

The Angmering School

Inspection report

Unique Reference Number	126081
Local Authority	West Sussex
Inspection number	340916
Inspection dates	27–28 January 2010
Reporting inspector	Stephen Long HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1477
Of which, number on roll in the sixth form	212
Appropriate authority	The governing body
Chair	Anne Prior
Headteacher	David Brixey
Date of previous school inspection	6 May 2007
School address	Station Road Angmering Littlehampton BN16 4HH
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. The inspectors observed the school's work, spending about two thirds of their time in lessons seeing 48 lessons taught by 47 different teachers. Meetings were held with groups of students, staff in positions of additional responsibility and a representative of the governing body. A range of documentation was analysed, including development plans, monitoring documents and performance data. The team analysed 354 questionnaires from parents and carers, 175 from students and 89 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of teaching in meeting the needs of all students
- the impact of curricular developments
- the effectiveness of monitoring and evaluation in checking the progress being made by the school and defining what to do next
- how well the school has sustained its inclusive approach so that all groups are equally valued and make good progress.

Information about the school

The Angmering School is larger than most schools. It has specialist status for sports and science and houses a specialist support facility, the Lavinia Norfolk Centre, for students with physical and/or sensory impairment. A higher proportion of students have special educational needs and/or disabilities, including those with a statement of special educational needs, than in most schools. The majority of its students are White British and few speak English as an additional language. Some sixth form and Key Stage 4 courses are provided through collaborative arrangements with other local schools and colleges.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The Angmering School is an inclusive community which draws considerable benefit from having the Lavinia Norfolk Centre (LNC) integral to it. Students enjoy attending the school and those from the LNC mix readily with their mainstream peers. This adds much to the social development and diversity awareness of both groups.

Academic achievement is satisfactory. Attainment has risen slightly in recent years but has not kept pace with national rises and challenging academic targets have been missed. This is because the rate of students' progress has fallen back from being faster than average, when the school was last inspected, to a position in line with that seen nationally. The principle cause is that teaching, although satisfactory, is less consistent in its impact on learning. There is some strong teaching, notably in the LNC, which inspires and motivates students. Nevertheless, in some lessons in the main school there is insufficient provision for the students' varying needs so that tasks do not engage them all fully, slowing their progress and leading to low-level disruption from a minority. In addition, the students are not always either clear about how to move their learning on, or sufficiently independent in making decisions about how to reach their targets.

Good quality care, support and safeguarding procedures are reflected in the students feeling very well looked after. The students make a good contribution to the school and the wider community. The curriculum is well developed to meet their needs. Specialist status for sport makes a strong contribution to learning, including through developing partnerships within the community and helping the students stay healthy. The impact of the specialist status for science is less evident but is growing.

School leaders have sustained high quality care and developed the curriculum but have been less effective in raising attainment. In the last year, more ambitious strategic plans, clearer accountability for all leaders and better systems for monitoring provision have begun to make a positive impact, and now reflect a satisfactory capacity to improve. However, there are too few interim targets in development plans to securely check progress toward long-term goals, and monitoring procedures are not consistently applied in gauging the impact of provision on students' progress.

Sixth form provision is good. The students are well cared for and their numbers are growing. They enjoy studying at the school and provide good role models for younger students. They make good progress and achieve well on their courses because teaching and academic guidance are more consistently effective than in the main school.

What does the school need to do to improve further?

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- Improve the quality of learning and the students' rates of progress by:
 - using assessment information more effectively to ensure activities in lessons consistently meet their individual needs and sustain their focus
 - ensuring students have a better understanding of the next steps in their learning and are more independent in moving on.
- Improve the impact of leaders and managers at all levels on outcomes for students by:
 - including measurable milestones in all development plans against which to check the progress toward long-term targets
 - ensuring that leaders monitor the impact of provision on the students' progress consistently well.

