"Sixth Form is your best school years. A chance to grow both inside and outside the classroom. It’s a time to meet new friends, experience new adventures and make plans for your future, whilst studying subjects you really enjoy."

John Green, Headmaster
As a father of three children ranged between the ages of fourteen and twenty two, and of very different personalities and abilities, I understand entirely the importance of finding the right school for your child. It is certainly not easy to interpret the range of options available, nor to know how best to support our children. With this in mind I would like to share with you why I believe the pupil experience at Seaford to be so special.

We are a genuinely warm, friendly school with excellent teaching and learning across all departments. In addition to this very strong academic core we offer outstanding pastoral care and an impressive programme of extra-curricular activities. Other schools make such claims, you may be thinking. However, it is my firm belief that it is the close and supportive relationships that exist between pupils and their peers, between pupils and their teachers and tutors, that form the solid foundations for all our children to grow and learn, to feel safe and be prepared to take risks, in the absolute certainty that we will always be there for them, to advise, guide and encourage. This is what we provide at Seaford.

Seaford is a co-educational, non-selective school and we are proud to offer an inclusive environment where each individual is known and valued, and is given attention and respect. Our aim is to educate the whole person, to find the strengths of each boy and girl and to enable them to succeed. We have everyone here, in a true representation of society; what better preparation for the future can there be?

Seafood College is a school that welcomes the very brilliant (we have many Oxbridge successes) and those who find the examination culture a challenge. We have the academically gifted, and we have those who may have organisational or processing difficulties. Our real strength is that we enable our pupils to achieve their potential – and beyond. In a good school students need to feel valued, trusted and respected. At Seafood we have a very strong academic core and via our Challenge Grade system, students are encouraged to secure academic personal bests – whilst still keeping a smile on their faces! We look after our students; inspire personal ambition and success so that personal bests are achieved inside and outside the classroom.

Our aim is to educate the whole person; to nurture individuality and an acceptance of others’ strengths and weaknesses, to develop initiative and an enquiring mind: a hunger for life. A typical Seafordian will be an articulate, confident and well-rounded young person. I invite you to enjoy the following collection of insights into life at Seafood’s Sixth Form. We also regularly update our blog at www.seaford.org with news and events to keep you up to date with life at Seafood. I would encourage you to visit the school and see us ‘in action’ during the school day and I am always available to meet with you. Please do not hesitate to get in touch and our Admissions Department will arrange a convenient date for you.
Meet Joe Follows

Most likely to hear you say: “No dramas”

Favourite quote: “Geography; keeping Crayola in business since 1885” is one people love to throw at me, along with the other colouring in jokes. “It always seems impossible until it is done,” from Nelson Mandela, would be the quote for me though.

Favourite subjects in school: Geography and Drama

Hobbies or interests: I collected beer mats for many years as my Dad told me they were cheaper than Pokemon cards. I’ve got a season ticket at Southampton FC with my mum – although the boys in the Boarding House are trying to convince me to convert to watching rugby! I love a good documentary as well.

Desert island meal: Steak and stilton pie and chips, with good gravy. And a nice pint, obviously.

Top things to do: Go to the theatre, be outside, travel to new places, and watch “Who Dares Wins” and “The Apprentice” religiously when they are on.

Top thing on your bucket list: To touch down / step in every time-zone.

Favourite place: That is hard, as a geographer! There are some amazing places out there, and I’ve been lucky enough to go to a few. I have a couple, but for different reasons. I absolutely love going to Iceland, and taking the kids is amazing – seeing their reactions to the scenery and their appreciation for the power of nature is awesome. I also cannot recommend Angkor Wat temples in Cambodia enough – a truly inspirational location.

Are you living your best life? On the first parents evening when I was in reception, the teacher said to my mum that one day I’d be a teacher so I guess I am. At the time I didn’t know I’d be working with teenagers, but I love it!
It’s often said that your school days are the happiest of your life, and here at Seaford College, we try to ensure that’s most definitely the case.

We are a genuinely warm, friendly school with excellent teaching and learning across all departments. Alongside our strong academic core, we offer world class pastoral care and an impressive programme of extra-curricular activities that is always growing.

Our pupils truly benefit from our beautiful setting, whether training on our first class sports facilities, having a music lesson on the terraces, or taking our pastoral dog for a walk.

Seaford has day students and students that flexi-board, weekly board or full board. Weekly boarding is very popular and unlike many boarding schools, pupils can devote themselves to their studies during the week, so that they can spend precious time at home with parents and siblings at the weekends. There is no Saturday School, but we do offer a range of clubs and activities on Saturdays as well as sporting fixtures.

Above all, Seaford College is a close-knit community where pupils are nurtured and encouraged to make the most of every opportunity on offer to them.

“At Seaford, you’re not restricted to just possibilities. If you want to create something, and be amazing, you can. Seaford helps you to push the boundaries, and gives you the freedom to do that.”

George Lawson
We welcome many new students into the Sixth Form and we support the transition to a new school in every way we can. Students moving from Seaford’s Senior School to the Sixth Form have great continuity, with their teachers helping them to choose A Level subjects that may help them with any particular career or University aims.

We also ensure that students in our Sixth Form are given greater independence and responsibilities, creating an environment to help prepare them for University and life beyond school, including a separate Boarding House for Year 13s.

The transition from GCSE to Sixth Form is a significant time for students. Social pressures from peer groups and social media abound, whilst in the classroom subjects get harder and the careful planning of study time is crucial to academic success.

Students who complete their education in Seaford’s Sixth Form enjoy a range of privileges appropriate for their age, as well as individual study bedrooms and their own Common Room and social spaces. Separate boarding houses are provided for the Upper Sixth, and in these students enjoy a lifestyle and facilities befitting young men and women about to embark on life at University. Spacious study bedrooms offer ample room to revise for those all-important end-of-year exams.

As well as fantastic facilities and a broad range of extra-curricular activities, Seaford provides a breadth of choice in A Level subjects. Sixth formers are divided into small tutor groups but more commonly meet on a 1-1 basis with their tutors to discuss aspects of their work and monitor their progress.

We have additional academic and careers support, led by John Doy, Director of Academic Performance and Enrichment, which includes a mentoring system to stretch students beyond the curriculum and coach them through University applications, as well as dedicated support for those looking to follow a different path.

Boarders eat good food, exercise regularly, and have dedicated prep time with access to many different subject teachers, which translates into students achieving their potential. Most of the College Sixth Formers go on to University or higher education. All are equipped with self-confidence and entrepreneurial skills, as well as a passion for life and a willingness to succeed, whatever their chosen path or career.
to Sixth Form

“I learnt so much, from communication to time management on The Young Enterprise Scheme. I also discovered my love for business. Seaford is so supportive, it’s about achieving your best. It was a pretty great experience and I felt valued in lessons. My results came from boarding, everyone is working hard so you work hard. It feels like home. The pastoral support from the boarding staff is amazing.”

Ylvali Koch
2A’s A, heading to an internship at BMW Mexico, before travelling and then University.

Kamal Sameer
What has Seaford done for you as a person?
It’s allowed me to find my passion, to find my own personality. It’s taught me how to cope with things and how to think about things.
I knew what I thought I wanted but then different experiences here and how I have coped with them have changed this. I’ve found out what I want to do and what my passion is.
I love Seaford because.... it pushes me to be the best of myself.

Angelina Macari
What do you think of Seaford?
I love it. It’s great how you get to do all the sports. It’s such a friendly school, so welcoming. I’m so happy here.
I love Seaford because.... it’s so friendly and such a warm school, it makes everyone feel welcome.

