

Inspection of The Angmering School

Station Road, Angmering, Littlehampton, West Sussex BN16 4HH

Inspection dates: 11 and 12 October 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

The Angmering School is a calm and orderly place, where pupils feel safe. Leaders have created an environment that has a strong focus on learning and high-quality pastoral care. Their commitment to inclusion means that all pupils, including those with special educational needs and/or disabilities (SEND), thrive. Leaders make sure that those with physical disabilities benefit fully from all that the school has to offer.

Students in the sixth form feel very well supported. By the end of Year 13, they achieve well. Students are ambitious about their next steps. This is because leaders provide a well-constructed careers programme.

Pupils behave well in lessons and around school. Staff deal with any bullying or incidents of inconsiderate name calling quickly. Pupils know who to go to if they are worried about themselves or others.

There is a wide range of extra-curricular activities. Pupils enjoy going to basketball, singing and origami clubs at lunchtime and to paralympic sports, football and netball after school. Pupils are proud to champion curriculum areas as 'subject ambassadors'. Sixth form students mentor pupils in Year 11 and help younger pupils to improve their reading.

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

Leaders have worked tirelessly to improve the school since the previous inspection. They have designed an ambitious curriculum and a comprehensive training programme for staff. An increasing number of pupils study the English Baccalaureate subjects in key stage 4 and there is a wide range of courses to study in the sixth form. Pupils with physical disabilities attend the school's SEND provision, the Lavinia Norfolk Centre. Well-trained staff provide these pupils with high-quality support.

In most subjects, leaders have thought carefully about what pupils should learn. Within, for example, mathematics, English, art and physical education (PE) leaders have organised learning, so that pupils build on what they know already and deepen their knowledge as they move through the year groups. Consequently, pupils achieve well. However, in a small number of subjects, such as religious education (RE) and modern foreign languages, leaders have not selected or organised essential knowledge precisely enough and pupils do not achieve as well as they could.

Reading is a top priority. The well-resourced and vibrant library is popular with pupils. Leaders have worked hard to provide texts that entice weaker readers to dive into a book. Pupils enjoy the daily reading sessions and staff support those who struggle to read effectively.

Teachers' subject knowledge is strong and they use assessment well. In lessons, they continually check to find out how well pupils remember the ideas and concepts taught. Teachers craft insightful questions to support and challenge pupils. This motivates pupils to find out more about the different subjects and topics. They confidently express their views about topical issues. Teachers take swift action if pupils struggle to keep up. Staff skilfully adapt activities and tackle pupils' misconceptions efficiently. In the sixth form, teachers develop students' independence by using well-chosen activities. Students benefit from high-quality advice and guidance from pastoral staff.

Pupils understand the securely embedded rules and routines of the school. Teachers and support staff successfully help those pupils who find it difficult to manage their behaviour. Attendance is improving steadily. Although disadvantaged pupils' attendance is lower than their peers, leaders' actions to encourage these pupils to attend more regularly are having a positive impact.

Leaders promote pupils' personal development very well, including in the sixth form. The 'insight' and 'perspectives' programmes teach pupils about personal, social, health and economic (PSHE) themes and topics. Pupils value these lessons. Careers education empowers pupils and students to learn about and consider a wide range of next steps. These include apprenticeships, T levels and university courses. Leaders design opportunities for pupils to listen to visitors from varied industries, colleges and universities. Students discover what university life is like through trips to local universities.

Staff are enthusiastic about working at the school. They are also very positive about leaders' attention to their well-being. Leaders are considerate of staff workload, making regular checks on the impact of policies.

Governors know the school well. They challenge school leaders about their improvement strategies and the impact of their actions. Governors make sure that they are well informed to do so, for example, by speaking to subject leaders about teaching and achievement routinely.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is a priority for all staff. Leaders provide regular and effective training, so that staff know how to spot signs that pupils may be at risk of harm. Staff know how to report concerns and leaders keep detailed records of their actions when concerns arise. Leaders pursue any concerns that are referred to external agencies if they feel that they are not acted upon quickly enough.

Pupils learn how to stay safe and recognise risks through the assemblies, tutor time and PSHE lessons that leaders design. These lessons include information on water safety, e-safety, drug awareness and staying healthy.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not planned and sequenced knowledge with enough precision. This means that sometimes pupils do not learn as well as they could. Leaders need to continue to strengthen the curriculum, so that all subjects are equally effective.

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.

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

Unique reference number	126081
Local authority	West Sussex
Inspection number	10241534
Type of school	Secondary Comprehensive
School category	Maintained
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1353
Of which, number on roll in the sixth form	155
Appropriate authority	The governing body
Chair of governing body	Nikki Hamilton-Street
Headteacher	Simon Liley
Website	www.angmeringschool.co.uk
Date of previous inspection	19 October 2021, under section 8 of the Education Act 2005

Information about this school

- The headteacher joined the school in September 2016.
- The school uses three unregistered alternative 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 education qualifications and apprenticeships.

Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders, the special educational needs and disabilities coordinator, subject leaders, governors and a representative from the local authority.
- On the first day of the inspection, inspectors did deep dives in these subjects: English, mathematics, modern foreign languages, art, RE and PE. This meant that in each subject, inspectors met with subject leaders, talked to pupils, visited lessons, spoke to teachers and looked at samples of pupils' work.
- Inspectors considered the views of staff from meetings with groups of staff and from the 122 staff who responded to Ofsted's confidential questionnaire.
- Inspectors evaluated the school's safeguarding culture by reviewing safeguarding records, including the central record of recruitment checks on staff, scrutinising the school's website and policies and talking to staff, governors and pupils.
- Inspectors considered the views of 173 parents who responded to the confidential Ofsted parental questionnaire and 126 parents who provided free-text comments.

Inspection team

Harry Ingham, lead inspector	His Majesty's Inspector
Wendy Martin	Ofsted Inspector
Andrew Morrison	Ofsted Inspector
Ed Mather	His Majesty's Inspector
Mike Boddington	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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