Outcomes for individuals and groups of pupils**3**

From average starting points the students make satisfactory progress and their attainment is in line with national averages by the end of Year 11. Their progress in lessons is satisfactory but variable, leading to inconsistencies in achievement between subjects. The school has taken effective action to narrow some of these gaps, for example improving results in English. Nevertheless, weaker areas remain, including in the specialist subject of science. Students with special educational needs and/or disabilities make satisfactory overall progress. They do well in the LNC because of the closely targeted and skilful support they receive.

The behaviour of most students around the school is good and they enjoy positive relationships with each other. For example, mature attitudes are evident from wheelchair users around the sometimes narrow corridors and from able-bodied students when engaging with their disabled peers. However, in lessons a minority of students lose focus and sometimes disrupt learning. Students feel safe at the school because they have confidence in the staff, for example to tackle any incidences of bullying. Most students are keen to take on additional responsibilities such as acting as peer mentors or school councillors, or in the very many activities carried out with local primary schools. The sports specialism makes a good impact on the students' awareness of the need to take regular exercise. Most students understand well the constituents of a healthy diet, although they say they do not always stick to a healthy regime. The students' good social and team-working skills, satisfactory attendance and steady progress in key areas of literacy and numeracy provide a satisfactory foundation for later life.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

There is some high quality teaching where learning is brisk, and there are some aspects of practice which are regularly effective. These include teachers' strong subject knowledge, their good relationships with students, well-structured tasks and good management of resources. The less effective features, which lead to slower progress, relate to lesson activities where planning takes insufficient account of students' varied attainment or targets to meet their needs and a lack of challenge for them to make independent decisions about how to move on. Marking and verbal feedback are sometimes very effective, although there are inconsistencies. When students with special educational needs and/or disabilities are taught in the LNC, provision is tailored well to their individual requirements. However, in mainstream classes, provision for the same students is less effectively adapted so their progress is slower.

The curriculum provides a wide range of opportunities which have been enhanced in recent years to meet students' needs. Opportunities for vocational courses and for more able students are good. The school pursues new areas with conviction, building partnerships and taking a lead role in collaborative curriculum arrangements such as those for students in the 14'19 age range. Specialist status for sport continues to be a strength, adding much to the students' engagement with the community. The impact of science is beginning to be felt through learning development days and outreach work to primary schools. Extra-curricular activities are appreciated by the students, who participate in good numbers. Aspects of the curriculum such as the personal, social and health education programme make a good contribution to students' well-being.

The students' personal development is monitored carefully. Arrangements for transition

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are good. Those with additional needs are identified and supported well, with great strengths in the LNC where students are enabled to overcome significant barriers to learning. Vulnerable students are supported effectively, including through work with outside agencies such as social services. The school has improved the attendance of students who were regularly missing school. A more effective approach to rewards and sanctions has reduced the levels of serious disruption. Good guidance is provided for students about careers options.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and other senior leaders have a clear vision for the school as an inclusive environment which supports all groups of students' academic and personal development. They know that raising levels of achievement is a priority and have a sound grasp of how to bring this about. Strategic development plans, including for individual subjects, reflect challenging long-term goals. Nevertheless, there are too few shorter-term measures so that progress toward these can be checked. Some of the planned actions, while logical, are not considered carefully enough in relation to their intended impact on students' progress. There are some good systems for leadership and management, following developments in the last year on areas such as subject evaluation. Line management is clear; staff know what they are accountable for and there is regular monitoring of the quality of provision. However, not all leaders rigorously apply the procedures for monitoring and use the outcomes to bring about improvement. For example, judgements on teaching or the effectiveness of subjects are sometimes overly generous when set against the students' progress over time. The governors work hard on behalf of the school. They visit regularly and scrutinise its work widely, although they have missed some opportunities to challenge the school about its progress toward its academic targets. The high priority given to safeguarding means that protocols for safe recruitment and procedures for staff training are of good quality. The school is thoroughly embedded in its community and is effective in promoting community cohesion through the experiences offered to students.

