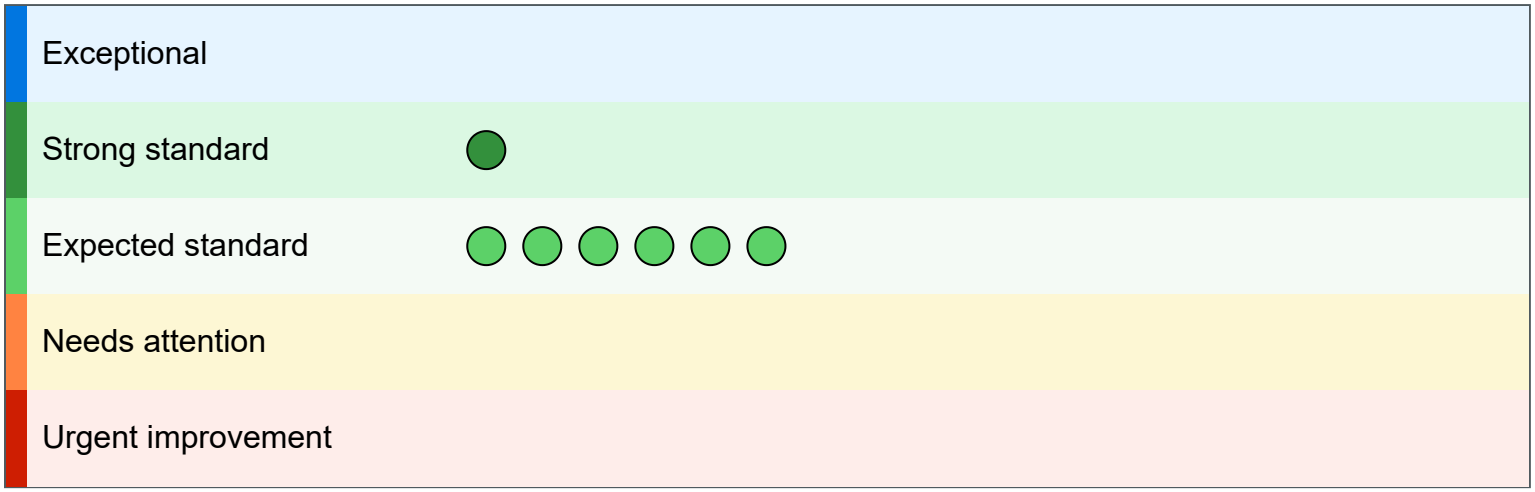
White Meadows Primary Academy

Address: Whitelea Road, Wick, Littlehampton, West Sussex, BN17 7JL

Unique reference number (URN): 140794

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.

Strong standard

Early years

Strong standard

Children in early years get off to an excellent start to their education. They receive the care and nurture they need to settle quickly and happily. Children are supported well with their personal and social development. They listen carefully, share resources and take turns when working with others. Leaders ensure that children's welfare is prioritised in the nursery and early years. This includes careful consideration about children's safe eating, any intimate care needs and their toileting. There are highly effective partnerships created between staff and parents and carers. These relationships, and the ongoing sharing of information, mean that children's additional needs are identified quickly.

The early years curriculum prepares children well for Year 1. It is adapted to meet children's needs and to reflect their interests. Children achieve well and make notable progress from their starting points. Reading is prioritised and children enjoy the books they encounter. They demonstrate their deepening understanding and application of their phonics learning. Children enjoyed their current learning about different kinds of homes and demonstrated a range of relevant vocabulary. Children's language and communication skills develop well through the high-quality interactions they have with staff. Throughout the environment, well-considered activities allow children to develop their fine-motor skills. They benefit from opportunities to practise their handwriting and build their hand strength.

Expected standard

Achievement

Expected standard

On the whole, pupils are suitably prepared for their next educational steps. Over time, this is evidenced through pupils' outcomes which compare favourably with national standards. Pupils achieve well in their phonics screening and with the check on their knowledge of multiplication tables. The school's most recent key stage 2 outcomes do not reflect typical outcomes for pupils at this school. The context of this key stage 2 cohort included pupils with considerable levels of learning and wellbeing needs. Despite this, many pupils made meaningful progress from their starting points. This includes pupils with special educational needs and/or disabilities through the support they receive to be successful. This positive learning journey builds on the highly effective start children experience in early years. Throughout the school, pupils' work and reflections about their learning show that they acquire the knowledge and skills they need. They take pride in their work and participate well in lessons.

