

Rogate CofE Primary School

Inspection report

Unique Reference Number	125991
Local Authority	West Sussex
Inspection number	359982
Inspection dates	9–10 February 2011
Reporting inspector	David Marshall

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	63
Appropriate authority	The governing body
Chair	Andrew Coleman
Headteacher	Amanda Hall
Date of previous school inspection	27 September 2007
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Introduction

This inspection was carried out by two additional inspectors. During the inspection ten lessons and five teachers were observed. Discussions were held with staff, members of the governing body, parents and carers and pupils. Inspectors observed the school's work and looked at documentation including the school's improvement plan, the tracking of pupils' progress, provision for those pupils identified as having special educational needs and/or disabilities, and minutes of governing body meetings. In addition, questionnaires from 30 parents and carers, and others from staff and pupils were analysed.

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

- The effectiveness of the school's strategies for assessment in raising pupils' progress, especially that of the more able.
- Pupils' personal development and the effectiveness of the school's measures to enhance their cultural development.
- The school's progress in achieving its aim of enhancing the curriculum to raise pupils' overall achievement.
- How effectively leaders and managers at all levels are enabling continuity and development.

Information about the school

Rogate C of E Primary is a much smaller-than-average-size school, with four classes. There has been a rising number on roll over the last two years. September 2009 saw the first Year 6 cohort at the school following the reorganisation of the age of transfer. The school was under threat of closure during 2008. With the proposed closure, the local pre-school closed and only four pupils applied for places in the Reception class for September 2009. Sixteen new pupils joined the school in September 2010. The headteacher took up post in September 2009.

The proportion of pupils known to be eligible for free school meals is lower than the national average. An above-average proportion of pupils have special educational needs and/or disabilities. The vast majority of pupils have White British heritage. A higher number of pupils than average join and leave the school other than at the normal time. Children in the Early Years Foundation Stage are taught in a Reception class.

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?

1

The school's capacity for sustained improvement

1

Main findings

Rogate is an outstanding school. This is chiefly due to the outstanding effectiveness of the leaders and managers, the high calibre of pastoral care and the excellent progress pupils make. The headteacher, staff and governors know very well the school's strengths and what needs to be refined further. Their track record of consistently raising standards to high levels, and involving pupils in so many innovative activities, shows that the school has an excellent capacity to continue improving. As one parent or carer typically wrote, 'The staff recognise and celebrate both the academic and social achievements of all pupils within the school. The school has helped my son to develop high levels of independence and confidence ♦ a necessity for his future!'

Pupils enter the school with skills and understanding that vary but effective organisation and careful assessments enable children to make good progress immediately in the Early Years Foundation Stage. This good start is built upon extremely well so that, by the time they leave the school, pupils' attainment is well above that expected for their age. This year's national assessments for pupils in Year 6 showed them achieving high standards in reading, writing and mathematics, and making exceptional progress since their results in Year 2. The more-able pupils were enabled to achieve exceptionally high standards.

Pupils' personal development and their wider educational outcomes are excellent, which helps their all-round achievement, both academic and personal. Throughout the school, pupils are enthusiastic learners. They acquire a detailed understanding of safe and healthy choices and make an exceptional contribution to the school and wider community. Attendance is well above average, as pupils enjoy all their time at school. Pupils' excellent behaviour and their keen appetite for teamwork, together with their outstanding skills in English, mathematics and science, prepare them exceptionally well for the next stage in their learning.

Pupils with special educational needs and/or disabilities make excellent progress. This stems from the high priority the school gives to meeting their needs. By ensuring outstanding help from very well-qualified teaching assistants wherever it is needed, the least-able pupils, and those whose circumstances may make them vulnerable, make excellent progress. The above-average number of pupils joining the school other than at the usual time receive consistently effective support and are enabled to make excellent progress.

All staff work hard to create attractive classrooms with imaginative displays, and therefore provide a very positive learning environment. A huge range of additional activities, visits and visitors enhances the outstanding curriculum. The overall quality of teaching is outstanding. Lessons are planned to make sure that all pupils enjoy learning. Teachers' planning is thorough and is based on the use of careful assessments.

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Rogate is truly a school of its community. Leaders do much to promote community cohesion and they are keen to lift provision for it to become outstanding in the future. With this in mind, although there are already good links with schools in other areas, they have rightly identified that pupils could be further prepared for living and working in a culturally diverse United Kingdom. Leaders and staff are looking forward to promoting this by further widening links with other schools.

What does the school need to do to improve further?

