



Seaford College

Prep · Senior · Sixth Form



Independent Schools Inspectorate (ISI) Report Highlights

April 2023

Love to learn

An aerial photograph of Seaford School, showing a large, historic building with a curved facade, surrounded by a large sports field, a parking lot, and a dense forest in the background.

Love to learn

We didn't need a marketing agency to come up with our strapline. It's the language we keep hearing from our students, parents and alumni. They kept using the phrase, "I love Seaford because..."

We think the choice of the word "love" rather than "like" is impressive when someone talks about their school. The word "love" reflects the pastoral support, the warmth and friendliness of our community. The word "learn" has an academic focus but you can "love to learn" all of our co-curricular activities.

Loving to learn is a life skill and the key to developing independent learners. Many students find a lifelong passion for academic subjects, performing arts, sport, art, photography etc. during their time at Seaford. They love to learn.



Top ISI Rating for Seaford!



EXCELLENT

GOOD

SOUND

UNSATISFACTORY



Seaford College
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Awarded the highest rating of
'Excellent' by ISI

"I am absolutely thrilled to say that Seaford College has been awarded the highest possible rating in all areas!"

"Seaford not only achieved full regulatory compliance but also secured a finding of 'Excellent' in both the main inspection headings: for the quality of the students' academic and other achievements, and the quality of the students' personal development.

Seaford achieved the highest rankings possible and to read so many superlatives in the Inspection Report is most pleasing and rewarding.

I am just so proud of all our students, my outstanding colleagues – both teaching and support staff – without whose immense efforts such outstanding outcomes would not be possible."

John Green, Headmaster

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The quality of the students' academic and other achievements



"Students' numeracy skills are excellent."

"Students, including those with SEND and EAL, make excellent progress and achieve highly."

"Students have excellent speaking and listening skills both in and out of the classroom."

"Students are highly competent users of information and communication technology (ICT), managing a wide variety of platforms, applications and electronic resources expertly across the curriculum."

"Students use a wide range of study skills to excellent effect."

Academic Outcomes

The Inspection Report states:

"Attainment at A level, BTEC and GCSE is strong. Data analysed show that, in recent years, the **very large majority of students have achieved higher GCSE, A Level and BTEC grades** than would be expected from their starting points."

"Students **attain high standards** in relation to their ability in both the prep and senior schools, and they make **rapid progress** in all subjects. This includes those with SEND and EAL. The **excellent progress** in their academic work is evidenced by a robust whole school tracking system, the use of appropriately **ambitious** Challenge Grades, a heads of department impact review cycle, and regular internal assessments."



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Academic Skills

“Students’ **communication skills** are particularly strong. They are **confident** orally and are **attentive** listeners. They are able to adapt their writing style appropriately for different tasks, and their analytical work is most effective.”

“Students’ **numeracy skills** are excellent. They are confident in their application of knowledge and skills in mathematics across the curriculum. For example, students in a GCSE computer science lesson used numeracy skills effectively to write and test software for a naval strategy game. Physicists competently applied their understanding of the equation of a straight line to interpret results from GCSE practical experiments.”

“In a GCSE English lesson, students demonstrated **strong literary analysis** techniques when considering the role of the central character in *An Inspector Calls*. Year 10 chemists successfully hypothesised what change of state would occur in a double displacement reaction, and Year 13 historians intelligently analysed a wide range of primary and secondary sources to select and explore conflicting arguments.”

“In a Year 8 design and technology lesson, students applied excellent knowledge and understanding of laser cutter software when working on individual projects. When making short music videos, A-level media studies students demonstrated an outstanding combination of **ICT skills**, including filming, cutting and editing to a professional standard. Students working towards GCSE art showed a very strong understanding of **specialist software** and an ease of usage that enhanced rather than distracted from the artistic process.”

“The students **relish opportunities** to take part in an extremely wide variety of academic and other activities. They recognise the importance of developing **independence** and **resilience** and many feel that these activities help them to do so.”

Academic Attitude

“Students have an extremely **positive attitude** to their work; they learn to take responsibility for their progress and are **eager to learn**.”

“The students’ **excellent attitudes to learning** are an important determinant of their high levels of **achievement**. They recognise the benefits of **collaborative work** and willingly engage with each other as they seek to develop their knowledge, skills and understanding. Boarders value further opportunities for this during evening study time. Throughout the school, students learn to take **responsibility** for their **progress**, working with their teachers to achieve their goals.”

