

Rogate CofE Primary School

Rogate, Petersfield, Hampshire GU31 5HH

Inspection dates 13–14 January 2016

Overall effectiveness **Inadequate**

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is an inadequate school

- Governors do not fulfil their statutory duties adequately, particularly for safeguarding, equalities, finance, the school website and teachers' performance management.
- Governors have not held leaders to account to maintain and continually improve the school's effectiveness.
- Over time, leaders' evaluations of teaching and pupils' achievement have been over-optimistic. Effective action has not been taken to address declining standards, particularly in mathematics and writing in Key Stage 2. Senior leaders have not held teachers firmly to account for pupils' progress.
- The school's improvement plans lack urgency and detail, reflecting complacency. Teachers' and middle leaders' professional development has been limited.
- Teaching does not consistently meet the needs of all pupils, particularly those needing to catch up and the most able. Mathematics and writing skills are not always taught systematically; term time and lesson time is not always used well.
- The life of the school gives pupils limited experience of life in modern Britain.
- Some pupils are too quick to abandon interest and engagement in their work during lessons.
- Since the last report, too few pupils in Key Stage 2 have made expected progress in mathematics. Pupils' writing progress during Key Stage 2 has been consistently weaker than in reading.
- Early years provision does not make effective use of the outdoor area. Children's progress is not tracked well, to inform their next steps in learning.

The school has the following strengths

- The new headteacher swiftly remedied key weaknesses in safeguarding procedures and middle leadership. He has quickly won the confidence and respect of the dedicated staff team.
- Staff care well for pupils and keep them safe. As a result, pupils feel safe and enjoy school.
- Pupils make good progress during Key Stage 1 including in phonics (learning about letters and the sounds letters make).
- Pupils with special educational needs make good progress, as do pupils supported by the pupil premium (additional funding for pupils entitled to free school meals or looked after).

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve leadership and management by ensuring:
 - governors fulfil their statutory duties reliably, particularly with regard to: the effective oversight of safeguarding management procedures, including maintaining a single central record of recruitment checks and reliable records of staff safeguarding training; the effective management and oversight of the school's use of the pupil premium and additional government sports funding; holding leaders firmly to account for pupils' outcomes; compliance in maintaining the school's website and statutory policies, including for safeguarding and accessibility; the due scrutiny of information about the performance management of teachers; and the maintenance of accurate records of all governors' committee meetings
 - senior leaders evaluate the school's effectiveness accurately, identifying relevant priorities and devising improvement plans which include sufficiently urgent timescales, measurable targets for improvements in pupils' achievement, specific staff responsibilities and information about how governors and external partners will evaluate the impact of the actions taken on pupils' outcomes
 - senior leaders hold all teachers to account specifically for the progress of their pupils, making effective links with teachers' performance management
 - leaders and teachers have opportunities to experience good practice in other schools and to compare their assessments of pupils' progress with colleagues in good schools using similar systems, to provide professional development for staff and inform improvement at Rogate
 - pupils' experience of life in modern Britain develops rapidly to be a more regular feature of their life at school and of the books available to pupils.
- Improve teaching so all pupils, including those who need to catch up in their learning and the most able, make good progress during lessons, developing determination and resilience for learning, particularly in mathematics and writing in Key Stage 2, by ensuring:
 - teachers make consistently effective use of information about pupils' previous achievement to plan precisely the learning they intend pupils to achieve, using time in lessons and over each term well, and ensuring well-informed support for pupils' learning during lessons from teaching assistants
 - core skills for mathematics and writing are taught systematically and consistently throughout the school, with effective opportunities for pupils to develop their writing in other subjects
 - teachers consider pupils' writing skills when feeding back to pupils about 'whizzy writing' and pupils' writing in other subjects, and ensure that work provided for pupils in mathematics, after positive feedback has been given about work completed, is suitably challenging.
- Improve early years provision by ensuring:
 - staff track children's progress effectively and use this information systematically to inform planning for children's next steps in learning and to identify strengths and areas for improvement in the provision over time
 - the outdoor area is deployed fully to promote children's good progress in all the areas of learning.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.
- An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.
- Newly qualified teachers may not be appointed.

