

# Rogate CofE Primary School

Rogate, Petersfield, Hampshire GU31 5HH

## Inspection dates

7–8 June 2017

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The quality of teaching is not yet consistently good across the school.
- Not all teachers set work that is pitched at the right level for pupils with prior low attainment or for those who are the most able, particularly in writing.
- Not all teachers have fully adopted the school's assessment policy. As a result, some do not respond swiftly enough to pupils' needs during lessons or provide feedback consistently well about pertinent learning points.
- Teachers do not track the progress that pupils make across the curriculum.
- Pupils do not make good enough progress in writing. Too few, including disadvantaged pupils, work at greater depth in reading, writing and mathematics.
- Leadership tasks are not sufficiently well devolved among staff. This limits the ability of middle leaders to take an active role in leading improvements across the curriculum.
- Although improvement plans provide a clear sense of direction and purpose for the school, they do not include targets against which progress can be measured.
- The school's website is not yet fully compliant.

### The school has the following strengths

- The headteacher leads the school with energy and determination. This, together with the support of a strong senior leadership team, has secured the improvements made at the school in a short space of time.
- Pupils typically make good progress in mathematics.
- The personal development, behaviour and welfare of pupils are strengths.
- Pupils' spiritual, moral, social and cultural development is good.
- Children get off to a good start in the early years. They settle quickly and happily into the Reception Year.
- Parents are strong advocates of the school. There is an effective working partnership between staff and parents, and this supports the learning and development of pupils well.

## Full report

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

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

- Improve the quality of teaching, learning and assessment so that it is consistently good or better across the school by:
  - ensuring that all teaching pitches work at the right level, particularly for pupils of lower attainment and for those who are most able
  - making sure that all teachers implement the school's assessment policy, responding swiftly to pupils' needs during lessons and providing feedback to pupils about the most pertinent points that will help them to improve
  - developing a system for teachers to track the progress that pupils make in subjects across the curriculum.
- Improve outcomes for pupils by:
  - ensuring that all pupils make good progress in writing
  - ensuring that more pupils, including the disadvantaged, work at greater depth in reading, writing and mathematics.
- Continue to build on the good quality of leadership, management and governance by:
  - distributing some leadership responsibilities to staff, particularly those related to leading and managing subjects across the curriculum
  - ensuring that improvement plans include targets against which progress can be measured
  - making sure that the school's website includes information about the progress that pupils make between key stages 1 and 2, and the impact of the physical education (PE) and sport funding on the attainment and participation of pupils.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders and governors have an honest and accurate view of the school's strengths and areas for improvement. They are appropriately focused on improving the quality of teaching and learning, and improving the quality of education the school provides.
- The good work of the senior leadership team together with governors is helping to develop a shared vision and an ambitious culture for the school. This is contributing to teachers' higher expectations of what pupils can achieve and to rising standards.
- The headteacher and deputy headteacher are strong leaders of teaching and learning. The headteacher works alongside those teachers who need to improve their practice by modelling teaching and providing coaching. The headteacher currently supports the teaching and learning of groups of pupils who have been adversely affected by staff changes and weak teaching. This is contributing to the strong improvements made in mathematics and in reading this year.
- The deputy headteacher is largely responsible for the transformation and improvements made to the early years. She also ensures that the provision for pupils who have special educational needs and/or disabilities is now better suited to pupils' needs. As a result, additional funding for this group of pupils is used more efficiently than has previously been the case.
- The headteacher and deputy headteacher are ably supported by a highly effective school's business manager. This helps to ensure the smooth and successful running of the school on a daily basis.
- Senior leaders monitor the quality of teaching and learning regularly and provide teachers with pertinent feedback about what they are doing well and how they can improve their practice.
- Staff appreciate the feedback they receive and the opportunities to observe good practice in other schools. Staff told inspectors that such opportunities motivate them to become more effective practitioners.
- Senior leaders ensure that pupils are well prepared for life in modern Britain. There are, for example, displays around the school about the upcoming election. Older pupils have enjoyed debating the implications of voting for one candidate compared with another. Leaders ensure that pupils are exposed to multicultural experiences such as visiting different places of worship and ethnically diverse locations, such as London.
- Leaders ensure that pupils' social, moral, spiritual and cultural development is particularly strong and reflects the Christian ethos of the school. This helps pupils to develop into tolerant and well-rounded young people with an appropriate understanding of fundamental British values.
- The school uses a topic-based approach to the curriculum. Typically, mathematics and PE are taught separately. The school monitors the curriculum informally through staff discussions.
- The curriculum is enhanced by a wide range of extra-curricular activities and clubs.