“In interviews with inspectors, students explained that **they are taught not to be afraid to make mistakes**, identifying this as an important part of the learning process. They develop high levels of initiative and value the freedom to choose challenging personal research projects.”



The quality of the students' personal development



"Students' understanding of the importance of staying safe and keeping physically and mentally healthy is particularly well developed."

"Students collaborate successfully."

"Students have an excellent understanding of the importance of decisions for success and wellbeing."

"Students have a love of the non-material and appreciate the importance of lasting friendships."

"Students feel heard and valued."

"Students collaborate extremely well, both within and without the classroom."

"Students have an extremely well-developed sense of moral understanding; they readily take responsibility for their own behaviour."



"Respects for others' views and a collective responsibility."

"A strong sense of spirituality."

"Students of all ages exhibit strong self-knowledge; they are self-disciplined and keen to meet the challenges and opportunities they face."

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“Students understand their strengths and weaknesses and develop their reflective skills very effectively. This fulfils the school’s aim to help students grow in confidence, self-discipline, and personal responsibility.”

“Supported by **dedicated teaching**, they learn to **persevere**, valuing encouragement and using it as a springboard for further progress. The younger students appreciate that their growth in **self-confidence** is helped by their teachers letting them make choices both in and out of the classroom. Older students recognise the ways in which visiting speakers’ experiences allow them to **reflect** on how they might respond to difficult situations after they leave school.”

“Students recognise that the transition from the prep to the senior school is very **well managed**, so that they continue to grow in **self-confidence** throughout their time at school.”

“All students value the **opportunities** available to express their ideas and concerns through a variety of councils.” Students feel that “**the school values their opinions**.”

“Students develop a **strong understanding** of spirituality, through the personal, social, health and economics (PSHE lessons and religious studies curriculum, and extra-curricular activities such as drama, music groups, art and dance). The chapel is described by students as a good place ‘to take some time and simply be’.”



“The inspection team were full of admiration for our proven student outcomes both inside and outside of the classroom, and undoubtedly considered that our students achieve their personal bests at Seaford.”

John Green, Headmaster



“Their **excellent creative contributions** in the aesthetic areas of the curriculum evidence a love of the non-material; students assert that taking part in school musicals, such as *The Phantom of the Opera*, and concerts is joyful.”

“Students exhibit **extremely strong moral principles**. Older students wish to take on **leadership** positions and act as role models for the younger students underlines their desire to **act responsibly** and **behave respectfully** to others.”

“Students **collaborate** very successfully in lessons, around the school, and in the boarding houses. This is because **teachers encourage** them to work together effectively to **achieve successful outcomes** and most become increasingly competent **independent learners**.”

“Students have a clear sense of **collective responsibility** seen, for example, through the strength of the pupil voice and the Year 12 peer mentoring team.”

“Students show high levels of sensitivity, understanding and **tolerance** towards each other, regardless of background or ability. They **respect** diversity and different cultures.”

“Students respect diversity and have an acceptance of different cultures and faiths is underpinned by the **school’s ethos of kindness** to others which permeates through all aspects of the community’s life.”

“Students have an exceptionally strong sense of how to stay safe, including online, and appreciate the importance of good physical and mental health. They lead **healthy, active lives** and value the part school plays in this, particularly in its broad sporting provision built into curricular and extra-curricular activities.”



“Boarders are quick to recognise that supportive guidance from house staff during evening study plays an important part in their academic achievements.”

“A large majority of boarders who responded to the questionnaire agreed that boarders treat each other with **respect**; in discussion with inspectors, they recognised that mistakes are sometimes made but that they learn from each other and are very forgiving.”

“Students **collaborate** very successfully in lessons, around the school, and in the boarding houses. This is because **teachers encourage** them to work together effectively to achieve successful outcomes and most become increasingly competent **independent learners**.”



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Pastoral Care & Wellbeing



“Seeking help and advice is seen as natural, rather than unusual, and students set great store by the safe and nurturing environment in which they are encouraged to discuss issues.”

“Students **care about each other** and learn to be respectful of others’ views, even when disagreeing with them.”

“Students have high praise for the long-established ‘Pink House’ wellbeing hub and the services it makes available to them in school, alongside support from their teachers and the much-valued Year 12 peer mentors. Governors and senior leaders have been highly successful in ensuring that **pastoral support is a strength of the school.**”

“Students show **excellent understanding** of the importance of decisions that they make for their success and wellbeing. From the moment they enter school, they are **encouraged** to make decisions which affect their learning

and relationships. For example, they think carefully about which activities, option subjects and academic pathways will challenge them appropriately and show a well-developed understanding of the importance of striking a healthy balance between their studies and their extracurricular activities.”

