



Seahaven Academy

The best in everyone™

Part of United Learning

Seahaven Academy

Ofsted 2016

Summary of key findings

School report

Seahaven Academy

Southdown Road, Newhaven, East Sussex BN9 9JL

Inspection dates

9–10 November 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, <u>behaviour</u> and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	<u>Not</u> previously inspected



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“A Good School”



The principal provides dynamic leadership focused on rapid and sustainable improvement. With senior leaders, she has created a **culture of high expectations, which has transformed the school.**



The principal, senior leaders and governors are highly ambitious for the school. They have an accurate understanding of the school's strengths and weaknesses and work effectively to ensure that all pupils achieve more highly.



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Pupils behave well in lessons and around school. They are supportive and understanding of each other's similarities and differences. Pupils are well prepared for life in modern Britain.



Pupils across the school make good and improving progress. Consistent and effective monitoring by school leaders ensures that **teaching and behaviour are good.**

Pupils take pride in their work.

Teachers' hard work to improve literacy and numeracy skills is helping pupils to make good progress



Pupils know how to improve their work because teachers use assessment and feedback procedures consistently.



Leaders' work to improve the quality of teaching and learning has increased pupils' engagement and improved their progress

The principal and senior leaders exemplify the academy ethos 'be ambitious, be determined, **be the best!**'

Leaders have transformed the school culture, creating a vibrant yet calm environment to which pupils and staff are **proud to belong**.

Exclusions have dropped significantly. Pupils' attendance has improved, sometimes dramatically.



Leaders and teachers value the support and challenge from the United Learning group, which has helped the school to improve.





Pupils take on responsibilities enthusiastically and enjoy contributing to school life.

Leaders' close monitoring and work with individuals have ensured that pupils who have special educational needs and/or disabilities make good progress. **The progress of disadvantaged pupils has improved rapidly.**



Pupils' achievement is good and improving across a wide range of subjects.

Pupils currently in school **are making good progress**

Pupils who have special educational needs and/or disabilities make good progress.



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The quality of
teaching,
learning and
assessment is
**good and
improving.**



Homework is used consistently to check and extend learning



Teachers and pastoral leaders have created a calm, vibrant community



There are high levels of staff morale and trust in the leadership.



Pupils are well looked after because pupils' welfare and safety are a high priority for leaders and teachers. Parents and pupils appreciate this. Leaders make good use of support from external agencies to help those who are struggling.



The leadership of special educational needs and the variety of support available for vulnerable pupils is particularly effective.





Many pupils take advantage of early-morning and after-school homework help, and attend trips to places of interest such as the world war one battlefields. One parent said, 'I cannot praise the school enough for the increase in confidence of my son' as a result of attending school clubs.

Pupils are **safe and well looked after**.

A large majority of parents say their **child feels safe** at school.

Pupils know who to talk to if they have any concerns.



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The school's
spiritual, moral,
social and
cultural
provision is
strong.

