

The Angmering School

Inspection report

Unique Reference Number	126081
Local Authority	West Sussex
Inspection number	293461
Inspection dates	16–17 May 2007
Reporting inspector	Christine Jones 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
Number on roll	
School	1265
6 th form	212
Appropriate authority	The governing body
Chair	Mrs Anne Prior
Headteacher	Mr David Brixey
Date of previous school inspection	29 January–2 February 2001
School address	Station Road Angmering Littlehampton, West Sussex BN16 4HH
Telephone number	01903 772351
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Age group	11–18
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

Description of the school

The Angmering School is larger than most other secondary schools and draws its students from a wide range of backgrounds. Few students come from minority ethnic groups or have English as an additional language. The school has a special support facility for students with a wide range of physical and/or sensory impairments. Higher-than-average numbers of students have statements of special educational needs and the number of students with learning difficulties or disabilities is also higher than average. The school has gained Sportsmark gold and Artsmark gold awards. It is designated as a specialist sports and science college.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Angmering is a good and strongly inclusive school. Students from the special support centre and all others with significant learning difficulties and disabilities are integral to school life and attend all lessons alongside other students. As a result there is a well-established culture of consideration for others and respect for the needs of individuals that encourages responsible attitudes.

Students make good progress during their time in the school. They enter in Year 7 with average attainment and by the end of Year 11 reach above-average standards. In 2006 students made more progress in Years 10 and 11 than in Years 7 to 9, although current Year 9 students are making better progress. Students in the sixth form make good progress and standards are above average in most subjects.

Students' personal development and well-being are good and all students are well cared for by the school. Students are supported by the school's good links with a wide range of partners and outside agencies. This is particularly strong in the special support centre, where students have multiple and complex needs. A student in the centre asserted that the school sees 'beyond the disability to the person behind'. Most students enjoy coming to school and this is reflected in their regular attendance, supportive relationships and increasingly positive attitudes to learning. Students behave sensibly and safely when moving around the school site but there can be low-level disruptive behaviour in some lessons that interferes with the learning of other students. A significant minority of parents rightly complain about this. The school is working hard to improve this issue and the satisfactory teaching in the lower school so that it is as good as that received by older students. Assessment information is being used satisfactorily in most lessons to set appropriate targets for students, although it is not always used well enough by the teachers to check on students' progress and show them how to improve.

The good curriculum offers students a broad range of courses that meet their needs and interests. Curriculum arrangements are very flexible and can be adapted readily, reflecting the school's commitment to educational inclusion. Specialist college status makes an important contribution to curriculum provision, wider school life and beyond. A primary school member of the local family group of schools described the impact of Angmering sports college status on physical education (PE) in their school as 'immeasurable'.

Leadership and management are good overall and the school's vision for inclusion permeates all aspects of school life. The headteacher has a clear understanding of the need to build strong leadership capacity at all levels. School leaders have a satisfactory understanding of the school's strengths and areas for development but the outcomes from monitoring teaching are not yet linked closely enough to improving standards. All staff in the school, including governors, work very effectively as a team and this has created good capacity for continuous improvement.

Effectiveness and efficiency of the sixth form

Grade: 2

The overall effectiveness and efficiency of the sixth form are good. Standards reached by students have improved year on year and are currently above the national average in most subjects.

Students' personal development and well-being are good. They are given many opportunities to contribute to the wider community through programmes such as the 'Millennium Volunteers' as well as assuming responsibility within school and on the sixth form council.

The quality of teaching and learning is good, with some outstanding classroom practice. Explanations are clear and supported by teachers' good subject knowledge. Work is challenging and appropriate to students' needs and abilities. Teachers have high expectations of students so they stay focused on their learning. Joint sixth form provision with neighbouring schools and colleges enables a good range of accredited academic and vocational courses to be provided for all students.

Care, guidance and support from tutors and subject teachers are good and students appreciate the approachability of staff. Most teachers have a clear view of students' achievement although some subject areas do not monitor progress towards target grades as well as others. Students are well prepared for the world of work and higher education through good careers advice.

Leadership and management of the sixth form are good and provide clear direction, leading to improvement in provision. As a result of higher standards and the better quality of teaching, recruitment into the sixth form has increased significantly and more students are now staying on from Year 11.

What the school should do to improve further

- Track students' performance more closely so that the information gathered can be used more effectively to improve progress.
- Raise the quality of teaching by using the outcomes of the monitoring more rigorously to improve the consistency of students' learning experiences.
- Make sure that students who misbehave in some lessons do not disrupt the learning of others.

