

Quality of education: 1	Behaviour and Attitudes: 1	Personal development: 1	Leadership and management: 1
<p>Evidence for Judgment:</p> <ul style="list-style-type: none"> • Ofsted inspection in Sept. 2017 found student outcomes and Teaching and Learning and Assessment to be outstanding • Attainment 8 figure at KS4 has continued to increase since 2017 (48.9) to 50.28 in 2019; 53.18 in 2022 • Proportion of students achieving “basics” increased over last 5 years; up from 47% in 2017 to 60% in 2022 for 9 – 5 and up from 71% to 81% for 9 – 4 • Value added for all groups traditionally strong – performance in English, Maths and Science consistently strong for a number of years • Progress 8 has been above average for the last 6 years; is predicted to be +0.44 in 2022 • KS5 outcomes on a similarly positive trajectory (see S6H SEF) • Well understood and rigorous 3 tier QA process using straightforward data shows consistently good/ outstanding teaching over a number of years informs effective intervention – This was updated for 09/22 • The school’s KS3 curriculum is securely embedded and enables all students to develop and achieve • Appointments in literacy and Languages (speaking) to further develop Oracy and Literacy • The KS4 curriculum review was ambitious and broadened students’ options • Students’ cultural capital is developed through a wide range of opportunities available through the enrichment and extra – curricular offer 	<p>Evidence for Judgment:</p> <ul style="list-style-type: none"> • Ofsted inspection September 2017 found personal development, behaviour and welfare of students to be outstanding • The students’ response to the covid 19 pandemic highlighted students’ excellent behaviour, attitudes and engagement • The school maintains extremely high standards of behaviour without quickly resorting to exclusions – the lowest rate of suspension in East Sussex • In terms of attendance, SHS has consistently had the best attendance rates in East Sussex. Significantly above the LA and National average for 2021 - 2022 • The school works hard to consult with all stakeholder groups; the PTFA is extremely effective and a Parent Council was established in 2019 – the alumni group was established at the school’s 80th birthday celebrations • These groups continued to meet remotely through lockdown • The school’s behaviour data highlights that pupils behave with consistently high levels of respect for others • Pupils respond positively to the range of opportunities on offer to make a contribution to the school and wider community • Students’ response to the zone arrangements and the other covid – safety measures was exemplary • Student voice activities and parent surveys highlight that students feel safe at school • The on - site “hub” provides outstanding support for students who are struggling to access mainstream provision 	<p>Evidence for Judgment:</p> <ul style="list-style-type: none"> • Ofsted inspection Sept. 2017 found personal development, behaviour and welfare of students to be outstanding • Provision in summer school focuses on most vulnerable students and supporting transition • The school works with a range of external agencies (e.g. CSP, Duke of Edinburgh, World Challenge, National Citizenship Service and PiXL edge) to enhance students’ opportunities • The school works creatively with other agencies to support students well – being (YCP, Rotary club, Youth Forum, NCOP) • The local MP and the shadow education minister have visited and helped students develop their understanding of the British political system • The school works with a range of agencies to ensure the needs of all students are met (stonewall, allsorts, BAME mentors, local Imam) • CEIAG input at the school is excellent; making strong progress against Gatsby benchmarks • RS continues to be delivered in the core and all students have the opportunity to sit a RS GCSE in KS4 • PSHE provision continues to be developed and is timetabled across all Key Stages – the AHT i/c of PSHE leads the subject hub for East Sussex • The wide ranging extra - curricular offer supports students’ development and participation rates are very strong – see full SEF for detail • Prevent and drug awareness training for all staff; national strategies such as 	<p>Evidence for Judgment:</p> <ul style="list-style-type: none"> • Ofsted inspection Sept. 2017 found the effectiveness of leadership and management to be outstanding • Stable staff, governance and leadership supporting Trust Development • Since the Ofsted inspection of 2017, the sixth form has continued to develop. In 2017 there were 132 on roll, in 2021 there were over 220 • Curriculum training for primary subject leaders delivered by Heads of Department • High quality provision was maintained throughout lockdown – secure teaching and learning zones established • All staff have high expectations and are very ambitious for our students; targets based on FFT 5 • All senior leaders are focused on ensuring that every aspect of educational provision is outstanding • The staff well – being group that has representatives from across all areas of the school, is well - established and has a significant impact on the school • PP attainment and achievement trend is on an upward (+ve P8 2022) trajectory; secured by ambitious actions of school leaders • A SCR for vulnerable learners informs recovery strategy and is being rolled out across the Seaford primary schools • Staff engaged in NPQs at all levels (NPQMLs – NPQELs) • Leadership programme and CPD for all members of the SLT; SLT members

<ul style="list-style-type: none"> • Effective teaching and learning is driven by the appraisal system, effective coaching and strong middle/ senior leadership • Final predictions for KS4 and KS5 consistently accurate; TAG process was well – managed in 2020 and 2021 • Monitoring processes highlight outstanding practice across all departments that is shared with staff at the weekly briefing • Attainment of PP students is a priority and improved in 2022 – (positive P8) • The Quality of education delivered following the first lockdown of March 2020 was of high quality and continued to develop. • Introduction of remote learning further developed students’ independent study skills <p>Areas for development:</p> <ul style="list-style-type: none"> • To further develop the approach to feedback and students’ independent study to accelerate student progress to ensure that all students secure exceptional outcomes. • To further develop the CPD programme and quality assurance processes to ensure that exceptional practice is shared across all departments and sites. • To ensure that the “must – have” provision is an entitlement for every student and all SEN and Vulnerable Learners secure excellent outcomes. • To further develop students’ literacy and oracy skills from the moment that they start school across all subject areas. 	<ul style="list-style-type: none"> • Positive behaviour and attitudes is underpinned by strong values and culture • The hub facility refurbished and extended for Nov 2021 – to meet the needs of more students • Joint appointment of IFSP and engagement of AYP across the town in 2021 to respond to covid and intervene with students and their families at the earliest opportunity <p>Areas for development:</p> <ul style="list-style-type: none"> • To further promote community cohesion through the extra - curricular programme • To further develop the use of rewards to promote excellent behaviour across the school and reduce the number of behaviour incidents for vulnerable groups. • To further develop the support offered from the Learning hub and the tiered interventions offered to Vulnerable Learners. • To continue to develop the distinctive offer on all three sites whilst maintaining consistency. • To continue to improve attendance, maintaining a focus on VLs. 	<p>sexploitation, FGM and drugs led by Inclusion team with support from Police liaison</p> <ul style="list-style-type: none"> • The RSHE curriculum is well –established at the school – AHT led an information session to ESCC Head teachers in June 2022 <p>Areas for development:</p> <ul style="list-style-type: none"> • To further promote the Seaford Head values across all key stages to support the highest expectations and standards. • Further develop the careers programme across all key stages and increase WEX opportunities • Further develop leadership programmes – particularly in the 6th form • Further development of tutor time and PSHE to support students’ personal development 	<p>have led NPQ delivery for the LA and 4 involved in SPP reviews</p> <ul style="list-style-type: none"> • The LGB hold the school to account through 1 committee group structure • Rigorous appraisal system that is linked to CPD and pay progression • Safeguarding is a top priority and is given a high profile through training and policies • The school’s curriculum continues to be developed; since Feb 2021, students choose 4 GCSE options • Adjustments to curriculum have made a significant impact on achievement in EBACC • A wide range of enrichment activities is tracked and engages all students • Schools Leadership is ambitious for its students in challenging circumstances; 300 students attended summer school 2020. In 2021 +100 new Yr 7s attended <p>Areas for development:</p> <ul style="list-style-type: none"> • To further develop the Seaford Learning Trust; to develop an “all – through” educational experience for the children of Seaford • To further develop the IT infrastructure to support student learning at every Key Stage and to engage parents • To continue to promote staff well – being and personalized career development • To continue to engage with other agencies and providers to ensure all students are supported and challenged to secure the very best outcomes.
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Seaford Head School : Self-Evaluation Summary

Context

Location

Seaford Head School is the only secondary school in the small coastal town of Seaford in East Sussex. This is significant as it means that everyone in the town has a connection in some way to the school which is ideally placed to engage with the wider community. The school invests in its partnership with the 4 Seaford primary schools as over 90% of their children progress into Seaford Head. Seaford Head is located between Eastbourne and Newhaven and faces many of the challenges associated with schools in coastal locations. There is a considerable amount of movement in and out of the area and this has an impact on the student roll. Provision is organised across three sites. The Key Stage 3 curriculum (Years 7 – 8) is delivered on the Steyne Road site and the Key Stage 4 curriculum (Years 9 – 11) is delivered predominantly from the Arundel Road site. There is also a 6th form centre on Steyne Road for students studying in Key Stage 5.

