



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Rogate Church of England VC Primary School	
Address	Rogate, Petersfield, GU31 5HH
School vision	
<p>John 10:10 'Life in all its fullness'</p> <p>We aim to give our children the best possible start in life by bringing together the individual strengths and characters of our caring, happy and inclusive, small schools in a partnership which can offer the resources and opportunities of bigger schools. Through an exciting, engaging and inclusive curriculum, and an embedded Christian ethos, we aim to develop pupils who value themselves and others, who love to learn and who aspire to excellence.</p>	
School strengths	
<ul style="list-style-type: none"> • The clear Christian vision shapes all aspects of the school's work. This is because leaders have precisely articulated how to enact its principles into action. • The curriculum places curiosity at its heart. Pupils are excited to learn and engaged by lessons that are carefully designed to include all. • Hugely positive relationships are at the heart of the school. The culture gives dignity explicitly and equitably to all. • Wellbeing for pupils and adults is central to the work of the school. A deep sense of togetherness means that all have the space, encouragement and support to thrive. • Partnerships enhance the lives of pupils and adults. The Federation provides valuable collaborative opportunities alongside the parish and other local schools. • Leadership in religious education (RE) has established an effective curriculum. It is relevant and challenging with regular opportunities for reflection. Consequently, pupils develop a wide range of skills. 	
Areas for development	
<ul style="list-style-type: none"> • Amplify the pupil voice so that they advocate for justice more widely, leading change beyond the school. • Increase the regular contributions of all pupils in worship so that their spiritual development is further enriched. • Review the sequence of the RE curriculum so that pupils' written work is more readily diverse and balanced. 	
Inspection findings	
<p>Rogate expresses its Christian vision effectively across the breadth of its work, enabling all to flourish. There is a purposeful culture because 'life in all its fullness' is widely understood. Well known values embody the Anglican foundation so that all are happy and included. This openness extends effectively to families and the local community. The federation of three small schools has created integrated and impactful leadership. Recent governance changes have helped to sustain</p>	

this. Staff utilise meaningful professional development. Pupils have a wide range of opportunities to live life in all its fullness. This is exemplified by the rich musical provision and amplified by the common Christian vision of the schools in the federation. Extensive and robust monitoring by leaders means there is a collective understanding of both strengths and priorities for development.

The curriculum at Rogate is an effective expression of the Christian vision. It successfully excites, engages and includes every learner. Pupils see how knowledge is connected due to the thematic structure. Furthermore, they are enthused by the authentic experiences that this provides. Strong examples are visits to a nearby Buddhist monastery and the use of 'forest school' sessions on site. Lessons are driven by an enquiry approach that effectively engages all. Music epitomises how the school successfully implements the vision. Opportunities extend well beyond specific lessons to support pupil creativity and self-expression. Extra-curricular provision gives further space for developing skills in sport and the arts. There is a well understood model for spirituality. As a result, reflection about the wonder of learning is widespread. Careful dialogue in lessons means there is a compassionate consideration of the hardest moments of humanity. This helps everyone make choices and take action. Teaching is well-adapted and challenges all. This includes those who have special educational needs and/or disabilities (SEND) and pupils deemed vulnerable. When learning is hard there are routines in place to help such as adapted tasks and additional adults. This means everyone can thrive together. Leaders work with staff to set expectations and model how to deliver effective provision. This is strengthened by federation activities such as moderation and shared training.

Collective worship is a cornerstone of the school's expression of its vision. Characteristically Christian, the programme is carefully planned by leaders using a range of effective resources. Regular parish visitors enrich the pattern. The weekly celebration has a positive impact on the community and the spiritual development of all. A powerful and inclusive feature is the regular use of sign language. Prayer is vital, providing space for quiet and reflection. Pupils confidently contribute meaningful 'popcorn' reflections without written preparation. They understand how they can participate or make any prayer their own. Music is a powerful expression of the vision. Through liturgy, word and song the richness of Christian styles is experienced. Pupils willingly respond and contribute daily. Through the work of the 'worship committee', pupil voice is effectively captured. This is used to enhance the spiritual development of all. Class worship provides opportunities for pupils to lead. This has a positive impact on their spiritual development. However, this is not replicated during whole school acts. The impact is monitored by leaders so that participants can always expect to be inspired. Worship successfully forms participants who value themselves and others.

Deeply positive relationships are at the heart of the school. There are tangible roots in the local community such as providing the hall as meeting space and contributions to the parish magazine. Happiness and the wellbeing of everyone is central. Everyone is known, supported and loved to seek life in all its fullness. Mental health is prioritised, with effective support for pupils through formal emotional literacy support and a range of other practices. Governors are committed to the wellbeing of all. Leaders actively support training showing how much everyone is valued. The federation also helps to build professional partnerships. This is achieved by providing opportunities for collaboration such as moderation and subject coordination. This culture is underpinned by effective policy and practice that is rooted in the Christian vision. There is a high level of trust because of the strength of the community. All willingly contribute, especially at times of challenge for individuals. This sense of loving family is a powerful expression of the vision.

Partnership is built into every part of Rogate. The strength of the relationship between home and school reveals the foundations of the Christian vision in action. Staff listen intently so that they can respond in the best interests of every pupil. There is an open culture that values everyone. Strong

collaboration with the parish positively impacts lives. This is seen in the regular use of local church buildings to enhance worship and the curriculum. The diocese is a key partner that shares wisdom extensively in support of leaders. The federation gives access to opportunities such as multi-faith days and residentials that enhance learning. Pupils take social action in support of well-known charities and causes such as the harvest collection for the food bank. However, this advocacy is typically focussed locally. This means worldwide perspectives are limited. Pupil voice has a range of outlets that enable contributions to be made and all to be valued. The school council and eco-council are valued expressions of this. There is an understanding of justice and what that looks like in practice. This is shown well in how values such as forgiveness and reconciliation are used to frame dialogue when relationships break down. At Rogate, each individual is precious and entitled to life in all its fullness.

High quality resources have been used to inform the design of the RE curriculum. Training means leaders are well-placed to deepen the quality of provision with expertise cascaded to staff. RE lessons are a safe space to learn about belief, philosophical concepts and human science. Pupils recall what they have learned and make progress over time. Their work shows a clear understanding of Christianity as a living global faith. A balance of religions and world views are taught. However, the sequence of the curriculum currently limits pupil opportunities to engage in meaningful and informed dialogue about a range of religions and world views. The subject has a high profile in the school. Professional dialogue across the federation helps staff to maintain the effectiveness of RE over time.

The inspection findings indicate that Rogate Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	6 March 2024	URN	125991
VC/VA/Academy	Voluntary controlled	Pupils on roll	57
Diocese	Chichester		
MAT/Federation	Downland Village Schools Federation		
Executive Headteacher	David Bertwistle		
Chair	Nicola Waters		
Inspector	Andy Higgs	No.	2230