

School inspection report

3 to 5 February 2026

Shoreham College

St Julian's Lane
Shoreham-by-Sea
BN43 6YW

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders are trained to ensure they have the appropriate skills and expertise for their roles. They provide relevant information to parents and other external agencies, as required, through the school's website. Leaders promote the school's aims effectively throughout the curriculum and activities outside the classroom. Governors maintain effective oversight of the school through regular contact with school leaders.
2. In the early years, well-trained staff provide a stimulating curriculum that promotes children's learning and self-confidence. Leaders maintain close communication with parents to support their child's learning and development. Staff help children to develop positive behaviours and attitudes so that they make good progress in all areas of learning.
3. Leaders provide a broad and well-resourced curriculum that meets the needs of pupils of all ages. Effective curriculum planning in the early years enables children to make good progress in communication and writing skills. Thoughtful lesson preparation and a range of teaching strategies allow pupils across the school to make progress in their learning. However, in some lessons, pupils make less progress because teachers do not consistently challenge low-level disruption by a minority of pupils.
4. Leaders foster a culture of safety and mutual respect within which pupils are encouraged to articulate their ideas. The personal, social, health and economic education (PSHE) programme provides pupils with wide-ranging opportunities to learn about themselves and each other. Leaders monitor provision to ensure that pupils' changing needs are supported in lessons and in extra-curricular activities. They promote mutual tolerance and understanding so that pupils maintain positive and supportive relationships with each other. Pupils have a secure understanding of leaders' expectations of their behaviour and of the associated rewards and sanctions system. However, these are not always applied consistently by teachers.
5. Leaders provide a range of opportunities for pupils to contribute to the lives of others. Pupils play an active part in the wider community and in organising committees and assemblies in school. Pupils throughout the school are given the opportunity to think about the next stages of their education and the careers they could be interested in.
6. Leaders manage safeguarding arrangements effectively. They respond appropriately to any concerns and keep detailed records of any incidents. Staff know how to report any safeguarding concerns. Leaders are proactive in helping pupils understand how to protect themselves and share their concerns. Senior leaders oversee the effective implementation of a rigorous recruitment process.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- Ensure all teachers consistently challenge low-level disruption by a minority of pupils so that pupils can learn and make progress in all lessons
- ensure that teachers apply rewards and sanctions consistently and in line with school policy so that pupils' positive behaviour is more effectively supported.

Section 1: Leadership and management, and governance

7. Leaders demonstrate good skills and knowledge which is appropriate to their roles. They promote a culture of self-reflection that fosters continuous professional improvement throughout the school. This is reflected in policies and procedures that promote pupils' wellbeing and comply with relevant legislation and guidance. Leaders ensure that staff and pupils understand school policies and monitor their implementation effectively so that the Standards are consistently met.
8. Leaders thoroughly evaluate the impact their decisions have on pupils' outcomes. They consult widely before publishing the school's development plan. Senior leaders, middle managers and early years leaders work together to identify next steps for the school so that pupils' outcomes will be improved.
9. Leaders ensure that pupils develop a secure understanding of the school's aims. These are consistently reinforced through the curriculum, which promotes mutual respect. The school's ethos is promoted through the strong culture of service, with pupils participating in meaningful community work such as Age UK initiatives, working with homeless shelters, environmental conservation activities and charity fundraising and volunteering.
10. Governors have a thorough understanding of their responsibilities in maintaining oversight of the school. They provide well-informed challenge and support on every aspect of provision, including through meetings, reports, visits and surveys. Governors work closely with leaders to ensure that there is a culture of continuous improvement through their oversight of the school's development plan.
11. Leaders and managers actively promote the wellbeing of pupils by taking a strategic, comprehensive and inclusive approach to the identification and management of risk. They implement suitable measures to mitigate risk in all areas of the school, including on school trips and in relation to pupil behaviour and safeguarding. Staff responsible for these areas receive appropriate training from qualified staff and external providers.
12. Leaders in the early years oversee the effective implementation of policies and schemes of work that take pupils' ages and needs into account. They provide suitable training and support for staff so that they understand and fulfil their responsibilities well. Leaders work closely with parents to help them understand how they can support their child's learning and development. They provide parents and the local authority with information about the setting and about children's attainment and progress.
13. Leaders fulfil the requirements of the Equality Act 2010 and publish a thorough accessibility plan, which ensures that all pupils can access the curriculum.
14. The school maintains a suitable complaints policy that provides a three-stage complaints process. Leaders handle complaints within the published timeframes. They keep detailed and up-to-date records of complaints received and of the measures taken by the school in response.
15. Leaders make information about the school and its policies and procedures available, including on the school's website. They provide parents with information about their child's attainment and progress through annual reports and in-person meetings.