Student Numbers

The school has a PAN of 240 in each year group (7 – 11). The numbers of primary aged children in Seaford is usually between 180 – 200 and the remainder of students travel from Newhaven and the wider area. Seaford Head has been oversubscribed for 4 of the last 5 years and for September 2022 there were 440 applications; 282 of which were first choices.

The number of students in the 6th form has increased significantly since the last inspection in 2017, with numbers increasing by 70%. There are now over 200 students studying in the sixth form.

Buildings

The school has benefited from CIF bids for school improvement works in recent years; in the last 6 years, £2.8 million of funding has been secured and invested in improvements to the building. These projects have caused minimal disruption and have benefited all members of the school community. The investment in the Learning Hub was particularly significant as it improved the provision for our most vulnerable learners and highlighted how the school prioritizes this group. This work was completed in the Autumn of 2021.

About Our Students

- 15.39% eligible to Pupil Premium Grant (national average 27.7%)
- 14.40 % eligible for Free School Meals
- 1.71% students with EHCPs (national average 3% in 2019)
- 8.27 % students with additional needs (national average 14.9% in 2019)
- Male to female ratio – 0.94
- 5.34% EAL (national average 17%)
- 12.19% ethnic minority background (national average 32%)

Student Attendance

- 2018/2019: 95.6%. 2021/ 22: 92.9%
- Impact of pandemic (see information within the Behaviour and Attitudes section)
- Attendance gaps PP and non-PP 2018/2019: 3.6%, 2020/2021: 4.1%, 2021/2022: 5.2%

Prior attainment of pupils by year group

Traditionally, prior attainment for students joining from the 4 Seaford primary schools is either in line, below and in some years significantly below the national average as can be seen below. In terms of outcomes at GCSE level, attainment is consistently significantly above the national average. In terms of meeting the expected level at the 4 Seaford Primary Schools, Maths is a particular concern at the end of Key Stage 2. Seaford Head is working collaboratively with the four schools to address this issue and also offers support in other areas of the curriculum such as MFL. Seaford Head has worked with the 4 Seaford primary schools on curriculum development, staff CPD and student intervention programmes. Since the pandemic, extended writing is one of a number of issues that has emerged; discussions at the cluster group meetings between the group of Head teachers are focused on how Seaford Head can offer support to address these

issues. The development of the Seaford Learning Trust will formalize the partnership between Seaford Head and Chyngton Primary School.

Outgoing Year 11:

In terms of prior attainment, the outgoing Year 11 was one of the stronger cohorts to start at the school as it is was broadly in line with the national average

- Scaled Score GPS 105 (nationally 106)
- Scaled Score reading 104 (nationally 104)
- Scaled score Maths 103(nationally 104)

Outcomes for all measures were significantly above LA and national averages. (See Quality of Education – Impact section)

New Year 11:

Prior attainment for this year group is lower and below the national average. Of the 26 mainstream secondary schools in East Sussex, only 7 schools have a weaker intake (KS2 outcomes) for this cohort.

- Scaled score GPS 104 (106 nationally).
- Scaled score in Reading 104 (105 nationally)
- Scaled Score in Maths 102 (104 nationally)

Staff retention and well - being:

An analysis of recruitment and retention highlights that staff really enjoy working and teaching at Seaford Head School. A significant number of staff who joined the school as trainees/ NQTs progress in to Middle and Senior Leadership positions. Staff rates of attendance are generally very good and this was particularly in evidence during the pandemic, when provision was uninterrupted for the most vulnerable students; this also reflected the strong operational management at the school. As well as investing in teachers at the start of the profession, these over 40 staff who have progressed to UPS 5 and are provided with a range of opportunities to share their expertise with colleagues.

The Headteacher booked remote one to one catch up meetings with every member of staff during lockdown and an open door policy is in operation during “normal” times. Staff are regularly invited in for individual well – being meetings with the Head teacher. Over 95% staff who responded to a staff survey felt the school had managed provision during the pandemic effectively whilst satisfaction rates amongst parents/ carers was equally strong; over 96% of respondents stating that school had managed provision during the pandemic effectively.

Partnerships:

- The Seaford Alliance (cluster) of schools – made up of Seaford Head School and the 4 primary schools that serve the Town.
- Member of the Seaford Chamber of Commerce
- EASH/ Area Group 2
- Lewes and Wealden BAP
- Lead School for the ESCC PSHE hub.
- ESCC Leadership Group; Head teacher chairs the ESCC Headteacher and Principals’ Group and the AHT leads the Senior Leaders’ Network
- Action Your Potential and Youth Counselling Project support for students.

Governance:

The school governors were identified as a strength at the last Ofsted inspection in September 2017 and this group has remained stable and continued to develop since that visit. The Chair of Governors from SHS has recently been appointed as the new Chair of Trustees and this group have benefited from welcoming another Seaford school into the Trust.

Vision

Our vision “Achieving excellence together by developing a community where learning is for everyone and all members are inspired and empowered to achieve their personal aspirations; to be the best you can be”

This vision is underpinned by the 5 “keys to success” which are awarded to students, staff and friends of the school who display the following attributes: working hard, a can – do attitude, respect for all, positive contributions and honest intentions. Stakeholder engagement is vital in delivering this vision and this vision statement was developed through consultation with the student body and the Parent Council Group. The school is currently developing The Seaford Learning Trust and was officially joined by Chyngton Primary School on 1 October 2022. The school will continue to collaborate with the other 3 primary schools and invest in partnership work for the benefit of students and staff across the town; the school is exploring whether these arrangements should be formalised for the two non – faith Seaford primary schools. This commitment to working across the community is reflected in the updated vision statement for the Seaford Learning Trust: “Achieving excellence together by working collectively to ensure that everyone in the Seaford Community is supported, challenged and inspired to become the very best that they can be. Delivering an “all – through” style education of the highest quality in a community where learning is for everyone.” The governance for the Seaford Learning Trust has been established and a joint INSET day took place on the 31 October to officially launch the new Trust with staff.