Emily Holden
What advice would you give to someone coming to Seaford?
Do things that take you out of your comfort zone. Take as many opportunities as you can. The more you do it, the easier it becomes as you get into the flow of it.
I’ve put myself out of my comfort zone by photographing events and becoming a Prefect. I know that if I’ve done that, there’s nothing I can’t do. It’s nice to know it’s not the end of the world if I make a mistake too.

I love Seaford because.... everyone is so focussed on helping you as an individual to grow and develop further.
**Fergus Segrove**

*What has Seaford done for you?*

In Year 9 I was really shy – very introverted. I had no idea what I wanted to do.

Now I’m almost 100% certain that I want to be an actor. It’s given me my aspiration to be an actor.

*What advice would you give to someone joining Seaford?*

Try as many clubs and activities as you can. Seaford has so much to offer.

*I love Seaford because… it has enabled me to further develop my passion for the performing arts.*

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**Freya Brazier**

*Tell us about your time at Seaford*

It was daunting at first but once you’re here it’s so friendly. I love it. I think I learnt more here in the first day than I had in a whole year at my previous school.

It’s in a gentle way though – not in your face. I would have crumbled under strong academic pressure. It’s nice we have the balance here with things like sport. You’re left to do the best that you can do. I’m not stressed out. You learn to do enough for you. Sport balances it out as it means you’re not in academic mode all day.

The staff are really friendly. I wasn’t thriving at my old school and now I am.

*I love Seaford because… throughout the years, looking back at how I was to how I am now, I’ve come a long way. It’s helped me so much. It’s a nice environment to grow up in. I never thought I’d be where I am now. It’s the friendly atmosphere, the sport, all the possibilities. It’s amazing.*

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**Hannah Wardrop**

*I love Seaford because… we are a microcosm of society. There are people here from all aspects of life. Seaford is talked about. About being that different school. It’s all about outside of the classroom and that helps inside. Teachers here understand the weight of other subjects. They like to get involved, ask about your life. Then they can gauge what you can and can’t do.*

*What advice would you give to others joining Seaford?*

Don’t look at a shut door as permanently shut. Look at it as a door that can be opened again. Not many people will open it for you – you will need to do it yourself. Keep plugging away. If you put the effort in, you will know at the end of each day that you have done your best.

Get to know everyone as quickly as possible. Really immerse yourself. Throw yourself into the extra-curricular – it’s the best social experience. When you’re rooted socially the academic opportunities will evolve and doors will open. You need to network!

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“Teachers at Seaford are so engaging and incredibly adaptable. I’ve really enjoyed my time here, it’s going to be weird leaving. I’ve been able to try new things; Athletics was a great distraction from the academic. Athletics and Music have helped me with my exams. The Pastoral team are great - I wouldn't have been able to do it without them. Other schools say that they do pastoral care but at Seaford they actually do it.”

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**Joe Hill**

2A’s A, reading Maths & Physics at Warwick
Ross Donaldson

Advice to others

I have academic ambition so study hard but I also do a lot of extra-curricular activities: rugby (and other sports), singing in the choir & performing arts. You can achieve your best in and outside the classroom, if you use the time given to you. Use your private study time - get the work done and you'll love the Sixth Form at Seaford.

I love Seaford because.... it accepts all types of people. No matter what you like and no matter what you're like there's something here for you. The community is special – you don’t find that at other schools. You can hang out with people from all different years and that’s not seen as odd.

Caelan Stanton

What do you think Seaford's done for you overall?

I feel like I've grown as a person. I've matured, not just in age but in attitude which has been Seaford's doing really. The ethos is completely different from my old school and that is really important. I feel like I needed that change. Luckily I've bought into it and come out with good grades last year and hopefully a good set of A Level grades.

What is it about the ethos that you like?

Be the best you can be, it's about you not everyone else.

I love Seaford because.... it's just great. It’s a great school, the teachers and students are great. Everything’s just really good about it. It’s all very positive. Our Headmaster, Mr Green is very positive all the time and you feel like you want to be the best that you can be.

Lourdes Velasco-Nicholls

Where does the freedom come from within the structure at Seaford?

You can be individual and we're respected for that. The fact that I can do the subjects that I want to. I've got my free periods now which is great because I can actually focus on what I want. In the Sixth Form at Seaford I get to focus on what I like.

I love Seaford because.... of the confidence it’s given me and the fact that I can be who I am. The freedom that I’m allowed to have is extraordinary.

Seaford's Peer Mentors are trained to offer support to other students.
Seaford has a friendly atmosphere and improved my confidence. It lets you be who you want to be and allows individual learning.”

Will Morris
2A’s A, reading Biology at Bath
Angelina Macari

What do you study at Seaford?
Politics A Level, Business BTEC and Hospitality BTEC.

Why did you choose these subjects and this combination pathway?
I want to do Hospitality at University so the BTECs are great. I also wanted to do an A Level and I think Politics is interesting. I really like doing a combination pathway, it gives me a good balance. I don’t like doing 100% exam courses as it’s too much to learn in one go and is too pressurised. The BTECs are work over two years which is better. It’s great to have the choice at Seaford - the option to do both.

I really wanted to do three new subjects. There’s more options at A Level which is great. Politics is quite relevant. I’ve a real interest in it and it’s good to learn more about it. It covers a range – from Brexit to American politics.

How long have you been at Seaford?
I’ve been here since Year 7.

Emily Holden

What do you study at Seaford?
Media CTech, Business and Photography A Levels

Why did you choose these subjects?
I like this combination. Having ongoing projects and coursework is good too, although I don’t really mind exams.

How long have you been at Seaford?
This is my second year.

Why did you choose Seaford?
I had been at a Sixth Form College before. There is so much more on offer here. Before I would just go in to school and work. It was too big so I’d get lost. It was very much just about getting the grades. We came to look round here for my brother.

When I came to an Open Morning Mr Green said the Sixth Form should be the best two years of your life. I was at a Sixth Form College and it wasn’t so I knew I needed to move! Now I’m definitely living my best life!

How did you find the transition from GCSE to A Levels?
It’s a step up and you need to become more self-motivated to be able to keep up with the work. It’s not a huge jump though. There’s less teacher direction and more of you needing to read around the subject to get the knowledge.

“Learning Support helped me immensely, I never thought I was academic but the teachers here are great. They have taken me from someone in Year 7 who struggled and wasn’t confident, to where I am now. It’s the safe atmosphere - it makes you feel like you are important and that translates into the academic. I will miss the people and the amazing facilities.”

James Thompson
2A’s A, reading History at University
Fergus Segrove

What do you study at Seaford?
Politics A Level, Business BTEC and Media CTech. In the next module in media, I get to act in front of a camera. I’m looking forward to that. I want to get into filming.

Why did you choose these subjects?
I struggle with exams and revising so BTECs were perfect for me. I can get the work done throughout the year and then forget about it. I chose to do one A Level and I like Politics – I love current affairs. Because I’m so interested in it I find it manageable.

How long have you been at Seaford?
I joined in Year 9. I was at Barrow Hills beforehand.

Why did you choose Seaford?
Fundamentally because of the beauty of it. It is just stunning. I loved it when I visited on Open Days. Over the years there have been more and more facilities – they’ve helped me develop my passion for the performing arts.

How did you find the transition from GCSE to Sixth Form?
It’s not as bad as they say! In Year 12 most are studying new subjects. It’s not necessarily loads more work, it’s just different subjects.

It’s brilliant in terms of freedom. You’re given respect if you earn it. There’s more opportunities to do things. Purple Time has lots of activities you can do. I am in a band with Ross that performs worship music. It’s once a fortnight and is really interesting as it’s new.

Freya Brazier

What do you study at Seaford?
English Literature, Biology and Geography A Levels.