Attendance and behaviour

Expected standard

Leaders promote the benefits of regular school attendance. They have robust oversight of individual pupils' absence and what this means for groups of pupils. There are in-depth procedures which allow leaders to identify any barriers pupils face in terms of their punctuality and attendance. The school's breakfast clubs offer a nutritious meal and a warm

welcome at the start of the school day. This helps pupils to be ready for the day ahead. Pupils' attendance has improved over time and is now broadly in line with national comparators. The levels of persistent absenteeism have significantly reduced for all groups of pupils.

The school's behaviour principles and systems have been recently reviewed. There is a clear focus on creating a positive learning culture where pupils are set up for success. Pupils demonstrate the school rules to be respectful, honest and safe. They value the positive affirmations they receive when they demonstrate the school values. Most pupils behave well within lessons and during social times. Individual pupils receive the support they need to engage in school life. Leaders ensure that their record keeping allows them to identify and address any behaviour themes. Any unkind behaviour or bullying is dealt with swiftly and effectively.

Curriculum and teaching

Expected standard

The curriculum has appropriate breadth and ambition. It includes key knowledge and skills, sequenced in a meaningful learning journey. Teachers have secure subject knowledge and use this to make adaptations in response to how well pupils acquire knowledge and skills. Pupils have opportunities to remember their previous learning. They successfully apply it when they encounter new curriculum content.

Leaders ensure that the development of pupils' reading, writing and mathematics is prioritised. Phonics teaching is effective. Pupils apply their accumulating phonics knowledge in their reading and writing. Any pupils who need extra help with their reading receive the support they need to catch up.

Throughout the school, and from the start of nursery, children's speech, language and communication skills are developed. There is a school-wide emphasis on the use of subject-specific vocabulary. Teachers support pupils in their use and understanding of appropriate terminology by using it in context and through helpful classroom displays. Handwriting across the school is supported through the use of appropriate resources and in the way teachers demonstrate correct letter and number formation.

Teaching staff know their pupils well and understand what they need to be successful learners. They provide appropriate support and make adjustments to their teaching to ensure that pupils access the full curriculum breadth. This includes bespoke adaptations for pupils with special educational needs and/or disabilities.

Inclusion

Expected standard

There is a school-wide focus on inclusion through the highly effective relationships established between staff and the school community. Leaders ensure that there are clear processes to identify pupils' learning and wellbeing needs. They align the training that staff receive with pupils' needs. External expertise is sought and used appropriately. Generally, staff make necessary adjustments to the curriculum and their teaching which help pupils to learn. Leaders have robust oversight about how well pupils achieve and engage in school life. They are meticulous in the way they explore the challenges and vulnerabilities that pupils and their families may face.

The school offers a multi-layered approach to support disadvantaged pupils. The 'Tree House' team provide additional support to help pupils to engage positively with school life. This provision includes a play therapist and the school's 'learning and behaviour mentors'. Pupils benefit from the kindness and time that school staff give them. Families appreciate the bespoke support that they receive. Any barriers to full participation in the school's wider opportunities are explored and addressed. Leaders ensure that additional funding is allocated appropriately. The use of the associated pupil premium grant has a positive impact on pupils' learning and wellbeing.

Leadership and governance

Expected standard

Leaders place pupils' wellbeing at the heart of all their actions. There is a shared commitment for all pupils to be welcomed and develop a sense of belonging at this school. Staff training and development opportunities align with leaders' accurate evaluation of the school's strategic strengths and next steps. Wider support from the trust has a positive impact at many levels and contributes to the school's outward-looking and reflective culture.

The governing body works effectively alongside school staff and trust representatives. Governors receive the information they need to appropriately challenge and support, acting as a 'critical friend'. At all levels, there is robust oversight about the effectiveness of leaders' decision making and the impact on pupils' learning and wellbeing.

The school's staff are a motivated and engaged workforce. Many appreciate the recent changes to school systems and procedures, for example the consistent behaviour expectations. They welcome the consideration given to their workload and wellbeing.

Leaders engage very well with the wider school community. Relationship building is prioritised and evident in the positive feedback from many parents and carers. Families develop a sense of belonging and value the high levels of pastoral care their children receive.

Personal development and wellbeing

Expected standard

Leaders ensure that all pupils have access to a range of interesting opportunities. The school's '11 before 11' programme provides pupils with key experiences and milestones. For example, pupils enthuse about their opportunities to sleep under the stars and to develop their understanding of nature and wildlife. Extra-curricular clubs, such as choir, dance and chess, allow pupils to take pride in their achievements and engage well with others. Leaders ensure that barriers to inclusion are identified and addressed. Pupils have many opportunities to assume leadership positions. School councillors represent their classmates' views when they meet with leaders. Sports captains take their responsibilities seriously in the way they support others and help with equipment.