Achievement and standards

Grade: 2

Overall achievement is good and standards are improving, particularly at Key Stage 4. In 2006 standards at Key Stage 4 improved from 2005. They were above national average for students gaining five or more higher-grade GCSEs, as well as when English and mathematics are included, and met targets. Almost all students gained at least one GCSE pass, and more students than nationally gained five or more graded GCSEs. As in previous years, students made very good progress from Key Stage 2, with girls making slightly better progress than boys.

Overall standards at Key Stage 3 in 2006 were in line with those reached nationally. Standards were below national average in English and mathematics and did not meet the challenging targets. This was balanced by above-average standards reached in science. The progress made by students in Key Stage 3 is improving and they are currently making satisfactory progress from Key Stage 2. The school's analysis of current performance indicates that standards this year will be much closer to the targets set for 2007.

Students with learning difficulties and disabilities make satisfactory progress at Key Stage 3 and very good progress at Key Stage 4. They thrive in the inclusive atmosphere of the school.

Personal development and well-being

Grade: 2

Students' personal development and well-being are good, and for those who are part of the special support centre they are outstanding. Students come to school regularly and attendance is satisfactory overall, in spite of a significant number needing to occasionally attend outside health care facilities. Because students act sensibly and safely around the school there is a calm and pleasant atmosphere during break times and students get on well together. Students do not feel that there are any significant bullying issues, and do feel that good systems are in place to deal with the occasional problem.

Students throughout the school feel that they are safe, although some physically disabled young people are aware that they are especially vulnerable and extra care needs to be taken. Students' spiritual, social, moral and cultural education is good and particularly strengthened by the wide range of extra-curricular activities in which many students participate with great enthusiasm. As a result, they make a good contribution to the school and wider community. In addition, students are gaining useful skills that will significantly contribute to their future economic well-being. They are learning to be articulate and confident.

This specialist sports school makes sure that all students are well aware of the importance of a healthy lifestyle. Special opportunities exist for those who need extra physical activity in addition to the normal curriculum. The canteen serves a good range of healthy food and drink.

Students know that their views are sought and listened to through the school forum and through surveys, for example, in the design of identity cards and the seating arrangements in assemblies. They could take wider responsibility for organising their own deliberations in this area.

The close integration of students from the special support centre has resulted in a school where everyone is open-minded and tolerant.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning in the main school is satisfactory, and better in Key Stage 4 than Key Stage 3. In good lessons teachers enjoy positive and supportive relationships with their students and have a good knowledge of their subject. Teaching is challenging and lively, often making imaginative and innovative use of the interactive whiteboards. Objectives are clear and meet a wide range of learning needs and, as a result, students settle willingly to the tasks set. In such situations, they make good progress. Where progress is satisfactory, students are not always as fully engaged in the learning process as they could be. The pace of these lessons slows and the work lacks challenge for students of all abilities.

Weaknesses in teaching are being addressed by support from senior leaders aimed at issues such as dealing with low-level disruptive behaviour. Students' books sometimes show limited evidence of marking that informs them how to improve their work. Feedback to students on how well they are doing and what to do to improve varies from the informative and helpful to a tick. As a result, students are generally aware of their current and expected grades but less clear about exactly what they must do to meet these targets other than work harder or revise more.

Students with learning difficulties and disabilities are supported very effectively by teachers and learning support assistants so they make good progress.

Curriculum and other activities

Grade: 2

The good curriculum is clearly driven by the wide range of students' needs and aspirations. For example, provision is made for disability sports and 'fast tracking' in PE, reflecting the school's specialist sports status. There is also a strong focus on basic skills, with initiatives to support small groups of students with specific learning difficulties throughout the school.

In Years 10 and 11 the imbalance between accredited academic and vocational courses is being addressed and the increasingly flexible curriculum pathways the school offers contribute to raising students' motivation and self-esteem. These include closer links with a partner school, early examination entry, small group activities and extended work experience placements.

Specialist sports and science college status has considerably improved curriculum opportunities. The impact of the sports specialism is particularly good both within and beyond the school. Science is developing new approaches to learning that are spreading to other curriculum areas and is providing good outreach support to the science curriculum in local family primary schools.

The extensive range of extra-curricular clubs and activities is a strength of the curriculum. These include trips and visits available to all students, thus contributing

to the wider experience of subject areas. In particular, many students take advantage of the broad range of sports-based activities offered by the school.