Why did you choose these subjects?
I like academic subjects.

I find Biology really interesting. It’s hard but it teaches me to drive for something. English is really interesting too. I like analysing. You can read a book but to really understand it is something different. You kind of get to look inside someone’s brain. Coming up with ideas about why something is written – I like that.

I do art in my own time – I wind down with it, for me it would have been too much to do as a subject. Both my grandads were artists. One did illustration for the BBC and taught at the Royal Academy of Arts.

How long have you been at Seaford?
I started in Year 6, so eight years ago. It was very different then. A lot less modern.

How did you find the transition from GCSE to A Levels?
It’s nice to only have three subjects to focus on. Study periods are a life saver. I get the prep done so I am able to relax after school. It’s upping the tempo with the complexity of the subject so I need to take time off for myself. I plan my time well – I make sure I get it done. I quite like it. It’s fast and there’s a lot of interesting ideas and concepts to get into.

In Purple Time I do Biomedical Science, it helps me understand stats better. It’s great to have extra-curricular activities that support my academic studies.
**Hannah Wardrop**

What do you study at Seaford?
I’m doing A Levels in English Literature, Spanish and Music.

Why did you choose these subjects?
I enjoy them and they all complement each other.

How long have you been at Seaford?
I started in Year 6.

Why did you choose Seaford?
I visited on an open day and was blown away by the grounds. It was so different to my old school which was small and on a main road. I really loved the people here too.

How did you find the transition from GCSE to A Levels?
A Levels are much harder than GCSEs but you get to establish a different relationship with the teachers. For me the transition has been marked by being treated like an adult because I am behaving like an adult. I really enjoy discussing ideas in lessons with my teachers.

**Ross Donaldson**

What do you study at Seaford?
Biology, Geography and PE A Levels.

How long have you been at Seaford?
I’ve been here since Year 9. I came from Amesbury School.

Why did you choose Seaford?
It’s a family tradition! I’m the youngest of four children and we’ve all come to Seaford.

How are you finding A Levels?
Good. Tough, but good! Year 13 has definitely ramped things up. I did well at GCSE and loved Biology. I didn’t find it that hard but now it’s almost like a new subject. The techniques needed are 10 times harder.

How did you find the transition from GCSE to A Levels?
Time management is so important now. It’s particularly important in Year 13 to plan and use the private study time. I then don’t have to do my work at home and I have time to take advantage of all of the activities at Seaford.

How does Seaford support you?
Seaford encourage independent working – this prepares you for outside life. The support is there if you need it. I sometimes visit my teachers in my private study time if I need help.

“Being a Music Scholar at Seaford has inspired me; ultimately I want to go to the Royal College of Music or another Conservatoire.”

Hannah Wardrop
Caelan Stanton

What are you studying?
A Level PE, Business and Psychology

Why did you choose those subjects?
They all go hand in hand, in my eyes anyway.

I could set up a sports psychology business. I’m looking forward to University. Those are the 3 A Levels that are personal to me, I want to excel in every one.

Why did you choose to come to Seaford?
I like the grounds at Seaford. I joined primarily for the sports side of it. I saw the academic side of it as well as the rugby side and I just thought, “Wow, this is where I want to go.”

What school were you at before?
My local comprehensive, the Regis school in Bognor and then in Year 9 I just decided to come here.

Where have you played rugby before?
I was playing for the school but I was mainly playing for my club in Chichester. Luckily I was fortunate enough to be included in the Harlequins set-up from the age of 15 onwards which was a very big step.

So how is Seaford different from your old school?
It’s a lot more relaxed as such. The approach to the academics is ‘you don’t have to be the very best of everyone, it’s about being the best for yourself.’ Personal bests is what Seaford is about and that’s much better. I find that better myself and I know other people agree with me.

The sports side of it is amazing, as well, it’s absolutely amazing. The facilities are great and everything is just brilliant.

What do you like about ‘personal bests’? What is the essence of that? Why do you like that?
There’s no real pressure that you have to be amazing, you can just put in the maximum effort that you can and whatever you get from that you can look at it and say ‘OK, I’ve done my best, and if it’s not as good as someone else, it doesn’t matter because it’s me personally,’ which is very important when growing up.

It has helped with confidence especially. I wouldn’t have got such good results in GCSE if I hadn’t been here. I’m hoping for quite high grades at A Level. I have to put in the work.

Do you think if you’d have been in a school that was very academic you’d have shied away from it?
Yes, Seaford has encouraged me academically and given me confidence to succeed. It’s ambitious for you and I find this encouraging.

Does it challenge you more? Knowing that you’re aiming to be your best?
Yes, I think so. If I were to go to a highly academic school, that had really high expectations, I feel as though I wouldn’t have shone in myself. I may have retracted a bit, and gone into my own shell. Maybe just coasted along, whereas here, I feel like I’ve excelled in my academics personally. It’s all very good.

What was the transition like from GCSE to A Level?
It was a lot easier than I expected. I think most of us expected it to be like a massive jump but it’s been a gradual climb which is really nice.

Instead of it going from really easy to really difficult it’s kind of gone straight up. Not a massive step; which I like personally, they prepared us well at GCSE for the step up.
Lourdes Velasco-Nicholls

Why did you choose Seaford?
It kind of suited me, the learning styles and having that pastoral support as well as all the academic.

With the learning styles it’s all the resources that are here, you’re able to access it. I can learn how I like to learn, it’s not about telling us what to do. My teachers suggest how I might approach things so will say, “Try this, it might be a better way”.

Is that very different from your old school?
Yes, very. Seaford suits me better.

How does Seaford’s approach help you?
Everyone learns in very different ways so if we were all made to do the same thing we wouldn’t get results that were good.

What are you studying?
Computer Science, Physics and History A Levels.

Why did you choose those?
I want to be a pilot, you don’t need any specific A Levels but I thought these would be the most beneficial. I really enjoy Computer Science and Physics and with History I wanted to have an essay based subject so I can carry on with skills of being able to write.

What sort of grades are you predicted?
I want to say Bs and Cs.

What do you think about Seaford from an academic perspective?
I think it’s great. I think all the departments are really great. If there’s an issue they will really quickly identify it and sort it out very quickly. I think there’s so much encouragement. All the subjects that I am doing now, I really hated before I came here. I would never have done it without the encouragement of the teachers and my friends. They really help me to feel confident in my subjects.

Did any teachers inspire you?
Mr Gisby for History, definitely. I had Mr Whelpton for Chemistry he was great. I would not have got my grades without him. I’ve got Mr Crook for Computer Science. I’ve had him since Year 9.

What was the transition from GCSE to A Level like?
Much harder but not unachievable. It is more difficult but it’s not like I can’t do it.

What are you passionate about?
The forms of feminist equality. Often the subjects I study like Physics, are seen as more male subjects. I believe you should do what you want. Don’t let the fact that you’re a girl push you back. I want to be a pilot. The highest percentage of female pilots is in India. Even then it is only 13%, which is ridiculous. Anyone can be a pilot, it’s not a man’s job.

Do you feel in your subjects you get treated equally at Seaford?
Absolutely. I’ve never experienced ‘don’t do that, you’re a girl’, not from my peers or teachers.

Are you planning to do an EPQ?
Yes, I wanted to do Classics A Level but it didn’t work out, so Mr Morgan said come to me and I’ll help you write an EPQ about classical civilizations so you can still learn about it.

“Gaining a Sports Scholarship really boosted my confidence and gave me the drive to succeed. I want to pursue a career in professional rugby.”

Caelan Stanton
Education
A Levels – English, History, French
Oxford, Mansfield College, 2:1
English Language & Literature

What did you do after graduating from University?
Initially I worked as a researcher and writer for a legal reference book. I then travelled extensively in the Middle East, before spending three hectic and enjoyable years as a live gallery producer on a TV auction channel.

