


Seahaven Academy

Address: Haven Way, BN9 9TD

Unique reference number (URN): 140679

Inspection report: 11 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Overall, pupils achieve well from their individual starting points. This means that they gain the appropriate knowledge and skills needed in different subjects. Consequently, pupils are ready for the next stage of their education, employment or training.

Pupils' positive experiences in school mean they develop the foundational knowledge in reading, writing and mathematics they require. Over time, leaders' effective actions are closing gaps that exist in pupils' knowledge and understanding. As a result, pupils engage successfully with the curriculum and demonstrate progress in their learning. This is evident in the quality of pupils' work.

Leaders have raised attainment in national examinations for pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, with gaps narrowing.

Attendance and behaviour

Expected standard 

Leaders take every opportunity to promote the importance of regular attendance. They have established clear systems to support families. They rigorously follow up on any attendance concerns. Staff work closely with pupils and their families to remove barriers to attendance. They draw on external professional support where needed. Although overall attendance remains below the national average, leaders' actions are making a positive difference. Attendance is improving over time, including for pupils with special educational needs and/or disabilities. The proportion of pupils who are persistently absent is reducing. Leaders' work has been particularly effective in improving attendance for disadvantaged pupils.

Overall, pupils behave well. The school's high expectations are evident in many aspects of day-to-day life. Staff promote positive behaviour through a coherent approach that pupils understand and follow. Pupils demonstrate positive attitudes to their learning. They engage well in lessons and listen attentively. This creates a calm and respectful learning environment. Staff build warm, respectful relationships with pupils, fostering a palpable sense of community. Pupils trust adults to deal effectively with any concerns, including bullying, unkindness or discriminatory behaviour. Leaders identify pupils who need additional help to manage their behaviour and emotions, and they provide timely, well-considered support.

Curriculum and teaching

Expected standard 

Leaders have a clear understanding of the quality of the curriculum and teaching across the school. The broad, balanced and ambitious curriculum equips pupils with the knowledge and skills they need for future success. Leaders' decisions are driven by a commitment to continuous improvement to ensure that pupils receive a high-quality education.

Overall, the curriculum is taught well. Staff use their subject knowledge to explain new concepts effectively. Typically, they adapt their teaching to ensure that pupils with special

educational needs and/or disabilities, and those who are disadvantaged or have other barriers to achievement, receive the support they need. Staff generally use assessment well to check pupils' understanding. They typically make changes to their teaching to address any gaps in pupils' knowledge. However, sometimes the adaptations made for pupils with specific barriers to learning are not refined enough to help them learn as well as they could.

There is a deliberate focus on developing pupils' subject-specific vocabulary. Typically, staff teach this well. Leaders and staff are particularly aware of those pupils who have gaps in their foundational knowledge of reading, writing and mathematics. They take suitable action to address these. Reading is a high priority. Pupils at an earlier stage of learning to read are given the help they need to catch up quickly.

Inclusion

Expected standard 

The school has high expectations for all pupils. It is an inclusive environment where pupils belong and thrive. Leaders identify pupils' individual needs quickly and accurately. They share this information effectively with staff. This means that teachers understand how to support pupils to overcome any barriers to their learning. Leaders work well with families, professionals and external agencies. Consequently, adjustments that are made to support pupils are appropriate. These strategies have a positive impact on pupils known to social care and disadvantaged pupils' experiences of school life. Consequently, they flourish alongside their peers.

Overall, pupils with special educational needs and/or disabilities, and those who have other barriers to their learning or well-being, are supported well. Staff receive suitable training on how to make appropriate adaptations to help these pupils learn successfully. Leaders carefully evaluate the effectiveness of support and resources provided by staff to ensure that they meet pupils' needs. They use this information to make timely and appropriate adjustments, where required.

Leaders ensure that the school's pupil premium strategy is implemented effectively by staff. They monitor its impact carefully to make sure it is improving pupils' learning. Leaders ensure that any alternative provision the school uses is suitable and safe. Decisions are made in pupils' best interests.

Leadership and governance

Expected standard 

Leaders, the trust and those responsible for governance are united in their vision to provide high-quality education that improves the life chances of all pupils. Creating a sense of belonging sits at the heart of leaders' work. They act with integrity. Leaders and governors work collaboratively to make decisions that prioritise the best interests of all pupils. They pay particular attention to those who are disadvantaged, with special educational needs and/or disabilities, or face barriers to their learning and well-being. This ensures that pupils are fully included in every aspect of school life and achieve well from their starting points.

Governors work well with leaders to set the strategic direction of the school. They understand their roles well and meet their statutory duties. Governors also provide appropriate support and challenge.

Leaders at all levels have a clear understanding of the school's strengths and areas for development. They focus their efforts on the right aspects to ensure that the school continues to move from strength to strength, for example to improve attendance and ensure that teaching is effective across subjects.

Leaders ensure that all staff, including early career teachers, access a high-quality, professional development programme. This programme helps staff to build teaching expertise. Leaders also take appropriate steps to manage staff workload and well-being, creating a positive and supportive working environment. As a result, staff feel valued and share leaders' ambition to improve outcomes for all pupils.

