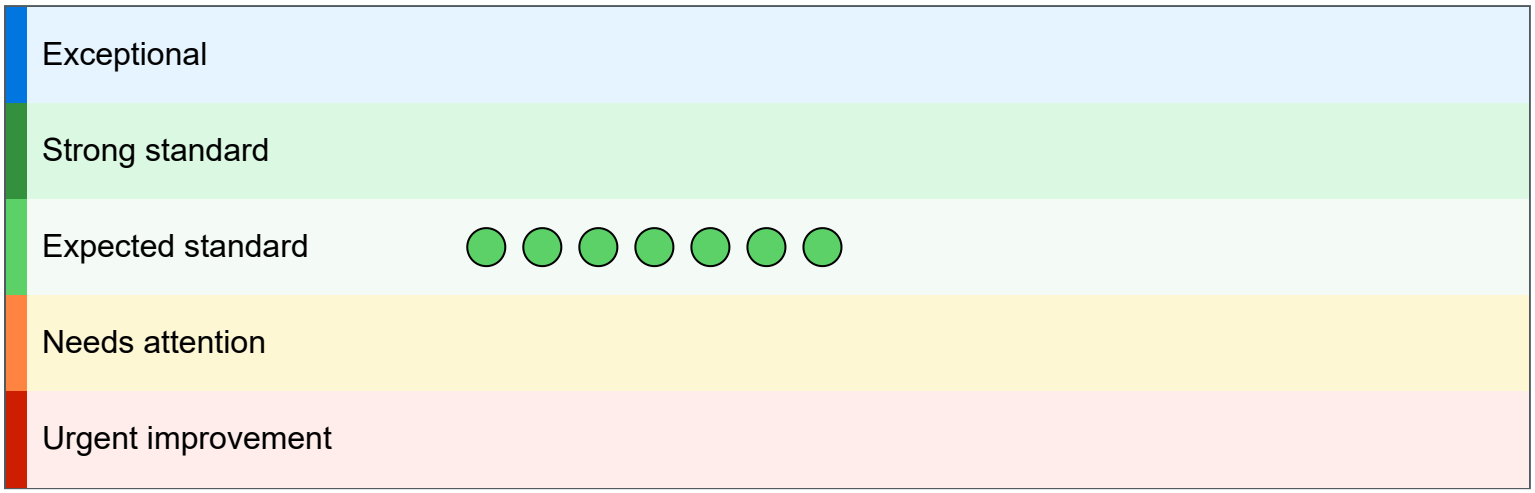
The Angmering School

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

Unique reference number (URN): 126081

Inspection report: 13 October 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Pupils’ overall achievement is improving. Across the school, pupils remember key knowledge from earlier learning. They use this to help them to progress in lessons. Leaders have focused on improving pupils’ achievement across the curriculum. This includes in English and mathematics. Consequently, pupils achieve increasingly well. Since the last published examination results, results have continued to improve. Pupils now achieve well from their starting points. This includes disadvantaged pupils and pupils with special educational needs and/or disabilities.

Leaders have identified pupils who have weaknesses in literacy and numeracy knowledge. They have taken steps to address these. For example, pupils in the earlier stages of reading receive phonics teaching.

Leaders have improved the curriculum across the whole school. They are also developing the quality of teaching in lessons. This work has helped pupils to learn important knowledge and skills more securely. As a result, pupils are increasingly well prepared for their next steps in education, employment or training.

Attendance and behaviour

Expected standard

Leaders have secured rapidly improving pupil attendance. Staff work proactively with parents and carers to identify the causes for any absence. Leaders have put in place daily routines and monitoring systems. These help staff to spot concerns early and take action when necessary. They are tenacious and determined to remove barriers to attendance. Their work is making a clear difference. Pupils' attendance has improved from below national averages. It now sits broadly in line with national figures. This includes for all pupils and those with special educational needs and/or disabilities. Disadvantaged pupils' attendance is also rapidly improving.

The school has strengthened pupils' behaviour over time. Pupils are generally calm and orderly. They get on well with one another and are well mannered. Pupils understand that discrimination is wrong. Leaders do not tolerate bullying or other forms of unkindness. Staff deal with any incidences swiftly. Where pupils may need extra help to manage their behaviour, leaders intervene swiftly. In lessons, pupils are well behaved and attentive. Leaders recognise that pupils are now ready to develop greater levels of independence, curiosity and sustained engagement across the curriculum.

Curriculum and teaching

Expected standard

Leaders have organised the school's curriculum thoughtfully. The curriculum places a clear focus on pupils securing knowledge over time. Teachers have sound subject knowledge. They use the school's teaching 'tool-kit' effectively. They typically provide clear explanations and check learning. Teachers often use assessment well to help pupils to reflect on their learning. For instance, pupils use self-assessment to help them focus carefully on what they

do not yet know. Leaders understand when lessons deliver high-quality teaching. They are focused upon improving lesson consistency further.

Leaders assess pupils' knowledge and skills when they start at the school. They have put in place a range of well-considered approaches to help pupils. These include strategies to support pupils' reading and mathematical understanding. Leaders are focused on ensuring that they coordinate this support more carefully. This will help them to use staff's expertise and their resources in the best way.