When did you decide to go into teaching?
I wasn’t using my degree as much as I wanted to in my working life, so I did a PGCE at King’s College London, which led to three years teaching in a state school in Watford. After that, I went to work at The British School of Brussels and was appointed Head of Department after a couple of years. Four years later, I came back to the UK and took up my role as Head of English. After three good years here, I was asked to start working with our more able students as well as oversee our Careers provision.

Do you think your work experience before your PGCE helps you with your teaching career?
I suppose trying to motivate a sleepy production team at six in the morning to make a pile of towels look interesting is a bit like trying to sell John Keats to Year 10.

Why do you enjoy teaching at Seaford?
There’s a lovely view from my window, and the staff are interesting and friendly. I like the range of students you get here too; it’s satisfying working with really bright students but I also enjoy helping those students who have struggled with English in the past. Also, I grew up in Sussex and always loved the South Downs so I feel very at home here.

What do you do to relax in your spare time?
I love music and used to play in bands, so I like going to gigs with my friends. I still write songs for fun - finding people to play them is a challenge I’m working on. I have two small sons now so most of my spare time is spent messing around with them. I like reading and watching films too.

Meet John Doy
Director of Academic Performance & Enrichment
Seaford’s Director of Academic Performance & Enrichment, John Doy, helps the academically gifted to reach their full potential. In his role he coaches students through the Oxbridge application process, has set up a mentoring system allowing students to have one to one time with the Head of Department in the subject they are specialising in, and the chance to be stretched beyond the curriculum in their subject.

His role is essentially to stretch the academically able at Seaford. Ana Pantazopoulou is an Upper Sixth who plans to read Geology at Oxford: “Seaford stretches us academically but there is no pressure. I really enjoy exploring ideas with my mentor and the extra work I do beyond the curriculum is really stimulating. I feel supported to do well and achieve my full potential.”

John sees his role as an SEN role (Special Educational Needs) for the most able students at Seaford. John Green, Headmaster said: “Seaford excels at providing learning enrichment at all levels. The academically able need to be supported and stretched to make sure they achieve their potential. John’s role reflects Seaford’s ethos: to inspire personal ambition and success so that personal bests are achieved inside and outside the classroom. He studied at Oxford University and is in a great position to guide and mentor students.”

John tries to demystify the whole Oxbridge application process for the students: “I will guide them through what the University is looking for. All Universities want to see that candidates can demonstrate an interest in their specialist subject both inside and outside the classroom... we have 18 months to prepare; I make sure students are saying the right things on their application forms.

Alongside their mentor, we make sure they are reading the right books and doing the right things to put them in the best position for success. We stretch students beyond the curriculum and work on interview skills as this is still a crucial part of the selection process for these courses. Purple Time enables us to have weekly sessions where I can catch up with all the students to make sure they are on track.”

“Seaford identifies potential students for the programme in Year 11 or 12 if they are new to Seaford. These students then get the opportunity to be mentored by the Sixth Form students on the programme. Students feed off of one another’s enthusiasm for their specialist subjects. Teachers who are mentoring also find this extremely rewarding.”
Tracking the progress your child is making at school can often be difficult. Seaford College has introduced Challenge Grades, a reporting system that is updated monthly, to track progress.

At any time a parent, pupil or teacher can log on and instantly review progress. Pupil progress is indicated through a colour coded visual dashboard, which in turn relates to a pupil’s challenge grade in each subject.

If a pupil is working at a level that puts them on the right path to achieving their challenge grade by the end of the course, they will be awarded a green. Platinum and Gold indicate impressive attainment and progress. Amber and red indicate that intervention and positive support are required, coordinated through the pupil’s tutor and Head of Year.

The aim at Seaford College is to educate the whole person: to nurture individuality and an acceptance of others’ strengths and weaknesses, to develop initiative and an enquiring mind: a hunger for life. A typical Seafordian is articulate, confident and a well-rounded young person. Seaford College provides an inspirational environment which nurtures academic excellence, sporting success and creative talent.

Emily Holden, an Upper Sixth Boarder in Heden Court, said: “My Challenge Grades have really helped me. They are realistic, but also really motivating. They showed me that the teachers here believe in me, and so now I am much more able to believe in myself. I’m really motivated to achieve higher things and to fulfil my potential.”

“We are proud to offer an inclusive environment where each individual is known and valued; is given attention and respect. Challenge Grades are, essentially, a measure of potential. It’s what we think a child can achieve if they work hard. Challenge Grades are ambitious but realistic.”

John Green, Headmaster
Purple Time - Academic and Vocational Enrichment

Purple Time is our new enrichment programme in the Sixth Form. This programme of Academic and Vocational Enrichment is built into the timetable, allowing all students the opportunity to choose activities that either support their main academic studies or to develop their broader CV.

Activities include: The Young Enterprise Scheme, Mixed Martial Arts, EPQ, CCF, Science Journal Club, Maths for Scientists, Biomedical Society, Oxbridge, MOOC courses, Chamber Choir, Congo Band, Zumba Fitness, Arts Awards, Shotokan Karate, Golf coaching, Estate Management Skills, Sixth Form Drama, Community Service, Climbing NICAS Qualification, Fly Fishing, 3D Printing and Drone Making club, and subject tutorials to support academic option subjects.

Extended Project Qualification

Extended Project Qualification (EPQ) allows students to push their abilities beyond the A Level syllabus and prepare for University or their future career.

It is a self-directed and self-motivated optional course that provides a valuable opportunity to demonstrate independence and individuality. It is also a highly regarded qualification which gives the students an advantage when applying to University. EPQ is equivalent to half an A Level so can be used to earn extra UCAS points.

“I am so happy, taking this combination pathway was great, perfect for me. It allowed me to focus and my teachers gave me fantastic support, they are great. Seaford has given me great confidence and helped me to push to get the grades I wanted. My teachers supported me and they have ambition for you. When I saw what my teachers put as my Challenge Grades it gave me the confidence to work hard. I love the sporting facilities and will miss the golf course!”

Alexander Cassar
2 Distinctions & A Level grade B, reading Geography at Oxford Brookes
Future aspirations

Kamal Sameer
What are your future aspirations?
I’d like to take a gap year to start my business. After that I’ll go to University – probably Strathclyde to do Business Enterprise. They have a really nice course there.
Seaford are helping me, Mr Pitteway is helping with UCAS. The teachers are always willing to look at your personal statements and application forms.

Who is your role model?
My dad. He’s very entrepreneurial and has set up his business and made it a success. I admire that.

Angelina Macari
What are your aspirations for the future?
I want to have a career in hospitality. My family is in the business already. They have a café (Macari’s) and have just opened a restaurant – Fino’s in Felpham. I work there at the moment which is really good experience for me.
I want to go into Event Planning too.

How are your year feeling about University?
I’m talking about it a lot with my peers - whether we are thinking of going or not. Not everyone wants to go - there’s a feeling that they don’t want three or four more years of education. A gap year is a good idea. It’s nice to know there are more options than just University.

At Seaford I am involved in the BTEC Hospitality Dinner which is brilliant. Our class are planning at the moment. I’m staying organised - we’re having meetings with the chefs to plan the menu which is really interesting. Our class all get on well and have group discussions. We make sure we always all agree on the final decision. It’s great experience and helps me know that I’m making the right choice for my future.
Fergus Segrove

What are your future aspirations?
I want to be an actor. I realise it’s a tough industry but that’s my ultimate dream.

I’d like to take a gap year and then go to drama school – somewhere like Central Saint Martins. LAMDA is really helpful with auditions for that.

