

# Inspection of The Littlehampton Academy

Fitzalan Road, Littlehampton, West Sussex BN17 6FE

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Inspection dates: 1 and 2 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Requires improvement

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

Pupils study a broad and rich curriculum with a wide range of subjects. The curriculum matches the school's intentions and is taught by knowledgeable teachers. The accredited careers programme supports pupils' high aspirations. Sixth-form students receive valuable support and guidance on apprenticeships, employment and university.

Relationships between pupils and teachers are strong and based on mutual respect. The school aims to provide a caring and diverse educational environment where all pupils are known and nurtured. The school's chapel provides a haven for staff and pupils where everyone is welcome, everyone is included and everyone is respected. Pupils speak highly of the support for their welfare and well-being.

The values of 'Respect, Explore, Aspire and Persevere' are emphasised across the school. Pupils agree with these values, but say that some pupils are unkind and make offhand comments that are not nice. These are not always picked up by teachers. Pupils appreciate the presence of staff around the school. They speak positively about improvements in behaviour over time.

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

Leaders have a very clear idea of the curriculum and can explain in detail how it has been developed. The curriculum is carefully matched to the national curriculum and examination specifications. It is thoughtfully personalised to meet the needs of all pupils. Assessment practices are used well to check on learning and adjust the curriculum where needed. The content builds carefully on the work of partner primary schools.

Option choices are flexible. The curriculum remains ambitious for pupils as they move through the school. Increasing proportions of pupils are now taking triple science. The uptake of the English Baccalaureate ensures that the curriculum remains broad and relevant. Leaders continue to work hard to ensure that the implementation of the curriculum is consistently strong across all subjects.

There is a strong emphasis on literacy and reading, with literacy supported across all subjects. Leaders are taking positive action to strengthen the support for pupils who are at the earliest stages of learning to read. Staff provide an increasingly wide range of effective additional support for these pupils. The library also offers a range of resources to encourage reading and independent study at home.

Pupils' moral and cultural knowledge is well supported through the tutorial and assembly programmes. In English, well-chosen texts are used to consider stereotypes, gender, law and justice. Creative arts support pupils to understand and respect different cultures, faiths and values. Relationships and sex education is fully embedded in the extensive personal development programme.

Disadvantaged pupils and pupils with special educational needs and/or disabilities are well supported throughout the school. There is enhanced provision for pupils with autism spectrum disorder. Their curriculum offer is adapted to meet their needs and develop their knowledge, skills and abilities. These pupils are well integrated and achieve well.

Sixth-form leaders have high expectations of their students. The curriculum is extensive and well received. Regular tracking, monitoring and mentoring allow leaders to check on progress. Students are guided through university admissions and applications for apprenticeships or employment. They value the support they receive, including the exceptional careers advice and guidance input.

The school has a track record of implementing strategies to improve attendance and punctuality. As a result, pupils have high levels of attendance, come to school on time and are punctual to lessons. Nearly all the lessons visited during the inspection were calm and productive. Expectations are understood, but pupils say that they are not always applied consistently and fairly. Pupils say that they want more recognition for good behaviour.

Pupils agree that bullying is not tolerated. They say that staff deal with these instances quickly and efficiently when informed. Instances of low-level disruption have decreased dramatically. Exclusions are high but appropriate. The school sensitively reintegrates excluded pupils on their return. They manage their behaviour effectively through on-site provision such as the Compass Centre.

Senior leaders have a clear vision for the school that is suitably articulated through the school's self-evaluation. They have worked hard to improve the quality of education, as well as teaching and behaviour. They have ensured that professional development is better planned and better personalised. Challenges regarding staffing are being addressed successfully, so the use of supply teaching is reducing.

Leaders engage with staff to take account of the pressures on them. Workloads are managed proactively, although not all staff would agree with this. Trustees and academy councillors have a good understanding of the school. They ensure that the school has a clear vision, and that all statutory duties are met. The trust provides clear support through subject advisers, who play an important role in staff training.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school's record of employment checks meets all statutory requirements. Safeguarding leaders are well trained and well qualified. Safeguarding policies are fully embedded. Staff training is comprehensive, involving mandatory reading, online modules and in-person sessions.

Pupils said that they feel safe in school, and that they are taught how to keep safe outside school, including when using social media. Pupils learn about maintaining

safe and positive relationships both physically and virtually. Sixth-form students said that they felt safe and received regular updates on issues such as sex and consent.

The school ensures the safety of pupils attending off-site alternative provision through rigorous monitoring and regular contact.

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

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

- The behaviour of a small minority of pupils does not live up to leaders' high expectations of behaviour and occasionally impacts on the learning of others. Pupils say that good behaviour is not celebrated enough, and some pupils are disrespectful. Leaders should continue the ongoing work to ensure that all pupils consistently demonstrate good behaviour and show the respect for others that is widely promoted across the curriculum.

## **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 information from Ofsted Parent View 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 are the school and you are 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>	135745
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10203138
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,399
<b>Of which, number on roll in the sixth form</b>	132
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Patricia Pritchard
<b>Principal</b>	Morgan Thomas
<b>Website</b>	<a href="http://www.tla.woodard.co.uk">www.tla.woodard.co.uk</a>
<b>Date of previous inspection</b>	18 March 2021, under section 8 of the Education Act 2005

## Information about this school

- The Littlehampton Academy is a large, 11 to 18, mixed school that is part of the Woodard Academies Trust. The school describes itself as a Christian-designated academy.
- The school has a special support centre, funded by the local authority, for pupils with an education, health and care plan for autism spectrum disorder.
- Eight pupils attend alternative provision at four registered education providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical educational qualifications and apprenticeships.

## Information about this inspection

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

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in English, mathematics, technology, art and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors held meetings with senior and middle leaders as well as other staff in the school. They reviewed the procedures for safeguarding and looked at curriculum documents, school policies and behaviour logs. Inspectors also considered the school's personal development programme. The lead inspector met with trustees and spoke to members of the academy council.
- Inspectors considered 194 responses to the Ofsted Parent View online questionnaire and 115 written comments from parents and carers. They also considered the survey responses from 111 staff and 85 pupils.

## Inspection team

Paul Metcalf, lead inspector	Ofsted Inspector
Alan Johnson	Ofsted Inspector
Sue Bzikot	Ofsted Inspector
Richard Carlyle	Ofsted Inspector
Mary Davies	Ofsted Inspector

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