Teachers generally make adaptations to help pupils and remove their barriers to learning. This includes making adjustments for pupils with special educational needs and/or disabilities and disadvantaged pupils. As a result, these pupils can successfully access the curriculum in line with their peers.

Inclusion

Expected standard

Pupils flourish in this caring and inclusive school culture. Leaders have created a welcoming, nurturing school. They make decisions in the best interests of pupils.

Leaders understand pupils' individual needs well. There are a high number of pupils with special educational needs and/or disabilities. These pupils, and those with other vulnerabilities, are well known and thoughtfully supported. This is because leaders establish effective systems to identify individual barriers to success. Teachers use information about pupils' barriers to provide adaptations for pupils. These are typically effective in the classroom.

The school's inclusion base provides structured help for pupils with a physical or sensory need. Pupils who attend this provision receive expert support. Leaders collaborate effectively with specialist services, families and professionals. These pupils thrive in this inspirational setting.

Leaders prioritise the use of extra funding carefully. The pupil premium strategy, for example, benefits disadvantaged pupils. Leaders make decisions based on evidence and track the impact of their work.

Leaders use alternative provision appropriately. They regularly review whether provision remains appropriate for their pupils. Leaders also maintain close oversight of pupils' achievement and wellbeing. They work with the virtual school well. This means that pupils get the right support to meet their individual needs.

Leadership and governance

Expected standard

School leaders are ambitious for their pupils and committed to continual improvement work. They act decisively to strengthen the school's culture and daily life. Leaders plan strategically and with determination. They place the best interests of pupils at the heart of this thinking.

Leaders have a clear understanding of the school's strengths. They also understand what the right priorities are. When they act, their work makes a positive difference for pupils.

Rapid improvements can be seen in behaviour, attendance and pupils' achievement. Staff, parents and pupils recognise the positive impact of their work.

Governors know the school well and understand the community it serves. They bring a wide range of helpful expertise to their roles and undertake training. Governors support leaders while also holding them to account. They also take staff wellbeing into consideration. Governors and leaders remain focused on further improvements.

Leaders take appropriate steps to manage workload. They place emphasis on staff development. Leaders plan training carefully so that it helps staff to improve their practice. Staff feel valued, listened to and well supported. They are proud to be part of the school. This includes early career teachers, who are positive about their experiences.

Parents and carers and pupils are generally positive about the school. They appreciate the caring, approachable staff. Staff work effectively with the local authority. This helps them to share good practice and develop their expertise. Leaders regularly review the quality of the school's work. They use this information to drive improvements.

Leaders' work has strengthened the curriculum, improved teaching and supported better outcomes for pupils.

Personal development and wellbeing

Expected standard 

Leaders have put in place a well-designed personal development programme. This includes an appropriate personal, social, health and economic education curriculum. Pupils develop important knowledge of personal safety, including how to be safe online. They learn about healthy relationships and sex education. Pupils know the importance of keeping physically and mentally healthy. They show respectful attitudes to difference and equality. Pupils also appreciate the importance of democracy and laws.

In this inclusive school, leaders make sure that all pupils take part in the personal development programme. Where necessary, leaders thoughtfully adapt this programme to meet pupils' individual needs.

Pupils speak positively about the support available to them across the school. They describe positive relationships with staff. Pastoral support is effective. Leaders know how to help pupils, who may have barriers to their wellbeing. For example, they put in place counselling, therapeutic sessions and the use of external professional support.

Many pupils value the activities on offer that broaden their experiences. Pupils develop their talents and interests through wider opportunities. For example, they enjoy clubs in dance, drama, foreign language films, computing and a range of sports. Student ambassador and leadership opportunities help pupils develop leadership skills, confidence and responsibility. These make a tangible difference to the school. Learning also extends beyond the classroom through trips, volunteering and residentials. Pupils visit Europe through foreign language and history trips. They are also able to spend their summers volunteering internationally, for instance, in Kenya.

Careers provision is effective and prepares pupils well for their future pathways. Leaders have embedded careers education, information, advice and guidance across all year

groups. Pupils meet with a careers advisor and have the offer of personalised guidance. Sixth-form students generally value the 'Motivational Mondays' and 'Futures' careers programmes.

Post-16 provision **Expected standard**

Students value the sixth form and engage positively with their studies. Leaders promote effective learning habits, helping students remain focused and motivated. Staff know students well and provide appropriate support when required. Teaching is generally effective. Teachers use their subject expertise to explain challenging content clearly. Consequently, students produce high-quality work, and outcomes are broadly consistent with national averages, or better.

Staff deliver a supportive personal development programme. Students who face additional barriers to their learning are well supported. They value the help that they receive. Students learn about relationships, ethics and financial planning. They learn the key information they need to lead healthy and fulfilling lives. Leaders have put in place extensive careers provision.

Leaders provide a wide range of broader opportunities for students. These include leadership opportunities in the school. Students are proud to be active in the life of the school. They contribute to the student council and take an organising role in volunteering, charity and sporting events. Students are proud to be in the sixth form and feel a strong sense of belonging.

