



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
SHOREHAM COLLEGE**

INDEPENDENT SCHOOLS INSPECTORATE

Shoreham College

Full Name of School	Shoreham College		
DfE Number	938/6027		
Registered Charity Number	307045		
Address	Shoreham College St Julian's Lane Shoreham-by-Sea West Sussex BN43 6YW		
Telephone Number	01273 592681		
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Email Address	info@shorehamcollege.co.uk		
Head	Mr Richard Taylor-West		
Chair of Governors	Mr Peter A Kent		
Age Range	3 to 16		
Total Number of Pupils	368		
Gender of Pupils	Mixed (259 boys; 109 girls)		
Numbers by Age	3-5 (EYFS):	19	5-11: 130
	11-16:	219	
Number of Day Pupils	Total:	368	
Head of EYFS Setting	Mrs Kathryn Stokes		
EYFS Gender	Mixed		
Inspection Dates	20 to 23 January 2015		

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in February 2011.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors and other governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Maureen Bradley	Reporting Inspector
Mr Andy Rowley	Team Inspector (Headmaster, ISA School)
Mr Graham Best	Team Inspector (Headmaster, HMC School)
Mr Mark Calthrop-Owen	Team Inspector (Deputy Head, ISA School)
Ms Jacquelyn Pain	Team Inspector (Headmistress, GSA School)
Mrs Jane Morgan	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Shoreham College is a co-educational day school located in Shoreham-by-Sea, West Sussex. Established in 1852 by the Protestant Aldermen of Shoreham the school eventually became Shoreham Grammar School for boys and then Shoreham College in 1979. During the 1980s girls were admitted into the school and a junior department was formed; the nursery opened in 1994. Today the college is an all-ability through school for pupils aged 3 to 16 years. The school is a registered charity and is administered by a governing council.
- 1.2 The College aims to prepare girls and boys for the challenges of the future in a supportive environment and to instil values and attitudes which are in keeping with a Christian tradition. It seeks to encourage academic ambition whilst developing well-rounded, self-disciplined, self-reliant, well-mannered and caring young people. The pupils are predominantly from British families who reflect the local catchment area and there are a wide range of professions amongst the parents. The majority of pupils attend the school from Shoreham, Brighton and Hove and the coastal areas of West Sussex.
- 1.3 At the time of the inspection there were 368 pupils in the school including 130 in the junior department and 19 in the EYFS (Early Years Foundation Stage). The school has identified 130 pupils as having special educational needs and/or disabilities (SEND), of whom 91 receive learning support from the school. One pupil has a statement of special educational needs. Only one pupil has been identified and receives support for English as an additional language (EAL). The ability of pupils in the junior department is above the national average although there is a wide spread of abilities represented. The ability profile in the senior school is slightly above in some years but mostly in line with the national average. The majority of the pupils in the junior department progress through to the senior school.
- 1.4 Since the previous inspection in February 2011, the school has had a change of headmaster including a period of time with an acting headmaster. At the time of the inspection the current headmaster had been in post for ten days. There has been a programme of new building and refurbishment work; in 2012 changes to the Manor House provided extra classroom space, a conference facility and an office.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the EYFS and its National Curriculum equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Early Years 1	Nursery
Early Years 2	Reception

