

The Angmering School

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

Inspection dates

4–5 June 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Over time, pupils have achieved outcomes in many subjects, including English and mathematics, that are below those achieved by pupils nationally. Outcomes declined further in 2018.
- The quality of teaching, learning and assessment is improving, but is inconsistent in quality. As a result, not all pupils make the progress of which they are capable.
- Disadvantaged pupils do not achieve well enough. There are large differences between their outcomes and those of other pupils nationally. Although outcomes are improving, disadvantaged pupils continue to make less progress than others in the school.
- Not enough teaching provides the level of challenge and support needed to enable pupils to make rapid progress in their learning.
- Teaching is weak in modern foreign languages. Too few pupils, particularly those who are disadvantaged, achieve well in this subject.
- Questioning does not always challenge pupils to think deeply or identify misconceptions that pupils have about their learning.
- Some pupils, in particular disadvantaged pupils and those who have special educational needs and/or disabilities, do not attend school regularly enough.

The school has the following strengths

- Leadership at all levels has strengthened since the previous inspection. Leaders have been tireless in tackling the areas for improvement identified and are now having a greater impact.
- Strong teaching can be found in a number of subjects, which is leading to pupils making better progress than they have in the past.
- The school is an inclusive and respectful community. Pupils feel safe and are well looked after.
- The curriculum is well planned, broad and balanced. Pupils benefit from a wide range of extra-curricular activities.
- The Lavinia Norfolk Centre provides excellent support for pupils with physical, medical or sensory disabilities. This enables them to be fully integrated within the whole school.
- Students in the sixth form achieve well because of the effective teaching that they receive.

Full report

What does the school need to do to improve further?

- Ensure that all pupils, in particular disadvantaged pupils and those with SEND, make the progress of which they are capable by the time they leave the school.
- Share and embed existing good practice, so that the quality of teaching, learning and assessment is consistently strong across the school.
- Improve the quality of teaching in modern foreign languages.
- Improve rates of attendance for disadvantaged pupils and those with SEND, so that they are at least in line with national averages for secondary schools.

Inspection judgements

Effectiveness of leadership and management

Good

- Leadership at all levels has strengthened since the previous inspection. New appointments and the restructuring of the senior leadership team are now supporting the headteacher to achieve his ambitious vision for the school. The pace of improvement has accelerated this year and there is now good capacity for the school to improve further.
- Leaders recognise that the previous outcomes achieved by pupils have not been good enough. Leaders have tackled the areas for improvement identified at the previous inspection in a determined manner. They have successfully raised the expectations of staff and pupils, while maintaining the school's inclusive culture.
- Leaders were disappointed with the key stage 4 outcomes in 2018 because these were unexpected, particularly in English and mathematics. In response, they have introduced new systems to check the accuracy of teachers' assessment information. Leaders have sought support from other schools and more staff have been trained to become examination board markers. Leaders now have a much more accurate view of pupils' progress as a result of these actions.
- Senior leaders are thorough in their monitoring to find out the school's strengths and weaknesses. They sharply focus on the quality of teaching and learning and on pupils' progress. Where identified, swift action is taken to address issues of weakness. Leadership structures have been reorganised to ensure clear communication and that the impact of leaders' work is carefully monitored.
- Middle leaders are becoming increasingly effective. They are committed and work closely with senior leaders to drive improvements in their subject areas. Where they are most successful, for example in English, the quality of teaching is improving rapidly. Senior leaders are aware that this good work needs to be sustained and spread across all curriculum areas.
- Staff feel well supported to improve their teaching. Training opportunities are frequent and well targeted to meet whole-school priorities and the needs of staff. Leaders coach staff and staff work together to co-plan lessons. Leaders use research and good practice found in other schools to inform staff training. Many staff are eager to discuss new ideas in the 'journal club' and experiment with them in their own teaching.
- The curriculum is broad and balanced. In key stage 3, pupils study the full national curriculum for three years. Topics are clearly sequenced and build towards extended tasks where pupils apply what they have learned. In key stage 4, pupils have a wide range of academic and vocational options. The curriculum is supplemented by an extensive programme of extra-curricular opportunities. A distinctive feature of this school is the opportunity for pupils to participate in para sports such as boccia.
- Pupils' spiritual, moral, social and cultural development is well promoted in lessons, assemblies and through the 'Futures and Insight' programmes. The achievement of the UNICEF Rights Respecting Schools Award recognises the impact of the school's efforts to promote understanding of equalities and human rights.
- Additional pupil premium funding is carefully targeted and closely monitored. Leaders