Quality of Education – Intent

Structure and ambition of the curriculum: Curriculum offer

- Seaford Head School has an **ambitious, relevant and appropriate curriculum for all learners** with an intent which **strongly aligns to the school's vision**.
- The school is committed to providing an **ambitious and broad** curriculum that allows all of our students to achieve the following: **Secure development and achievement** through providing opportunities for their **personal development** and allows students to achieve their personal best; **Prepares them for life beyond Seaford Head School** through challenging, motivating, inspiring them, leading to a lifelong interest in learning and prepares them for further education whether academic or vocational and for the world of work; **Promotes active community involvement** by ensuring students are fully prepared for life in modern Britain, offering a wide – range of quality **extra – curricular opportunities** for personal development and by working with the community to promote local, national and **global awareness**.
- The curriculum shows the commitment of leaders towards a **rich and broad curriculum** alongside **students' wellbeing, learning and preparation for life**.
- Subject curriculum areas are developing their own curriculum plans which prioritise **sequencing the curriculum** with clear end points at each Key Stage and **tier 2 & 3 vocabulary** essential for student progress. See plans on website - <https://seafordhead.org/our-education/subjects/>

The full and rich curriculum:

- Our KS3 Curriculum allows all subjects, including Philosophy and Religion, PSHE, Arts and Technologies to continue to be taught discretely following the national curriculum.
- CEIAG in Year 8 is fully personalised in advance of our students making their choices for KS4
- All students have a choice of four GCSE option subjects. Therefore, students maintain a breadth of curriculum for longer, not narrowing or homogenising their KS4 to accommodate increased content and rigour of reformed GCSEs. This maintains choice and breadth at KS5.
- Our KS4 curriculum enables students to continue with a **rich curriculum** with students able to **choose 4** additional GCSEs outside of the core curriculum. There has been an increase in the number taking the full English Baccalaureate. In September 2022 90%, of Year 9 students will be undertaking this qualification, 63% of Year 10 and 35% of Year 11. This is a substantial increase from 29% , Year 11 cohort (2021/2).
- As a result of a 3-year Key stage four, staff can deepen knowledge rather than just focusing on the exam syllabus
- Around half of the cohort of Year 11 undertake **triple science**. This was 44% last year and 52% in 2022/3
- Students most vulnerable to underachievement have a range of support. They have a mentor which meets with them at least once a term to support their engagement in learning. There are a range of interventions including core subject tutor time interventions for all year groups, online interventions in Year 10 and 11, after school interventions in Year 11 and intervention for key students in the school day. For those students experiencing challenges engaging with learning, the school provides bespoke curriculum routes and individual learning programmes to support the learners to achieve their best possible outcomes.
- The school has a wide range of extra curriculum clubs, such as Latin, Debate Club, Eco clubs, Drama, Music, Art, technology, Duke of Edinburgh and Sports enrichment. This means if students do not continue with a subject after Key Stage Three they can still enrich their knowledge by attending these clubs which are open to all.

Access to the curriculum (particularly for disadvantaged and students with SEND):

- We are **ambitious for all our learners**. In September, 2022, 79% of PP in year 9 are undertaking the full English Baccalaureate and 50% in Year 10. This is an increase from 25% from the year 11 in September 2022
- Inside and outside of the formal curriculum the school is committed to supporting all students with their **development of 'softer' skills**. This includes formal and informal social communication skills teaching, practical life skills and specific additional exam skills, which provides all students with opportunities to develop skills throughout their 7-year journey at the school
- SEND and Disadvantaged learners all have **Student targets and strategies recorded and monitored on Provision Mapping software**– The school holds a Vulnerable Learners' SCR that helps to identify barriers to learning, monitor interventions and alongside Progress Teach provides

strategies to enable staff to meet the needs of these individual students. Those students with an EHCP and key vulnerable learners have an individual student passport co-produced with the students to identify their strengths and difficulties.

- **Reading development** is a significant feature at Seaford Head School. Within the English curriculum, students read a wide range of challenging and culturally 'rich' novels from KS3 up until KS5. In Years 7 – 9, there is an opportunity for students to read a novel of their choice in independent reading lessons, before being asked to creatively and/or critically engage with what they have read. Students are actively encouraged to make use of the Learning Resource Centre on both Arundel and Steyne site, where they can continue to read independently for pleasure and select texts that are both appropriate and engaging for them. It is also through collaboration with LRC staff and English teachers that staff monitor students' progress with reading through the Accelerated Reading scheme. The wider school help promote the importance and love of reading through embedding opportunities to read in curriculum areas, displays detailing influential and important books, and engagement with World Book Day. More recently, the school has begun using Year 12 and 13 students as literacy champions with our KS3 students, supporting students with reading in order to promote and develop reading skills, as well as supporting them with other aspects of literacy, including writing and oracy.
- Where students join Year 7 below age-related expectations, **in reading and spelling there is early and impactful intervention planned**. The strategic use of NFER data identifies small groups and individuals for intervention run by the inclusion department. This includes using a specific reading skills programme 'Sound Training.' A spelling programme has been developed to provide 6-week intervention, in addition to the small group targeted and specialised intervention students are identified for one–2-one reading practice reviewed termly. Those students with below average scores are monitored and re-tested until the scores are in the average range or other intervention is identified. In Year 9 the focus of intervention is built into the timetable as part of the additional literacy offered to the students on the Evolve pathway. Bespoke intervention is offered to those with a specific learning need to meet their EHCP targets and ensure they make progress and are prepared for post 16 pathways.

Continually adapting and improving the curriculum:

- **Working parties** are used to ensure that all staff areas are involved in setting the strategic direction of the school and that the curriculum is designed to fit the Seaford context. The curriculum working party was responsible for a full review that took place in 2018/9 and led to curriculum changes at Key Stage 3 and 4. They developed the school going from three to four options and languages becoming a compulsory subject for most students
- The school has been promoting Independent Study through targeted intervention before school and during lunch time to support revision skills in the Inclusion Facilities during Term 2. This was accessed by over 30 learners. Additional intervention to support exam access through developing typing skills takes place on a rolling rota with up to 10 students per term. This supports students identified as having additional SEND needs and supports the most vulnerable students by providing supported access to IT and support sessions with additional staffing to complete the work.
- **Oracy** underpins core reading and writing skills, and enables students improved life chances, social mobility and job prospects. The school prioritises the need to foster a culture of rich, dialogic talk through enrichment opportunities, such as Debating Club at Key Stage Four, a Book Club in Year 9 and for sixth formers, as well as opportunities like whole-school drama productions, Poetry Slam, the HPQ for Key Stage Three and Key Stage Four students, Poetry by Heart, mock interviews for all year 11. The school has also invested in language assistants to improve oral skills in French and Spanish. Strategies are also implemented on a school-wide approach, so that meaningful, structured talk is embedded in lessons through the use Think-Pair-Share, peer-to-peer and choral reading, the speaking and listening award in English, whole-class debates and discussions, reading aloud, drama techniques and many more.
- **Vocabulary development:** Bedrock is an embedded aspect of the curriculum, with students working through courses as part of their independent study. Due to the nature of Bedrock, vocabulary is developing and improving for all students, and it is supporting the most disadvantaged and those with additional needs. In addition to this, students are exposed to tier 2 and 3 vocabulary across the curriculum in their lessons in the form of keywords, which are displayed throughout the lesson, and students are actively encouraged to use these within their classwork and independent study work. A number of independent learning tasks are linked explicitly to vocabulary, with students being asked to research the definition of words, the etymology of words, and use them in sentences, which, in turn, support the development of vocabulary for all students. During the

academic year so far, 2022-2023, 98% of Year 7 students and 95% of Year 8 students have engaged with Bedrock, completing blocks and improving their vocabulary. Students across the cohort have demonstrated an average attainment of 25% improvement from pre-test to post test. According to the progress data, the top 50 students (in terms of progress) have made an average of 95% - many of these being among the weakest readers.

- Further research and evidence on the impact of the pandemic and from neuroscience have led Seaford Head School to plan sessions in and delivered by an external expert which **informs adults and students about the most effective ways of learning**. Whole school and targeted interventions are in place for the whole academic year to support students emotional resilience to learning.
- We celebrate those students with additional needs and adopt a **fully inclusive approach** to support students to make positive progress. Support is assessed using data, teaching information and needs assessments. Interventions are then designed and delivered to support the needs in the most appropriate method. This includes interventions, classroom support, but we also provide alternative courses where more appropriate. Bespoke curriculums for some students include vocational college opportunities and work experience alongside wider reaching versatile inclusive curriculum pathways. The full inclusive curriculum pathway (Evolve) is accessed by 50 students from Year 7-11, with a further 15 engaged in a modified version. Personalised bespoke curriculums are accessed by the Evolve students and a further 25 in varying forms to support their educational engagement.
- The whole community is involved in the drive to improve literacy; Seaford Rotarians read with Year 7 and 8 students.

