

# Shoreham Academy

## Inspection report

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<b>Unique reference number</b>	135962
<b>Local authority</b>	N/A
<b>Inspection number</b>	381985
<b>Inspection dates</b>	30–31 May 2012
<b>Lead inspector</b>	Robert Ellis HMI

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

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<b>Type of school</b>	Academy sponsor-led
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1407
Of which, number on roll in the sixth form	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Latham
<b>Headteacher</b>	Heidi Brown (Principal)
<b>Date of previous school inspection</b>	N/A
<b>School address</b>	Kingston Lane Shoreham-by Sea West Sussex BN43 6YT
<b>Telephone number</b>	01273 274100
<b>Fax number</b>	01273 274123
<b>Email address</b>	enquiries@shoreham-academy.org

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<b>Age group</b>	11–19
<b>Inspection date(s)</b>	30–31 May 2012
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## Introduction

Inspection team

Robert Ellis	Her Majesty's Inspector
Justina Ilochi	Additional Inspector
Keith Selby Thomas	Additional Inspector
David Turner	Additional Inspector
David Whiteside	Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 44 lessons taught by 43 different teachers, and held discussions with members of the governing body, groups of students and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the academy's work, and looked at development plans, the academy's tracking data showing students' progress, departmental reviews, teachers' lesson plans, and students' work. Joint lesson observations were conducted with senior staff. In addition, inspectors analysed the questionnaire responses of 35 parents and carers, 38 staff and 149 students, and took their views into account.

## Information about the school

This is a larger than average secondary school. Most students are White British, with around 8% who come from a mix of minority ethnic backgrounds. Around one in eight students are known to be eligible for free school meals, which is broadly average. Few students speak English as an additional language. The proportion of disabled students and those with special educational needs, including those supported by school action plus or a statement of special educational needs, is above average. These are predominantly moderate learning difficulties or behavioural, emotional and social difficulties. The academy operates vertical tutor groups within a 'schools within schools' model and has an English specialism. The academy has recently moved in to purpose-built accommodation on the same site as the predecessor school and demolition of the old buildings was taking place during the inspection.

The academy meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key findings

- This outstanding academy secures excellent outcomes for most of its students. The sixth form is good and improving rapidly. The achievement of all students of compulsory school age, including disabled students and those with special educational needs, is outstanding. Achievement in the sixth form is good and improving rapidly.
- Teaching is outstanding overall. High-quality teaching and support ensure that students make rapid progress towards their challenging, individual targets. The marking of students' work is often helpful and informative but not all students routinely take advantage of the helpful advice and guidance that is given. Development of students' literacy skills is promoted well but the development of their numeracy skills is less effective.
- Behaviour in lessons and around the academy is exemplary and the academy is a welcoming, orderly place. Attendance is average and improving rapidly. Students say they enjoy school, feel safe and are not subjected to bullying or other forms of harassment. There are effective arrangements for ensuring students are safe and can recognise and respond to risks that they may encounter.
- Leadership and management are outstanding. Leaders and managers have an ambitious vision for the academy and its students. Teachers' performance is managed effectively and teachers are strongly encouraged and enabled to develop their practice in order to improve outcomes for students. The impact of actions taken to improve teaching and learning demonstrate that the school has the capacity for further improvement.
- The curriculum is outstanding and is enhanced by an extensive range of high-quality enrichment which helps to promote students' spiritual, moral, social and cultural development strongly. The school has very productive partnerships to support students' learning and development.

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Please turn to the glossary for a description of the grades and inspection terms

- The academy has positive relationships with parents and carers but some parents are not sufficiently involved in supporting their children's learning.

## What does the school need to do to improve further?

- Embed systems to monitor the consistency and impact of teachers' marking of students work to ensure that the helpful advice and guidance given is addressed routinely by all students.
- Ensure that development of students' numeracy skills is promoted more effectively across all subjects, so that students have better opportunities to develop and apply their numeracy skills in different contexts.
- Build on activities to engage parents and carers with their children's learning, particularly those parents and carers who find working with the academy more challenging.

## Main report

### Achievement of pupils

Achievement is outstanding and improving. Students join the school with attainment that is below and sometimes significantly below average. Excellent teaching, combined with high quality care, high expectations and exemplary behaviour, ensures students make rapid progress towards achieving their challenging targets. There are no significant differences in the outcomes for the different groups of students, including disabled students and those who have special educational needs. Excellent support and guidance for these students ensure that they overcome barriers to learning and make progress that is similar to their peers. Many groups make better progress than that of similar groups nationally; particularly those students who are known to be eligible for free school meals. Value added measures for 2011 placed the school in the highest ten percent of schools nationally.

Achievement in the sixth form is good and improving rapidly. Sixth form students make good progress in relation to their starting points and outcomes have risen to be broadly in line with national averages.

In lessons, students were observed to enjoy learning and make good and often outstanding progress. Scrutiny of their work and discussions with students shows that this rate of progress is not unusual. Students have positive attitudes to learning and their enthusiasm and positive relationships with staff ensure lessons proceed smoothly. Students increasingly take a lead role in teaching. For example, Year 9

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students led activities for vulnerable primary school pupils to help them become more confident about transferring to secondary school and other students led and assessed learning in modern foreign languages lessons. The competency curriculum and a strong focus on developing students' literacy ensures they develop skills in reading and communication.