have targeted this funding on a range of strategies to raise aspirations, increase progress and improve attendance. Leaders are aware that, although improvements are now being seen in the progress and attendance of disadvantaged pupils, there is some way to go before they match those of other pupils in the school.

- The Year 7 literacy and numeracy catch-up fund has been used well to boost pupils' reading skills. Additional support has led to fast rates of progress in the reading age of the vast majority of these pupils.
- Leaders ensure that pupils who have physical, medical or sensory disabilities are able to access excellent support during the school day from facilities offered by The Lavinia Norfolk Centre. This enables pupils with SEND to continue with their learning on site. These pupils successfully progress to the next stage of their education, including A-level qualifications. Several pupils with disabilities have competed at national and international level in para sports as a result of the opportunities provided for them in the school.
- Leaders' well-directed efforts to improve teaching have been hampered in a number of areas by staff absences and difficulties in recruiting high-quality staff. This has particularly been the case in mathematics and modern foreign languages. A large number of parents and carers and pupils commented on the variability in the quality of teaching in the Ofsted surveys and in discussions with inspectors.

Governance of the school

- The governing body has been strengthened and reorganised since the previous inspection. Governors have worked with a national expert to ensure that they are fulfilling their statutory requirements effectively. Governors' roles and responsibilities have been reorganised and there are clear lines of accountability. New appointments have added considerable expertise and a wide range of skills, which they use well to support the school.
- Governors work well with leaders and visit the school regularly. They are well informed about the strengths and areas for improvement in the school and provide increasing challenge to school leaders. Governors ask increasingly searching questions of leaders in meetings that are tightly focused on school improvement priorities.
- Governors take their safeguarding responsibilities very seriously. All governors receive regular training and demonstrate a good understanding of local issues. Governors have challenged the local authority to provide additional funding to improve the security of the large school site.
- Governors are well aware that disadvantaged pupils and those with SEND have not made good progress in the past. They now have better information to challenge leaders and demonstrate a good understanding of the actions that leaders are taking.

Safeguarding

- The arrangements for safeguarding are effective. Leaders have successfully created a warm, nurturing culture in which pupils' welfare has a high priority.
- All required checks on the suitability of staff and volunteers are carried out with careful

attention to detail. Staff receive regular training on child protection. They know what signs to look for and what to do if they have any concerns about a pupil's well-being.

- The designated safeguarding lead (DSL) has completed the appropriate high-level training needed for the role. Processes within the school for identifying pupils who may be at risk of harm are highly effective. Consequently, vulnerable pupils and their families receive the timely support that they need. The DSL has built strong relationships with a range of external agencies. She challenges forcefully any decisions by social services that she believes to be wrong and she is tenacious in following up all referrals.
- Pupils say that they feel safe in school. They know about online safety and they have been taught how to protect themselves from cyber bullying or online grooming. Pupils trust their teachers and say that there is someone that they can talk to if they are worried about themselves or a friend. Most parents who responded to the Ofsted online survey said that their children feel safe at school.