Quality of Education – Implementation

- Teaching and Learning is highly effective across the school. The best teaching regularly checks understanding effectively, identifies and corrects misconceptions (75% of lessons visited, which includes all teachers, has student understanding of the curriculum as a strength and 73% of students agreed that their understanding was regularly checked in lessons according to student voice 2021-2022. This was made up of 2635 responses). There is **strong use of informal assessment**, including lesson starting points, flexibility in delivering content and enabling students to do different things to know and remember more. There is an emphasis on the **retrieval of prior learning** in lessons (as demonstrated in the low stakes testing audit of October 2022). This is consistent in lessons and allows students to know and remember more (82% of students could remember information from subjects for the previous academic year – student voice 2021-2022). Teachers have high expectations and students behave very well in classes and are engaged in their learning (89% of lessons seen showed active engagement as a strength in Term 1, 2022). Teachers' expert subject knowledge (Teacher explanation was a strength in 100% of lessons seen in Term 1, 2022) enables them to use questioning very effectively to develop students understanding of the curriculum and introduce new content in effective ways. Teachers use the SEND "Must Haves" and individual targets for students to ensure that the needs of SEND students are well catered for. CPD sessions continue to focus on this area of practice. Students also enjoy their learning (75% of the student voice surveys carried out in 2021-2022 during subject reviews confirmed this)
- Our subject review process enables Heads of Department to evaluate the quality of the delivery of their curricula and plan how to improve it further. This year subject reviews will be focusing on SEND, Feedback and Literacy.
- **The Independent Learning policy** provides opportunities for students to creatively engage with the curriculum as well as to test and develop students knowledge of the curriculum. This can be done in a variety of ways and features use of online platforms such as Bedrock, Sparx Maths and Everlearn
- Regular **CPD** on teaching and learning ensures teachers continue to sharpen practice. This has been done in cross-subject CPD groups in which teachers have the opportunity to develop one area of pedagogy, such as feedback, effective strategies for SEND and challenging HPA students. CPD workshop have also focussed on improving expertise in online learning by focusing on the use of Teams , OneNote, SharePoint and Forms. In Term 1 2022, CPD sessions have focussed on SEND, Safeguarding and Feedback and assessment.

- **The curriculum in all subjects is appropriately sequenced so that end points are clear.** All subjects have Knowledge organisers and use them at the start of the unit and the end of the unit to check knowledge learnt and understood. The school has prioritised CPD time for pedagogical training to allow careful reflection and improvement to the curriculum. The curriculum enables students to make progress, and to teach key concepts and **tier 2 and tier 3 vocabulary** effectively, ensuring students improve their use of language over time. All key vocabulary with their meaning is on each knowledge organiser
- There are clear links to **cultural capital** in curriculum planning.
- A review of assessment at KS3 has taken place and this will further improve the **use of formal assessments** to provide laser-sharp focus on learning gaps. It provides a diagnosis of what every child **knows, remembers and can do.**
- **Our curriculum goes beyond what is offered in the classroom** and includes many further opportunities for '**cultural capital**' including a range of extra-curricular activities and personal development programme integrated into PSHE, Tutor Time and assemblies. Opportunities for student leadership are frequently provided to support the development of our students and engagement within the wider school community.

The Quality of Education – Outcomes

- Although we celebrate students' consistently strong academic outcomes, the school's focus is not exclusively on exams. We wish to **develop young minds, character and provide experiences** to ensure that all of our young people are confident and able to access the next steps in their educational and life journeys when they leave us.
- We know our work on curriculum is not finished; at its heart we want to ensure that all students know more, understand more and remember more. Every year is important and we review the curriculum and the end points
- **GCSE outcomes 2022** were significantly above the LA and National average for all outcomes. **GCSE outcomes in 2022 P8 was 0.44, 2019 P8 was 0.22** and in 2018, it was, **0.35**
- **In the basics in 2022** the school has continued to make progress since our last Ofsted Inspection. We have increased our 9-5 basic percentage from 46.7% to 60% and 9-4 from 70.6% to 81%. We have also increased our attainment 8 from 48.24 to **53.26. The basics are essential to student progression at Key Stage 5 and in the workplace**
- Progress 8 for PP students was positive in 2022 at 0.02. This is a significant increase from 2019 at -0.51 and all outcomes were significantly up on 2019
- Consistently strong outcomes over the last 5 years reflect the typically high-quality teaching that is being delivered and how well students were cared for during this period.
- In 2022, 16 of 21 subjects achieved above the national average for 4+, 17 subjects were above the national average at 5+
- For high prior attainers, overall Attainment 8 (64.5) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- Progress for high prior attainers in 2022 was 0.47, Middle prior attainers were 0.53 and low prior attainers was 0.22. Low prior attainment was up from -0.05 in 2019 to 0.22 in 2022
- The subjects that perform in relation to a positive 3 -year trends are English Lit and Language, Geography and Media Studies. In 2022, the strongest departments were English Language and French based on Value added data. This was a result of **strong leadership and exceptional teaching.**
- Subjects where attainment is less positive in 2022 were Art and Music GCSE. However, this is not a trend; outcomes are consistently strong in these areas
- The outcomes at KS5 were equally impressive – please see the 6th form SEF for details.

Progress of students in other years

- September 2020 and 2021 have used CATs baseline tests. From September 2022, we will be using Baseline Reading and spelling tests at KS3 in English and Maths to provide a clearer starting point. For the current year 8, 82% have above standardised score for reading and 85% of students in year 7 in the NGRT. Reading tests for those below the standardised score will take place in December after intense reading work using reading wise.

- After the two main exams in all year student are ranked and compared to the ranking of the SATs. These are undertaken in Raising Standards Meetings at KS3, 4 and 5 which use FFT expected 20 and 5 grades. This is an opportunity to discuss individuals' and department results
- Assessments will require students to revise work from the previous term / year. This will result in deep learning and improved preparation for GCSEs. A new assessment policy ensures that all staff focus on knowing more and remembering more
- Assessment data will be used to adjust the curriculum and analyse relative performance between subjects and classes.

Focus on the disadvantaged and students with SEND

- We are ambitious for all our learners.
- Student destinations for students with additional needs were positive in 2020 with 100% SEND students in full time education or employment.
- EBACC entries for disadvantaged learners will rise from 13% in 2022/3 to 58.14% in 2023/4.
- SEND (EHCP and K code combined Attainment 8 has risen from 27 in 2019 to 36.05 in 2022)
- All staff work very hard to support our students with EHCPs and SEND Support; in 2021 all of our disadvantaged students and those with additional needs were able to transfer to appropriate college places/apprenticeships

Journeys, destinations, interventions numeracy and literacy:

- Our **latest destination data from 2018/2019 shows 94% staying in education**, compared to the East Sussex average of 93% and national average of 94%..
- **Literacy Intervention** across the school recognises the need for putting in place impactful literacy sessions, as well as literacy across the curriculum. For the current year 8, 82% have above standardised score for reading and 85% of students in Year 7 in the NGRT. Reading tests for those below the standardised score will take place in December after intense reading work using reading wise. However, reading strategies used within lessons constantly support this with a weekly focus in briefing
- Over 100 Year 11, 40 Year 9 and 10 students received literacy/GCSE English/ English Literature support through **specialist revision sessions/literacy session** designed to **close the gaps** in their learning following school closures and prepare them for their revised GCSE exams. In English Language:85.5% achieved a Level 4 or higher, 71% achieving Level 5+, 32% gained a Level 7 or higher. In English Literature:86% achieved a Level 4 +, 69% Level 5+, 32% achieved a Level 7 or higher. This constitutes a significant improvement on the predictions made at the mid-year point and suggests that despite the pandemic our Year 11 students' performance compared favourably with previous year groups.
- **Mathematical concepts are taught well.** We know that mathematical concepts are taught well due to are consistent outcomes at GCSE whereby 84% of students achieve a passing grade (4+), 65% achieved a grade 5+ and 25.5% achieved a grade 7+. This then continues into A Level whereby 100% of students achieve a grade and 80% of our students achieve grade A* - C.
- Student feedback on maths lessons, from year 7 to 13, 87% of our students said that the modelling in lessons helped them progress and that 75% of students said that there worked was always checked, marked and given feedback on.
- The maths department have also introduced a new weekly times tables practice platform alongside the weekly Independent study they complete. After a month of being implemented (23.9.22) the statistics show that as a whole school (from year 7 to 11) 77% of our students are completing their work at a 100%.