“They also highlight the importance of the **lasting friendships** that they build during their time in school, recognising their intrinsic value. Many students expressed how heartened they feel as they enjoy the **extensive parkland** throughout the seasons. They value the beauty of their natural surroundings, not least at night when the dark skies provide a perfect setting to wonder at the constellations.”



“This Inspection Report confirms all that is so special about Seaford. Indeed, the inspection team were so impressed by the warm and welcoming nature of the College – including our very special and unique ethos of which we are all so proud.”

John Green, Headmaster

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Co-curricular & Clubs and Activities



“Student success in Sport, Performing Arts, DofE, Greenpower events, Volunteering, Charity work, CCF and Eco initiatives.”

“The students **relish opportunities** to take part in an extremely wide variety of academic and other activities. They recognise the importance of developing **independence** and **resilience** and many feel that these activities help them to do so.”

“These successes result from considerable investment from governors and senior leaders to provide suitable **facilities and specialist staff**, in line with the school's aim to educate the whole person and encourage them to find their strengths.”



Making our Strengths Stronger



The ISI Inspection report recommended the following improvements:

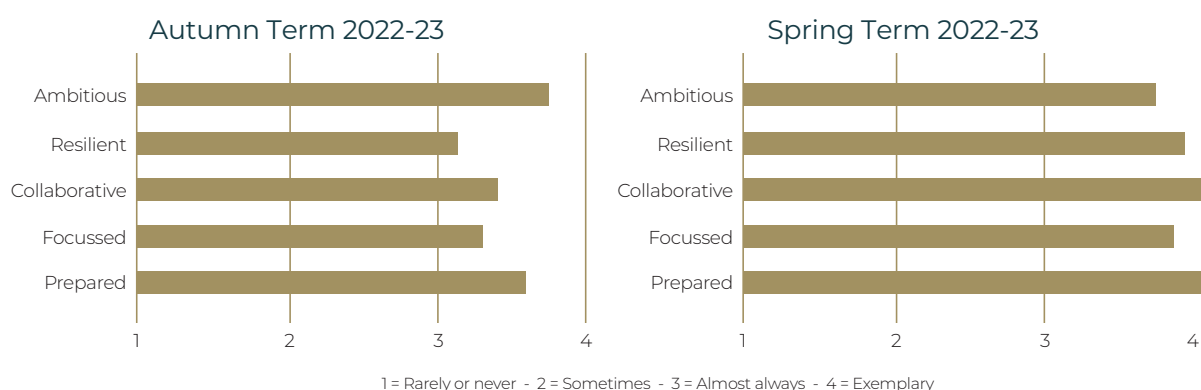
“Further strengthen students’ resilience, both inside and outside the classroom, by fully embedding the new reporting structure to increase support for this aspect of their personal development.”

Ash Arya, Assistant Head, said: “The inspectors were **very impressed** with our reporting structure. The ISI Inspection report says: ‘The excellent progress in their **academic work** is evidenced by a robust whole school tracking system, the use of appropriately **ambitious challenge grades**, a heads of department impact review cycle, and regular internal assessments. The newly introduced reporting system, which includes the school’s focus on developing independent, resilient learners, is yet to be fully embedded.’

It’s well known that a **positive mindset** leads to positive academic outcomes. Our **Ad Alta characteristics** for developing independence provide students with a quantifiable view on their learning attitudes in the following areas: **ambition**,

resilience, collaboration, focus and preparedness. In each termly report, students receive an aggregated score for each category across all their subjects in a graphical format, along with **academic progress** metrics and co-curricular contribution scores. Evidence to date clearly shows that students who are independent, do indeed **Love to learn** and go on to achieve strong academic outcomes - regardless of ability or starting point.

Moving forward, we have already started to identify how we can bring to life and embed the five Ad Alta characteristics, both in and out of the classroom, so that students know what **excellence** looks like for each Ad Alta characteristics and how they can achieve it.



To read the full ISI Inspection Report please scan the QR code or follow the [link](#)



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The superlatives used to describe Seaford College
in the recent Independent Schools Inspectorate Report



Lavington Park, Petworth,
West Sussex, GU28 0NB
Telephone: 01798 867392

Admissions: jmackay@seaford.org

www.seaford.org

The Johnson Trust. Registered Charity No. 277349

@SeafordCollege