Quality of teaching, learning and assessment

Requires improvement

- Teaching has improved since the last inspection. However, there is still too much variation in the quality of teaching across the school. As a result, too many pupils, particularly those who are disadvantaged, do not make the progress of which they are capable. Teaching is generally less effective in languages, computing and some areas of mathematics. However, strong teaching can be found in a number of areas, particularly English, science, humanities and the arts.
- Not all staff, however, use the information that they have about pupils and do not take enough account of what pupils already know and can do. They plan work that is either too hard or too easy. Questioning does not always probe pupils' understanding thoroughly enough and misconceptions sometimes go unchallenged. For example, in some key stage 3 history lessons, pupils misunderstood information in the sources that they were looking at. In mathematics, some teachers check whether pupils have got the right answer but do not prompt them to explain their reasoning. Teaching in modern foreign languages is often weak because expectations are not high enough and lessons do not capture pupils' interest.
- Teaching in English is improving rapidly because lessons are very structured and pupils are given very clear guidance about what is expected of them. For example, in a lesson comparing newspaper articles, the examples shared enabled pupils to successfully identify the language features used and the intention of the writer. Questioning is used skilfully to consolidate and deepen pupils' understanding in many subjects. This was particularly evident in a number of science lessons where pupils were encouraged to think hard about concepts such as evaporation and to use specialist vocabulary to explain their ideas.
- In some cases, teachers do not follow the school's assessment policy. When this is the case, pupils do not get the feedback that they need to improve their work and are unable to learn from their mistakes. However, for the most part, pupils get precise feedback on their next steps and are given the time to act on this feedback. Pupils confirm that most of their teachers give them helpful advice on how to improve their

work.

- In the majority of cases, relationships in classrooms are strong. Pupils respect their teachers, enjoy learning and work as hard as they can. Most show pride in their work and their books are well presented.
- Reading is promoted vigorously. All pupils in key stages 3 and 4 read silently for 20 minutes a day. Most pupils read age-appropriate books, although some are not challenged to extend the variety of books that they read. Assessment information shows that pupils' reading skills are improving, with increasing numbers reading at least at an age-appropriate level.
- Homework is being used increasingly well to reinforce and consolidate pupils' learning. Good examples were seen in geography of pupils using their homework to prepare for an assessment task in class.
- Parents now get instant access to information about their child's progress through an online learning platform. Most parents who responded to the Ofsted online survey agreed that they get helpful information about their child's progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils appreciate the care and support they receive from staff. Almost all pupils, when questioned, said that the helpful staff were the best thing about the school.
- Pupils believe that their school is a respectful and tolerant community that welcomes people from all backgrounds, religions and sexual orientations. Equalities are promoted vigorously. For example, in English lessons, pupils discussed gender stereotyping of characters in Disney films. The recent 'rainbow week' raised awareness of equalities for people who are lesbian, gay and bisexual. Pupils understand why all forms of discrimination are wrong.
- The 'Futures and Insight' programme that helps to deliver personal, social, health and economic (PSHE) education is regarded well by pupils. The programme provides pupils with many opportunities to learn about careers and develop important life skills such as first aid.
- Teachers generously offer pupils a wide range of opportunities to develop their interests and talents. As well as many lunchtime and after-school clubs, pupils benefit from various team sports, cultural events and leadership opportunities. The school enjoys a strong tradition of sporting success, with a number of pupils competing at national and international level.
- Pupils say that they feel safe in school. They are taught how to keep themselves safe from a range of everyday risks, including online crime. Pupils know how to report cyber bullying or any attempts to obtain personal information from them. Pupils say that they trust their teachers and feel able to talk to them if they are worried about anything.
- Most pupils are proud of their school and wear their uniforms smartly. They are polite to visitors and talk positively about their learning. The site is well maintained and

respected by the pupils.

- Pupils with physical, medical or sensory disabilities are able to access the facilities in The Lavinia Norfolk Centre such as hydrotherapy, physiotherapy and audiology. This enables them to cope with the demands of the school day and remain included with their peers when learning.