16. Leaders maintain appropriate links with external agencies. They provide the required information to the local authority about the provision, funding and finance for pupils with an education, health and care plan (EHC plan). Leaders inform the local authority about pupils who join or leave the school at non-standard transition times.

The extent to which the school meets Standards relating to leadership and management, and governance

17. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

18. Leaders provide a broad and balanced curriculum, which is planned to support pupils' needs. They provide a range of options beyond the core GCSE subjects, such as hospitality and catering, and food technology. The curriculum is planned to allow pupils to revisit key concepts and skills regularly as they move through the school. This enables pupils to develop their skills, knowledge and understanding well in all curriculum areas. Pupils make good progress and typically attain at levels that exceed national averages at GCSE. They are well prepared for the next stage of their education at sixth-form colleges or schools.
19. Middle and senior leaders work together to plan and promote effective teaching and learning strategies based on evidence-informed practice and collaboration. They identify different approaches to teaching and learning to support pupils' needs and review their impact on attainment. For example, leaders have reviewed the curriculum and assessment programme in response to teachers' understanding of how knowledge is committed to pupils' long-term memory, and the ways it can be recalled.
20. Leaders implement a robust and evolving framework for assessment, teaching and learning. Their strategic use of data has a measurable and positive impact on pupil outcomes. Leaders analyse areas of weakness, such as underperformance in extended writing, to agree on strategies that address gaps in knowledge and skills. Teachers use assessment information effectively to inform planning and teaching. As a result, learning activities are well matched to pupils' level of achievement and contribute positively to their progress over time. Assessment outcomes are shared and discussed regularly with pupils so that they understand what they need to do to improve.
21. Teachers implement detailed schemes of work effectively to encourage pupils to explore ideas and make connections between different areas of working. Pupils in the junior school enhance their understanding of complex historical events, such as Dunkirk, by considering the feelings of those involved in the construction of 'empathy maps'. Senior-school pupils reinforce their understanding of healthy lifestyles when learning associated vocabulary in modern foreign languages lessons.
22. Teachers plan activities that enable pupils with different levels of prior attainment to make good progress. They make effective use of resources such as scaffolded worksheets with both higher- and lower-order questions to support and challenge pupils when learning about subjects such as Islamic traditions in religious studies (RS) lessons. Teachers provide challenging tasks for pupils with higher prior attainment, such as by extending learning about the origins of World War Two to the exploration of hyperinflation in the Weimar Republic.
23. Teachers' knowledge and understanding of their subjects are secure. In most lessons, teachers manage time well so that pupils are engaged in their work and behave well. However, in some lessons, activities are less well matched to pupils' needs. This results in a minority of pupils losing focus and displaying inappropriate behaviour. Teachers do not always challenge such behaviour, so that pupils do not make consistently good progress in these lessons.
24. Teachers monitor pupils' progress throughout the school through regular evaluation of their responses in lessons, marking homework and formal assessments. Leaders provide guidance and training for teachers in the provision of effective feedback to pupils. In some subjects, teachers provide effective feedback, which helps pupils to make progress. However, this practice is not yet consistently embedded throughout the curriculum.