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 From the EYFS onwards, the pupils' achievements and learning are good. The college is successful in its aim to provide an education for pupils of wide ranging abilities and talents where they can work in a supportive environment that allows them to reach their full potential. Supported by good, and often excellent, teaching and with access to a broad curriculum, pupils make good progress in their skills and knowledge. By the time they leave the college in Year 11 they have achieved success in GCSE examinations according to their ability and further developed their skills and talents in a range of extra-curricular pursuits. The teaching of pupils with SEND is highly successful in meeting their needs helped by the focused support within and outside of the classroom. The recommendation of the previous inspection to extend the opportunities for more able pupils has been partly achieved but there is still insufficient challenge in some lessons and activities. The provision in the senior school for personal, social and health education (PSHE) provides insufficient depth in some topics and does not allow for continuity of learning. Marking throughout the senior school is not always of sufficient quality or consistency to aid pupils' progress. In the pre-inspection questionnaires a minority of pupils reported that homework did not always help them to learn; inspection evidence showed that homework is not always set consistently. The pupils' enthusiasm for learning and the excellent relationships with their teachers are major factors in their good achievement. When motivated they eagerly engage in their learning and are keen to do their best.
- 2.2 The quality of the pupils' personal development is good. Pupils grow into confident and caring young people supported by Christian values and by staff who prioritise their individual needs. The combination of excellent pastoral care and a safe environment ensures pupils have the opportunity to grow in confidence, self-esteem and maturity. Pupils throughout the college have an excellent moral sense and display good social relationships through mutual respect and co-operation. Cultural development is sound although work to extend their breadth of global cultural understanding is less well developed. In response to pre-inspection questionnaires, some pupils in the senior school felt that sanctions and rewards were not applied consistently but the college has taken steps to improve and clarify these procedures recently. A small number of pupils also reported that their views were not always heard or responded to. The inspection team found that a number of opportunities are available to pupils to share views and concerns and receive feedback.
- 2.3 The governance of the college is excellent and leadership and management is of good quality. The success of the college is a result of careful oversight and strong support by a dedicated governing body, who have a valuable range of skill and experience. Governors fully understand their responsibilities, especially those regarding safeguarding and child protection. As the new leadership and a re-organised senior management team work closely with the governors to implement a number of new initiatives, the college has gained a renewed energy and identified a clear educational direction for the future. The Early Years development plan lacks detail and the management of some senior subject departments is inconsistent in developing teaching and learning. Estate management is of an excellent standard and the high quality resources and school facilities provide an environment where pupils can thrive. The school has been successful in meeting the recommendations of the previous inspection report to re-evaluate managerial roles and to improve links

with parents. Parents reported high levels of satisfaction with almost all areas of the education provided for their children.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Ensure that the time for teaching of PSHE in the senior school enables pupils to develop a deeper understanding of the topics covered.
2. Improve the consistency and effectiveness of marking across all departments in the senior school.
3. Develop strategies for the monitoring and evaluation of recently introduced systems and initiatives across the whole college to ensure their effectiveness.
4. Identify priorities within the Early Years' Development Plan, adding detail in order to ensure that it reflects an achievable vision for the future.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of pupils' achievement and their learning, attitudes and skills is good.
- 3.2 In accordance with the college's aims, pupils throughout the school are working successfully towards achieving their full potential, both in their academic studies and in their extra-curricular pursuits.
- 3.3 Children in the EYFS are confident learners and make significant progress from their starting points. The more able reception children use their secure phonic knowledge to write independently and are beginning to read with fluency and understanding. They manipulate numbers to 15 and beyond, and understand the concept of more than and less than. The younger EYFS children enjoy mark making, with some writing their name independently. They confidently recognise initial sounds and order numbers to ten. By the end of the reception year, all children achieve at least their expected levels of attainment.
- 3.4 Pupils in the junior department demonstrate strong literacy skills with excellent hand-writing, and they are proficient readers. Scientific knowledge is excellent and pupils apply this knowledge with confidence across other areas of learning. Their mathematic ability is growing in competence as demonstrated in a Year 3 mathematics lesson when a good grasp of the rules of borrowing in subtraction allowed pupils to develop further knowledge of calculations. From a young age they demonstrate excellent computer knowledge and skill. Junior pupils are especially imaginative in their creative work, enjoying and achieving highly in all of their practical and physical activities.
- 3.5 In the senior school there are many examples of excellent written work and most pupils express themselves fluently in writing and speaking. Presentation of work is good and pupils are articulate, both in discussion and when asking and answering questions. They are thoughtful learners; the most able are especially perceptive in their questioning and demonstrate inquisitive minds to achieve greater understanding. Many demonstrate confidence with mathematical knowledge, make links between scientific information, analyse evidence and make accurate conclusions. They are highly competent in using information and communication technology (ICT) in all of their subject areas to improve their presentation or to further their learning. Pupils are particularly motivated to do their best in practical work where they show themselves to be creative thinkers and able at sports.
- 3.6 Pupils achieve a good range of success in extra-curricular activities. Throughout the whole college, pupils enjoy good success in their sporting pursuits especially in their individual activities where there are some very high levels of success in swimming, athletics, cross country and rugby. Pupils achieve good grades in music and drama examinations and their talent is demonstrated in the many excellent productions staged by the college. Pupils gain success to bronze level in the Duke of Edinburgh Award scheme (D of E) which is a very successful element of the Combined Cadet Force (CCF) provision where some pupils are particularly strong in leadership skills.