Behaviour

- The behaviour of pupils is good. Pupils conduct themselves well in lessons and around the school. Pupils are polite and courteous to staff, their peers and visitors. At break- and lunchtimes, they mix together well.
- Pupils and staff say that behaviour has improved this year because of higher expectations and a more consistent application of the behaviour policy. This improvement is reflected in the sharp decline in fixed-term exclusions. All pupils spoken to carried their 'standards card' and showed a good understanding of the system of rewards and sanctions used to promote good behaviour.
- In lessons, pupils generally listen carefully and get down to their work quickly. For the most part, they come to lessons prepared with the right books and equipment. However, inspectors noted several examples where boys in particular did not have their class books. Pupils occasionally lose focus and get distracted when teaching does not successfully maintain their attention.
- Attendance has improved this year and is now in line with the national average for secondary schools. Teachers impress upon pupils the importance of being in school every day. Leaders work hard with families and with the local authority to improve the attendance of those pupils who are frequently absent. However, too many disadvantaged pupils and pupils with SEND do not come to school regularly enough.
- Leaders closely monitor the small number of pupils who attend two alternative provision settings. Most attend regularly and are making good progress on the courses that they are following.

Outcomes for pupils

Requires improvement

- Over time, pupils' published outcomes have been below the national averages. In 2018, all groups of pupils made below-average rates of progress from their different starting points in almost all areas of the curriculum. Although current pupils in the school are making stronger progress, there is some way to go before pupils achieve the outcomes of which they are capable.
- Outcomes for disadvantaged pupils have been below average. Over time, these pupils have made substantially less progress than others nationally with the same starting points. In 2018, the attainment of disadvantaged pupils improved slightly in English and mathematics, but declined in other areas, particularly in modern foreign languages.
- The school's assessment information shows that current pupils in Year 11 have achieved better in their classwork and mock examinations than previous cohorts. Leaders have gone to great lengths to confirm the accuracy of this assessment

information and are confident that the outcomes of this year group will be higher than last year overall, and in English, mathematics and science. However, the attainment of disadvantaged pupils in this year group, while also improving, still lags some way behind that of other pupils in the school.

- Current pupils are making stronger progress than previously as a result of the improved teaching in many areas of the curriculum. However, there are variations in different year groups and across different subjects. Pupils are now making good progress in English as a result of effective curricular leadership. Pupils' progress in science is also improving, with evidence of the good use of scientific vocabulary and developed explanations of scientific concepts. Examples of good progress were also seen in history and geography, particularly in key stage 4.
- Pupils' progress in mathematics is not improving as quickly as in English. Recent changes, including a new subject leader and alterations to the curriculum, mean that pupils' progress is now improving. However, improvements are not yet consistent across all classes and groups. In some cases, pupils make slow progress because work lacks challenge, and misconceptions and errors are not quickly identified and rectified.
- Pupils' rate of progress in languages is weak. For example, in Year 10, pupils do not speak confidently enough in the target language or use a range of tenses accurately.
- Leaders are keenly aware that in previous years, the progress of disadvantaged pupils has been too slow. Leaders have taken account of research evidence to place a sharper focus on improving the quality of teaching that these pupils receive. Leaders' assessment information, and the work in pupils' books, demonstrate that disadvantaged pupils are now making better progress than previously, although there is some way to go before they catch up with other pupils.
- Pupils with disabilities are very well supported in lessons and their needs are catered for well, enabling them to access the curriculum and make good progress. Other pupils with SEND make good progress as many teachers adapt lessons successfully to meet their learning needs. However, the quality of this provision is variable across the school.
- A small number of pupils who attend alternative provisions follow a well-considered curriculum and achieve outcomes in line with the targets set for them. All of the Year 11 pupils are expected to leave this year with relevant academic and vocational qualifications and move on to further education.
- Pupils are well prepared for their next steps in education. Pupils are well informed about options available to them and receive helpful careers advice. Nearly all pupils move on to further education, work-based training or employment by the time they leave school.

16 to 19 study programmes

Good

- Students who study A-level courses make good progress from their different starting

points. In 2018, rates of progress were similar to the national averages in most A-level subjects and were particularly strong in physics, biology, history and business studies. Disadvantaged students make similar rates of progress to others. Those students who need to take level 2 courses also achieve well, with most progressing to higher level study.