These include football, netball, athletics and rugby. Disadvantaged pupils are prioritised to attend clubs such as drama, choir, cooking, gardening and mathematics booster sessions.

- The school makes effective use of the outdoor learning environment to help inspire awe and wonder of the natural world. The curriculum provides a wide view of life in modern Britain as pupils learn to respect and celebrate people's similarities and differences. A good example is comparing the fact that Muslim people fast at Ramadan while Christians typically fast for Lent.
- Funding through the pupil premium is used to fund additional support for disadvantaged pupils. This has led to this group of pupils progressing well with their reading, writing and mathematics. For the very few who have not progressed as well as their peers, this is typically because of weak teaching.
- The PE and sport premium is used to provide high-quality sports teaching through the use of specialist coaches. Staff have benefited from observing and supporting coaches. This helps them to improve their own teaching of PE.
- The funding is also used to enable more pupils to attend swimming lessons from a younger age. As a result, the use of the additional sports funding has increased pupils' participation in physical activity, and enables them to develop a wide range of skills.
- The school works extremely well with parents so that there is a close working partnership that supports the learning and development of pupils effectively. The school hosts regular workshops to help inform parents of how they can support their children at home, for example with homework and reading.
- Parents who spoke to one of the inspectors were overwhelmingly positive about the improvements made at the school since the arrival of the new headteacher.
- The school has received good and effective support and challenge provided by the local authority, the diocese and a range of external consultants. This has led to improvements in the quality of leadership and governance, as well as in the quality of teaching and learning, particularly in mathematics, reading and the early years.
- Close links with the diocese have made a strong contribution to pupils' spiritual development as well as to improvements in the teaching of religious education.
- Senior leaders and governors have developed action and improvement plans that detail what needs to be done to help secure further improvement at the school. Although these plans provide a clear sense of direction, they do not include enough quantified targets against which progress can be measured.
- The vast majority of leadership and management responsibilities are held by the headteacher and deputy headteacher. Too few staff have been given responsibilities such as leading and managing subjects across the curriculum.

## **Governance**

- The quality of governance has improved significantly in the last year:
  - Governors now have a good understanding of their roles and responsibilities.
  - They ensure that safeguarding arrangements at the school are secure.

- They hold senior leaders to account rigorously about the progress made by pupils.
- Governors monitor the school's finances very closely and have made some difficult decisions to ensure that the school is not in deficit this year. They keep a close eye on the use and impact of additional funding but have not ensured that this is reported sufficiently well on the school's website.

## Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding across the school. Staff work closely with parents and everybody understands that keeping children safe is everyone's responsibility.
- Staff benefit from regular child protection and safeguarding training and updates. This ensures that they know what to do should they have concerns about a child.
- The school's processes and procedures for checking on the suitability of staff to work with children are robust and fully compliant.
- Senior leaders and governors ensure that appropriate health and safety checks are undertaken regularly at the school, including things like fire risk assessments.
- The school works well with parents and other agencies where concerns about a child arise.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching, learning and assessment is not consistently good across the school.
- Where work is not pitched at the right level for the least and most able pupils, the progress made by these pupils is at times unnecessarily slow in reading, writing and mathematics.
- Not all teachers are equally adept at providing sufficient challenge for the most able pupils. Although pupils are encouraged to explain their reasoning – for example, in mathematics lessons – they are not provided with the same high expectations in other subjects such as in science.
- Teachers' expectations of pupils' writing are not sufficiently high in some classes. As a result, few pupils across the school are working at greater depth in writing and some are not working at age-related expectations.
- The school's assessment policy is not adhered to consistently well by all staff. As a result, some of the feedback pupils receive and the targets set for them do not focus on the key skills needed to accelerate their improvement, particularly in writing.
- Not all teaching and support staff assess the progress made by pupils well enough during lessons. Consequently, they are not all sufficiently responsive to pupils' needs and do not modify learning tasks accordingly. As a result, some pupils with lower

attainment at times struggle with the tasks set for them, while the most able are not provided with sufficient challenge.