- 3.7 The pupils' attainment in the junior department cannot be measured in relation to average performance in national tests but, on the evidence available, it is judged to be good in relation to national age-related expectations, as seen in lessons and the scrutiny of pupils' work. Results of standardised tests used in the junior department indicate that pupils' attainment in literacy has been higher than national standards and in mathematics similar to national standards.
- 3.8 The following analysis uses the national GCSE data for the years 2011 to 2013. These are the most recent three years for which comparative statistics are currently available. In the senior school the results in GCSE over this period were above the national average for maintained schools. Inspection evidence revealed good attainment both in the classroom and in work scrutiny, with levels of achievement for boys and girls being equally good. Attainment by pupils with SEND show they achieve at least to the level expected for their ability; their examination results often show excellent achievement.
- 3.9 These levels of attainment, together with standards in lessons and in the scrutiny of work, show that pupils of all ages and abilities make good progress overall. Progress was excellent in many subjects in the junior department and in the EYFS. During interviews and in their pre-inspection questionnaires, pupils said they were pleased with the progress they were making. Pupils leave the school at the age of 16 years and successfully gain entry into sixth forms in selective schools or sixth form colleges. Junior pupils with SEND made similar progress to their peers as a result of concentrated individual support from teachers and support teachers in the classroom. Results in the standardised measures of progress used by the senior school show pupils with SEND made good and often excellent progress, achieving higher than expected examination results. The more able pupils throughout the school demonstrated good progress overall in a number of subjects, both in classroom work and in the work scrutinised during the inspection. In some subject areas, especially in the senior school, opportunities to extend their learning were not always developed.
- 3.10 Pupils across the whole college, including in the EYFS, exhibit outstanding attitudes to learning and show themselves to be enthusiastic participants in their lessons. EYFS children arrive at school cheerful and eager to begin the day. They are highly motivated and are keen to play and explore in all areas of learning, developing their own ideas with confidence. Junior pupils are motivated to do their best at all times and love to learn. Senior pupils fully engage with the teaching when they are interested in the work and they are willing to take risks with their learning when such opportunities are provided. Pupils throughout the college are co-operative learners and enjoy working both independently and in groups where they willingly share and support each other.

3.(b) The contribution of curricular and extra-curricular provision

- 3.11 The contribution of curricular and extra-curricular provision is good.
- 3.12 The curriculum in all sections of the college, including the EYFS, is broad and diverse, covering all of the requisite areas of learning and includes some stimulating additions to expand pupils' interests and talents. It is appropriate

for all ages and abilities and supports the college's aims to provide a high quality education for pupils of all abilities.

- 3.13 The educational programmes in the EYFS are rigorously planned to provide a breadth of exciting and stimulating learning opportunities for the children, which meets their needs well. The recommendation at the previous inspection to further develop the outdoor area as a learning resource has been met. Activities are planned to fully utilise the extremely well-equipped outdoor space which children access as part of both their child-initiated and adult-led learning. During the inspection, the youngest children thoroughly enjoyed making 'snow' footprints using trays of flour and talcum powder and using the puppet theatre to entertain adults and peers.
- 3.14 In the junior department, reading, writing and mathematics are emphasised, and pupils benefit from access to specialist facilities and subject teaching in PE, creative subjects and in the early provision of a modern foreign language. New programmes have been introduced to extend the English, mathematics, geography and ICT curriculum to challenge the more able. In the senior school, Year 7 classes are of mixed ability, but setting and some streaming has been introduced in Years 8 and 9 to focus teaching more closely to pupils' abilities. In Year 10 and 11, pupils study a good range of GCSE subjects, with a suitable element of choice alongside the compulsory core subjects. The curriculum has been adjusted since the previous inspection to meet individual needs better and to improve the gender balance; for example, additions in the PE curriculum for girls to include visits to a local gym and food technology. If necessary, some pupils discontinue a modern foreign language to create more time to focus on other core subjects.
- 3.15 ICT is well embedded within the college with increased opportunities in recent years, including making tablet and laptop technology available in lessons and in prep time. The college is well resourced and facilities for most subject areas are excellent. The libraries are inviting environments both for research and study. The outdoor environment is pleasant and well equipped so that it can enhance the curriculum from the early years through to sports for the older pupils.
- 3.16 In the junior department, the newly introduced PSHE programme enables pupils to cover and explore key topics such as relationships, living in Britain and internet safety. In the senior school, PSHE is currently taught on one focus day each term which, whilst enjoyed by the pupils, provides little continuity; in addition, some elements of the syllabus are not fully developed. Additional opportunity to explore PSHE topics is provided in form times and assemblies, but this does not always provide the time to ensure consistent depth of understanding. Careers education in the senior school is appropriate for the age group who are looking towards their next phase of education and the world of work.
- 3.17 Pupils with SEND report that they feel well supported and value the time allocated to them to aid their progress. All are clearly identified and well supported, both through the curriculum and in extra sessions before and after school. Support from teachers and assistants within the learning support department is highly valued by the pupils as is the special support group within the homework club. Teachers throughout the college are generous in the extra help and support they give to pupils, especially during examination