How are Seaford helping with your aspirations?
Dr Askew has always encouraged me with regards to my acting. In Year 9 I was really shy – very introverted. I had no idea what I wanted to do.

Now I’m 100% certain that I want to be an actor. It’s given me my aspiration to be an actor.

Seaford has really built my confidence. It comes from having to make new friends and talk to people. Not just when I started but when there have been other new joiners after me.

Emily Holden

What are your future aspirations?
I’d like to work in the film industry, in the UK or the US. I’m good at organising and also have a creative side so something like directing.

I’m also interested in working in business as I’ve had experience of that from my family.

How are Seaford helping with your aspirations?
The teachers are so attentive. They realise your skills and potential and will suggest things to you that will help. Ms Johnson and Mr Doy; they have given me the confidence to push myself further. Mr Doy has helped me to go for something that I love rather than something that I feel I should do.

Mrs Grantham-Smith has recognised my skills and is giving me opportunities. So are the Marketing team. I’m a Student Content Creator for them and I’ve learnt a lot from the experience; I’ve had experience photographing events and taking video footage. I now approach an event in a completely different way when I take photos, I’m thinking of the story and what photos I need to tell it in the best way.

Freya Brazier

What are your future aspirations?
I want to work in Marine Biology. I like the sea a lot. The colours and how fish work together.

I’ve looked at Exeter and it would be at the Cornwall campus which is amazing. I’m really drawn to it. Southampton have a really good course too.

It’s an ABB course. I know I’ll need to work hard but I believe in myself. My challenge grades are ABB too. I’m gauging where I’m at and feeling I can do it. I won’t push myself so much that I breakdown, that wouldn’t be worth it. I find exams quite stressful – it’s the build-up. I want to show what I can do. I need to focus more on what I believe I can do.

After University I’d like to go travelling. I want to experience the world. I’m in a small bubble at the moment I want to get out of it – explore and see everything! I’ll do that for a few years and then settle down.

How does Seaford help?
There are great revision guides and the teachers give advice on how to revise. They support you really well and put on revision sessions.

Year 14: We offer a further year of part time study for any students wishing to opt to study Voice in further education. This programme supports all aspects of training including aural skills, sight reading, harmony, voice lessons, languages, choirs, concerts, diplomas, movement class and keyboard skills with a dedicated team of specialists. This will enable students to be guided through auditions to a Conservatoire or University and focus their attention on developing their skills to a high level pre application. Recently we have nurtured students who were awarded scholarships to the Royal College of Music and the Birmingham Conservatoire.
**Hannah Wardrop**

**What are your future aspirations?**

Ultimately I want to go to the Royal College of Music or another Conservatoire.

First I’m going to do Year 14 here. Not only will it improve my voice but it will improve me as a performer, as a person. I’ll get a glimpse of the real world before I’m back in the system. I’ll get the chance to keep performing here - in the choir and in musicals. It will expose me to opportunities externally as I’ll be like a member of staff.

After a Conservatoire I’d like to train with an opera company. Hopefully the English National Opera. I’d start with small roles. My dream is to then one day to move to the Met Opera. Whatever role there is – the chorus or the main role would be equally good.

**How has Seaford helped you?**

Ms Reynolds (Director of Performing Arts) pushes me out of my comfort zone but not in a forceful way. She knows I can adapt to the situation. She gives me challenges and I love a challenge. It will really help me with my auditions.

She asked me to sing in assembly which was really nerve wracking. Singing in front of your peers is the hardest thing to do. I was pleasantly surprised that I wasn’t fazed by that. I have Ms Reynolds to thank for readying me for it. Even though I didn’t know I was ready, she did. I enjoyed showing off! It was the biggest audience I have had – about 800. Hopefully that will grow.

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**Ross Donaldson**

**Aspirations for the future**

The degree course I want to do at University has a one-year placement. I’d like to go to New Zealand and work in a rugby team - backroom staff, analysis, something like that. Hopefully it will lead to a job offer or I’d get a similar job back here. I’d like to travel with a job that I love. Perhaps I’ll be the Head coach of Scotland Rugby!

Eventually I’d like to go into teaching but not straight away. My whole family are teachers. My brother went straight into it and he even says it would be better to wait.

**How has Seaford helped you with your aspirations?**

If I wasn’t here, I wouldn’t have got to the place that I am now. In Year 7 I was shy. I’d sing on stage but I’d get very nervous – I had no social skills! Seaford has definitely given me more confidence. It’s developed me in all aspects. It’s increased my academic ability. I have dyslexia and Seaford has given me confidence in myself - they make you realise you can do it.

When we have exams they prepare us so much, it becomes second nature. Seaford drives you. They don’t care about the top grades, they push you to get what is realistic for you – your best. Challenge Grades has helped a lot with this.

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**Lourdes Velasco-Nicholls**

**What are your aspirations for the future?**

I’m going to be a pilot and I want to train at CAE Oxford. They start a course every month so I want to start in January to have a bit of time off. You do six months ground training which is purely theory – you get your pilot’s licence without even stepping in a plane which is ridiculous. You then have six months in Phoenix where they teach you to fly in sunny weather and then six months back here in not so sunny weather.

I still need to apply but I’ve been up for open days and had a look around it. To get a place you have to go through tests and interviews but you don’t need certain exam results.

**How do you think Seaford has helped you with your aspiration?**

My dad’s a pilot but I never wanted to do the same job. If I hadn’t had encouragement from the CCF (Combined Cadet Force) at Seaford to go ‘try flying you might like it’, I’d never have thought about it.

I’d wanted to do Computer Science at University. I wanted to do Artificial Intelligence but that was quickly put aside when I tried flying.
Caelan Stanton

**What are your aspirations for the future?**

Primarily I want to play rugby as a profession, but I want to go to University as well. I’m hoping to go to a Russell Group University, Exeter, Bath, somewhere like that and continue my rugby there but also study. My first choice of course is Sports Psychology but I’m also considering Economics and going down the business path, hopefully to get a nice paying job in London, somewhere like that. I think with my A Level options there’s a wider range of opportunities as well, not just one pathway which is the best thing.

I’ll carry on with my Harlequins rugby until I’m 18, get a contract hopefully and then play rugby for my University alongside that because as a young player you won’t really get much first team experience so they’ll allow you to play for the University. Rugby is a short career so I think you need a contingency plan.

**Do you think that’s quite a realistic goal, playing for Harlequins?**

Hopefully. But my life doesn’t end at Harlequins, I could go somewhere else. I want to play rugby and be involved at some high level.

**To get to the Harlequins contract, would you do trials there or would they just tell you if you’d got a contract?**

At the end of the 18 season, which will be next season for me, they will select about 4 or 5 people and then say you’ve got a contract at this much a year, for 4 or 5 years, however long and then you’ll build it from there.

**Were you inspired by any other players at Seaford that had done that?**

Yes in particular Fergus Guiry who got the England contract. And obviously our Headmaster Mr Green is a massive inspiration. I’m studying quite similar subjects at A Level. That’s quite an inspiration as well.

I’m hoping for quite high grades. I want AAB to get into University. I have to put in the work.

Fergus Segrove found his passion for Performing Arts at Seaford and aspires to be an actor.
The boarding experience

What opportunities are there for Sixth Formers in the boarding houses?

Sixth Formers are all encouraged to apply for the House Prefect positions. As prefects, they have the responsibility to help manage and supervise their own corridor. They also assist the duty member of staff, one night a week, with prep, taking in tech and helping manage the bedtimes and settling at lights out. Prefects are expected to be role models and set the highest possible standards for others in the House to look up to.