- Enhance pupils' understanding of their place in a culturally diverse United Kingdom and extend the school's provision for community cohesion by:
 - instigating the findings of their recent careful analysis
 - implementing their plans to link with schools in other localities.

Outcomes for individuals and groups of pupils

1

Pupils join the school with standards that are generally broadly average, but there are many variations in the small cohorts. Throughout the school, all groups of pupils achieve exceptionally well and they are extremely well prepared for their future economic well-being. In all lessons observed, pupils made at least good progress. Often learning was excellent. As the Year 5/6, classes' work on Roald Dahl showed, pupils become confident writers and know grammatical conventions well. Pupils in the Year 3/4 class told inspectors how they know now how to use words developed from their drama to make their writing more descriptive and exciting. In mathematics, pupils' past work and work within lessons illustrated their growing confidence in basic and more advanced number calculations and problem solving.

Many pupils benefit from tailored, individual or small group literacy sessions, which successfully help to plug the gaps in their writing skills. Another reason that all pupils achieve so well is that they enjoy their learning so much and always attend regularly. The school successfully instils in the pupils a strong spiritual, social and moral understanding, which accounts for their excellent behaviour and positive attitudes to school. A striking feature is the caring way pupils look after each other. The school council are clear where their priorities lie and how privileged they are to have such responsibilities. Pupils know there is always someone they can turn to in moments of difficulty.

Throughout the school, inspectors were impressed by the consistently high standards of behaviour and social skills of all pupils. Pupils' knowledge of how to keep safe is outstanding. Pupils are given an excellent grounding in good citizenship and in contributing to the community through, for example, appointments as 'Blueberry Buddies' in the playground.

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These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Observations of teaching confirmed that throughout the school, pupils make excellent progress regardless of their background or ability because of the very effective approach adopted by teachers. In all lessons, pupils are well motivated by the ideas and resources presented through a well-thought-out curriculum and are keen to please their teachers and other adults. This was evident in an outstanding science lesson in the Year 1/2 class where pupils delighted in working with cars and different ways of measuring the distance travelled. The pupils' enjoyment and thoughtful consideration of each other's opinions and outstanding attempts to record their ideas were typical and impressive.

Staff's high expectations of pupils' progress are reflected in the challenging targets set for individuals and year groups. This use of the individual pupil targets is very good and teachers always take the chance to reinforce, during lessons or through their marking, what the pupils need to learn next when the opportunity arises. In the most effective lessons, the careful planning is implemented with enthusiasm and care and these targets are used effectively. This was clear in a Year 3/4 mathematics lesson where the teacher, as a witch, needed the pupils' correct response to restore her 'power'. The pupils were enthusiastic and spoke confidently at the front of the class. The teacher's good use of praise and attention to detail was a reflection of the way in which in the best lessons teachers take all learning opportunities that arise.

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Throughout the school, very positive relationships between staff and pupils contribute to the supportive ethos for study. As a result, the atmosphere for learning created by the whole staff is excellent and caring. The impact of the school's outstanding support, guidance and care is evident in the pupils' excellent standards of behaviour and in their exceptionally strong spiritual, moral and social development. The range of opportunities that pupils are given, through the modified curriculum and through the support given to different groups, is outstanding.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides outstanding leadership, drive and ambition to sustain an excellent capacity to improve. This, in partnership with the very effective governing body, ensures that complacency is not tolerated. Teamwork is excellent and everyone, including the administrative team and caretaking staff, are considerable assets to the school and are very much appreciated by all concerned. Staff are focused relentlessly on further improvement and work outstandingly well together. As one staff member wrote, reflecting the views of all, 'The school has a very supportive team, we work closely together, often sharing roles and responsibilities. I feel I am valued as a member of staff and am proud to be working within a creative and positive learning environment.'

The school knows itself very well and sets the right targets to become even better. Documentation is impressive and the evaluation of the school's work is honest and accurate. The outstanding governing body is fully involved in this process, challenging decisions and requesting explanations where necessary. It holds the school to account in a challenging, but supportive, manner. Their outstanding work three years ago to secure the school's future after the number on roll fell sharply, was detailed and diligent.