periods. Within the junior department the half termly Junior Challenge Programme is open to all pupils and, through a range of interesting stand-alone projects, offers the chance for the more able to work independently to a high level. Special projects enhance the senior school curriculum and provide challenge, including a recent First World War centenary history focus in Years 7, 8 and 9 within which pupils achieved outstanding success.

- 3.18 The curriculum is complimented by a good range of extra-curricular opportunities for all pupils in the college. Activities are well staffed and resourced, offering pupils the opportunity to learn new skills or develop existing ones. Sports activities are popular but, whilst there are some college fixtures and opportunities to compete in regional and national competitions, pupils said they would like a greater number of fixtures. The inspection team agreed that the fixture programme in one year group for some sports was limited. Creative clubs in the junior department offer younger pupils the chance to develop new skills and to work with advanced tools and complete ambitious individual models in wood and plastics. In the senior school, newly introduced activities, such as photography, sewing and journalism, are positive additions to the senior programme. In Years 9 and 10 all pupils participate in CCF with bronze D of E a successful part within this programme.
- 3.19 Community links enhance the curriculum within the locality and further afield. Day visits are integral to the curriculum as are a range of other opportunities. Pupils were enthusiastic about their special time on their Year 6 residential trip and there are several senior trips to Europe.

3.(c) The contribution of teaching

- 3.20 The contribution of teaching is good.
- 3.21 Most teaching throughout the college, including the EYFS, takes careful account of the pupils' abilities and learning needs, develops enthusiasm for the subject and actively helps them become independent learners. Successful teaching is characterised by clear learning objectives, good subject knowledge and well-paced lessons, which maintain the pupils' focus. A broad variety of activities and class discussions inspire pupils, encouraging them to think independently and to question intelligently in order to consolidate learning. The most successful teaching is highly effective in promoting the good progress of pupils and stimulating their interest and enjoyment of their learning.
- 3.22 Teaching in the EYFS shows a high commitment to ensuring pupils benefit from the small groups and individual attention given, and in the overall development of teaching and learning at this young age. Through an excellent balance of adult-led and child-initiated activities, staff promote active learning which enthuses the children and encourages them to explore the world in which they live. In the junior department teaching is characterised by high quality planning and opportunities for pupils to develop their own learning and to work independently as seen, for example, in a Year 5 science lesson when pupils investigated how a string telephone worked. Independent and collaborative work in the senior school fosters a high level of enjoyment and gives opportunities for pupils to pursue their own lines of enquiry as demonstrated, for instance, in a computer coding task.