Sixth formers can also apply to take on the role as Head of House. This is the public face of the House and is expected to fill in for prefects if they cannot make duty nights. Head of House are also around at Open Mornings to take House tours and they attend all House events.

They can also be asked to be a ‘buddy’ for a pupil who is new to the House – essentially, they help them get to know the routines and where different things are, help them settle in, that sort of thing.

Are there any activities for boarders at the weekends and in the evenings in your boarding houses?

The sports hall is open and pupils can use the Johnson Centre (Seaford’s new Sports Centre). The swimming pool is open on a Thursday; there is Yoga on a Wednesday and a boarders’ climbing club at certain times of the year. When it is still light, pupils can use the tennis courts, the cricket nets, the astro turf and the golf course... effectively all of our beautiful outdoor space that is within bounds.

At the weekends, we run a variety of trips; every Friday, there are minibuses to Sainsbury’s. There are trips to local towns/cities most weekends where boarders can do a bit of shopping, or meet up with friends.

One of the houses will host a film evening or pizza night and invite the other weekend boarders over, and we also have cinema trips.

Academically, boarders also benefit from a fully staffed library and evening clinics run by certain departments in the build up to exams.

What do you think students get out of the boarding experience?

Being a boarder allows pupils the chance to become an active part of a community. They will encounter people from different backgrounds, with different life experiences and philosophies. Perhaps, it is the friendships that grow within the boarding community that are the most valuable things the boarders take with them, these are often not based on year groups. Boarding cuts through the year groups; and gives pupils a chance to integrate with other pupils with similar values, interests, views irrespective of the year group they are in.

Boarders also gain a huge amount of independence and critical life skills from the boarding experience at Seaford. Skills such as preparing food, managing laundry and packing what they need for the day are all essential skills that boarding helps to foster.

The boarders don’t have a journey home in the evenings, and so can make the most of their time to get their prep done.
What is the most important thing about your role as a Houseparent?

Pupils come to Seaford for an all-round education and boarding plays a big part in that. It is important to help the pupils develop the skills and tools with which to tackle all the challenges and opportunities that life will, inevitably, throw at them.

Being able to keep your sense of perspective and humour at all times also helps!

I love to spend time with all my boarders on a one to one basis, finding out what their interests are and encouraging them to try new things. It is such a rewarding experience knowing that you can make a difference. I feel very privileged to be a Houseparent as the relationship you build in the House with pupils is very different to being a teacher.

What is it like looking after all of the boarders?

Great fun. A fantastic opportunity. Every day in so many different ways, you are impacting the lives of all the boarders in your care.

What do you enjoy about being a Houseparent?

I love most aspects of the role. It is wonderful to see the pupils develop as individuals – they grow up in front of your very eyes and it always makes you feel exceptionally proud of them.

The constant challenges that come up also means that the days and weeks just whizz by. there never is a dull moment being a Houseparent!

What do you think is the biggest challenge facing the younger generation?

We live in a time of great uncertainty, where change can happen overnight and long term plans are seemingly thrown out of the window very quickly. I think it is a great challenge for the younger generation when they leave the ‘safe’ environment of education and venture out into the world beyond.

The expectations teenagers have placed on them at the moment from schools, parents, friends and themselves all contributes to the growing mental health problems that are increasingly affecting us all.

I think technology is the biggest challenge we face. It can be an incredible tool, but when used incorrectly, it can be a very destructive force. That’s why we have a lot of policies in place to protect our students as well as informing them of the risks that technology can pose.

What is the boarding experience like for girls in Mansion House?

The girls really appreciate the trips we do, and they have a say in where they get to go. At the beginning of the year we have a House bonding trip, and this year we went to Flip Out. It was a great experience that really brought the House together.

They know that after their school day, they can return to Mansion where it is calm and relaxed. Pupils are very settled in Mansion and it really does feel like one big family with everyone looking after and supporting each other. The older girls really like to help the younger ones.

As the girls’ Houseparent, the most important thing is to create a happy, safe, homely, and nurturing environment in which the girls can grow and prosper. I want them to be able to get the most out of their time here. My top priority is welfare; whether a full, weekly or flexi-boarder, I ensure that we can accommodate the needs of all our boarders.

Social media can put a tremendous amount of pressure on young people in terms of body image. We educate our boarders about how they can keep safe on the Internet as well as tackling issues that surround healthy eating and making good life style choices. The most important thing is that our boarders are happy.

Pupil voice is crucial in a boarding environment and so I invite the girls to air their opinions at the Girls’ Boarding Meeting, which is run by the Prefects and the Head of House.

What's it like looking after the girls who board at Mansion?

I bear in mind that the girls will be going through a lot in their teenage years, so I try to read a situation before anything develops; if a girl is upset about something, I try to find out what’s going on from all areas of school life. The girls come to chat to me in my office on a regular basis; they know my door is always open. Mansion also has a fantastic Prefect structure and a peer-mentoring system, so there is a really good atmosphere in the House. You honestly wouldn’t know who was in each year when you see them together having fun.
What is the most important thing about your roles as Houseparents?

Houseparents become a very significant person in the life of boarding students, whatever their age. As such, Houseparents take that privilege very seriously. As Houseparents in Heden we would echo the words of all the school’s Boarding Houseparents when we say that the most important aspect is to create a safe, happy, homely environment that supports and encourages personal and academic development and achievement.

Being a Houseparent involves being the best parent you can be to every child, whether that is guiding their academic studies, helping them solve their problems, or supporting them on the sports field. We aim to be present for the highs and lows and allow our Upper Sixth Form boarders to leave Heden as fully rounded young people.

What do you enjoy about being a Houseparent?

The enormous satisfaction when the students attain a place at their University of choice or succeed in entering their chosen field of study is hugely enjoyable. Moreover, satisfaction comes when a teenager reaches their potential in whatever part of life is important to them, be that captaining a sports team, singing a solo, achieving a Duke of Edinburgh award, or even baking their first cake. All positive things reap positive rewards for us as Houseparents.

How do you go about being a Houseparent?

One needs to be able to allow students the freedom to be themselves whilst maintaining clear and consistent boundaries. When a student reaches the Sixth Form they have to be allowed to have opinions, feelings and thoughts that prove to them that they are more in charge of their own destiny and our job is to guide them towards making the best choices. Those choices may be academic or pastoral and students are encouraged to sample as much as is reasonable of what the school has to offer.
What opportunities are there for boarders in Heden?

There are so many opportunities in Heden Hall and Court. The students have a wealth of activities provided for them and can also utilise the fabulous facilities such as the Johnson Centre for the gym or strength & conditioning suite, Music department, the Sports hall, the swimming pool, the library, the busy activity programme and the excellent family environment always on offer here.

Students participate in so many different spheres of life outside the classroom, but whether the context be sport, music, technology, performance, social welfare or enterprise to name but some, Heden gives the young adults that live here a “taster” of the independence, responsibility and opportunities that they can expect upon completion of their studies at Seaford.

What is the routine like in Heden?

We have an evening prep session running from 7-9 until the exam season hits, when we extend it to 9:30. Most students at this stage in their academic development are able to self-motivate enough to utilise this time well and when studies are done, will extend themselves with music practice, physical training or wider reading. We try and allow the students to get themselves up and out to school and to make sure they are getting enough sleep and rest. At this age, a gentle reminder is usually all it takes to keep them on the right path. Many students praise the routine in Heden as a big factor in their A Level success. The regular prep sessions and the consistency and routine helps many to produce better results. Heden is excellent preparation for University. Life at Heden encourages self-reliance and a degree of independence.

What do you think is the biggest challenge for the younger generation?