- With the exception of reading, writing, mathematics and religious education, teaching does not track standards or the progress that pupils make across the curriculum.
- The quality of teaching is particularly effective for pupils in lower key stage 1 and upper key stage 2. Teachers make particularly good use of questioning in these year groups to help pupils to develop and consolidate their learning. This enabled pupils, for example, to articulate appropriately their understanding of potentially complex issues, such as explaining the meaning of the Holy Spirit.
- The quality of teaching in mathematics has continued to improve this year. Staff have benefited from additional training and have raised their expectations of what pupils can achieve. They encourage pupils to use and apply their mathematical knowledge to solve problems.
- The teaching of reading has improved for most pupils across the school. As a result, the standard of reading is rising for most pupils at a fast pace.
- Teachers ensure that pupils learn a range of subjects. Teaching typically links learning between subjects effectively, such as encouraging pupils to use mathematical coordinates when developing their geographical knowledge about the location of cities in Britain and of countries around the world.
- The majority of teachers demonstrate secure subject knowledge, particularly in mathematics and reading. They plan lessons that typically engage and motivate pupils. This helps pupils to develop positive attitudes to learning and enables the majority to make expected progress, particularly in mathematics and in reading.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- From an early age, pupils learn to share, work nicely together and be kind and compassionate.
- Most pupils know what they need to do to be successful in their learning. They want to achieve well and the majority work hard in lessons.
- Pupils participate in a wide range of physical activities and sports before, during and after school. This supports pupils' physical development very well. Pupils recognise the importance of a healthy diet and a good night's sleep to help them to feel well.
- Pupils appreciate having access to a learning mentor who provides a listening ear as well as guidance and support if they are experiencing problems.
- Pupils demonstrate a good understanding of right and wrong and the importance of making the right choices.
- Pupils told the inspectors that they appreciated the talk provided to them by the police about internet safety. This, together with the work of the school and parents, helps them to know how to stay safe when using the internet.

- The pupils who spoke to the inspectors showed a good understanding of the dangers of extremism and radicalisation. They demonstrated a mature attitude to the recent terrorist attacks in London and Manchester. They stated that 'the terrorists were a small group of people whose actions do not reflect the Islamic faith'.
- Pupils speak confidently about the different people who live in Britain, hold a faith that differs from their own and come from a range of backgrounds. In discussion with inspectors, when talking about people who may be different from them, pupils stated 'We are all the same underneath.'

## Behaviour

- The behaviour of pupils is good.
- The vast majority of pupils are well behaved and expect each other to behave well in lessons and around the school. Consequently, there are few disruptions to lessons and when they do occur, they are managed effectively by staff.
- Pupils say they feel safe at school and that incidents of bullying are extremely rare. They are confident that should an issue arise, staff at the school would help to resolve disputes.
- Older pupils act as play leaders at playtimes. They help to maintain good behaviour at playtimes. Where there has been a disagreement, play leaders encourage pupils to use kind words to make amends.
- Levels of attendance have improved this year compared with last year as a result of the school's concerted effort and work with parents. Attendance is now in line with the national average for primary schools. Fewer pupils who are disadvantaged are persistently absent. The headteacher ensures that parents are made aware of the detrimental effect that unnecessary and unauthorised absences from school can have on their child's learning and progress.