25. Staff in the early years plan activities that enable children to make good progress through an understanding of their own achievements and the next steps in their learning. Teachers use writing resources effectively, so that children are confident to explore challenging words and their spelling. They provide children with the information they need to check their own work, thus enhancing their progress and their understanding of what they need to do to improve. Children are articulate, confident and make good progress in all areas of learning.
26. Academic and pastoral leaders work collaboratively to ensure that the curriculum is tailored to the needs of pupils who have special educational needs and/or disabilities (SEND). Staff undergo regular specific training, which enhances their expertise in understanding and meeting pupils' needs. Leaders allocate additional staffing in lessons to enable pupils to receive additional support in their learning. Teachers use effective strategies such as acronyms, exemplars and sentence starters to support pupils in their learning. As a result, pupils who have SEND make good progress and attain well, including in GCSE examinations.
27. Leaders identify pupils who speak English as an additional language (EAL). A suitable programme is in place should any pupils need support in accessing the curriculum. Leaders take pupils' language needs and expertise into account, including through the timing of public examinations in their home languages.
28. The school provides a wide-ranging programme of activities outside the classroom to develop pupils' academic and broader interests. After-school activities, including those specifically supporting academic progress, are provided alongside those dedicated to the performing arts, sport and The Duke of Edinburgh's Award scheme (DofE). Leaders monitor pupils' participation to ensure that all pupils have equal opportunities to participate in a range of activities.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 29. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

30. Leaders maintain a culture that promotes mutual trust and respect between pupils and staff. Pupils benefit from a wide range of opportunities to share their views with leaders. These include assemblies delivered by form groups, allowing pupils to present topics of personal interest, thereby building confidence and self-esteem. Leaders provide opportunities for pupils to reflect and to develop their spiritual understanding through regular gatherings in the nearby church and assemblies.
31. Leaders ensure that pupils are supported to develop confidence, independence and self-awareness from the start. Staff in the early years help children learn to understand and manage their feelings and emotions, using strategies such as breathing balls to manage anxiety and guided discussions to develop empathy. Children follow the example of adults in the setting, learning to celebrate each other's successes and support their friends. Leaders promote an emotionally secure environment that builds resilience and supports a smooth transition into Year 1.
32. Staff know the pupils well and make effective use of a robust pastoral system to support pupils' emotional needs. Leaders monitor trends in behaviour and put in place strategies to manage areas of concern. Pupils benefit from the 'say something' system, which provides opportunities for them to share concerns and ideas with leaders through pupil 'ambassadors' and group activities. As a result, pupils are confident to take academic risks within a collaborative, emotionally secure school culture. Staff responsible for delivering PSHE and relationships and sex education (RSE) work across pastoral and academic teams, facilitating openness and understanding regarding pupils' changing needs.
33. Leaders implement a behaviour management policy that is centred around supportive rather than punitive responses. Staff take the individual needs of pupils into account, adapting their responses and providing effective support. Pupils understand the rewards and sanctions policy well. However, it is not always applied consistently by teachers, both in terms of rewarding positive behaviour and addressing behaviour that falls below the school's expectations.
34. Leaders promote a clear awareness that bullying is unacceptable. Pupils understand their responsibility to act as responsible bystanders should they observe any bullying behaviour in school. Staff implement the effective anti-bullying policy consistently and provide individual support for pupils who are involved when bullying occurs.
35. The PSHE programme is thoughtfully planned and clearly sequenced so that pupils revisit topics at regular intervals from the early years through to Year 11. This structured approach enables pupils to progressively develop a growing understanding of themselves, each other and the world around them. Pupils are taught strategies to build resilience, reframe negative thoughts and develop practical coping mechanisms.
36. Leaders implement a suitable RSE programme that enables pupils to develop an understanding of how to maintain healthy relationships. They ensure that teachers are appropriately trained and take the views of pupils and parents into account when reviewing the curriculum. Teachers identify gaps in pupils' understanding and adapt their lessons in response. Suitable arrangements are in place for parents to withdraw their child from specific elements of the programme should they wish to do so.

