

Inspection of Rogate CofE Primary School

School Lane, Rogate, Petersfield, Hampshire GU31 5HH

Inspection dates: 1–2 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils enjoy coming to school. They describe their school as like being part of a big family. Pupils say that their teachers are friendly, kind and want them to do well at school.

At breaktimes, pupils use the high-quality outdoor environment to play safely. They treat each other with respect and say that they feel safe in the extensive grounds. They say that bullying doesn't happen but, if it ever did, an adult would quickly sort it out.

Leaders want the best for every pupil at the school. The school's motto of 'excite, engage, empower' underpins the whole curriculum. Teachers plan interesting ways to excite pupils about their learning across all subjects. Pupils told us that they enjoy their lessons and the many educational trips they go on.

Pupils are taught to keep themselves safe. They know how to stay safe online and talk confidently about never sharing passwords. They know that if they have any worries or concerns, there is always an adult at school who they can talk to.

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

The quality of education has been improving rapidly since the appointment of the executive headteacher. Pupils are now achieving well. Staff, parents and carers told inspectors that the school is in a much happier place than it was previously.

Over the past 18 months, leaders have updated their plans for what pupils should learn and remember in each subject. Where possible, this planning is enabling pupils to apply the skills and knowledge they have learned in one subject to others. For example, pupils use measuring skills taught in mathematics during science activities. However, in a few subjects such as computing and art, the sequence in which skills and knowledge are taught, is not yet fully developed across all year groups.

Phonics (letters and the sounds they represent) is taught from the first day children start school. All teachers and teaching assistants are trained in the teaching of early reading. Teachers regularly check pupils' progress. Support is given quickly to any pupil who needs help to catch up. Last year, every pupil in Year 1 reached the required standard in the national phonics screening check. Pupils who read to us used their phonics skills confidently.

Reading well is given a high priority at the school. Pupils read confidently from books that are well matched to their stage of learning. They enjoy reading for pleasure. Staff read regularly to pupils from carefully chosen high-quality texts. These texts are often used to develop pupils' understanding of a theme that they are studying.

Most pupils develop their mathematics skills effectively. The curriculum is well

planned with plenty of opportunities to revisit previously taught knowledge and skills. However, a few pupils lack confidence in their ability to attempt more challenging mathematics work, which limits their progress.

Pupils' personal development is enriched by many interesting activities. Pupils are given many opportunities to perform in church services and musical events in the community. Pupils raise funds for charities and have visits from people from different cultures and religions. Pupils benefit from visits to many different places of interest and enjoy their two residential trips. School staff run a wide range of clubs. These clubs are very popular, with many pupils participating. They learn skills, for example, when communicating with others using sign language.

Behaviour around the school is very good. Pupils are keen to learn, are well motivated, settle quickly to work and listen respectfully to each other.

Teachers support pupils with educational needs and/or disabilities (SEND) effectively. Staff ensure that these pupils can play a full part in all areas of school life. Pupils with SEND achieve well.

The early years team ensure that children are well looked after. There are close links with parents. Children have many opportunities to visit the school before joining and they start confident and ready to learn. Staff provide a highly stimulating learning environment in which children can learn both inside and outside.

All parents who responded to Parent View, Ofsted's online questionnaire, would recommend this school to others. There is a strong relationship between staff and leaders. Staff who spoke to us said that they were well supported at school and that their well-being was a priority.

Governors know the school very well. They have a strong understanding of what the school does well and where it needs to develop further.

Safeguarding

The arrangements for safeguarding are effective.

All staff throughout the school are well trained to keep children safe. They are confident in knowing what action they need to take should they have concerns about a pupil. They work well with a range of support agencies and any concerns are followed up rapidly. Staff work closely with families who need support.

Governors have received safeguarding training. They regularly visit the school to make sure that procedures are fit for purpose and carried out effectively by staff.

School leaders are currently offering advice to parents about how to make sure that children are safe when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is well planned in most subjects. However, in some, such as art and computing, this is not yet the case. Leaders need to ensure that the curriculum is logically sequenced in all subjects so that pupils know more and remember more as they progress through the school.
- In mathematics, some pupils lack the confidence to attempt more challenging work independently. This results in pupils losing focus. Leaders need to build pupils' resilience so that more achieve the best possible outcomes.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	125991
Local authority	West Sussex
Inspection number	10111129
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	56
Appropriate authority	Local authority
Chair of governing body	Mr Neil Ryder
Headteacher	David Bertwistle (Executive Headteacher)
Website	www.rogate.w-sussex.sch.uk
Date of previous inspection	7–8 June 2017

Information about this school

- Since the previous inspection, a number of staff including the headteacher have left the school. The current executive headteacher started in September 2018.
- This is a smaller-than-average-sized primary school. The school has three classes, which are: early years foundation stage and key stage 1, Years 3 and 4 and Years 5 and 6.
- Rogate CofE Primary School is partnered with Rake CofE Primary School.
- The school was last inspected under section 48 of the Education Act in November 2016.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with senior leaders, subject leaders and nine governors including the chair. Inspectors held telephone conversations with an officer from the local authority and a representative from the diocese of Chichester.
- Inspectors considered the quality of education by looking at reading, mathematics, art and computing. To do this, inspectors conducted interviews with

staff and pupils, visited lessons and looked at pupils' work.

- Inspectors reviewed arrangements for safeguarding by scrutinising safeguarding records, interviewing staff and through discussions with pupils.
- Inspectors considered the views of staff and parents through the Ofsted surveys and through discussions with pupils.
- During the inspection Year 5 and 6 were away on a residential visit.

Inspection team

Brian Macdonald, lead inspector

Ofsted Inspector

Liz McIntosh

Ofsted Inspector

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