Progress of students during the pandemic

- During the first lockdown the school was able to immediately move to an on-line system of learning. We worked hard at ensuring any students without devices were equipped with necessary technology and then moved to offering some live provision.
- We conducted a parent survey during term 5 2020-2021 and used the results to amend provision and get in touch with any families that were not coping to offer additional support
- In March 2021 students returned to school. Each subject area used various methods to assess learning gaps, amend provision and decide which areas needed to be taught again, revisited and to articulate how class provision would support any catch-up needed.

- We ensured that every Year 10 student received a personal interview before returning to school at the end of the first lockdown as this allowed us to physically see the students and for the journey back into school to be eased. This provision included GCSE sessions in core subjects, workshops in practical subjects, tutor sessions with small groups.
- We were the only school in East Sussex who was able to deliver a full week's transition programme for Year 6 supported by a summer activities programme.
- Other, more bespoke catch-up included one-to-one tutoring (outside of lesson time and completed in school or at home), access to homework provision, support in school for vulnerable learners including regular check ins, therapeutic support and continued learning experiences through the schools Learning Hub provision.

Priorities for development:

- To ensure that the must – have provision is an entitlement for every student to support VLs in securing excellent outcomes.
- To ensure that all students make accelerated progress and secure exceptional outcomes; focus on SEN and vulnerable groups – from SIP
- To further develop Reading and oracy strategies in the classroom

Personal Development

Access beyond the 'formal' curriculum:

Our intention is that all pupils, irrespective of their background or the challenges they face, make strong progress and achieve positive attainment across the curriculum to successfully transition to the next stage of their life. We are committed to ensuring that all our students achieve their full potential, not only by achieving academic success but also being healthy, resilient and keen to make a positive impact on society. Our targeted approaches seek to support all learners, who in some way, may be vulnerable (educationally, socially or emotionally), regardless of whether they are disadvantaged or not. The strategy places strong emphasis on the wider needs of our learners by supporting their social, emotional and mental health needs along with engagement in school through positive behaviour and attendance. We truly believe that building a positive healthy approach will ensure the best outcomes for our young people.

Support for personal development runs across the school through the whole school ethos, discrete timetabled PSHE lessons and SMSC inclusion within form time, assemblies and across the curriculum. Specific CIEAG support through 1-1s, alongside events, taught lessons and other regular opportunities.

- Links are made in each subject regarding the cultural capital and SMSC contributions. The curriculum at the School extends beyond the academic. We support students to develop a wide variety of skills in many diverse aspects of life. DofE continues to build from strength to strength following its continuation during COVID with students continuing to access this excellent provision through an adapted mechanism and achieving Certificates of Achievement. Enrichment and support opportunities outside curriculum areas run regularly including LGBTQ+ club, STEM club, sports clubs, eco-team, choir, orchestra, House competitions and we hosted our annual Christmas showcase. In the previous academic year 537 students of the whole school attended at least 1 club consistently. 127 PP students attended 1 club consistently over the year.
- At KS5, Wednesday afternoon is given over to enrichment activities for all Year 12 students who are able to choose from a range of activities including DofE, EPQ, Football, Dance and Cookery and as well as a range of online courses.
- Seaford Head School continues to fund summer provision to support current and incoming new students. In August 2022 over 250 students attended provision to support their transition and enhance enrichment experiences. Students attended a range of workshops being engaged and inspired through their existing hobbies, interests and being challenged by trying new activities such as DJ'ing, watercolour and fantasy role play games. The summer transition week saw over 150 students attending fun packed activity days at our Steyne Road Site. Working with Steps Up the young people took part in a huge range of sports, arts, drama, music and many other activities. It was fantastic to see so many of our new Year 7 students having fun, trying new things and getting to know each other during this challenging period.
- Our yearly Transition week provides an opportunity for all Year 6 students to integrate into the school by attending lessons with some of their new teachers. This enabled the students to gain an experience of their new school and develop relationships.
- The school recognises that, as a mainstream school, some students (particularly those that are the **most disadvantaged** or have additional needs) may not be easily able to access additional provision. For this reason, some opportunities occur during the school day such as independent study support sessions, SEND lunch time club, and emotional wellbeing support. Over 80 students have accessed lunch time support. From October 2022 we have also launched pre-school opportunities on both sites for Vulnerable Learners to access academic or pastoral support prior to the start of their school day- to date over 20 young people have accessed this provision. The supported start to the day also includes access to a free breakfast for all young people.
- Our Vulnerable Learner Single Central Register includes all SEND and PP students as well as those that we aware may require some additional support. Vulnerable Learners are supported through a raft of additional measures including academic intervention, tutoring, mentoring, in class support, family, behaviour and emotional wellbeing support.
- During this academic year Key students from all exam groups have been identified for mentoring and therapeutic intervention around exam anxiety. Prior experience has proven positive impact on their exam outcomes.

Pastoral Support

The school has an extensive and broad pastoral system to provide everyday support to all students, along with specific, targeted and specialist provision that is tracked and reviewed via a software package.

Pastoral provision includes year group teams to support all students via a Head of Year, Assistant Head of Year and Student Services. At KS5, Lead tutors for Years 12 and 13 lead the tutor programme and are supported by a KS5 Assistant Head of Year.

The inclusion team supports SEND students in the classroom, through interventions and also with mentoring and other 1-1 support.

Therapeutic Services include Tier 2-3 provision using MHFA, CBT, psychodynamic interventions along with support from external agencies including TCYP and MHST. In the academic year 2022-2023 30 students have accessed this services on a 1-1 basis. Data gathered based on the WHO-5 model indicated development in emotional wellbeing for young people accessing the sessions.

The Learning Hub is the school's mainstream alternative provision and engagement facility. It provides support to the most vulnerable students around a range of needs including behaviour support, learning engagement, emotional wellbeing, along with modified and bespoke timetables and academic intervention. The use of the Hub for behaviour and alternative provision interventions has continued to support the low rates of suspension and permanent exclusions, reduced from 7 prior to inception to 1 per year.

A whole school mentoring programme provides regular opportunities for students to receive intervention around their learning and academic needs delivered by a range of staff within the school including the Senior Leadership Team. Over 150 students are receiving mentoring in the academic year 2022-2023.

We have commissioned Action Your Potential to deliver a bespoke programme across all Key Stages to support the mental wellbeing and exam anxiety of all students. During the school year, all students will have interaction through the programme. Targeted students in exam years will receive specific workshops to support their emotional resilience towards exams.

Details of other specific interventions to support vulnerable learners is included in the school's PP strategy.