Excellent attention is paid by staff at all levels to ensure the highest quality of safety and care for the pupils. There are, for example, thorough procedures for ensuring the safeguarding of pupils through the checks made on all adults who work in the school. Pupils' safety and well-being are paramount at all times, ensuring that the school is a very safe and supportive place to be. The staff are effective in promoting equality of opportunity and tackling discrimination for all pupils across all aspects of the school's work. The contribution the school makes to community cohesion is good. A plan and clear actions are in place to promote pupils' understanding from a local and global perspective. The school is implementing its plans for greater national links in order to raise this aspect of community cohesion, and pupils' cultural development, to the outstanding level of the rest of its provision.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children make a good start to their schooling in the Reception class and achieve well. They settle happily into school because of good links with parents and carers and because of the strong nurturing environment. Staff make every effort to make all children feel welcome. As one parent or carer observed, summing up the comments of many, 'I cannot praise Rogate School enough. My daughter was a very young starter at school, only turning four in August. Within weeks she knew all the school staff by name and had made friends with children right up to Year 6. My daughter loves school and is very proud in telling everyone she goes to Rogate.' These good relationships are maintained on a daily basis and through meetings, so parents and carers understand how their children learn.

The Early Years Foundation Stage is managed well and clear priorities are set for improvement. The classroom area is very small, and shared with the Year1/2 class. Currently there are times when this inhibits children's activities. Although there are plans in place to enhance provision and make a much greater space available, these are some way from being implemented. The outdoor area is excellent and used very effectively to support learning. Children thoroughly enjoy learning in this outside area, where activities are carefully enhanced by the use of richer language, such as signs and questions, and by linking the tasks carefully to those taking place indoors.

Lesson planning is generally good because careful account is taken of the regular ongoing assessments of children's progress. Effective teamwork provides good routines, high expectations of behaviour and achievement, and excellent relationships. Consequently, children develop well personally and engage well with their learning. Stimulating and interesting activities are provided and there is a suitable mix of teacher-directed and child-

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initiated activities. Children's language skills are being developed well, with a clear focus on vocabulary.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The proportion of questionnaires returned by parents and carers was above the national average. The overwhelming majority of these parents and carers, and those who spoke to the inspection team, were very happy with the school. They consider that the school is very well led and managed and has a dedicated team of staff. They agree that the school has a very warm, supportive and friendly atmosphere and most feel their children make good progress. Inspection evidence shows that all pupils over time, including those with special educational needs and/or disabilities, are making excellent progress. Parents and carers were particularly impressed with the pastoral support their children receive. The majority also felt that the school dealt well with any disruptive behaviour. Evidence from this inspection supports parents' and carers' very positive views. The very small number of constructive parental concerns was followed up during the inspection as part of the general gathering of evidence.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rogate C of E 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 63 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	90	3	10	0	0	0	0
The school keeps my child safe	28	93	2	7	0	0	0	0
My school informs me about my child's progress	24	80	6	20	0	0	0	0
My child is making enough progress at this school	26	87	4	13	0	0	0	0
The teaching is good at this school	27	90	3	10	0	0	0	0
The school helps me to support my child's learning	21	70	7	23	2	7	0	0
The school helps my child to have a healthy lifestyle	19	63	11	37	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)	16	53	11	37	0	0	0	0
The school meets my child's particular needs	22	73	8	27	0	0	0	0
The school deals effectively with unacceptable behaviour	23	77	17	23	0	0	0	0
The school takes account of my suggestions and concerns	19	63	11	37	0	0	0	0
The school is led and managed effectively	17	57	11	37	1	3	0	0
Overall, I am happy with my child's experience at this school	24	80	6	20	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



11 February 2011

Dear Pupils

Inspection of Rogate C of E Primary School, Petersfield GU31 5HH

Thank you for welcoming us to your school. We enjoyed our time with you and would now like to tell you what we found out about your school. We agree with what those of you we spoke to told us ♦ Rogate is an excellent school, and we have put below the main reasons why.

- You make outstanding progress and really try hard at all times. We were very impressed that you knew what to do to make your work even better.
- You know you are especially lucky to have so many different activities both during and after school.
- Your headteacher and all the staff do an excellent job in leading and organising the school.
- You all really enjoy being in school. Many of you try very hard to help others. For instance, the school council members and those of you who help others on the playground do a super job.
- You behave exceptionally well, work hard and listen carefully to your teachers ♦ all of this helps you to succeed.
- All the adults in the school look after you very carefully. They always make sure that you get help if you need it.

Your teachers are always trying to help you do even better in lessons. We have asked them to make sure that they find further ways to help you to find out more about how other people live in the United Kingdom. You must carry on listening carefully and take note of what teachers say. Then you will all continue to make excellent progress in your learning.

Yours sincerely

David Marshall

Lead inspector

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