

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Rogate Church of England Primary School

Rogate, Petersfield, Hampshire, GU31 5HH	
<b>Current SIAMS inspection grade</b>	<b>Satisfactory</b>
<b>Diocese</b>	<b>Chichester</b>
Previous SIAMS inspection grade	Outstanding
Local authority	West Sussex
Date	21 November 2016
Date of last inspection	17 February 2011
Type of school and unique reference number	Voluntary controlled primary 125991
Interim Headteacher	Amy O'Toole
Inspector's name and number	Rosemary Appleby 749

#### School context

Rogate CE primary has experienced some instability in staffing since being placed in special measures by Ofsted in January 2016. An interim headteacher has been in place since February 2016 and a new deputy headteacher and chair of governors have been appointed. Rogate is smaller than the average size primary school with 71 pupils on roll. The number of pupils eligible for free school meals is below the national average and the number of pupils with special educational needs and/or disabilities is above national average. Attendance is below national average. As a result of the school being put into special measures it received an academy order from the Department of Education. The diocese of Chichester is working closely with the school and the local authority to explore academy options.

#### The distinctiveness and effectiveness of Rogate as a Church of England school are satisfactory

- The Christian character of the school is shown through a strong ethos of nurture which is underpinned by Christian values resulting in the school community feeling that they are part of a family.
- Prayer is valued and the introduction of pupil led prayer ensures that prayer is a natural part of pupils' everyday life.
- Monthly church services at St Bartholomew are special times for the school community which strengthen their experience of Anglican tradition. This has recently been enhanced through the introduction of the Eucharist.

#### Areas to improve

- Improve the process of self-evaluation of the school as a church school so that formal evaluations include all aspects of the school's distinctiveness and gather robust evidence of the impact of the school's Christian foundation.
- Make the school's Christian values more explicit in the life of the school. Ensure that the Rogate R's, mission statement and Christian vision are coherently linked through Christian values and enable the school community to confidently articulate the impact on their daily lives.
- Ensure that pupils regularly plan, lead and evaluate collective worship so that they develop their appreciation of worship.
- Develop a shared understanding of spirituality so that opportunities for spiritual development across the curriculum can be explicitly identified and planned for.

### **The school, through its distinctive Christian character, is satisfactory at meeting the needs of all learners**

This is an improving church school where there has been a focus on driving up attainment and improving leadership across the school. Although some academic outcomes remain below national expectations data shows an upward trend illustrating that attainment is catching up with national expectations. Rogate school effectively provides an inclusive environment where the needs of pupils are met and provides a high level of nurture and care to its school community through a strong Christian ethos of love and friendship. Parents praise the school because 'they will cater for every child's needs'. Families travel from outside of the catchment area to attend Rogate because of its 'family feel' and because pupils are taught to respect those with different beliefs. The school motto of 'learn, love and grow' has recently been agreed by the school community and has shared ownership where love is considered the most important aspect. However, the school's Christian values of hope, thankfulness, forgiveness, peace, wisdom and friendship have not been coherently linked to the school's motto or to the Rogate 5R's of resilience, respectfulness, resourcefulness, reflectiveness and risk taking. This means that the school is not explicit about which Christian values are driving their Christian foundation and the school community cannot yet confidently articulate the impact of Christian values on their daily lives. A lack of formal evidence gathering, such as discussions with pupils, has resulted in leaders not being secure regarding the extent of the impact of Christian distinctiveness on the school community. The Christian values of friendship and love are established. Parents value the school teaching their children 'important things like Remembrance Day' and the fact that the older pupils take care of younger pupils. Pupils say that friendship is important because 'God loves us all' and he teaches us that 'we should love each other'. Religious education (RE) contributes well to pupils' spiritual, moral social and cultural (SMSC) growth. Pupils learn about religions such as Christianity, Judaism, Hinduism, and Islam and through this work pupils are developing compassion, empathy and respect for other cultures. Year 6 attend an interfaith day at Petersfield and through listening to leaders from the religions of Judaism, Sikhism Christianity and Islam learn about their beliefs and how they worship. RE enquiry skills are being developed through the use of 'big questions' focused on key Christian beliefs. For example, pupils considered; 'Does God care what clothes we wear?' resulting in one pupil saying that 'some people argue that God looks at the inside and not the outside' but such reflective responses are not yet consistent across the whole school. Pupils understand that giving money for charity, such as buying poppies, links to the Christian values of friendship, hope and peace. Displays around the school of the Lord's prayer, Trinity, and creation, Remembrance Day, and class reflection areas contribute to SMSC. They provide an environment which reflects the school's foundation and as a result frame reflection in a Christian context. Many displays have biblical references but the link to Christian values is not yet embedded across the school.