- 3.23 In the few lessons where teaching is less successful, opportunities for pupils to participate and show their ability are limited, and there is a less varied approach, with a tendency for lessons to be overly led by the teacher. As a result, the pupils' interest is less engaged and their individual needs are not fully met.
- 3.24 Behaviour management in the classroom throughout the college is excellent and based on mutual respect between pupils and teachers. This allows many teachers the opportunity to take risks with their teaching and allow pupils time to be challenged and progress their own interest and knowledge. Whilst the school has gone some way towards meeting the recommendation of the previous report to extend the opportunities for the more able pupils to be fully challenged, in some lessons those pupils are not always sufficiently stimulated, confirming concerns by a very small minority of parents in the parental questionnaire. The teaching of pupils with SEND is highly successful in meeting their needs both within the classroom and in the extra sessions organised for them. Teaching assistants across the school provide valuable help to those who need individual support and the school is successful in meeting the needs of those with a statement of need.
- 3.25 Throughout the college, teaching uses resources imaginatively. Interactive whiteboards feature prominently and, where these were observed to be used effectively, the pupils were more engaged in their learning. Most classrooms are stimulating environments, and displays, especially in the junior department, provide a catalyst for pupils to expand their interest and knowledge.
- 3.26 In pre-inspection questionnaire responses, a small minority of senior pupils raised concern about the value of homework. Inspection evidence showed that the majority of pupils do value homework, but that the quantity set by teachers in some subjects is often inconsistent. The use of assessment data to identify how well pupils are doing in meeting their potential is beginning to improve teaching in some subjects. Prior to the inspection there had been significant development and consolidation in the tracking of pupils' progress. Whilst more focus has been given to setting individual target grades in the senior school the system has not yet been embedded long enough to fully evaluate its success. The best marking gives helpful comments that constructively guide pupils on how they can improve their work. In the junior department marking is both informative and consistent, with helpful comments which set out clear targets for improvement. However, in the senior school marking is not of consistently high quality.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupil

- 4.1 The spiritual, moral, social and cultural development of pupils is good.
- 4.2 Pupils display good spiritual development and have a thorough understanding of the Christian values that are fundamental to the college ethos and which are strongly embedded in all aspects of college life. They grow to believe in themselves, encouraged by the supportive culture, and as they move through the college they develop high levels of self-esteem and self-awareness. Junior pupils grow in confidence and gradually learn to value their role in the school community; the development in their self-worth is shown in the way they help and support each other. They appreciate the wonders of the world around them, as seen in their display work and discussion in the classroom. Senior pupils have a good understanding of their own strengths and thrive within the school's focus on developing individual talents. Pupils throughout the whole college learn to take time to be reflective, whether in their work or in assemblies and church services.
- 4.3 Pupils' moral development is excellent. In the EYFS they listen attentively, respect toys and resources and are keen to be chosen for tasks of responsibility. Older pupils have developed a strong sense of right and wrong through examples set for them in school and through lively discussions on moral issues in lessons and activities. They have a keen sense of both fair play and justice; they seek ways to make a positive contribution to their school and the wider community, whether it be the junior school council debating on how to improve the local environment, or the senior council initiating school improvements. Mutual respect and co-operation were evident in the many lessons involving collaborative work, where pupils understood the need to help each other and support those less confident in their abilities. Their high standards of behaviour, and their understanding that they are responsible for their actions, contributed considerably to their excellent work ethic observed in many lessons. The pupils demonstrate a keen sense of responsibility and are proud of their roles in leading the school as prefects, house and games captains or monitors.
- 4.4 Throughout the college, the pupils develop good social relationships in a happy, safe and secure environment as a result of the excellent role models provided by staff and the support they receive. In the EYFS, children consistently and thoughtfully share and take turns. For example they give their friend the last card in the number line saying, 'Would you like to put this one down?' Throughout the college pupils develop a good competitive spirit through their involvement in both the house system and team sports, and understand the importance of having fun in a social setting. Junior children begin to develop an understanding of how democracy works through learning how to vote for their school council representatives and understanding the roles that are needed to run an efficient organisation. Senior pupils show an understanding for the need for rules and laws but report they have few opportunities to debate and explore their understanding of their democratic society. Both junior and senior pupils develop an awareness of inequality in the world through their support of a range of charities in the local community and across the world. Pupils benefit from the college ethos and teaching which supports the growing need to understand the rights of people to live in harmony together within society.
- 4.5 Pupil's cultural development is sound. Within the college community there is little cultural diversity but the pupils appreciate the variety of cultural difference within the world through their lessons, activities and opportunities to travel. They demonstrate

mutual respect and tolerance for each other and for the beliefs and faiths of others in the world as shown in some of their classwork. Senior pupils' understanding of the values that are important in British society are developed in some curriculum subjects but pupils report the opportunities to explore and debate these issues are less well developed in the PSHE programme. Junior children benefit from their link with a school in Kenya and pupils of all ages are keen to share the experiences of their travels and visits to cultural centres both at home and abroad.

