. As a result, some pupils do not learn the intended curriculum well. The school should ensure the curriculum is implemented with consistent precision, including for pupils who are disadvantaged and those with SEND.
- The policies for managing behaviour are not implemented consistently. Some incidents

of poor behaviour and bullying are not tackled swiftly. The school should ensure that pupils and staff understand and consistently apply the policies for managing behaviour and bullying so that incidents are dealt with quickly and effectively.

- The school's approach to record-keeping is not as up to date or well organised as it could be. This means that information about pupils is not readily available for the school to use. As a result, checks on behaviour, incidents of bullying and pupils' attendance are not rigorous. The school should ensure that record-keeping is updated and well organised so that checks on the impact of policies and systems are stringent and robust.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102408
Local authority	Hillingdon
Inspection number	10345802
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	645
Appropriate authority	The governing body
Chair of governing body	Denise Gray
Headteacher	Helen Okoro
Website	www.rabbsfarm.org.uk
Dates of previous inspection	5 and 6 February 2020, under section 8 of the Education Act 2005.

Information about this school

- The school currently does not use any alternative provision.
- The school runs its own breakfast and after-school clubs.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, senior leaders, teachers and support staff. The lead inspector met with a group of governors, including the chair. The lead inspector also spoke with an adviser from the local authority.
- Inspectors carried out deep dives in these subjects: reading, design and technology, history, computing and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. Inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a range of documentation provided by leaders, including their priorities for improvement.
- Inspectors considered the views of parents, pupils and staff through discussions and their responses to Ofsted's online surveys.

Inspection team

Matea Marcinko, lead inspector	His Majesty's Inspector
Shriti Bellare	Ofsted Inspector
Jamie Hallums	Ofsted Inspector
Penny Barratt	Ofsted Inspector

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