The competitive nature of the world we live in is a huge challenge for young people. If they want to succeed in a competitive world, they have to keep their work ethos strong and their social and cultural impacts positive so that they stand out from the crowd.

What do you think students get from their time in House?

The experiences of being in our Sixth Form House will never be forgotten. Lifelong friends and memories are made here and academic prowess as well as sporting and creative successes are developed and soundly applauded.

We make time to encourage community life, family values and creative diversity and we impress this upon the students that live life here fully, so that wherever they go, positivity will shine from them and they will know it is because they came from the Heden family.
Boarding at Seaford

Ross Donaldson

Tell us about boarding at Seaford.

I am boarding this year which is great. I’ve flexi-boarded before and have always wanted to board, so am now doing it in my final year. I get the evening time to do my work. It helps with your independence and study.

Boarding at Seaford is one big sleepover! You’re constantly with your mates which is really good fun. There’s a lot of respect though. You can shut your door and get on with stuff.

I was travelling 30 minutes each way so now I have more time.

Dr Pothecary is a perfect Houseparent. He’s got the right balance of being strict occasionally but also light-hearted. He knows it’s our space and leaves us to want to care about it. It’s a great help as we approach University life where we will need to think for ourselves.

There’s no filter in boarding which is a good thing. The human interaction – it’s a good thing.

What is the biggest challenge facing your generation?

Social media definitely. It’s a good thing but also a very bad thing. It’s great that you can keep in touch with people and see what they’re up to around the world but it can be a real distraction. There’s cyber-bullying too. People can feel like they’re not themselves on a phone – they say what they like without thinking. Image is such a big thing. People care so much what others think that they forget about who they are.

What are you most passionate about?

I was raised in a Christian household – it’s a big part of my life outside of school. I want people to not make assumptions without looking into something. It’s best to make your own judgement not follow what you have heard.

What do you do in your downtime?

I enjoy quiet time at home. I like to hang out with my family. I go for a walk or into town. I also like to play my guitar in my room.
Emily Holden

What is the boarding experience like?

I have really enjoyed it. You can get your prep done in the evenings. There’s always a teacher around to help if you need them. It’s a good opportunity too to get to know others lower down the school. We do things like movie night, pizza night. We went to a trampoline park too. Year 13 have our own space though which works well. We need space that is a little more mature. Boys and girls can use the common room together.

Boarding is good for learning to live with so many other people. It develops good skills for the working world.

Houseparents help us to get to know each other at the start. Now we orchestrate it ourselves though. Houseparents are great – they have compassion for you and encourage you to do work. I go home at the weekends and really appreciate that time with my mum. Being away though works, as it gives me time to get my work done. I’ve grown in confidence in my own abilities – my mum would say the same!

Friends I’ve made here are really great. I’ll definitely stay in touch with them.

What are you passionate about?

Gender roles. I’m not a feminist. I tend to lean towards things that are deemed more masculine. I’m gravitating towards film and DJing – they’re male dominated. I think that’s part of the reason why I do it. Things that men would more typically do. I believe though that both genders should be able to do what they want to do.

“What I love most about Seaford is the people and the ethos. You’re made to feel you can do well but not pressurised. I got the grades because I boarded, you’re not forced to study but you crack on as everyone else is doing it. My teachers made the subjects come alive, had belief in me and really boosted my confidence.”

Zac Hodson

2 A’s A, Reading History at Bristol

What do you do outside of school?

I work part-time for a few photographers. I am also starting to DJ, as I’m having lessons with Mr Bignell at school. I’ve not done it before but have always been into music and lots of people like my taste in music and ask me to do playlists for them. I might be the DJ at the boarders Christmas dinner!

I’m in the Equestrian team and have done dressage for Seaford. I’ve ridden since I was about 7 and had horses since I was 12. I’ve done a few competitions for Seaford and I ride most weekends. I compete when I can.
**Hannah Wardrop**

**Tell us about your boarding experience**

I have flexi-boarded in both Mansion and Heden when I’ve needed to for music commitments. It’s a lovely experience. I miss my family but it’s like another close family. Everyone is so welcoming and it’s nice not to have to travel home sometimes.

**What do you do in your spare time?**

I listen to music and compose music. I like online shopping and also physical shopping! I take walks on the beach. I am a really family orientated person. I'm not on the phone as much as a lot of people my age. I like spending time with my family, sitting outside, just relaxing.

**What is the biggest challenge facing your generation?**

I worry about people being so digital. It’s not real. Social media can be great but there are a lot of dangers. The line is being pushed further and further. Some posts really worry me.

**What are you most passionate about?**

Food. I love fillet steak with garlic sauce, peas and broccoli! I love a good book. I’m really into dystopian literature at the moment. I take my analytical skills from English Literature and use them in other areas of life. Over-thinking is nice!

**Kamal Sameer**

**Tell us about International boarding**

I’m generally an introverted person but good in social situations. Boarding has helped me. When I’m at home, I’ve always had my mother taking care of me. Through boarding I’ve learnt how to mature quickly. I take more responsibility now. You learn to be mindful of others around you. I’m more mature and respectful. You can pull yourself away too when you need to. We do rock climbing, bike rides, walks. I get to look at the week ahead. I have time to relax, rest and sleep!

Houseparents have less of a role now I’m in Sixth Form. We want more independence. We cope with things on our own so need less structure. They know and recognise this.

**Why did you choose Seaford?**

I wanted to have academic exposure but I wanted a balance. Seaford provides that – I enjoy it very much.

I have dyslexia and was previously at a school that catered for that. It hindered me progressing further though as it was too easy. Seaford has given me the right balance – I’ve overcome my dyslexia and I don’t have to use the support on offer any more. I can keep up with the work and it’s not a hindrance to me.

**How has Seaford compared to other schools you’ve been to?**

It’s made me able to reach my best. It’s pushed me to be the best that I can be. It’s helped me to find out what I want to do.

**How do you relax?**

I’m usually very busy! I chose not to do an EPQ as I thought it might hinder my ability to better in my A Levels. At Purple Time (dedicated time in the Sixth Form timetable for activities), I play the guitar. I’ve always done acoustic but have started electric here. David Smith is my teacher. It’s a different experience. It’s the one thing that takes my mind off of work. I’m enjoying it.

**What are you passionate about?**

Business. I’m very business minded in the way I think about things.

“Boarding at Seaford is one big sleepover! You’re constantly with your mates which is really good fun. There’s a lot of respect though. I get the evening time to do my work. It helps with your independence and study.”

Ross Donaldson
Upper Sixth Boarder, Heden Hall
Caelan Stanton

How long have you been boarding?

Since Year 11 for my GCSEs. That really helped with my results. Especially with the extra hour and a half at night so you can get more work done. I feel like I work well in a boarding environment. Having those people I associate with near me is much nicer.

I find it easy to do my Prep and revise for exams, everyone else is working so you might as well do the same.

How do you think boarding has changed and developed you?

There’s a lot more people boarding now and that’s good, especially when you’re all close and all good friends. The facilities have improved since I started. The opening of the Johnson Centre is really nice. It’s all really good and I use the strength and conditioning suite as well as the gym.

What do you think of your Houseparents?

I love them all. I love each one of my Houseparents. The relationship we share with them is great. It’s not like a teacher to student, it’s more like a friend to friend. It’s really quite relaxed which is nice.

What other opportunities are there when you board?

I do climbing on the climbing wall which is another thing you can do in the evening with your mates, or kicking a ball around in the Walled Garden, or going to the cinema. You’re really free to do the things you like. I recently applied for House Prefect in my Boarding House. I’m not too sure if I’ll get that yet. We’ll know after half term so hopefully.

What are the benefits of being a House Prefect?