### **Quality of teaching**

Teaching across the academy is outstanding because, over time, it enables students to make rapid and sustained progress in their learning. Teachers use their high levels of expertise to good effect to foster excellent learning habits and to develop students' resilience and independence. Regular assessment ensures that teachers know their students well and set work that is pitched at the right level. The lessons are typically delivered at a demanding pace, and teachers use questioning extremely well to help students improve their thinking skills and test out what they have understood. In many lessons teachers made excellent use of a range of practical activities and a variety of high quality resources to engage and motivate students. In most lessons, students are active participants and have excellent opportunities assess their own progress and that of other students. Most teachers use assessment information skilfully to plan activities and support that meet the needs of disabled pupils and those who have special educational needs well.

Many examples of regular, constructive marking were evident, but there is some variation in the extent to which the helpful advice and guidance given is followed up by students. Students speak highly of the detailed feedback that they get in some subjects, for example, design and technology and English.

The academy's specialism in English has resulted in a strong focus on developing students' speech, language and communication skills. Consequently, students' literacy development is planned for and promoted well in most lessons. Numeracy skills are not promoted to the same extent, especially in enabling students to develop and apply their skills across the different subjects.

### **Behaviour and safety of pupils**

Students' behaviour is exemplary. The academy is very successful in enabling students to develop as responsible individuals who treat each other with respect and courtesy. Relationships at all levels are excellent and students say they enjoy opportunities to take responsibility, for example as members of the academy council. Attendance is broadly average but improving rapidly. The academy has been particularly successful in significantly reducing the proportion of students who have persistent absence. Behaviour in lessons and around the academy reflects the academy's high expectations regarding student conduct and behaviour.

Students say that they feel very safe in the new academy building. They feel that the mixed-age tutor groups ensure that there are adults or older students they can turn to if they have a problem. Students know about the different forms of bullying and

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say that bullying is rare and when it does occur it is dealt with promptly and effectively. Exclusions have reduced significantly over the last three years and discussions with staff and students support the view that behaviour seen during the inspection is typical.

Students, particularly those in the sixth form speak very highly of the advice and guidance they receive and feel that they are well placed to make informed choices about their futures. Students demonstrate an informed understanding of how to avoid the risks that they might face. For example, they were clear about potential hazards associated with the use of the internet and substance abuse. Parents and carers who responded to the inspection questionnaire were extremely positive about pupils' behaviour and how their children are looked after and feel safe in school. Responses from staff and students were also overwhelmingly positive about students' behaviour and safety.

### **Leadership and management**

Leadership and management, including in the sixth form, are outstanding. Senior leaders set high expectations and lead by example. The academy's self-evaluation is accurate and based on a detailed analysis of the close monitoring of all aspects of the academy's work. There is an unrelenting focus on continuous improvement. The quality of its self-evaluation and the impact of actions taken to bring about improvement, for example, improvements in attendance and students' achievement, demonstrate that the academy has a proven capacity for further improvement.

Leaders and managers at all levels have clear roles and responsibilities and all staff are held to account by their line managers. Performance management ensures all staff have challenging targets and appropriate opportunities for professional development. Staff who responded to the inspection questionnaire felt that leaders and managers have worked hard to improve the quality of teaching and that the academy makes excellent provision for their professional development. Members of the governing body know the academy well and the governing body provides an appropriate balance of challenge and support, which is holding leaders to account and aiding improvement.

The academy provides an innovative and flexible curriculum that meets the needs of its students very well. The Year 7 competency curriculum is an example of the academy's innovative approach to developing students' core skills. This curriculum innovation has resulted in improved literacy and numeracy levels for Year 7 students. The curriculum includes a wide range of exciting learning opportunities linking to business and the local community through productive partnership arrangements. For example, Year 9 students are literacy buddies who read with Year 2 students in the local primary schools. Sixth Form sports leaders are responsible for sports development activities in local primary schools. Students value the excellent range and quality of enrichment activities, including sports, music and creative arts, which enable them to explore their interests and challenge themselves further.



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The school's safeguarding arrangements meet statutory requirements. Equality of opportunity is central to the school's purpose and discrimination in any form is challenged vigorously. Consequently, the school is a very cohesive and harmonious community. All aspects of students' personal development are promoted extremely well, including their spiritual, moral, social and cultural development. High quality pastoral care and sound academic guidance make a significant contribution to students' achievement, particularly for those students who have disabilities or additional learning needs, to ensure that they are prepared well for their futures.

The academy provides a good range of information to keep parents and carers informed about their children's achievements. A relatively small proportion of parents and carers responded to the inspection questionnaire and this supports the academy's view that more needs to be done to engage some groups of parents and carers with their children's learning.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 June 2012

Dear Students

### **Inspection of Shoreham Academy, Shoreham, BN43 6YT**

Thank you for being extremely welcoming and helpful when we visited the academy. My particular thanks go to all of you who took time to fill out our questionnaire or to talk to us about your work. We found that yours is an outstanding academy that cares for you well. I saw how much the academy has improved since my visit last year.

You work well in lessons and most of you make outstanding progress in your learning and development. We were pleased to see that you enjoy learning. There are suitable arrangements to ensure that you are kept safe and you told us how much you like the new academy building. Your behaviour in lessons is usually good and often outstanding. The academy provides you with a wide range of subjects to study and we were pleased to see that an increasing proportion of you choose to stay on in the sixth form. Most teachers make sure that work is set at the right level for you and regularly assess how well you are doing. However, we found that some of you do not take full advantage of the good advice and guidance that marking provides. The principal and her team have high aspirations for what you can achieve, know what needs to be done and are working hard to make the academy even more successful.

We have asked the academy to:

- ensure that you all take full advantage of the advice and guidance given through marking of your work
- focus on developing your numeracy skills across all lessons
- help parents and carers to support your learning more effectively.

I am sure that all of you will want to support these changes and make the academy an even better place for learning.

Yours sincerely

Robert Ellis  
Her Majesty's Inspector

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