Citizenship, values in society and community:

- The school promotes citizenship opportunities. The Student Council is aligned to the House System. Each House has two tutor groups in each year group (Years 7-10) and each tutor group has two House Representatives. Whilst Year 11 tutor groups are mixed houses, each tutor group in Year 11 has two student representatives. Each House has a KS3 and a KS4 House Captain who sit on Student Council. Sixth form have 2 elected Head Students who lead student council and 2 Student representatives who support the Student Council and ensure the Sixth Form student voice is also represented. The House Captains meet their House tutor reps each term in the week prior to the student council meetings. This ensures that student voice from across the school is represented at the student council who meet termly. Meetings are also attended by the AHT i/c student leadership as well as members of staff with responsibility for the issues and initiatives being raised by the student council. We have increased staff capacity in leading houses including a House Coordinator.
- Fundamental **British Values** are taught through the formal curriculum, but also through the school ethos, assembly programme and tutor debates.
- An audit of the school's **SMSC development and provision indicates breadth of provision** in these areas. **SMSC is at the heart of the school's values**, emphasising such aspects as respecting each other, co-operation and collaboration, participating responsibly, and caring for our communities. It also therefore follows that SMSC is also a very important thread in the school's Curriculum Intent, through both the formal '*Curriculum Design*', but also the '*Informal Curriculum*' and '*Building Character and Values in the Curriculum*'. This is supported by a carefully constructed programme of assemblies to all year groups which explores a diverse range of moral, cultural, social and spiritual themes. Subject knowledge organisers outline the cross curricular elements in all lessons.
- Carefully planned PSHE resources, weekly information in tutor time and assemblies support students in recognising **online and offline risks** and make them aware of where to go for help.

- We continue to develop the PSHE curriculum across all key stages including engagement with county wide projects and a new 6th form curriculum.
- The **RSHE curriculum** has been developed as part of a county wide project that Seaford Head School leads on. This includes national audited resources that deliver all elements of compulsory RSHE including those around **Healthy Relationships and Harmful Sexual Behaviours**. This has included a bespoke learning package combined with Theatre in Education sessions. Feedback on the project from young people indicated a strong increase in learning around the key areas including consent and harmful behaviours. Average knowledge of these areas was self-assessed at 4 out of 5.
- Assessment of Learning within PSHE indicates strong engagement with regular average scores of over 80%. Additional module tests show progression in knowledge, skills and understanding
- Staff who deliver the subject have training opportunities and support as necessary.
- Student and parent voice is gathered regularly as part of the curriculum development. Student voice feeds in directly to the programme and adaptations are made to the lessons in view of this. Parental feedback gained last academic year was positive and supported the range of topics covered within the subject.
- The School has an **embedded CEIAG programme** which is published on the school website and supported by SLT and Governors. There are planned careers activities for all year groups which include an annual careers fair held in the school, trips to visit employers and universities and events in school which involve local employers. One to one guidance interviews are conducted by the school's own Level 6 careers advisor which means that most students receive personalised and independent advice and guidance before they leave school at 16 and again at KS5. The school effectively used Microsoft teams to communicate with students about CEIAG. Records of careers activities are recorded using Compass Plus and the school is meeting 6 out of the 8 Gatsby Benchmarks. Work experience remains a permanent fixture for Year 12 and is offered to a small number of individuals who will benefit most from this provision at KS4. The number of Year 10 students offered work experience will increase over the next few years. All students have regular opportunities to engage with employers. Development in that last year has focused on Careers in the Curriculum and all curriculum areas deliver careers information linked to their curriculum area.
- Destination data for the 2021 leavers compares favourably with other local schools showing that only 0.4% did not have a place in education or training (range locally: 0.4% - 5.7%)
- **Regular & Weekly surgeries with Heads of Years, the Headteacher and SENDCO** ensure all families have access to a senior member of staff in a timely way. There is also a termly community drop in for those who struggle to access school. This is a space for families to talk about issues or difficulties in a safe space.
- The School supports the Equalities Act by specifically teaching about protected characteristics including LGBT relationships and actively supports personal development through PSHE and our tutor time programme. Additional activities such as an LGBTQ+ club, student diversity team and SEND lunch club help provide safe spaces to explore and support the needs in a specific setting.
- The School is currently working towards an Equality and Diversity Quality Inclusion Mark

Areas to develop

- To further promote the Seaford Head values across all key stages to support the highest expectations and standards
- Further develop the careers programme across all key stages and increase WEX opportunities
- Further develop leadership programmes – particularly in the 6th form.

Leadership and Management

Ambition

The leaders in the alliance of Seaford schools are committed to working collectively to ensure that the needs of all the children in the town are met, with a particular focus on the most vulnerable learners and supporting them through the key transition points. The schools work together to ensure that the young people develop into happy and high – achieving individuals who play an active and successful role in the world. Seaford Head School makes a positive difference and improves the life chances of every young person who comes through our doors. This is achieved through an **ambitious taught curriculum**, extensive **extra-curricular opportunities** and through the **development of character and leadership**. We also work collectively with outside agencies such as Action Your Potential and the Youth Counselling Project. This is only possible with exceptional **Leadership and Management**.

Members of the school Leadership Team model these high expectations and reinforce the vision that Seaford Head is a community where **“learning is for everyone”**. All elements of the school’s policies and practices are designed to support and challenge every member of the community to be **“the very best that they can be”** and to secure exceptional outcomes. This vision is shared by all stakeholders.

Our recent and ongoing work on creating a curriculum where every child can know more, remember more and apply more has focused on ensuring that all students achieve to their full potential and our most disadvantaged and those with additional needs access our curriculum and make excellent progress.

Expectations:

- The leaders at Seaford Head are extremely ambitious for and have **high expectations of all students and staff** including the most disadvantaged and those with additional needs.
- **CPD is based on carefully constructed school priorities**, emphasising the needs of the most vulnerable learners and based on the latest educational research and thinking. The focus on PP students has clearly had an impact; in 2022, SHS was one of only two schools in the LA where P8 for PP students is positive.
- **CPD is co-ordinated by the Assistant Headteacher (AHT) who leads on Teaching and Learning and twilight sessions have been led by colleagues on UPS 5** who engage with educational research and develop capacity to work on school improvement priorities. Last year they facilitated CPD groups that were based on the areas within teaching and learning that teachers had chosen as areas of their practice to develop. This was undertaken after teachers had RAG rated themselves against the teacher standards and had a conversation with their appraiser during the Performance Management process. The facilitators had the same area to develop as their colleagues in the group and were responsible for sharing best practice and liaising with the AHT. The school looks to innovate but is mindful of the demands that are placed on staff and focus on developments that will make a significant difference without over – burdening them.
- The investment in CPD is highlighted by the significant number of colleagues who are completing NPQs – 12 staff have completed old style NPQs, while a further five have undertaken the new NPQs, with 4 more currently in the process of applying. Members of the SLT led on the delivery of the NPQSL and NPQML in the area and the Headteacher has secured his NPQEL and acted as a coach for Future Leaders. The two NPQ cohorts had 14 and 12 participants respectively.
- CPD opportunities for teachers and support staff are identified at the beginning of the year as part of the rigorous PM processes that focuses on + FFT 5 for student progress.
- A number of Middle and Senior Leaders have been trained as Improvement Champions and Lead Reviewers and will be involved in the county – wide programme of Peer Reviews (based on the SPP model) that are about to be reintroduced for 2022 – 23.

Leadership of our provision for students with additional needs

- The responsibility for teaching, learning and progress for all students, including the most disadvantaged and those with additional needs lies with the teachers. We aspire to ensure every learner can learn in every classroom. Support staff help to create an environment that allows teachers to focus on their core purpose in the classroom.