- 4.6 Pupils achieve good standards of personal development as they progress through the school from EYFS to Year 11 and grow into confident, mature and caring young people eager to begin the next phase of their education or working life.

4.(b) The contribution of arrangements for pastoral care

- 4.7 The quality of pastoral care is excellent.
- 4.8 The college is very successful in meeting its aim to provide a caring and supportive community, in which pupils receive excellent guidance. The excellent relationships between pupils, and also between the pupils and staff, build a strong community spirit where most pupils choose to continue their education from EYFS to Year 11 because they are happy and feel valued. Pupils say they feel safe and know what to do if they are worried or concerned. Those interviewed confirmed they have a choice of adults they would turn to if they needed help or support.
- 4.9 Excellent staff ratios in the EYFS ensure that groups are small and that children are well cared for in a nurturing environment. Children feel safe and secure and confidently relate to all staff members, including their key worker. Parents were overwhelming in their praise for the pastoral care given to their children, commenting, 'children are confident and given love and care'. Children understand the expectations in the EYFS and respond positively to the plentiful praise they receive. Daily routines are well-established adding to the children's feelings of security and self-assurance.
- 4.10 The pastoral structure is clear and fully understood by the pupils of the senior school and junior department. Junior form teachers are highly successful in looking after the needs of their pupils. Form tutors in the senior school provide good initial support for most pupils and parents, and the school's records show that the assistant heads in charge of pastoral care are quick to handle any more serious concerns.
- 4.11 Behaviour is well monitored throughout the college. A very small minority of parents and pupils expressed concern on the pre-inspection questionnaire that bullying is not always appropriately handled. The inspection found that clear pastoral policies, including the anti-bullying policy, are known to staff and implemented effectively. Incidents of bullying are carefully recorded and documents show they are monitored closely. All pupils are taught to guard against and report any harassment or bullying and during pupil interviews they reported that such incidents are rare. Where concern was expressed by pupils regarding bullying, the incidents were related to a time earlier in their school career. They reported in pupil interviews that in recent years they have had confidence in the school to handle any concerns and that they have been resolved satisfactorily.
- 4.12 In response to pre-inspection questionnaires, a small minority of pupils in the senior school felt that sanctions and rewards were not applied consistently. The school had recently undertaken a review of the behaviour policy and at the time of the

inspection a new policy was being introduced to provide more detailed and clearer guidance on rewards and sanctions and when they should be applied. The high standard of the pupils' behaviour ensures that serious sanctions are rarely needed but when applied these are proportionate and appropriately recorded. Pupils of all ages report they enjoy the systems of rewards, such as good conduct marks, lunch passes and house points although the older pupils in Year 11 expressed disappointment that they were sometimes considered too old to receive rewards.

- 4.13 A minority of pupils reported on the pre-inspection questionnaire that the college does not ask for pupils' opinions or respond to them. The inspection found the college provides good opportunities for pupils' views to be heard. A school council offers formal opportunities to voice concerns and pupils report they use the suggestion box for a variety of suggestions and issues. A pupil survey conducted in 2014 sought their views on a number of topics such as the quality of marking, homework and extra-curricular provision and the school had acted upon much of the feedback, especially regarding extra-curricular provision. Pupils report that they often use the informal opportunities available to them, such as raising topics for discussion in form time, and they are satisfied that they receive appropriate feedback. For example, a change to the school lunch rota was achieved through pupils voicing their concern.
- 4.14 Pupils were seen to eat healthily and the college does not provide unhealthy snacks during the day. Meals are nutritious and cater to food allergies and particular preferences. Children in the EYFS understand the meaning of a healthy lifestyle and diet. For example, they made their own healthy mid-morning snack and were able to explain the importance of warming up before a PE lesson. The children were independent in managing their own hygiene and personal needs, with staff offering sensitive support and supervising appropriately. Throughout the college, exercise is encouraged during the games and PE lessons and through the extra-curricular programme. Pupils are encouraged to use the outdoor play areas during their breaks and at lunchtime. A suitable accessibility plan for the college provides for any special needs and is under regular review.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.15 The quality of the arrangements for welfare, health and safety is excellent.
- 4.16 The college has excellent arrangements in place for the welfare, health and safety of all members of their community. A suitable health and safety policy is kept under review and procedures are closely monitored and a thorough oversight of maintenance and areas of risk is maintained. A risk assessment policy is reviewed annually by the college governing council and risk assessments throughout the college and for trips and visits are thorough. Centralised records allow for all health and safety procedures to be evaluated and closely monitored. The buildings and grounds are maintained to a high standard to provide a safe and attractive working environment.
- 4.17 Fire safety is well managed and fire drills each term ensure evacuation procedures are efficient and fully evaluated. The equipment and fire system is regularly maintained by outside contractors and a fire risk assessment, which is completed annually, highlights any areas requiring attention.
- 4.18 Firmly established systems and excellent practice within the EYFS setting ensure that the welfare and safeguarding requirements are understood and followed by all