Inspection judgements

Effectiveness of leadership and management is inadequate

- Until very recently, senior leaders' evaluation of the school's effectiveness has been consistently over-optimistic. Leaders have given too much weight to the varying characteristics of each small cohort when accounting for any decline in pupils' outcomes.
- As a result, improvement plans have lacked rigour and urgency. Specific targets for improvements in pupils' outcomes have been omitted, responsibilities and timescales have been imprecise. There has been insufficient planning for governors and external partners to evaluate the impact of leaders' actions on pupils' outcomes.
- Teachers have been provided with limited professional development, including for their leadership roles. As a result, some weaknesses in teaching have been reinforced as staff sought to support and develop one another. Reliable records of staff training have not been maintained, including for safeguarding.
- Insufficient induction and training has been provided for some new members of staff, including in relation to safeguarding. The new headteacher acted swiftly to remedy this.
- Teachers have not been held regularly to account for the achievement of their particular pupils, as pupils' progress has been reviewed in group staff meetings. Furthermore, in some cases, teachers' performance management objectives have lacked precision and ambition.
- Until now, senior leaders have been unambitious for the impact of teachers as leaders in the school. The new headteacher acted swiftly to boost the role and profile of the English leader, and to bring the special educational needs leader (SENCO) into the senior leadership team, although it is too soon to gauge the results of this initiative.
- The headteacher's initial evaluations of teaching and pupils' achievement are astute. He is ambitious for Rogate pupils and staff to achieve the highest standards of learning and teaching. The headteacher's open approach has quickly earned him the confidence of staff, pupils and parents. Staff are keen to develop their teaching and leadership skills and accepting of the headteacher's direction.
- The recently appointed SENCO is methodically improving provision for disabled pupils and those with special educational needs, and for those supported by the pupil premium. Updated systems to collect and analyse information about these pupils' progress are beginning to inform improved targeting of support. As a result, there are early signs that new interventions are building further on the success many of these pupils already achieve.
- An established sequence of two-year topic cycles ensures coverage over time of the wider National Curriculum, including a modern foreign language. Opportunities are provided for pupils to visit venues and events beyond the local area, giving some experience of wider British society and culture. Year 5 and Year 6 pupils have recently considered the range of faiths represented in the local area, considering how this picture is different in more urban localities further afield. Religious education topics ensure pupils respectfully consider a range of world faiths. Nevertheless, the variety of life and culture in modern Britain has an insufficient profile in pupils' experience in school overall, showing that the area for improvement identified in the last inspection report has not been implemented effectively. As a result, while pupils' spiritual and moral development are well catered for, their social and cultural development is more limited. Recent action has been taken to improve the scope of the school library, but this still offers a relatively limited window onto the wider world.
- A promising system to track and analyse pupils' achievement is in development and parents value the regular reports they receive through pupils' 'learning journals'. However, teachers have not had opportunities to assure the accuracy of assessments through comparison with colleagues using similar methods in other schools.
- The conspicuous Christian ethos of the school, the activities of the school council, the school's behaviour policy, assemblies, religious education and the excellent example of courtesy provided by all the staff ensure the fundamental British values of democracy, the rule of law, individual liberty and respect are regularly promoted.
- Until now, there has been no systematic monitoring of the impact on pupils' progress of the school's spending of the pupil premium. The SENCO is starting to undertake this work, but is not yet in a position to provide reliable reports.
- Additional government funding for sport has been deployed to provide expert sports coaches for physical education lessons. Pupils appreciate the wider variety of sport now offered in lessons but this initiative is

not contributing at the same time to staff development. Pupils are enthusiastic about opportunities for competitive sport such as netball and football, also supported by the sports coaches.