37. Staff plan a range of engaging activities that help pupils to learn about the importance of respect for people who may be different from themselves. Pupils develop empathy and self-awareness when considering their own identities and those of others. Leaders extend pupils' understanding of the importance of tolerance and the meaning of discrimination through assemblies and topics within the curriculum.
38. Leaders maintain robust health and safety arrangements. They make effective use of external specialists to ensure that all required checks are carried out. Leaders employ a thorough system of monitoring so that any issues are dealt with promptly and the premises are well maintained. Suitable arrangements are in place to minimise risk from fire. Leaders give careful consideration to the needs of children in the early years and pupils who may need additional support during regular fire drills.
39. Designated staff receive appropriate first aid training, ensuring they have the required knowledge and skills to administer first aid to pupils effectively. The medical team works closely with pastoral and safeguarding leaders to ensure pupils receive appropriate support throughout the school day. Leaders ensure that staff are appropriately deployed to supervise pupils across the school. A suitable number of adults supervise children in the early years, including when eating.
40. Pupils develop an understanding of the importance of maintaining physical wellbeing through physical education (PE) and biology lessons, and dedicated health instruction across all year groups. Pupils receive age-appropriate teaching on hygiene and dental health, nutrition and exercise. Older pupils learn to distinguish between health and cosmetic choices in later years.
41. Pupils engage in a broad range of activities as part of the PE curriculum. Specialist staff plan frequent opportunities for pupils to learn about teamwork and develop physical skills, self-confidence and risk-taking when competing in co-educational fixtures. Staff provide appropriate levels of support for pupils so that they make good progress in lessons. Leaders provide opportunities such as climbing, piloting and rowing for pupils in Years 10 and 11 to broaden their experiences and develop a long-term engagement with physical wellbeing.
42. Leaders maintain accurate records of admission and attendance in line with current requirements. They implement a suitable attendance policy and monitor attendance systematically so that concerns may be identified. By sharing information rapidly, staff responsible for pastoral care intervene effectively when absence trends emerge.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 43. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

44. Leaders promote the school's values of inclusivity, mutual respect and kindness so that pupils are well prepared for life in British society. The PSHE curriculum provides opportunities for pupils of all ages to learn about British values. Teachers plan activities that engage pupils in discussion and debate about complex issues. They enable pupils to develop an understanding of right and wrong, and of the importance of the rule of law in British society. Teachers encourage pupils to engage with contemporary issues in a factual, balanced and non-partisan manner, developing informed and respectful viewpoints.
45. Staff in the early years help children to acquire an early understanding of the world around them and of the different people who make up their community. Older pupils develop an appreciation of mutual tolerance and understanding through PSHE lessons and the wider curriculum. Leaders provide a range of activities outside the classroom, which foster pupils' social and cultural knowledge and understanding.
46. Leaders offer a range of opportunities for pupils to show initiative and develop their own leadership skills. Pupils contribute to school life through participation in numerous committees which play a part in identifying ways to enhance provision. These include groups focused on equality, diversity and inclusion, and pupils' wellbeing. Older pupils support younger pupils when assisting staff in the supervision of activities in the early years and junior school. Pupils undertake voluntary work for a range of charities, including those working with elderly local residents.
47. Leaders in the early years help children to develop confidence when socialising with others through participation in whole-school assemblies and lunches with older pupils. Staff encourage children to incorporate tolerance and compromise into their playground behaviours so that they learn to establish good friendships and resolve conflicts independently.
48. Pupils develop an understanding of public services and institutions from an early age. Children in the early years learn about how the emergency services help others. Older pupils gain practical experience of democracy and civic responsibility through assemblies, budget voting exercises and visits from local MPs. Pupils engage in the democratic process when voting for trips and activities during enrichment week and in school council elections.
49. Leaders provide a range of opportunities for pupils to learn about the practices of different faiths in RS lessons. Pupils deepen their historical awareness and empathy through listening to guest speakers, such as a Holocaust survivor. The school's equality, diversity and inclusion committee, comprising pupils, parents and staff, helps to raise pupils' awareness of people who are protected under the Equality Act 2010. This includes the organisation of events such as school assemblies and form meetings to discuss issues relating to identity and inclusion.
50. The school provides a range of opportunities for pupils of all ages to consider their future careers. Children in the early years engage in role play focused on different jobs. Leaders provide careers fairs so that pupils in the junior school gain an understanding of some of the options open to them in the future. Pupils in Year 9 are supported, prior to making decisions about GCSE options, through careers education lessons, university aspiration trips and discussions about workplace skills. These help pupils to understand the relevance of current learning to future employment and training

opportunities. Leaders provide further support through the use of career profiling and careers days, which help pupils to prepare for future professions. The oldest pupils broaden their awareness of post-16 options at careers fairs and during visits by former pupils who work in a range of professions. Leaders provide pupils with the opportunity to develop skills that broaden their employment options through engagement in vocational qualifications such as hospitality and catering.