staff who take a shared responsibility for the wellbeing of the children. Policies and procedures for safeguarding and child protection throughout the college are reviewed annually by the governing council and any deficiencies are identified and remedied quickly. A governor with special responsibility for child protection offers good support to the designated members of staff who are fully trained in interagency procedures. Child protection training for staff is updated at an appropriate frequency and close links are maintained between the college and local welfare agencies.

- 4.19 The college maintains an appropriate electronic admission register which is backed up and stored appropriately. Electronic registration of pupils is thorough and any absence is followed up quickly. The school knows what to do if a child were to go missing. A well-equipped medical centre, overseen by qualified nurses, ensures efficient handling of accidents and illness. There is a comprehensive first aid policy which outlines clear procedures for staff, many of whom have first aid training. The school ensures due care is given for the welfare of those with special physical or learning needs and reports are issued to the local council for any pupils with an education health plan.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Since the previous inspection, the experience and support of the governing council has allowed the college to successfully maintain good educational standards and its distinctive ethos of a caring and supportive community. The governors have successfully promoted their vision to provide an education for pupils of wide ranging abilities and talents, ensuring that they work towards achieving their potential.
- 5.3 Many governors have a long and personal connection to the college and use their valuable range of expertise and skill in a range of professions to ensure its continued success. The main college council meets termly to monitor and evaluate the performance of the college both on an educational and financial level. Two main sub committees, for academic strategy and finance and general purposes, provide excellent support for the senior management team and report regularly to the main council. Governors have a clear vision for the college and a sound financial and strategic development plan is supported by close liaison between the finance committee and senior managers.
- 5.4 Governors fully understand their corporate legal responsibilities and maintain strong oversight of policies and procedures. The chairs of the sub-committees and the main board meet with the headmaster and general manager on a regular basis to ensure that their areas of responsibility are fully discharged. An appointed governor for child protection maintains close contact with the school and governors have received child protection training. The board fulfils its responsibilities for reviewing the safeguarding policy annually and ensures that procedures are efficient. They ensure an effective annual audit of risk, and welfare, health and safety concerns, takes place.
- 5.5 Governors have undertaken good levels of training in their responsibilities and spend time at the College each year to visit lessons, have meetings with college staff and senior management and gain a better understanding of the day-to-day operation of the college. Effective support for the EYFS is provided through a designated governor. Governors are frequent visitors to the college and they have recently been affiliated to departments to allow them to gain a better understanding of educational developments. They try to attend as many college functions as possible, ensuring contact with parents.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.6 The quality of leadership and management, including links with parents, carers and guardians, is good.
- 5.7 The senior leadership and management team of the whole college, supported by a dedicated and enthusiastic teaching and non-teaching staff, enables the aims of the college to be successfully fulfilled, resulting in the good quality of the pupils' education and personal development from Early Years to Year 11.