## Outcomes for pupils

## Requires improvement

- Pupils' attainment on entry to the school is typically broadly average. The progress they make, given their different starting points, requires improvement.
- In 2016, a lower proportion of pupils at key stage 2 than in most schools made the expected progress in reading and writing, and only a very few achieved a high score. There were not enough disadvantaged pupils in Year 6 last year to comment on their outcomes.
- Although the majority of pupils made expected progress in mathematics, this was not the case for pupils who had special educational needs and/or disabilities.
- By the end of key stage 1 in 2016, standards were broadly in line with expectations in reading and mathematics but low in writing. No disadvantaged pupils met the age-related expectations. Furthermore, fewer pupils than in most schools reached the

expected standard of the Year 2 phonics screening check last year.

- Current progress highlights that pupils across the school are not achieving as well in writing as they are in mathematics and in reading. Some pupils are working below the age-related expectations in writing, particularly at key stage 1.
- There are still too few pupils working at greater depth in reading, writing and mathematics at both key stages.
- While some pupils are confident in the use of punctuation and grammar and can produce well-structured sentences for their age, others still struggle with basic skills.
- Although pupils are currently developing a suitable range of reading skills, younger pupils with lower attainment are not provided with texts that are sufficiently challenging to further accelerate the development of their reading skills.
- In 2016, the proportion of pupils in Year 6 who achieved age-related expectations in mathematics, spelling, punctuation and grammar was better than in most schools. However, published data needs to be treated with caution due to the low number of pupils.
- The proportion of pupils who met the expected standard in the Year 1 phonics screening check last year was above the national average.
- The progress that pupils currently make in both key stages is better than it was last year. This is particularly the case in reading and mathematics.
- A high proportion of pupils are set to achieve age-related expectations in mathematics by the end of Year 6 this year, and more pupils than last year are achieving well in reading and writing.
- More disadvantaged pupils than has previously been the case are working at age-related expectations across the school but only a very few are working at greater depth. Nevertheless, the differences between disadvantaged and other pupils are diminishing.
- Pupils learn about a range of subjects. At key stage 1, in religious education, pupils make good progress learning, for example, about the life of Jesus and, in science, about the life cycle of butterflies.
- In reading, pupils in Year 2 have developed good word recognition and this helps them to read with increasing levels of fluency.
- Pupils in Year 6 are set books determined by a test that checks their level of comprehension skills. Pupils who are most able, as well as those of lower ability, demonstrate an enthusiastic attitude to reading. They can discuss books in detail and are able to self-correct if they read an unfamiliar word incorrectly. Pupils demonstrate the ability to predict what will happen in a story and to grasp inferences from within a text.
- Pupils who have special educational needs and/or disabilities are making accelerated progress this year as a result of bespoke intervention such as additional support with their reading and mathematics.
- Older pupils in key stage 2 learn about the environment such as the rainforest and the importance of looking after the natural world. This aspect of pupils' learning is further enhanced through the gardening club and the use of the school's outdoor learning



environment.

- Pupils enjoy learning about different types of food. Older pupils in key stage 2 chose suitable ingredients to plan and make a survival bar. They improved their initial efforts by reviewing and evaluating the quality of what they had produced first time around.
- Inspectors saw evidence of high-quality art work produced by pupils following a visit to the Victoria and Albert Museum. Pupils had been inspired by art and designs from different cultures.
- In mathematics, pupils across the school are developing their problem-solving skills particularly well. This is often done in a fun and exciting way so that pupils practise and develop their mathematical knowledge and skills such as number bonds and place value. Older pupils can solve multistep problems and select a range of methods to work out number problems.
- While at the school, pupils develop the personal attributes, knowledge and skills they need to be prepared well for the next stage of their education.