### **The impact of collective worship on the school community is satisfactory**

Collective worship is a distinct time in the school day when the school gather together as a family. Most pupils are respectful through participation in worship such as singing and praying although some pupils do not yet show due reverence to this special time of the school day and at times talk to their friends or are over eager to respond. Pupils are more engaged when looking at power points. Aspects of Anglican worship such as saying The Lord's prayer, lighting a candle and singing hymns are established and reflect the shape of Anglican worship. Some pupils know that lighting a candle is to show that Jesus is the light of the world. Pupils learn about important times in the church year and know that that Advent is preparing for Christmas and this is linked to receiving the gift of Jesus and to the Christian value of hope. There is an appropriate focus on the centrality of Jesus Christ in worship and pupils have a growing understanding of the Trinity. The monthly services at St Bartholomew's parish church appropriately extend Anglican tradition through celebrating key Christian festivals such as the beginning of Lent, Easter, harvest, and Christingle and these services are valued by parents and pupils. Clergy regularly lead worship at the school and are known well by the school community. Pupils know that the vicar is important because 'he tells us about God and what it means to all of us'. Pupils present sections of the worship at church and parents praise the confidence of pupils when reading in church. Prayer is valued and pupils can confidently articulate that that the importance of prayer is 'so we can feel a connection to God' and to be respectful to God'. Each class has a prayer box and pupils write prayers which they can take out to read and reinforce their connection to God. A prayer board in the hall displays prayers of thankfulness written by pupils and staff. Pupils' prayers in worship and before lunch are mostly spontaneous prayers which pupils say come from their hearts and they are resolute in the fact that if you say a new prayer 'every day you actually mean it'. Governors' meetings open in prayer. Interactive reflection areas in each classroom provide opportunities for spirituality by providing a quiet place to pray, read the Bible and write prayers. Pupils can talk about their favourite Bible stories and the messages that are within them but most pupils are not yet consistently and confidently linking these stories to their own lives or Christian values. Adults are starting to evaluate worship. However, this is not yet embedded and pupils do not formally evaluate worship. Planning is appropriate but is not contributed to by a variety of stakeholders.

### **The effectiveness of the leadership and management of the school as a church school is satisfactory**

The interim headteacher and governors aspire for an environment where every individual is nurtured and challenged to reach their God given potential, secure in the knowledge that they are loved. Christian values, although not always explicitly expressed, underpin and have a demonstrable positive impact on the school's approach to relationships, the children's wellbeing and attitudes towards learning. The leadership team are committed to ensuring that care for each other and friendship is embedded in the daily life of the school. Governors are committed to the Christian ethos of the school and support the school well through visits and have recently interviewed pupils about their attitudes to the Christian foundation of the school. Governors are reflective and accurately noted after interviewing pupils that 'the Christian ethos was not fully implemented within the whole curriculum and whole school'. Information is fed into the strategic planning cycle and informs discussion around the improvement plan. To ensure consistency amongst staff in upholding the Christian vision of the school candidates are asked during interview if they are supportive of the school's Christian foundation. Parents appreciate the pastoral support that all members of the school community provide to their children and they recognise the school as an inclusive church school. For example, one parent commented that she was attracted to the school because it offered a Christian foundation. In a mutually supportive partnership the school and church organise a summer fair and Christmas market which strengthens the sense of belonging to both communities. The interim headteacher is enthusiastically embracing diocesan support. This is enabling her to have a growing awareness of the importance of embedding Christian values and principles in policy and practice. The RE and collective worship leaders are enthusiastic about their roles. They are growing in confidence and knowledge through Diocesan training and are disseminating this to staff across the school although it is too early to measure the impact. The school has committed time and finances to participating in the diocesan 'Understanding Christianity' course and this is beginning to improve practice across the school. For example, training on creation has resulted in quality displays which are linked to biblical references and the whole school is united in knowing that Jesus is God's 'rescue plan' for us all. There has been no significant use of diocesan training to support staff and governors either in their development as leaders in a church school or in the monitoring of Rogate as a church school. Governors have recently begun to put measures in place to formally monitor and evaluate Christian distinctiveness across the school. However, systems for monitoring and evaluating the impact of the school's Christian character on pupils' achievement and well-being are not yet sufficiently established, formal or rigorous in identifying areas for future improvement. This is illustrated in the school's self-evaluation document which is full of information but lacks detail of impact. The arrangements for RE and collective worship meet statutory requirements.

SIAMS report November 2016 Rogate CE VC Primary School Rogate GU31 5HH