51. Staff help children in the early years to consider the role of money in their lives through discussions about shopping and holidays. Older pupils explore ways of saving money in mathematics lessons and learn about topics such as cryptocurrency and gambling in PSHE lessons. Leaders include aspects of financial management, such as bank accounts and budgeting, within the careers programme so that, by the time they leave the school, pupils have a clear understanding of how to manage money responsibly.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 52. All the relevant Standards are met.**

Safeguarding

53. Leaders maintain a robust and proactive safeguarding culture. They draw up policies and procedures that pay due regard to current statutory guidance to promote pupils' safeguarding and wellbeing. Leaders provide all staff with comprehensive annual safeguarding training, supplemented by frequent updates. Leaders with safeguarding responsibilities are appropriately trained for their roles. Staff clearly understand their responsibilities and report any concerns promptly.
54. Governors provide support and maintain effective oversight of safeguarding. They meet regularly with leaders and are well informed about current concerns through frequent reports and updates. Governors undertake an annual review of policies and procedures, which provides them with a clear understanding of how leaders are managing any concerns.
55. Leaders take appropriate action when concerns are reported. They keep detailed, up-to-date records of their actions, which are stored securely. The safeguarding team works effectively with relevant external agencies, liaising closely with children's services and the police where necessary, including referring concerns on to them when required.
56. Staff understand leaders' expectations of their conduct as outlined in the staff code of conduct and how to share any concerns about the behaviour of adults in the school. Leaders respond to such concerns promptly, keeping detailed records of concerns and any action taken. Leaders have a secure understanding of the need to report more serious allegations to external agencies when required.
57. Leaders maintain effective oversight of a comprehensive internet filtering and monitoring system. Senior staff respond promptly to alerts, recording actions taken and considering the wider context of each concern. Leaders provide opportunities for pupils to learn about how to stay safe online in PSHE lessons and assemblies, including in their use of social media. The school has a no-phones policy during the school day and pupils extend their understanding of online safety through discussions in lessons and form time.
58. Leaders provide a range of accessible means for pupils to communicate their thoughts and concerns, including through the use of QR codes or in written form. Leaders make strategic use of senior-school staff in Years 5 and 6 so that pupils are able to identify trusted adults when they move into the senior school.
59. Leaders ensure that the necessary pre-appointment checks are completed for staff, governors and volunteers before they start work at the school. These checks are accurately recorded on the single central record of appointments (SCR). Governors and senior leaders regularly review the SCR to ensure it is accurate and meets the requirements.

The extent to which the school meets Standards relating to safeguarding

- 60. All the relevant Standards are met.**

School details

School	Shoreham College
Department for Education number	938/6027
Registered charity number	307045
Address	St Julian's Lane Shoreham-by-Sea West Sussex BN43 6YW
Phone number	01273 592681
Email address	info@shorehamcollege.co.uk
Website	www.shorehamcollege.co.uk
Proprietor	The Kennedy Independent School Trust Ltd
Chair	Mr Simon Barnett
Headteacher	Mrs Sarah Bakhtiari
Age range	3 to 16
Number of pupils	332
Date of previous inspection	10 to 12 January 2023

Information about the school

61. Shoreham College is an independent co-educational day school situated on a single site in Shoreham-by-Sea, West Sussex. The school is a charitable trust, governed by a board of trustees. The school consists of a pre-school and junior school for pupils aged 3 to 11, and a senior school for those aged 11 to 16.
62. There are 14 children in the early years, comprising one Nursery and one Reception class.
63. The school has identified 76 pupils as having special educational needs and/or disabilities. A small number of pupils in the school have an education, health and care plan.
64. The school has identified English as an additional language for nine pupils.
65. The school states its aims are to provide a nurturing, inclusive and ambitious education within a strong community. The school seeks to ensure that every pupil is known and valued as an individual and supported to achieve their full potential. It aims to develop pupils' academic ability alongside qualities such as confidence, resilience, creativity and independence.

Inspection details

Inspection dates

3 to 5 February

66. A team of four inspectors visited the school for two and a half days. The on-site inspection was quality assured by a monitor.

67. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

68. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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