- Retention rates in the sixth form are similar to the national average. The great majority of students who begin A levels successfully complete these courses in Year 13.
- The quality of teaching, learning and assessment is good in the sixth form. Teachers have high expectations and know the students very well. Consequently, work is very well matched to students' needs and they receive very helpful feedback and support. Skilful questioning helps students to deepen their understanding of new concepts. For example, in physics, carefully considered and targeted questioning kept students immersed in a study of forces. Teachers expect students to be independent and to try to work things out for themselves before asking for help. For example, in photography, students responded very well to the challenge of preparing their own photoshoot.
- Those students who did not achieve A* to C grades at GCSE in Year 11 in English did better than other students nationally in achieving this qualification in the sixth form. In mathematics, success rates were not as strong, but were similar to the national average.
- Students are well prepared for the next stage of their education. Students say that they receive helpful careers advice. During the course of the year, students get impartial advice on university and apprenticeship applications. All students in Year 12 complete work experience. The proportion of students who remain in education, employment and training after leaving the sixth form is above the national average.
- A small number of students with disabilities are able to stay on in the sixth form because of the personalised support they receive from the team of staff in The Lavinia Norfolk Centre. These students study courses appropriate to their needs. Some study vocational qualifications at Chichester College in addition to the curriculum they follow at the school. A few students have successfully completed A-level qualifications and gone on to higher education.
- Safeguarding is effective and promoted well in the sixth form. The PSHE education programme ensures that students are well informed about relevant issues such as online safety, safe driving and safe dating. Students who spoke to inspectors were keen to emphasise that they feel safe, well supported and have a strong sense of belonging.
- Students benefit from numerous opportunities to develop leadership skills and to contribute to the school and the local community. For example, students volunteer to support homework clubs, sports clubs and charities. A strong extra-curricular sports programme provides students with opportunities to play with professional basketball, netball and rugby clubs.

School details

Unique reference number	126081
Local authority	West Sussex
Inspection number	10088150

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

Type of school	Secondary
School category	Maintained
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,398
Of which, number on roll in 16 to 19 study programmes	179
Appropriate authority	The governing body
Chair	Mike Hendry
Headteacher	Simon Liley
Telephone number	01903 772351
Website	www.angmeringschool.co.uk
Email address	office@theangmeringschool.co.uk
Date of previous inspection	15–16 February 2017

Information about this school

- The school is larger than the average-sized secondary school with a sixth form.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils who receive support for SEND is above average. The school has a special educational needs resource base, The Lavinia Norfolk Centre. This is a West Sussex County Council resource to support pupils at The Angmering School who have physical, medical or sensory disabilities. Currently, 33 pupils attend this provision. All of the pupils have an education, health and care plan.
- The proportion of pupils known to be eligible for free school meals is below the

national average.

- A very small number of pupils attend alternative educational provision at Brinsbury and Chichester colleges.

Information about this inspection

- Inspectors observed learning in 51 lessons across a wide range of subjects in different year groups, including in the sixth form. Many observations were undertaken jointly with school leaders. In addition, inspectors visited two assemblies, tutor sessions, and reading sessions, and carried out brief visits to lessons to observe behaviour.
- Because of GCSE and A-level examinations, it was not possible for inspectors to observe Year 11 and Year 13 lessons.
- Inspectors met with pupils to listen to their views, both formally and informally.
- Meetings were held with the headteacher, other senior leaders, middle leaders and representatives from the board of governors. Inspectors also met with a local authority representative and had telephone conversations with leaders of the two alternative provisions.
- Inspectors scrutinised a wide range of documentation that included: information about pupils' attainment and progress; the school's improvement plan; minutes of meetings of the board of governors; and records relating to teaching and learning, pupils' attendance and behaviour, and safeguarding of pupils.
- Inspectors observed pupils at breaks, lunchtimes, and in lessons, assemblies, and during registration periods and at the beginning and end of the school day. Inspectors scrutinised pupils' work in lessons, and looked at samples of their books jointly with leaders.
- Inspectors considered the views expressed by parents in the 104 responses to Ofsted's online survey, Parent View, as well as comments received via Ofsted's free-text service. Inspectors also took into account the 136 responses to a questionnaire for staff and 251 responses to the pupil survey.

Inspection team

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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