All this means that students are well prepared to thrive when they leave the school. They are well supported to secure places at university, college or employment.

What it's like to be a pupil at this school

Pupils feel safe, valued and supported in this welcoming school. They know who to speak to if they have worries and say that staff care about their wellbeing. Pupils with special educational needs and/or disabilities are confident that staff know how to help them. In this inclusive environment, pupils from all backgrounds feel encouraged and respected. Pupils attend well and thrive.

Pupils are respectful towards one another. Around the school, they conduct themselves sensibly and contribute to a calm environment. Bullying is rare and pupils are confident that adults will deal with any concerns that arise.

In lessons, pupils engage well. They learn in calm classrooms, where relationships are respectful. Pupils with barriers to learning receive helpful support. As a result, pupils, including students in the sixth form, typically make progress in their lessons and achieve broadly in line with national examination outcomes, or better.

Pupils take part in a wide range of opportunities beyond the classroom. Many enjoy clubs, sports, trips, residentials and leadership roles. Pupils are proud to be mental health and

subject ambassadors and sports leaders. These experiences help them to develop confidence, responsibility and wider interests. Pupils receive helpful careers support across the school. This helps them to prepare for higher education, employment or training. Most students in the sixth form value the advice and guidance they receive.

Pupils learn about healthy relationships, personal safety, diversity and life in modern Britain. They show respect for people from different backgrounds, beliefs and experiences. Pupils understand the importance of treating others fairly and with consideration.

Pupils attend regularly and take part in the life of the school. They develop the knowledge, skills and personal qualities needed for their next steps. Pupils feel that they belong at the Angmering School.

Next steps

- Leaders should continue to improve the quality and consistency of teaching across the school, so that pupils achieve increasingly well across all curriculum areas.
- Leaders should ensure that their approach to developing pupils' foundational literacy and numeracy knowledge and skills is implemented consistently across the school, so that pupils receive well-coordinated support.
- Leaders should continue to build on pupils' positive attitudes to learning so that increasing numbers demonstrate independence, curiosity and sustained engagement across the curriculum.

About this inspection

The chair of the board of governors in this school is Mrs Nikki Hamilton-Street.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 13 and 14 October 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other school leaders, governors, members of teaching and non-teaching staff, a representative from the local authority and several groups of pupils during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Inspectors confirmed the following information about the school:

The school currently makes use of 6 alternative provisions, including 5 that are unregistered.

Headteacher: Simon Liley

Lead inspector:
Rachel Russell, His Majesty's Inspector

Team inspectors:
Paula Sargent, Ofsted Inspector
Alan Johnson, Ofsted Inspector
Peter Fry, Ofsted Inspector
Lucy English, His Majesty's Inspector
Chris Sykes, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 13 October 2026

School and pupil context

Total pupils

1,360
Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,063

School capacity

1,451
Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

22.64%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

Pupils with an education, health and care (EHC) plan

7.72%
Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.53%

Pupils with special educational needs (SEN) support

12.13%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 14.0%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	35.8%	45.4%	Below
2023/24 (final)	31.0%	45.9%	Below
2022/23 (final)	31.9%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	41.0	46.1	Below
2023/24 (final)	39.3	45.9	Below
2022/23 (final)	40.0	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.41	-0.03	Below
2022/23 (final)	-0.39	-0.03	Below
2021/22 (final)	-0.33	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	18.2%	25.8%	Close to average
2023/24 (final)	8.8%	25.8%	Below
2022/23 (final)	22.0%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	27.2	34.9	Below
2023/24 (final)	27.4	34.6	Below

Year	This school	National average	Compared with national average
2022/23 (final)	34.8	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-1.02	-0.57	Below
2022/23 (final)	-0.86	-0.57	Close to average
2021/22 (final)	-1.33	-0.55	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	18.2%	53.1%	-35.0 pp
2023/24 (final)	8.8%	53.1%	-44.3 pp
2022/23 (final)	22.0%	52.4%	-30.4 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	27.2	50.4	-23.2
2023/24 (final)	27.4	50.0	-22.6
2022/23 (final)	34.8	50.3	-15.5

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-1.02	0.16	-1.18
2022/23 (final)	-0.86	0.17	-1.02
2021/22 (final)	-1.33	0.15	-1.48

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	93%	92%	Average
2022 leavers (revised)	93%	93%	Average

Year	This school	National average	Compared with national average
2021 leavers (revised)	92%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	32.71	35.00	Close to average
2023/24 (final)	29.83	34.38	Below
2022/23 (final)	34.17	34.16	Close to average

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	0.0	0.0	Close to average
2023/24 (revised)	-0.4	0.0	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	8.2%	7.8%	Close to average

Year	This school	National average	Compared with national average
2024/25 (3 term)	10.3%	8.4%	Above
2023/24 (3 term)	9.8%	8.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	24.0%	21.5%	Close to average
2024/25 (3 term)	29.9%	23.4%	Above
2023/24 (3 term)	31.6%	25.6%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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