

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Rake Church of England Primary School

Vision

Living life in all its fullness – John 10.10

This is enacted through our motto of ‘excite, engage, include.’ To live a full life and to flourish, pupils need to be excited by their learning. If they are excited, they are engaged and if they are engaged then all are included.

Rake Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The Christian vision and linked values flow through the daily life of the school. Leaders, including those from the Downland Village Schools Federation, empower adults and pupils to live life to the full. This is achieved through the wide range of rich opportunities and experiences on offer.
- A strong commitment to inclusion means that the school is successful in enabling adults and pupils to flourish. Leaders support staff to grow and to thrive, both personally and professionally. Pupils are known and nurtured as individuals who are engaged and excited by the school’s curricular and extracurricular offer.
- Pupils understand the importance of diversity and difference in their school, and how their insights will help them in their future lives. They know that some people need more support than others, taking responsibility for caring and helping where they see the need.
- A shared understanding of spirituality supports adults and pupils in their discussions. They explore together what is both wonderful but also perplexing in the world around them. This helps them to move forward in their personal and spiritual journey.

Collective worship is crafted to provide a variety of experiences across each week. There is a clear focus on creating opportunities for the spiritual flourishing of adults and pupils.

Development Points

- Deepen pupils’ understanding of the need for justice in the wider world. This is so that they can explore their own part in challenging unjust and painful situations.
- Develop the religious education (RE) curriculum to ensure that there is a well-sequenced programme in place. This is so that pupils build effectively and confidently on prior knowledge about religious and non-religious worldviews



Inspection Findings

Vision and Leadership

The Christian vision is apparent in the way in which school leaders are constantly reviewing what it offers to its pupils. As a result, they move their community forward in their commitment to living life in all its fullness. The vision is embedded, with Key Stage 1 pupils reflecting that 'our school is full of good stuff'. The school has grown in recent years, confidently promoting its exciting and engaging curriculum provision. Alongside this, a focus on inclusion means that this offer is extended to those with additional needs, with the support they need. The federation works extremely effectively in ensuring that its schools benefit from collaboration and mutual support. The diocese has effectively supported Church school development. Governors work across the federation, evaluating the school by considering how the vision 'dovetails naturally' with what they see during their visits. The school is outward-looking and welcomes visitors to give its pupils and staff a window on the wider world.

Vision and Curriculum

The clear focus of the vision shines through in the creation and evolution of the curriculum. It is clear that, when pupils are excited, they become engaged and included. This is achieved through exploration, enquiry and listening to what pupils say. School leaders judge the success of their curriculum by asking the question about its contribution to living life in its fullness. Pupils talk about how much their school offers them. They are supported in articulating this by a shared approach to spiritual development. Adults discuss the 'wows', the 'ows' and the 'nows' of life with pupils. By thinking about the 'nows', pupils can give lots of example of how exciting their life is in school each day. Many of their 'wows' are related to a rich outdoor environment and extracurricular activities. Adults, including parents, give examples of how carefully leaders plan and adapt a curriculum which matches individuals. This means that inclusion is at the heart of decisions and use of resources. A keen awareness of individual needs in planning the curriculum drives meaningful adaptations. This is effectively supported by the federation's special educational needs and disabilities co-ordinator (SENDCo).

Worship and Spirituality

There is a rich offering of collective worship across the week. Both adults and pupils find calm in this special time in the day. By applying the messages from worship to their own lives, staff encourage pupils to make those links for themselves. There is a clear understanding that this is a time when everyone is invited to take part. Pupils are confident to say that they have a choice to join in with singing and prayers. However, they know that they can choose to reflect in silence. In line with the school's shared approach to spiritual development, worship gives time and space to be thankful for 'nows' and 'wows'. There are also opportunities to reflect on quiet music, art, reflection questions and prayers. A consideration of Christian spirituality has developed the prayer life of the school in creative ways, whilst remaining invitational. Worship is enriched by a strong partnership with the local church, including for special celebrations in the building. There is a warm welcome to parents for 'family worship' in school on the first Thursday of each month. These occasions are very engaging and deep questions are explored, contributing to spiritual growth.

Vision and School Culture

School leaders have embedded the Christian vision in the day to day living of their school. Their actions and their interactions are based on including their staff and pupils in achieving fullness of life. This starts with warm and welcoming relationships, in which staff are available to encourage and reassure. Parents are appreciative of a small school that looks out for those who need extra help. For them, the school both says and lives out 'child first', as one parent reflected. School leaders ensure that resources are used equitably, meaning that pupils and families have what they need for their flourishing. The mutual acceptance of uniqueness, no matter what that looks like, supports emotional and social wellbeing. Federation and school leaders enable staff to develop a strong sense of purpose through what they offer and what they get back. Governors support staff by asking them



about their wellbeing and responding to any concerns that arise. Both personally and professionally, adults in the school know that they are listened to and enabled to thrive. Belonging is strengthened by collaborations with the local community, church, diocese and federation. These bonds strengthen a culture which is characterised by nurture, care and a commitment to meeting need with kindness and compassion.

Vision, Justice and Responsibility

The sense of responsibility for self and others creates a school community which thrives together. The staff team take on leadership roles within the federation, recognising how this supports the wellbeing of their colleagues. For example, they plan for the medium term for all the schools, so that individual teachers can then make key adaptations for their pupils. Pupils are enthusiastic members of the eco-group, pupil parliament and Christian ethos group, and act as 'foodies' and librarians. They are proud, for example, that their ideas are being included in developing the reflection garden. In their roles of service, they understand that they are helping others to live life to the full by including and encouraging them. Their passion and commitment for addressing situations of need in the present lead to fundraising to relieve hardship. In this way, they are starting to explore the 'ows' of injustice but that understanding is limited in its impact. This means that they are not fully aware of their own potential for making a difference in the world.

Religious Education

Confident leadership of RE across the federation means that there is a relevant and secure curriculum in place. This is well supported by diocesan training. There is a clear progression of skills which underpin the planning of units of work. A strong foundation is laid by studying living, thinking and believing in relation to Christianity. However, the constraints of planning for mixed-age classes means that the curriculum does not regularly re-visit religious and non-religious worldviews. This means that pupils remember recent lessons, but they do not confidently show how they have built on their learning year by year. Nevertheless, pupils enjoy lessons about major world faiths, using RE vocabulary well when sharing their ideas. They enthusiastically discuss their experiences with their parents, such as trying challah bread or loving the story of Bilal and the butterfly. RE provides a safe space to express pupils' own religious beliefs but also to share a view of the world which is not religious. This contributes to respect for diversity and difference, and to an understanding of how faith might be put into action.

Information

Address	London Road, Rake, Liss GU33 7JH		
Date	22 June 2026	URN	125989
Type of school	Voluntary controlled	No. of pupils	98
Diocese	Chichester		
Federation	Downland Village Schools Federation		
Federation Chair	Chris Hawker		
Headteacher	David Bertwistle (executive headteacher) Maddie Child (head of school)		
Inspector	Virginia Corbyn		