- Our SENDCO leads a team of staff who carefully plan and implement interventions with the ultimate aim of students being successful in the classroom and beyond. The “Must - haves” are an entitlement for all students.
- The school has refined the Inclusion support through a new structure and additional capacity to support our most vulnerable students. A new Associate AHT was appointed to co-ordinate provision for the school’s most vulnerable learners and lead on the recovery programme from September 2020.
- The school is extremely inclusive and will explore every possible strategy as an alternative to suspension; of the 26 mainstream schools in East Sussex, it had the lowest rate of suspension – a rate of 1.2 in 2021 – 22 compared with the ESCC average of 17.74
- The school is working with a range of agencies to support students with multiple disadvantages and their families. This support enables students to become more resilient and provides essential communication between families and school.
- The well – thought out feedback policy and assessment calendar promotes accelerated academic progress and also supports the well – being of staff as it is focused and manageable.
- Performance appraisal is used with all staff to give targets for our most disadvantaged students which includes using evidence from specific research in improving their provision. Support staff are also included and know how they can make a difference to our most disadvantaged students.
- Through the Seaford cluster, a number of Seaford – wide initiatives have been introduced to support the most vulnerable learners. This includes the joint appointment of an **Intensive Family Support Practitioner** to work with vulnerable families across the town and the development of the **Register of Vulnerable Learners** for children in Seaford that maps students’ progression through the schools, identifies barriers to learning, and the interventions that will support them through the 5 Key Stages of their education

Engagement with, and support for, staff and middle leaders:

- **The Middle leaders at the school are very experienced and are the engine room of school improvement;** they drive school strategy through the Leadership and Management group. They are supportive of each other and their department areas but continually challenge their teams to raise standards. School senior leaders recognise that middle curriculum leaders need support, some autonomy and freedom to develop their curriculum areas. Standards are maintained through internal and external quality assurance.
- SHS is a PiXL school and use the RSL model for challenging HoDs; the impact of this approach is apparent through student outcomes
- **The current feedback policy has a 3 step model of feedback consisting of:** peer/ self – assessment, teacher marking and summative marking.
- The Headteacher operates an open – door policy and annually schedules well – being interviews for staff members. Feedback from these sessions informs the School Improvement Plan; for 2022 – 23 actions were added with regard to staff lap tops and menopause support.
- **Staff wellbeing is extremely important.** In addition to positive engagement with the Professional Associations and Unions, a staff well – being group is in operation that is made up of a cross – section of school staff. The Chair of this group reports directly to the Head teacher. Strong and secure line management relationships that are modelled from the top of the school ensure that staff are challenged and also well - supported.
- **Annual staff surveys show staff feel supported.** This is supported by evidence from Line Management meetings.
- CPD is well-thought through and ensures staff are able to use recent evidence-based research to inform their work. It also gives the opportunity for staff to work with colleagues in other settings in order to improve the quality of Teaching and Learning

Leadership and the school community:

- The school has **many routes for parental/carer communication** including through Edulink (this keeps families up to date with information), family events and consultations, a weekly Headteacher and regular SENDCO drop in surgeries and formal parental feedback annually. Communication with families is timely, effective, and seeks to promote school values. The school has recently updated its website in order to further improve communication and reflect the vision for Trust development
- **During the pandemic the school retained its vision** and was able to show, through all communication with the community, that we believe school is about more than outcomes. The school retained as many personal development opportunities as possible and leadership has been

mindful of the workload of staff and through regular communication and surveys have been thoughtful of the demands placed on them. Parent responses to survey highlights high levels of satisfaction; over 85% stated that their children felt happy and positive about returning to school.

- **The school follows up with any family that are considering home education to promote the benefits of being in school.** The school has robust procedures in place to ensure safeguarding and other information is shared if a parent decides to de-register their child from the school. Parents/ Carers who are considering this course of action are invited into school for a meeting with the Key Stage Leader or Head teacher.
- The **Pupil Premium Grant** is used to staff and resource a range of interventions and support. The focus on Maths and English supports vulnerable students' progression into Key Stage 5 and beyond whilst the personalised support offered through well – being and mentoring services ensures that they are able to access this. This support is strategically planned to support the most vulnerable students before they start the transition process and then throughout their time at the school.
- The school has established excellent relationships with universities, local employers and apprenticeship providers and is actively working towards fulfilling all of the Gatsby Benchmarks. This helps to ensure students are ready for the next steps in their learning journeys.
- The **Governing Body** is extremely effective and has developed a clear and ambitious vision for the school which extends far beyond the school gates. The governing body has remained stable since the last inspection and the development of the Trust has provided the opportunity to further develop capacity and broaden expertise at this level.

Safeguarding:

- Safeguarding is the **school's highest priority**. All key Pastoral Staff are trained to be **DDSLs (6 In total)** and all work under the leadership of the Lead DSL. A new appointment of Safeguarding Manager ensures all training is up to date, the register of students with open Child Protection files, or CLA are current and that the online recording system is used in a robust and timely way. Safeguarding is a standing item on all SLT meetings and Governor meetings. A safeguarding officer, who reports directly to the AHT, was appointed in May 2022 to add capacity in this area.
- The **culture of safeguarding** ensures the school has effective arrangements to identify and support students, including securing external support in a timely way. There is a safeguarding lead on each of the three sites.
- A Local Authority Safeguarding Review was undertaken in July 2022 that identified the increased capacity that was provided by the updated staffing structure.
- The adoption of an electronic system to record all safeguarding concerns, along with the recruitment of a new appointment of Safeguarding Manager, means that all safeguarding issues are actioned immediately and followed up rigorously.

Areas to develop:

1. To continue to engage with other agencies to ensure that all students are supported and challenged to secure the very best outcomes; to fully evaluate the impact of current strategies and investment
2. To continue to develop and formalise the partnership arrangements with the four Seaford Primary Schools in order to support early interventions with the most vulnerable families in the town and further develop a Seaford – wide curriculum

Behaviour and Attitudes

School culture and environment:

- The behaviour and attitude of students is excellent because of a **clear and effective rewards and sanctions procedure** which is understood and consistently applied. Communication with families, through the use of Edulink, is swift and effective in communicating information, rewards and any behaviour incidents.
- Parental engagement and communication is central to our tiered behaviour support and early intervention. Protocols are in place for teachers and the pastoral team to communicate with parents/carers when appropriate via email, telephone and meetings.
- The school is a **safe, calm, orderly and positive environment** with supportive procedures in place to deal with any behaviour issues during the school day.
- The school works hard on **school culture with its 5 values** at the heart of school rewards

Attendance at Seaford Head (Behaviour Policy : <https://seafordhead.org/about/policies/>):

The school **prioritises school attendance for both students and staff**, ensuring disruption to learning is minimised. In June 2022 whole school attendance was at 92.9% for Overall Attendance with a PP Gap at 5.2% and PA at 19.2% (see table below for comparative data). During this academic year the pandemic impacted on attendance with coding affecting attendance data – therefore comparison with 2019 is not realistic. A **strong pastoral focus** during periods of COVID impact combined with **strong leadership and an experienced EWO** ensured Overall Attendance and the PP Gap were not impacted significantly throughout the impact of the pandemic. Persistent Absence did increase significantly compared with 2019 however this was a County wide and National issue.

2018/19 Term 1 to 5	2019/20 Term 1 Pre impact of Covid	2020/21 Term 1-5	2021/2022 Term 1 - 5
Overall Attendance 95.6%	Overall Attendance 95.2%	Overall Attendance 94.70%	Overall Attendance 92.9%
PP Gap - 3.6%	PP Gap - 5.0%	PP Gap - 4.12%	PP Gap - 5.2%
SEN Gap EHCP - 3.16% K Gap - 1.71%	SEN Gap EHCP - 4.7% K Code - 9.7%	SEN Gap EHCP - 4.95% K Code - 6.66%	SEN Gap EHCP - 4.68% K Code - 5.18%
Persistent Absence 8.6% PA	Persistent Absence 12.0% PA	Persistent Absence 17.9% PA	Persistent Absence 19.2% PA

National Attendance data from DFE (SHS figures were higher regarding overall attendance compared to National statistics);

Attendance in state-funded secondary schools was **86.6%** on 26 May.