Care, guidance and support

Grade: 2

The care, guidance and pastoral support given to students are good and contribute significantly to their personal development. Students speak very highly of the school in this area, and of their positive and supportive relationships with staff. Students have ready access to personal help and advice, mainly from adults, although some older students have had training in this area as 'sixth form leaders'.

The personal support and guidance provided for students in the special support centre are outstanding. One student remarked, 'I feel the school will provide all the tools I need to live in the big wide world'.

The school takes care to listen to the 'student voice' through the tutor groups, year and school forums as well as annual surveys, and acts on the outcomes. Students are given good quality of advice and guidance about courses at Key Stage 4 and beyond and they are confident about their future direction of study and work. Students know whether they are reaching their achievement targets from the feedback given by teachers. However, they not always clear about what they need to do to improve as clear advice about small and manageable steps which need to be taken to make progress is less consistently provided.

Child protection arrangements are effective and there are good arrangements for safeguarding students in lessons and around the school. The curriculum is checked to ensure that personal, social and health education is used to teach students how to lead a safe and healthy life. For example, a Year 7 class were learning how to use information technology to edit and caption a short film about bullying.

Leadership and management

Grade: 2

The headteacher is determined to create an inclusive and caring school that successfully promotes the personal development and well-being of all learners. One important outcome of this is the integration of students from the special support centre within the main school population. This is an example of outstanding practice. The headteacher is well supported by an effective senior leadership team and a dedicated governing body. Together, they have developed a sense of common purpose among staff and built good, collaborative working relationships.

Recent changes to the structure of the senior leadership team, together with the development of the roles of middle leaders such as subject and year team leaders, have led to improved systems for tracking and monitoring of the progress of individual learners. These systems are not yet used consistently by all curriculum areas to track students' progress.

The school's evaluation of its work is largely accurate and has identified the need to focus on improving the evaluation of teaching and learning as a priority. The school

does monitor the quality of teaching but information from this activity is not yet used with enough rigour to challenge weaker teaching.

The school seeks the views of students and parents in a number of ways. Parents commented that the 'Parent Forum' works particularly well and appreciate other meetings held to inform them about the work of the school.

Governors know the school well and hold it to account for its performance. They have a clear understanding of the school's strengths and weaknesses and are meticulous in fulfilling their statutory responsibilities and beyond; for example, all governors have had enhanced safeguarding checks.

Overall, the school has improved since the last inspection. Funding is used well to provide good value for money. There is a generous ratio between students and staff, with teachers who are subject specialists well deployed across the school. There is a high percentage of additional support and specialist staff employed to support and care for all students, as well as those from the special support centre along with a range of dedicated equipment. Accommodation around the school is spread out and largely accessible to all, including those in wheelchairs. The recent addition of two science laboratories and improvements to sixth form accommodation has significantly improved provision.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16–19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	2
How well does the school work in partnership with others to promote learners' well-being?	2	2
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	2	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	2	2
The standards ¹ reached by learners	2	2
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	3	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average, with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

All white boxes must be completed. The grey boxes are used wherever the inspection team has insufficient evidence to come to a secure judgement.

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	2	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	



19 May 2007

Dear Students,

**Inspection of Angmering School, Angmering, Littlehampton, West Sussex
BN16 4HH**

Thank you for making us welcome when we visited your school recently. We enjoyed meeting you and appreciated your openness and cooperation. This letter summarises the findings of our inspection. Your parents or carers will have a copy of the full report should you wish to read it.

We think that Angmering is a good school and that you make good progress. We were impressed by the good working relationships that many of you have with your teachers and are pleased that so many of you enjoy attending school and taking part in the different activities the school provides, especially sports. We enjoyed seeing the Year 11 coming to school in fancy dress on the last day before their exams! It is clear that the school helps you develop as individuals during your studies and we agree with you that the school helps to build your confidence. We particularly like the way you all get on together and behave sensibly around the school. The way students from the special support centre and all other students work together is outstanding. However, we noticed that a few of you do not concentrate enough in lessons and this behaviour can stop other students learning.

The school takes good care of you, especially when you have problems, and makes sure there are lots of people to help. Staff have worked successfully to get the curriculum right for you. There are some good opportunities and you are now able to choose from an improved range of subjects in Key Stage 4.

The most important thing to concentrate on now is helping you to learn. We have asked staff to:

- Keep a closer eye on the progress you make in lessons to make sure you are all doing as well as you can.
- Make sure all teaching is as good as possible.
- Help students who misbehave in some lessons to concentrate more on their learning in lessons and try not to disrupt others.

We think your school will be even better if you keep working and learning so well together.

With very best wishes for the future,

Christine Jones HMI