These are the grades for leadership and management

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

The students achieve well in the sixth form, making good progress from starting points which are below the national average overall. Students with special educational needs and/or disabilities make good and sometimes outstanding progress. Teaching is effective in meeting students' needs. Lessons are typically engaging and encourage independent thinking. Assessment information is used well to monitor students' progress over time. The students are more independent than when in the main school in deciding how to improve their work to meet their targets. A good range of curriculum opportunities help to raise the students' aspirations. Some of these are made possible through effective collaboration with other institutions such as a local college of further education. Individual support and guidance is good and students speak highly of the impact of individual tutoring on their academic and personal development. Attendance is satisfactory and procedures for monitoring and improving it have recently been tightened, although it is too early to judge the impact. Sixth formers make a positive contribution to the school and take a lead in activities such as mentoring younger students or in work in the local community. The sixth form leader has a good understanding of strengths and weaknesses in provision. He has been effective in improving the tracking of students' progress and the quality of the individual support provided.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

The response was supportive of the effectiveness of the school overall. The majority of parents and carers felt their children were making enough progress and took a more positive view of the quality of teaching than the inspection team. They valued the care provided and the way the school kept them informed of the progress being made by their children. A significant minority were concerned about the disruptive behaviour of a minority of students in lessons, and inspectors judge that more consistently engaging teaching is needed to reduce incidences of disruption.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Angmering School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 354 completed questionnaires by the end of the on-site inspection. In total, there are 1,477 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	92	26	236	67	14	4	5	1
The school keeps my child safe	89	25	238	67	20	6	1	0
The school informs me about my child's progress	112	32	203	57	37	10	1	0
My child is making enough progress at this school	84	24	216	61	41	12	5	1
The teaching is good at this school	59	17	240	68	26	7	4	1
The school helps me to support my child's learning	60	17	220	62	52	15	6	2
The school helps my child to have a healthy lifestyle	56	16	237	67	39	11	6	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	71	20	232	66	18	5	2	1
The school meets my child's particular needs	71	20	230	65	37	10	3	1
The school deals effectively with unacceptable behaviour	50	14	200	56	68	19	18	5
The school takes account of my suggestions and concerns	54	15	212	60	44	12	6	2
The school is led and managed effectively	64	18	231	65	32	9	7	2
Overall, I am happy with my child's experience at this school	84	37	235	45	26	16	4	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



29 January 2010

Dear Students

Inspection of The Angmering School, Littlehampton BN16 4HH

This letter is to thank you for your participation in the recent inspection and to give you our findings. The school's overall effectiveness was judged to be satisfactory.

- You make satisfactory progress in your learning and attain the levels expected by the end of Year 11. Students in the sixth form and the Lavinia Norfolk Centre (LNC) make good progress.
- You make a good contribution to the school and the local community, for example by serving as school councillors or working with primary school pupils.
- The school cares well for you and you told us the staff know you well and are good at helping and supporting you if you have any concerns.
- The LNC is an integral and valuable part of the school and we could see how well you all got on with each other.
- The curriculum gives you a good range of options, including extra-curricular activities. Sport is an important part of the life of the school and most of you said you enjoyed this and it helped you stay healthy.
- Teaching is satisfactory overall, with some good lessons. It is strongest in the sixth form and in the LNC. Elsewhere teaching is less consistent in helping all of you stay focused, make good progress and enabling you to be independent in deciding how to improve your work. You can help by working consistently hard during lessons and thinking carefully about what to do to move forward.
- The headteacher and the staff are keen to improve your progress. They have set about ensuring teaching is better and have ambitious targets for your achievement. Nevertheless, they do not always check carefully enough the progress being made or the quality of teaching.

I have asked the headteacher to include the following in his development plans.

- Accelerate your learning by ensuring that activities in lessons meet your differing needs more closely, and you are given better guidance about how to improve but are also challenged to think more for yourselves.
- Make sure senior staff check the progress made in raising your levels of achievement and monitor the quality of teaching more carefully.

Yours sincerely

Stephen Long

Her Majesty's Inspector

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