In secondary schools, approximately **82%** of pupils with an EHCP and **83%** of pupils eligible for free school meals were in attendance on 10 Feb (comparison with 26 May not accessible for EHC/FSM available via DFE website; “*Equivalent figures for state-funded secondary schools are affected by some schools offering different provision for year 11-13 students and are therefore not summarised here*”)

In relation to comparison for **this academic year**, attendance is strong compared to the other **26 secondary schools within our County** with **Overall Attendance** at **7.21%** being above County average and **PA data** at **19.28%** being below other schools within the County. In comparison to schools within the County we found ourselves eighth highest in relation to Overall Attendance and sixth lowest in relation to Persistent Absence for the data provided up to April 2022. This is not as strong as it has been in previous years and is a whole - school priority.

Consequences of poor behaviour or attendance are consistently applied. Actions for **vulnerable groups** re attendance include:

- Education Welfare Officer focus on PP and SEN students in all years as well as focussing on all students below 90% from Year 7 – 11
- Every student below 90% has had communication from the Attendance Manager and the EWO
- Twice termly meetings between EWO and DOL's to share attendance data, concerns and strategies to improve attendance
- Daily Edulink messages from the Attendance Manager re Truancy Call and use of phone call, letters and Edulink to communicate with parents/carers
- Medical evidence request letters posted to parents.
- Penalty fine meetings held and letters sent (no penalty fines implemented this year)
- Attendance Concern Letters sent to 90% and below
- House visits from Attendance Officer and EWO
- Use of ESBAS to support attendance of students where required
- Support for PP/SEN students with staff involved with mentoring key students to continue support them with their attendance
- To continue to work with the Inclusion Manager over SEN attendance and highlight key students for mentoring work and group work shops
- House points awarded Termly = 6 HP for 100%, 3 HP for 97% to 99.9%
- Edulink message to parents/carers informing them of Termly award.
- A small minority of students with particular needs require support to improve their behaviour/attendance. The school employs an Educational Welfare Officer (EWO) to support with academic attendance issues along with a newly appointed behaviour practitioner who supports a caseload of students to develop their positive engagement in school. The Seaford School partnership has also appointed an Intensive Family Support Practitioner who works across all Seaford schools to provide a holistic family support programme.

Behaviour at Seaford Head (Behaviour Policy : <https://seafordhead.org/about/policies/>):

- The **behaviour policy** ensures all staff support 'pro social' behaviour – more rewards were given than sanctions in 2021-2022. As a school community we have worked hard to embed a culture of positive behaviour for learning and ensure that all staff are routinely recognising and rewarding pro-social behaviours as well as academic achievement. Our rewards system is linked to our core values and House system. This shift provides some evidence of the effectiveness of our behaviour system but its success is further evident through the day-to-day atmosphere experienced in school. There is a clear understanding of the behaviour and cultural expectations in school and the consistency with which this is applied by staff, has ensured clarity for students and parents alike in this regard.
- Students are happy coming to Seaford Head School and parent voice suggests satisfaction that poor behaviour is dealt with effectively.
- 'The hub' provision is currently supporting over 150 of the most vulnerable/disaffected students. With a range of complex needs that need a wrap-around individual response. The needs are wide ranging and can be based around emotional wellbeing, anger, anxiety, attachment or engagement issues. The Hub activities include therapeutic intervention, academic boosters, bespoke curriculums and 1-1 support.
- The school hosts a Vulnerable Learners Single Central Register, this provides a single place to hold students who have a range of officially recognised and staff identified vulnerabilities. The register records interventions put in place for the young people, as well as broad areas of need and key link members of staff.
- Seaford Head School suspends students as an absolute last resort and only when all available other sanctions/ interventions are exhausted

- Data for **2020-2021** shows that there were **29** incidents leading to suspensions, which when expressed as % of **Number on Roll is 2.43%**. A total of **19 students** received one or more suspensions which equals **1.62% of the number on roll**.

School	Suspension Incidents	PX Incidents
School 1	63	1
School 2	55	0
School 3	11	0
School 4	42	1
Seaford Head	29	0
School 5	72	0

- Data for **2021-2022** shows that there were **16** incidents leading to suspensions, which when expressed as % of **Number on Roll is 1.37%**. A total of **13 students** received one or more suspensions which equals **1.11% of the number on roll**.

School	Suspension Incidents	PX Incidents
School 1	43	2
School 2	83	1
School 3	21	0
School 4	56	1
Seaford Head	16	1
School 5	295	2

- In comparison to all 26 schools within the County, we found ourselves the lowest in relation to Suspensions Incidents** and with 1 Permanent Exclusion. We have been able to utilise our Internal Exclusion room and our HUB effectively which provided us with an alternative to Suspension for our students
- Peer-on-Peer abuse is not tolerated. There are many ways students can report any safeguarding incident including peer-on-peer abuse and the school is aspirational in making it a place where every member of the community is able to call-out any form of peer-on-peer abuse. The total number of peer-on-peer abuse cases reported across 2021-2022 was 325. While it is impossible to entirely prevent peer-on-peer abuse, we strive to act quickly when it occurs and resolve issue swiftly and in keeping with the school behaviour policy.
- Behaviour around school is of a consistently high standard. Students move between lessons in a calm and orderly manner and behave appropriately during their break and lunch times. Behaviour in lessons is excellent, with classrooms proving to be quiet, focused and positive environments. Students are respectful of staff and each other and they understand the expectations and meet them daily. We monitor the numbers of house points, on-calls, relocations and behaviour incidents on a weekly basis to ensure students are being recognised for positive social behaviours and to facilitate early intervention with students whose behaviour does not meet our expectations.
- A parental survey undertaken in November 2022 provided evidence that 95% of respondents felt their children felt safe in school and 95% of parents surveyed felt behaviour was good.
- The current Ofsted survey data shows that 100% of parents/carers would recommend Seaford Head School

A safe environment:

- Children feel safe** at Seaford Head School. Scrutiny of student voice showed all students informing that they feel safe and could talk to an adult in school about any concern. A student survey carried out in June 2022 showed that over 90% of respondents felt safe or very safe at school.

- **We do not believe that bullying does not exist** but we make sure that students feel safe to report it and we swiftly deal with it, ensuring children feel safe at school. Parental surveys carried out in November 2022 found that 95% of parents and carers felt that their child feels safe at school.
- **Students are aware that there are a number of ways students can report any unsafe behaviour through the use of communicating with staff including tutors, teachers and the pastoral team.** The school is determined to be proudly 'anti-discriminatory'. Recent assemblies have included carefully planned themes of sexual harassment, racism (through student experiences and family stories of immigration), LGBTQ+ issues and how to report any safeguarding concerns (including concerns outside of school). The school achieved the Stonewall Rainbow Flag award in 2019 as part of its commitment to inclusion. We have also partnered with The University of Brighton since 2019, students from different ethnic backgrounds have received mentoring, trained as peer mentors and undertaken peer mentoring. Most recently some of our equality and diversity leaders worked on a UNiconnect funded project to create a PSHE resource on micro-aggressions which is being distributed across East Sussex and a Insights project with The University of Brighton working with students of colour to ensure the school is a welcoming environment. This will also inform the work the school is doing towards the Equality and Diversity Quality Inclusion Mark.
- The school has recently updated the **online safety policy along with the anti-bullying policy** (<https://seafordhead.org/about/policies/>)
- The school has a relentless focus on promoting mutual respect and understanding and this is emphasised during tutor sessions, assemblies, through our work as part of the PSHE curriculum and additional community activities.

Areas to develop:

1. To further develop the use of rewards to promote excellent behaviour across the school and reduce the number of behaviour incidents (focus on VLs)
2. Continue to improve attendance, maintaining a focus SEND and other vulnerable groups