### Early years provision

**Good**

- Strong and effective leadership of the early years has transformed this part of the school from a very low starting point.
- Staff in the early years work closely with parents in order to get to know children's needs before they join the Reception Year.
- Staff help children to settle quickly and happily. They meet the individual needs of pupils very well, particularly those children who arrive with a low level of personal, social and emotional development.
- The quality of teaching is typically good and is based on accurate assessments of children's skills, knowledge and understanding.
- Staff ensure that the learning environments inside and out are safe, inviting and purposeful.
- Children are making good progress in all areas this year. They are developing their personal, social and emotional skills particularly well. They know how to keep themselves safe, including when using computers.
- At this early age, children learn about the importance of eating healthily and the link between exercise and fitness.
- Children listen and pay attention to staff and to each other. They build positive relationships with other children and with adults in the school.
- Children are well behaved. They follow instructions and can respond to questions from staff, for example, about the different ways to make the number 10.
- During the inspection, children were observed enjoying practising their writing such as when playing in the home corner. Children wrote the names of the animals that they had drawn, spelling correctly 'cat' and 'dog'.
- Children told one of the inspectors that they 'enjoy being creative'. They were learning to choose a range of different-coloured materials to cut and glue in order to make

themselves a crown.

- The new and improved outdoor area provides plenty of opportunity for children to develop their physical skills and self-confidence. Children were observed enjoying riding bicycles, climbing and exploring, using sand, water and the natural environment.
- Additional funding through the pupil premium is used effectively to enable disadvantaged children to achieve as well as their peers, particularly in reading, writing, and mathematics, and in their personal, social and emotional development.
- Children, particularly the most able, have made much better and good progress this year than has previously been the case. Consequently, for the first time in many years, a high proportion of children will finish Reception ready for Year 1.
- Although most adults teach letters and sounds well, at times the pronunciation of some adults is incorrect.
- While children benefit from time to reflect on what they are doing, some of the support staff do not respond quickly enough to children's misconceptions. This at times results in children practising errors, such as the incorrect formation of letters and numbers.

## School details

Unique reference number	125991
Local authority	West Sussex
Inspection number	10018623

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	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	66
Appropriate authority	The governing body
Chair	Verona Hall
Headteacher	Amy O'Toole
Telephone number	01730 821 329
Website	<a href="http://www.rogateprimaryschool.co.uk">www.rogateprimaryschool.co.uk</a>
Email address	<a href="mailto:office@rogate.w-sussex.sch.uk">office@rogate.w-sussex.sch.uk</a>
Date of previous inspection	13 January 2016

## Information about this school

- The school is much smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for free school meals is lower than the national average.
- The vast majority of pupils are white British.
- A higher proportion of pupils than in most schools have special educational needs and/or disabilities. A low proportion have a statement of special educational needs.
- More pupils than is typically the case join or leave the school during the course of the school year.
- There have been changes to the membership of the governing body since the time of the last inspection.
- The senior leadership team was restructured following the appointment of the new

deputy headteacher this year.

- The headteacher was appointed as the substantive headteacher for the school in December 2016. She had previously been working at the school as a seconded headteacher.
- The school does not find it difficult to retain staff but struggles to recruit new teaching staff when needed.
- The school does not meet requirements on the publication of progress data or the impact of the PE and sport premium on the attainment and participation of pupils on its website.
- This report cannot comment on whether or not the school met the floor standard or the coasting definition. This is due to the low number of pupils in Year 6 last year.
- The school is planning to open a Nursery on the school's site in September 2017. This will be run by a separate provider.

## Information about this inspection

- Inspectors observed nine parts of lessons, three of which were done jointly with the headteacher as part of a learning walk.
- Inspectors held discussions with pupils, parents, staff and governors, including the chair of the governing body and the vice-chair.
- The lead inspector held a discussion with a representative from the local authority and spoke to a representative from the diocese on the telephone.
- Inspectors observed the behaviour of pupils in class and around the school. They also observed an act of collective worship.
- A range of school documentation was scrutinised. This included:
  - minutes of meetings held by the governing body
  - a variety of school policies including the school’s safeguarding and child protection policy
  - the school’s data about the progress made by pupils
  - data about attendance
  - information about pupils’ behaviour.
- Inspectors reviewed a sample of pupils’ work from across the school.
- Inspectors looked at the contents of the school’s website.
- The school’s systems for checking on the suitability of staff to work with children were also reviewed.

## Inspection team

Gehane Gordelier, lead inspector

Her Majesty’s Inspector

Becky Greenhalgh

Ofsted Inspector

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