The school's personal, social and health education allows pupils to consider their emotions and how they influence others. They understand how to keep safe in the community and when using the internet. Pupils learn an appropriate relationships and sex education. They show empathy to each other and understand what it means to be a good friend. Pupils show pride in their inclusive school and in the way they appreciate diversity and difference. They make links between the school values and those in modern Britain and its cultural diversity.

One pupil summed up the views of many when they said, 'We are White Meadows, we accept everyone.'

The support offered to pupils' emotional wellbeing is a strength of the school. Staff know pupils extremely well. The 'Tree House' team offer pupils time and kindness through their personalised support and encouragement. Across the school, pupils receive the support they need to be in lessons and learning the curriculum. Families and the community also benefit from the strength of this support. This includes, for example, the provision of food and uniform banks, Christmas hampers and the school's positive interactions with community groups, the police and social care.

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

Pupils benefit from the school's extremely caring and nurturing culture. Relationships between staff and pupils are highly positive. This is because staff take the time to get know pupils and to understand their learning and wellbeing needs. The school's work to support pupils and their families is far-reaching. This includes families who face additional challenges and vulnerabilities. Pupils receive the support they need to develop their emotional resilience and wellbeing. They know that they can talk to adults if they have any worries. This makes pupils feel safe and well cared for.

Pupils understand the school's high expectations for their learning and behaviour. Pupils show respect to staff and to each other in their lessons and during social times. They listen carefully and engage well with their learning. They are friendly and polite. Breaktimes and lunchtimes are harmonious and happy occasions. Pupils enjoy using the wide range of equipment available to them. They explore the school's climbing equipment and create games with their friends. Over lunchtime, pupils join in with organised team games and singing and dancing activities with eagerness and joy. Pupils enjoy their wider opportunities to participate in physical and sporting activities. The school's commitment for every pupil to learn how to swim is valued by all.

On the whole, pupils are prepared well for their next educational steps. They learn the intended curriculum and make progress from their starting points. Pupils who need extra help with their learning are supported appropriately. Children benefit from a successful start to their school journey in the early years. They are welcomed as part of the school community. Leaders and staff establish purposeful and positive relationships with families from the moment children join the school. Parents and carers appreciate the way pupils' needs are at the heart of the school's kind and caring ethos.

Next steps

- Leaders should continue with their work to further improve pupils' attendance to ensure that all pupils benefit from the school's curriculum and wider opportunities.

- Leaders should continue to ensure that they identify where staff require support and training to result in consistently high-quality teaching.

About this inspection

This school is part of Reach2 Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Cathie Paine, and overseen by a board of trustees, chaired by Gavin Robert.

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

This inspection took place from 13 October 2026 to 14 October 2026.

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

Inspectors spoke with school leaders and representatives from the trust and the governing body during the inspection.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Amanda Dingwall: Headteacher

Lead inspector:
Kate Fripp, His Majesty's Inspector

Team inspectors:
Sukwinder Samra, Ofsted Inspector
Andy Platt, Ofsted Inspector
Sarah Brinkley, 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

616
Well 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: 268

School capacity

630
Well 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: 300

Pupils eligible for free school meals (FSM)

35.77%
Above average

What does this mean?

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

National average: 26.5%

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

5.03%
Close to 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: 4.1%

Pupils with special educational needs (SEN) support

23.38%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

Well above 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)

No resourced provision

What does this mean?

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

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	64%	62%	Close to average
2023/24 (final)	66%	61%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	79%	75%	Close to average
2023/24 (final)	78%	74%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	80%	72%	Above
2023/24 (final)	75%	72%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	77%	74%	Close to average
2023/24 (final)	83%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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 reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	43%	47%	Close to average
2023/24 (final)	71%	46%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	61%	63%	Close to average
2023/24 (final)	93%	62%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	68%	59%	Close to average
2023/24 (final)	71%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	61%	61%	Close to average
2023/24 (final)	89%	59%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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 reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	43%	69%	-26 pp
2023/24 (final)	71%	67%	4 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	61%	81%	-20 pp
2023/24 (final)	93%	80%	13 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	68%	78%	-10 pp
2023/24 (final)	71%	78%	-6 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	61%	81%	-20 pp
2023/24 (final)	89%	79%	10 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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)	7.4%	5.1%	Above
2024/25 (3 term)	8.2%	5.2%	Above
2023/24 (3 term)	7.5%	5.5%	Above

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)	25.2%	14.4%	Above
2024/25 (3 term)	26.6%	13.0%	Above
2023/24 (3 term)	23.4%	14.6%	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.

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