

Inspection of Shoreham Academy

Kingston Lane, Shoreham-by-Sea, West Sussex BN43 6YT

Inspection dates: 7 and 8 February 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Previous inspection grade	Outstanding

The principal of this school is Jim Coupe. This school is part of United Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jon Coles, and overseen by a board of trustees, chaired by Reena Keeble.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2012.

What is it like to attend this school?

Shoreham Academy succeeds in its mission to bring out 'the best in everyone'. The school is determined that its pupils will succeed, regardless of their need or background. Pupils thrive on an extremely well-designed curriculum.

Pupils achieve highly across subjects and in national examinations thanks to excellent teaching and extensive wider opportunities. The school has a focused and vibrant atmosphere, where pupils' excellent behaviour supports their learning extremely well. Staff are deeply invested in inspiring pupils to enjoy school.

The school's 'character education' programme builds pupils' confidence and independence excellently. 'Going extra' events provide pupils with an exceptional range of experiences. The school makes sure that pupils with special educational needs and/or disabilities (SEND) benefit from these fully.

All pupils take on ambitious 'pledges' that commit them to developing resilience and leadership skills. In the sixth form, students become vital ambassadors for the school within the wider community. Overall, this programme contributes to pupils developing the strength of character to take on demanding work in the academic curriculum and helps to foster the school's exceptionally positive ethos.

What does the school do well and what does it need to do better?

The school has created a curriculum that is rigorous, broad and highly effective. In English, for example, pupils explore ambitious texts throughout key stage 3, and by Year 10, they are fully prepared for themes such as diversity and colonialism. Sixth-form business students learn about case studies drawn from the local area. These are brought to life through visits and 'business ambassador' sessions, to deepen their understanding. Staff ensure that the needs of pupils with SEND are identified, understood and met extremely well, enabling them to learn alongside their peers.

Teachers build pupils' knowledge and skills systematically. They explain, model and demonstrate learning before providing pupils with time to practise independently. This means that, in science, for example, pupils become skilled at the demands of practical experiments. Teachers check and clarify so that pupils' misconceptions are addressed directly.

Biannual assessments inform how teachers adapt learning. Underpinning this, all staff play a role in developing pupils' literacy. In class, key words are woven into pupils' written work. Alongside this, teachers break down ambitious texts so that pupils understand complicated concepts. Pupils who need further help with reading benefit from 'waves' of targeted support. This enables them to become more fluent and helps them to access the ambitious curriculum.

Pupils achieve highly in national tests by the end of Year 11. These outcomes reflect the depth of pupils' learning. Disadvantaged pupils in particular achieve very highly.

The school makes skilful use of alternative provision for pupils who need a different approach to learning. These pupils, like their peers, go on to achieve well. Sixth-form students benefit from high-quality teaching and a very well-designed curriculum. As a result, they are exceptionally well prepared for their future learning and destinations.

The school sets high expectations for behaviour, just as it does for academic study. Staff are consistent in how they recognise pupils' endeavours, such as awarding 'integrity tickets'. This encourages all pupils to live up to the school's values. Attendance is strong, but leaders are not complacent about it. They have a clear understanding of the difficulties some families face. By taking a tailored, well-considered approach, the school continues to reduce absence.

The school's personal development provision strongly enhances pupils' experiences. Careers learning is brought to life for pupils through visits, guest speakers and local connections. Sixth-form students discuss moral and social issues like how to tackle misogyny. Sports and performing arts provide scope for pupils to explore and hone their talents. Here, as elsewhere within the school, pupils with SEND excel alongside their peers.

The school's professional development offer contributes substantially to the high standards achieved. Within this, leaders are alert to the pressures on staff. The school has refined its 'core offer' to focus on the most important priorities.

Governors and the trust help to reinforce the emphasis on staff well-being. This enables the school to develop its curriculum and provision in a sustainable way. In all aspects of school life, leaders have created a deep-rooted culture of high expectations. This is based on a shared commitment to overcoming whatever barriers pupils may face, so they can benefit from an outstanding education.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	135962
Local authority	West Sussex
Inspection number	10287995
Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,757
Of which, number on roll in the sixth form	256
Appropriate authority	Board of trustees
Chair of trust	Reena Keeble
CEO of the trust	Jon Coles
Principal	Jim Coupe
Website	www.shoreham-academy.org
Dates of previous inspection	30 and 31 May 2012

Information about this school

- Shoreham Academy is part of United Learning Trust.
- The school currently uses three registered and seven unregistered alternative providers.
- 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.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with school leaders, including the principal, senior leaders and middle leaders. The inspectors also met representatives from the local governing board and the board of trustees, and with the regional director from the trust.
- The inspectors carried out deep dives in these subjects: English, science, mathematics, history, physical education and business. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also discussed the curriculum and provision for pupils with SEND.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, governors, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts the pupils' interests first.

Inspection team

Daniel Botting, lead inspector	His Majesty's Inspector
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Mike Serridge	Ofsted Inspector
James Stuart	His Majesty's Inspector
Maria Roberts	His Majesty's Inspector

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