- Day-to-day safeguarding procedures are securely in place. Staff care well for pupils and are alert to their needs. Playground supervision is well organised and attentive with first aid readily available. Staff reliably record incidents and accidents, including when these result from any issues with pupils' behaviour. Any concerns are passed swiftly to the headteacher and the school works well with both external agencies and parents. The premises are well maintained and safe. A governor with the necessary skills undertakes regular checks, carefully following up any actions identified previously. Training in a suitably updated child protection policy was provided to staff in the last autumn term, but the policy has not yet been discussed and adopted by governors. The required recruitment checks are conducted for all staff, but these are not compiled into the necessary single central record, and the date on which checks are completed has not always been recorded as required.
- The local authority has provided light-touch support for the school since the last inspection, due to the school's outstanding status. In the regular visits which have taken place, the local authority has been insufficiently challenging to senior leaders about declining standards. The local authority has not maintained sufficient oversight of safeguarding management procedures in the school.
- **The governance of the school**
 - Governors have not ensured that requirements for the management of safeguarding are fully met. Although staff and volunteers receive the required checks before working with pupils, these checks are not recorded in line with regulations, limiting oversight. Governors have not ensured that staff responsible for managing these checks are always suitably inducted and trained. Governors do not keep themselves abreast of changes in safeguarding requirements or check that staff are receiving training. Furthermore, governors do not review behaviour, attendance and incident records to look for any trends.
 - Governors have not ensured that safeguarding policies are reviewed and updated as required. The school's accessibility policy has not been reviewed in due time, limiting the assurance of equality for disabled pupils and staff. Governors have not ensured that the school's website complies with statutory requirements or that information published there about pupils' achievement is accurate.
 - Governors have not monitored sufficiently the spending of pupil premium and additional government sports funding. The meetings of governors' committees are not always recorded.
 - Governors have not ensured they are well informed about the quality of teaching and pupils' progress, including those supported by the pupil premium, disabled pupils and those with special educational needs. The SENCO has recently started reporting to governors but it is too soon for this to mean governors have a clear picture of this provision and its impact.
 - During the period when the school has been exempt from Ofsted inspection, governors have not ensured external validation of leaders' reports to them. Governors have been insufficiently challenging to leaders about declining standards in mathematics and writing.
 - Governors have not ensured that leaders took effective action on the area for improvement identified in the previous inspection report.
- The arrangements for safeguarding are not effective.

Quality of teaching, learning and assessment requires improvement

- Teachers do not always use information about pupils' earlier progress well, particularly when planning mathematics lessons in Key Stage 2. As a result, not all groups of pupils are supported or challenged consistently to make good progress, particularly those who need to catch up and the most able.
- Teaching assistants are not always well informed about the mathematical concepts and language pupils are expected to develop during lessons, limiting teaching assistants' impact on pupils' progress.
- In Key Stage 2, teachers do not consistently apply the school's policy for teaching calculations, confusing some pupils' understanding of key mathematical concepts, particularly those who need to catch up. For some pupils, the range of mathematics topics covered over a term is too narrow, and teachers expect too little work from pupils during lessons, so learning time is not well used. Teachers sometimes allow pupils to take too much time to start and finish tasks, limiting progress made in the lesson.
- Effective interventions outside lessons are beginning to support faster progress in mathematics for pupils who need to catch up. However, the value of this success is limited when the same pupils are not always helped to make accelerated progress during class lessons.