- 5.8 The college management has successfully navigated a recent period of instability in leadership but this has been firmly reversed with the appointment of a new headmaster and a re-evaluation of the senior management roles. There is a clear educational direction for the college and a thorough review of the development plan has taken place. The recommendations of the previous inspection to re-evaluate the effectiveness of the multiple roles performed by some managers have been successfully completed and further plans have been introduced to clarify and strengthen these roles. This has resulted in an increase in the aspirational ethos amongst both staff and pupils, and the setting of ambitious goals for the future. Staff, pupils and their parents report feeling positive about recent developments initiated in both the junior department and senior school.
- 5.9 In the junior department, including the EYFS, management provides excellent leadership where routines and procedures are well planned and very effective. In the EYFS, educational programmes are carefully monitored and there are regular opportunities for senior managers and staff to reflect on and evaluate the children's learning and the effectiveness of their practice. The Early Years development plan reflects the vision and ambition of the management team for continuous improvement to ensure the best outcomes for children. However, the plan lacks some detail regarding the allocation of responsibilities, structured time scaling, a budget allowance and specific success criteria. Staff are well supported in their professional development and are able to access external training including from the local authority. Additionally, regular internal training days are arranged and staff meetings provide opportunities to discuss future developments and to share good practice.
- 5.10 In the senior school, renewed focus on teaching and learning over the last twelve months has improved pupil performance and the effectiveness of many subject departments, including the use of target grades, a traffic light system for pupil progress and an improving focus on the more able. Middle managers offer good support for the many new initiatives, especially in improving teaching and learning, though there are inconsistencies and some departments are more effective than others.
- 5.11 Methods of communication have improved and a growing amount of information about pupils' progress and welfare is shared across the college both informally and formally at meetings. Academic data is now shared between staff and increasingly with parents to improve target setting. This good communication is enhanced by regular heads of department and pastoral team meetings in the senior school and weekly key stage coordinator meetings in the junior department. Staff liaise between the junior and senior sections most effectively to promote the through school ethos.
- 5.12 The governors and management team ensure that well-qualified staff are appointed and the staff reported that they felt supported and well led. Staff training needs are identified effectively throughout the college through the appraisal programme. There is a readiness to share best practice and a system of peer observations has been introduced. Senior team monitoring is both formal and informal with senior staff "dropping into" lessons both announced and unannounced. Individual professional development is encouraged and many staff attend courses to extend their knowledge and enhance their practice.
- 5.13 The general management of the estate and financial management is of an excellent quality and provides invaluable support to all sections of the college. Welfare, health

and safety procedures are efficient and the procedures to ensure the suitability of staff, volunteers and governors to work with children are secure. The central register of appointments is well maintained. In accordance with the aim to provide a caring and supportive community, the college management has ensured all aspects of child protection are implemented effectively and all staff are trained in safeguarding procedures, and in welfare, health and safety more generally. The college policies have been recently updated to reflect the new initiatives introduced into the school and are now more clearly defined. The college has a suitable complaints procedure and formal complaints have been handled according to the policy and documented appropriately.

- 5.14 The quality of links with parents and guardians is good. Parents responding to the pre-inspection questionnaire showed the highest levels of approval for most areas of school activity. They supported strongly the pastoral care, breadth of the curriculum and the range of extra-curricular activity. They appreciated the progress made by their children and the way concerns are handled by staff.
- 5.15 Within the EYFS, the excellent partnership with parents and the open channels of communication ensure that children's individual needs are met appropriately with referral to, and support from, external agencies when necessary. The EYFS parents feel their children are extremely well supported in settling when they join the school, and that this continues as they progress through the Early Years. Parents bring their children into the classroom each morning, giving them the opportunity to discuss any minor issues or concerns with staff.
- 5.16 Parents are welcomed into the junior department and showed in the pre-inspection questionnaire their appreciation of the time given to them by managers and staff should they have any queries or concerns. Senior school parents reported that communication between home and school has improved and detailed information is readily available, increasingly through the electronic communication systems. The parent portal on the college website is particularly well used in both the junior and senior schools to access specific information about their children.
- 5.17 In the Early Years, twice yearly reports provide parents with helpful information on their child's progress with opportunities to have further discussion at parent meetings. In addition staff and parents celebrate and recognise children's successes and achievements on the 'Wow wall' display. Throughout the college, useful reports provide good information on pupils' progress and areas for improvement, and in the senior school these are augmented by half termly grade cards. In addition, parent consultation and information evenings keep parents informed of school developments and their child's progress. Parents are also kept up to date with information regarding college policies, news, events and successes by a variety of methods including the college website, termly newsletters, regular blogs and the annual magazine, *Shorehamer*. Parents are welcomed and actively encouraged into the college through events such as sports matches, drama and musical productions. They also have the opportunity to be involved further through the Parents' Association, which organise regular fund raising and social events.

What the school should do to improve is given at the beginning of the report in section2.