

# Inspection of Rake Church of England Primary School

London Road, Rake, Liss, Hampshire GU33 7JH

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Inspection dates: 22–23 October 2019

**Overall effectiveness** **Good**

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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 Good

## **What is it like to attend this school?**

Pupils enjoy coming to school. Pupils and staff are friendly and welcoming, making school a happy place to be. Relationships at all levels are kind and caring. Adults are supportive and nurturing. Teachers encourage pupils to work hard and do their best. Pupils respond well to this. Pupils have positive attitudes to learning. They work hard.

Pupils of all ages play and learn together nicely. They form firm friendships and are respectful of one another. Pupils show genuine concern if someone becomes hurt or sad and they are quick to help.

When children join the school in Reception, they are paired with a 'buddy'. 'Buddies' are older pupils who show the children the rules and routines of the school. This helps children to settle quickly into the school community.

Pupils behave well in lessons and around school. Pupils are not worried about bullying. They say that it rarely happens. Pupils are confident that when it does happen, teachers take it seriously and deal with it quickly.

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

Pupils experience an interesting curriculum. They develop important skills and knowledge in a range of subjects. Leaders are ambitious in their approach to the curriculum. They are passionate about providing pupils with a rich learning experience.

Leaders have planned the skills and knowledge that they want pupils to learn in all subjects. They have made sure that the curriculum is sequenced so that learning builds on what pupils already know and can do. For example, phonics teaching is planned well. Children get off to a good start learning phonics in early years. They are keen to do well, trying hard to use their phonics to read unknown words. Pupils continue to do well in reading in key stage 2. Pupils read with fluency and discuss their reading with confidence. Sometimes, the books that teachers select for Year 5 and Year 6 pupils are not challenging enough. Some of the books chosen by teachers do not help pupils to think deeply.

Pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged do well. The special educational needs coordinator (SENCo) works closely with teachers and learning support assistants (LSAs) to consider the individual needs of these pupils. Together they use this knowledge to plan interesting activities that meet these pupils' needs well. Pupils with SEND, and those who are disadvantaged, take an interest in their learning. With support, they work hard and do well.

Children do well in early years. Teachers plan activities that capture children's interest. Children respond well to these activities. They show interest and

concentrate well. Children are enthusiastic. They are keen to join in with their learning.

Leaders have identified which subjects need to be improved. They are taking effective action to improve these subjects. For example, in mathematics, teachers did not give pupils enough opportunities to think about how they solve mathematical problems. Leaders recognised this. They improved staff training so that staff now have stronger subject knowledge. Teachers give clear explanations. They show pupils how to use their skills and knowledge to solve problems. Teachers question pupils carefully to check their understanding and to challenge their thinking. Pupils develop a secure understanding of number and calculation. Pupils are confident to apply this knowledge to solve problems.

Leaders have also taken steps to address weaknesses in the computing and music curriculums. Pupils have not been taught the full computing and music curriculums. Teachers do not have the subject knowledge they need to teach these subjects well. Leaders have identified these issues. They have planned precisely what skills and knowledge they want pupils to learn in these subjects. Leaders' work to improve these subjects is in the early stages.

Leaders plan a wide range of experiences to enhance pupils' learning and personal development. For example, pupils learn in the school's woodland area to take risks in a safe environment. They practise problem-solving skills and develop resilience. Pupils learn to persevere when things go wrong. Leaders ensure that pupils learn how to be responsible citizens. Pupils contribute to the school's development through the school council. Pupils are also proud of the fund-raising they have done to help others. Pupils are respectful of people's differences. They develop a strong understanding of different religions and cultures through effective religious education.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that pupils' welfare is paramount. Leaders provide thorough safeguarding training for all staff. All staff take their safeguarding responsibilities very seriously. They know exactly what to do if they have any concerns about the welfare of a child. Governors check thoroughly on the school's work to keep pupils safe.

Leaders make sure that pupils are taught how to stay safe. Pupils learn how to stay safe online. Pupils also take part in anti-bullying workshops and learn what to do if they experience bullying.

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

### (Information for the school and appropriate authority)

- Leaders have planned in detail the specific skills and knowledge that they intend pupils to learn in all curriculum subjects. This has been planned so that pupils learn content in the right order, with learning building on what they already know and can do. In most subjects, these plans have been successfully embedded. The computing and music curriculums, however, are not yet embedded. There are aspects of the curriculum in these subjects that have not been taught to pupils. It is clear from leaders' actions that they have identified this issue and are in the process of embedding the full curriculum. Leaders must ensure that teachers are given the training they need in the music and computing curriculums, so that they teach these subjects well.
- Leaders need to ensure that the reading books teachers select for pupils in Years 5 and 6 are suitably challenging. Teachers should ensure that, through their reading of these books, pupils explore challenging concepts, deepen their thinking and are exposed to a wide range of sophisticated language.

### 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

<b>Unique reference number</b>	125989
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10111227
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	112
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mr Nik Taylor (co-chair) Ms Sarah O'Malley (co-chair)
<b>Headteacher</b>	Mr David Bertwistle (Executive headteacher)
<b>Website</b>	<a href="http://www.rake.w-sussex.sch.uk">www.rake.w-sussex.sch.uk</a>
<b>Date of previous inspection</b>	19 April 2016

## Information about this school

- Rake Church of England Primary School is located in the Diocese of Chichester. Its last section 48 inspection took place in October 2017.
- The school is smaller than the average-sized primary school.
- The school works in partnership with another local school, Rogate Church of England Primary School.

## Information about this inspection

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

- During the inspection, inspectors met with the executive headteacher, the head of school and the SENCo. Inspectors also met with governors, a representative from the local authority and a representative from the diocese.
- Inspectors met with the school's designated safeguarding leads and scrutinised the school's safeguarding records. This included a check on the single central record of recruitment checks on adults working with pupils. Inspectors also looked

at the school's attendance and behaviour records.

- During breaktime and lunchtime, inspectors observed pupils' behaviour and spoke to pupils informally. Inspectors also met formally with a group of pupils.
- Inspectors took into account 52 responses to Ofsted Parent View, including 40 free-text comments. Inspectors also met with parents at the beginning of the first day.
- Inspectors met with a range of staff during the inspection, including teachers and support staff. They also considered the 17 staff responses to Ofsted's online staff survey.
- Inspectors began their evaluation of the quality of education by looking in detail at the teaching of reading, mathematics, science and physical education. This included meeting with the curriculum leaders for these subjects, visiting lessons, talking to pupils, listening to pupils read, speaking with teachers and looking at pupils' work.

### **Inspection team**

Leah Goulding, lead inspector

Ofsted Inspector

Stephanie Scutter

Ofsted Inspector

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