- Teachers in Key Stage 2 have recently sharpened their focus on teaching English grammar and spelling, to boost pupils' progress. It is too early to gauge the impact of these changes. Throughout the school, children enjoy their weekly 'whizzy writing' activity when they write freely on topics of their own choice. However, when teachers give pupils feedback on this writing, they do not focus consistently on pupils' writing skills, to inform pupils about how they can improve their writing next time.
- Teachers do not routinely regard pupils' work in lessons other than English as an opportunity to develop writing skills. Teachers' feedback to pupils about other work rarely refers to the quality of pupils' writing, limiting writing progress. Teachers' feedback and next steps provided for the most-able pupils do not always provide sufficient challenge, especially in mathematics.
- In Key Stage 1, thoughtful planning for pupils' next steps in learning, and effective teamwork between teachers and teaching assistants, enables pupils to make good progress in phonics, reading, writing and mathematics. This includes pupils who join the school other than at the usual time.
- Reading is taught well throughout the school through a blend of one-to-one and group teaching. Parents and carers support pupils' reading development well, by conscientiously sharing books at home and regular contact with teachers through the reading diary.
- Teachers make effective use of information communication technology, including to support pupils' homework.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- In some lessons, the inspector saw pupils being too slow to start or complete tasks, showing a lack of motivation to work at a good pace with sustained concentration. This limited pupils' development of determination and resilience to learn well, particularly for pupils needing to catch up or the most able.
- Staff exercise their duty of care towards pupils in an exemplary way. Parents value the ready availability of teachers if concerns arise, and good communication ensures all staff know pupils' individual needs well.
- Teachers ensure a supportive atmosphere in the classroom and supervision in the playground is well organised and attentive. Timely records are made of incidents and accidents, which staff fully and fairly investigate.
- Established staff procedures for referring any concerns to senior leaders mean that action is taken promptly when required, including contact with external agencies.
- Pupils are taught well how to keep safe online. Pupils know that any kind of bullying will not be tolerated. Pupils told the inspector they have no experience of bullying at school, but are confident that adults would resolve any difficulties without delay. Pupils have learned from experience that telling staff the truth is the quickest way to resolve any conflict, and they trust staff to be fair. Older pupils have valuable opportunities as 'peace pals' to mediate between peers who have fallen out.
- Pupils enjoy the before- and after-school care because this is well supervised and safe. Pupils are provided with a nutritious breakfast in the morning and suitable activities to lead into the school day. After school, a blend of boisterous team games and quiet times allow children to expend any surplus energy and to wind down. Parents who use these services value them highly.
- Pupils are given a voice in the running of the school, particularly through the school council which recently organised the purchase of new playground and sports equipment.

Behaviour

- The behaviour of pupils requires improvement.
- Sometimes pupils lack resilience and determination, lose interest in lessons and become distracted, slowing their progress.
- Pupils behave well around the school. Pupils are courteous and helpful to visitors, responding to the example and consistent expectations of all the staff. At playtime, pupils play well together, often with their siblings. Older pupils welcome younger pupils into their games.
- When necessary, the school supports pupils very effectively to change their behaviour for the better. Expert assistance from learning mentors, close monitoring and support by class teachers and positive partnerships with parents, have ensured a sustained reduction in exclusions.

- Pupils' attendance is good. The attendance of pupils supported by the pupil premium has improved recently to match that of their peers. Pupils arrive punctually for school, with everything they need for the day.

Outcomes for pupils

require improvement

- Pupils' progress during Key Stage 2 has declined since the last inspection, particularly in mathematics where pupils' progress has been consistently below national averages. Furthermore, pupils' progress in writing during Key Stage 2 has been regularly weaker than in reading.
- At the end of Key Stage 2, numbers of pupils each year who are supported by the pupil premium are too small for national comparisons to be made. However, in 2015, the gap between the attainment of these pupils and others at the school widened in mathematics to be at least three times the size of the gaps seen in reading and writing, which remained stable.
- Pupils who move into Key Stage 2 at levels lower than expected do not always make the progress they need to catch up, particularly in writing and mathematics. However, pupils who make a slow start in Reception Year catch up well during Key Stage 1.
- The most-able pupils make variable progress, especially in Key Stage 2. In 2015, notably lower proportions of Year 6 pupils attained the higher than expected levels in mathematics and writing, compared with reading.
- After a period of broadly average outcomes since the last inspection, pupils ending Key Stage 1 in 2015 showed they had made good progress in reading, writing and mathematics, with attainment significantly above the national average in all subjects. The proportions of pupils who attained the higher than expected levels in reading, writing and mathematics rose to be above the national figures. Furthermore, pupils in Key Stage 1 supported by the pupil premium made good progress, so that gaps are closing between the achievement of these pupils and their peers.
- In 2015, pupils in Year 1 achieved well in the national phonics screening activity, raising standards achieved at the school to well above the national average. In 2015, for the second consecutive year, all the Year 2 pupils who needed to repeat this activity achieved the expected score.
- Pupils steadily develop the skills they need to read increasingly challenging texts and to undertake research, including online. This helps most pupils to make good progress in reading from their different starting points, including during Key Stage 2.
- Disabled pupils and those with special educational needs make good progress, often after joining the school from other settings.