Personal development and well-being

Expected standard 

The school works positively to promote pupils' personal development and welfare. Leaders and staff take every opportunity to create an environment where pupils broaden their horizons and take pride in their wider achievements.

Pupils treat each other with mutual respect and appreciate individual differences. They work well together, listen to each other's views and show kindness in their words and actions. Pupils enjoy participating in the wide range of enrichment opportunities on offer. These experiences are open to all, and leaders monitor pupils' participation routinely. As a result, pupils flourish, including those who are disadvantaged and those with special educational needs and/or disabilities.

There is a well-designed and age-appropriate personal, social and health education programme, which generally develops pupils' knowledge. For example, pupils talk knowledgeably about different cultures and religions. They learn how to take care of their mental health and well-being, including age-appropriate relationships and consent. Broadly, pupils have a suitable awareness of fundamental British values. They understand how people are different and how respecting these differences is enshrined in law. This means that they recognise the importance of the rule of law and democracy in their own lives. Pupils access appropriate careers advice and guidance. They are well informed about their next steps in education, employment and training.

What it's like to be a pupil at this school

Pupils enjoy coming to this harmonious school. Its inclusive ethos fosters a clear sense of belonging among pupils and staff. Consequently, pupils feel a real sense of community here. The pastoral support that staff give to pupils is a strength. As a result, pupils feel safe and well cared for. They learn to become responsible, respectful citizens. Pupils have a mature understanding of topics linked to equality and diversity. Should any bullying or discrimination occur, pupils trust that staff will listen and deal with it effectively.

The school's values to 'be kind, be confident and be ambitious' underpin all aspects of daily life. Pupils are keen to meet the high expectations that staff have for their achievement. They are motivated to work hard and succeed. Disadvantaged pupils, and those with special educational needs and/or disabilities, benefit from strategies that address their individual barriers to achievement. Overall, pupils achieve well. However, at times, there are some inconsistencies in how well the curriculum is adapted to support pupils' learning.

Effective partnerships with parents and carers are at the heart of ensuring that pupils thrive socially and academically. Pupils benefit from positive relationships with caring and committed staff. Typically, pupils work with focus and purpose. Classrooms are calm and orderly places, conducive to successful learning. During social times, pupils chat with their friends and play sports. While attendance is improving, some pupils still do not attend as often as they should.

Pupils value the opportunities that the school provides to develop their confidence, skills and talents. They benefit from the wide range of interesting clubs available, including the pop-up library and the eco-club. Pupils relish taking on leadership roles, such as being a member of the school council or a librarian. They play an active role in their school and the wider community. A palpable ethos of care and teamwork pervades here.

Next steps

- Leaders should continue to develop a culture where the importance of high attendance is promoted and celebrated to ensure high attendance is achieved for all.
 - Leaders should ensure that teachers adapt the curriculum to meet the specific needs of pupils so that they overcome barriers to learning across subjects, leading to consistently high achievement.
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About this inspection

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

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the principal, other senior and curriculum leaders, staff and pupils. The lead inspector spoke with the chair of trustees, the governance professionals from the trust and a representative from the East Sussex local authority. She also met with two regional directors from the trust.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Inspectors confirmed the following information about the school:

The school makes use of one registered alternative provision.

The principal took up his post in September 2024.

Principal: Mark Newnham-Reeve

Lead inspector:

Louise Walker, His Majesty's Inspector

Team inspectors:

Michelle Payne, His Majesty's Inspector

Paul Grundy, His Majesty's Inspector

Tash Hurtado, His Majesty's Inspector

Simon Graydon, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 11 November 2025

School and pupil context

Total pupils

745

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

900

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,152

Pupils eligible for free school meals (FSM)

35.17%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

1.21%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with Special Educational Needs (SEN) support

20.67%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	38.1%	45.2%	Close to average

Year	This school	National average	Compared with national average
2023/24	40.4%	45.9%	Close to average
2022/23	37.4%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	40.2	45.9	Below
2023/24	39.2	45.9	Below
2022/23	39.8	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	-0.23	-0.03	Close to average
2022/23	-0.24	-0.03	Close to average
2021/22	-0.06	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	21.4%	25.6%	Close to average
2023/24	30.0%	25.8%	Close to average
2022/23	26.7%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	32.4	34.9	Close to average
2023/24	32.7	34.6	Close to average
2022/23	33.3	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	-0.75	-0.57	Close to average
2022/23	-0.75	-0.57	Close to average
2021/22	-0.79	-0.55	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	21.4%	52.8%	-31.4 pp
2023/24	30.0%	53.1%	-23.1 pp
2022/23	26.7%	52.4%	-25.8 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	32.4	50.3	-17.9
2023/24	32.7	50.0	-17.3
2022/23	33.3	50.3	-17.0

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24	-0.75	0.16	-0.91
2022/23	-0.75	0.17	-0.91

Year	This school	National non-disadvantaged score	School disadvantage gap
2021/22	-0.79	0.15	-0.95

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2022 leavers	92%	93%	Average
2021 leavers	88%	94%	Below
2020 leavers	92%	94%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	11.9%	7.7%	Above
2023/24	13.5%	8.9%	Above
2022/23	15.4%	9.0%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	29.9%	21.1%	Above
2023/24	35.4%	25.6%	Above
2022/23	43.4%	26.5%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

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