Early years provision

requires improvement

- Systems are not fully established to track and analyse the progress children make during Reception Year and senior leaders have not held teachers firmly to account for children's progress. Teachers have not been supported to visit good provision in other schools, to inform developments at Rogate.
- Relatively low numbers of children in each cohort, and pupils' variable entry times into school during Reception Year, make comparisons with national outcomes difficult. Nevertheless, evidence of individual children's progress is clear in learning journals, and all the parents who spoke with the inspector were delighted with their child's progress. This includes children with special educational needs and those supported by the pupil premium.
- Learning journals show that children have opportunities to explore all the expected areas of learning, and that staff continually observe the children, capturing brief records of successes. These are used to plan for children's next steps, especially in reading, writing, mathematics and phonics. However, leaders do not use this information to analyse children's progress over time. Teachers stimulate children's interest by the imaginative use of texts – currently the humorous story *Funny Bones*. However, use of the outdoor area is underdeveloped, limiting the range of opportunities for children to explore their learning.
- Staff care well for the children, keeping them safe and teaching them well to consider the needs of others and show respect.
- Parents value the ready communication between home and school and the availability of staff.

School details

Unique reference number	125991
Local authority	West Sussex
Inspection number	10008224

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	90
Appropriate authority	The governing body
Chair	Michael Mattinson
Headteacher	Paul Davies
Telephone number	01730 821329
Website	www.rogateprimaryschool.co.uk
Email address	office@rogate.w-sussex.sch.uk
Date of previous inspection	9–10 February 2011

Information about this school

- Rogate is a smaller-than-average-sized primary school.
- The proportion of pupils known to be eligible for free school meals, for which the school receives additional funding (pupil premium), is broadly average.
- A very small proportion of pupils come from minority ethnic backgrounds. No pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs receiving school support is well above the national average. The proportion with a statement of special educational needs or an education, health and care plan is currently low, but varies enormously over time.
- The number of Year 6 pupils in 2015 was too low for the government's current floor standard to apply. The floor standard sets out the minimum expectations for pupils' attainment and progress nationally.
- Pupils attend Reception Year full time. Not all Reception Year children start their education in the autumn term, due to parents' wishes.

Information about this inspection

- The inspector observed teaching in all the classes with the headteacher, heard pupils read and looked at pupils' work in their books and on display.
- Meetings were held with the headteacher and other leaders, governors, staff and a representative from the local authority.
- The inspector met with a group of pupils, observed playtimes and before- and after-school clubs, and talked with pupils and staff around the school. Six responses to Ofsted's staff questionnaire were considered.
- The inspector talked with parents at the start of the day and analysed the 10 responses to Ofsted's online questionnaire (Parent View), and the 35 responses to the school's recent parents' survey.
- A range of documents were examined including teachers' plans for pupils' learning, the school's improvement plans, documents on the school's website, governing body records and local authority reports.
- Checks were made of arrangements for keeping pupils safe and records of pupils' attendance and behaviour. Inspectors scrutinised leaders' analysis of pupils' progress and records of the quality of teaching.

Inspection team

Siân Thornton, lead inspector

Her Majesty's Inspector

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