It adds another responsibility and it makes you grow up. There’s younger kids in the House so you have to look after them which is quite nice, it’s helpful. It’s a good opportunity to show that you are professional and not just someone who sits in the House. You take that role of a teacher but it’s not really a teacher role because it’s in the House, it’s quite relaxed.

What are you most passionate about?

I’m quite passionate about most things, I like having intellectual debates about whatever it may be, world issues or even Game of Thrones. If there’s a conversation and I know something about it, I’ll most likely input.

In terms of economics, I want the economy to be the best it can be and that’s something that’s quite important.

Ross and Hannah in The Sound of Music production. Not only did Ross act, but also played his guitar.
**Kamal Sameer**

**What other roles do you have at Seaford?**

I’m a Prefect. I enjoy helping others. It can be stressful but it’s always a rewarding experience. I was expecting the interview to be stressful but it was a nice and relaxing experience - it was calming.

Recently I got the role of Head of the RAF section in the CCF. I need to make sure that all the resources are in the right place and teach new recruits in Year 10 and 11 what to do. I’m in constant communication with the head of the section.

It’s a bit of work but enjoyable. I enjoy leadership and I love the military aspect. I enjoy teamwork. I feel like a role model to a certain degree. I set the right example.

**Tell us a little about the Young Enterprise that you took part in.**

I want to go into business so it was really helpful for me. My father has a business in renewable energy. I’d like to work for him.

I’d also like to start my own business in my gap year after A Levels. It will be an investment firm specialising in cryptocurrencies. There’s a gap in the market there. I’m doing some trading at the moment – I create a strategy each day for how I want to trade. It can be tough working it around school but I like looking for patterns. I’m good at analysing.

As Managing Director for the Young Enterprise I wanted to take charge. It developed my leadership style. To start with I was very autocratic and dictatorial because I needed to be to get things going. As it went on I needed to be more democratic. I learnt a lot from that.

There were a few issues that I had to resolve; that was hard but a good experience.

I was disappointed that we came second in the competition as I have high expectations for myself.

It was a good learning experience. I’ve learnt how to deal with my business next year. I’ve also learnt about my own personality. I’ve had to learn to delegate.

Some on the team in particular developed really well. They were willing to get into it. Willing to work and to support me. If they had an issue they would talk to me; we worked well as a team.
Angelina Macari

Do you have any special roles at Seaford?

I'm a Prefect this year and a Peer Mentor which I started last year. I'm a Peer Mentor in Seaford Prep which is great as I get to go back there. I really enjoy it. I was in Seaford Prep so I know what it was like. It's nice to be able to help the smaller children, to be there if they don't want to talk to a teacher. I help with friendships and when new pupils start. When I'm there at break time I can see if someone isn't getting involved and help them. I mainly help with the girls.

The Peer Mentor scheme is a good experience. It's a good learning curve for me too. I've learnt how to speak to those younger than me. It's lovely seeing how they take on my advice. It makes me feel good to have helped someone - to have made them feel better. They know they can speak to me again too - they often say hi if they walk past. I don't want the younger children to feel scared of Sixth Formers and this helps with that.

Do you do anything alongside your studies?

I'm really involved in sport. I'm in the hockey 1st team and also do rounders and netball. What's great about sport at Seaford is that you get to mix with other years. Years 11 - 13 do games together. You make really good friends. I much prefer team sports; I like the camaraderie. You then do things outside of school together.

Fergus Segrove

Do you have any special roles at Seaford?

I am a Prefect and Deputy Head Boy. The main responsibility is supervising Year 9 prep sessions. I go to Prefect meetings and help at Open Mornings. I really enjoy that - I love giving tours and promoting the school. I particularly love showing visitors the Johnson Centre as that is where my passion is. I've learnt a lot about the school to be able to answer questions. I remember what I've been asked and will then research the answers to I know more for next time.

When I was in Year 9 I really admired the Prefects so I thought it'd be a good job to have. To be one now feels brilliant.

Tell us about what you do for performing arts.

The first musical I was in was Little Shop of Horrors. In Year 10 I was the lead in The Resistible Rise of Arturo Ui by Bertolt Brecht. That was a lot of lines for a 15 year old! I've also been in Twelfth Night, Antigone and The Sound of Music - I was drumming for that too.

In The Sound of Music I played a Nazi and I performed music. I was the drummer and I was asked to ad lib the music. In the penultimate week of rehearsals, I memorised the music and then worked out what to play.

I sing at Seaford too. I was in the choir at one point. I've restarted LAMDA too. It's the one and only source of teaching for drama now because I don't study it for A Level. It's great as there's always things to learn.

What else do you do at Seaford?

I like using the gym. I've also played football and have done the drum-call for CCF.

What do you like about Seaford?

I've always had very good teachers. They give so much support to the students. They're very attentive - perfectly willing to arrange extra sessions if you need them. The Learning Support is excellent here too, from what I hear.

This year there's Pride and Prejudice and I hope to get a part in Les Misérables.

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Xenia Truman

Lower Sixth Sports Scholar

“Sport has played an important role in developing my academic success and has encouraged me to work as hard in the class room as I do on the sports field.

I have had amazing encouragement and sporting tips from my teachers which has allowed me to take things away from school sport into my sport outside of school. It's a very good community and Mr Follows (Director - Head of Sixth Form) was really helpful. He's calm and positive and you just feel happy when you talk to him.

I love Seaford because of the amount of sport we do in a week.

In my private study periods the facilities in the Johnson Centre allow me to work on my strength and conditioning and complete my training programme. I have noticed my performance improve because of this; I can perform at a higher level than before and push myself that little bit more every week.”

Xenia Truman
Lower Sixth Sports Scholar
Emily Holden

What other roles do you have at Seaford?

I’m a Student Content Creator and work with the Seaford Marketing Team. It’s taught me a lot about how the marketing side of a school runs. It’s great to be someone who is helping the school, not just at the school. It’s given me confidence and experience of doing events. I need to do a few more now!

When I did my first one, I gained experience of working under pressure. There was a lot to do and all at once. At the beginning this stressed me but now I am more relaxed. I’m able to do it on my own as I’ve had experience of what it’s like to be an actual photographer. It’s nerve-wracking but good!

When I did my second event I had ideas beforehand of what I wanted. I knew what shots I wanted to get.

I’d recommend the role to other people interested in doing photography or getting into the creative industries. Or even if you’re interested in it, just as a hobby.

I’m also a Prefect, the interviews for it were nerve wracking as I didn’t know what to expect. I went in, though, confident of my skills and what I could bring to the role. I like to encourage others to come to Seaford and Mr Green saw that.

Tell us a little about Young Enterprise that you took part in.

My family have their own business so I am really interested in doing that sort of thing. It was really interesting to see how it works. I got to work with a big group of people and take on some leadership responsibilities. I started off quite reserved. I learnt throughout the process how to be more assertive. I gained confidence in showing people what I was doing and why I was making certain decisions.

The new skills I developed complement all my subjects. It definitely helped. It was great to get to know more people too.

What do you like about Seaford?

The teachers recognise you as individuals. They help make sure you get the best that you can get. I never had opportunities like Student Content Creator and Young Enterprise at my old school. There are so many more opportunities here. I came to an Open Morning because my brother was looking at Seaford and after meeting Mr Green I decided to leave my Sixth Form College after the first year and I started my Sixth Form again here at Seaford. It was the right decision for me.

The teachers at Seaford are so good. They make sure they do everything they can to further your education. After just one week here Mr Green knew my name which made me feel welcome.

I love the feel of the school. The environment is so friendly. It’s a really different environment – not like my old college. I like having more structure and it’s great that we still have games in the Sixth Form. There’s time for doing lesson prep which is great.

What other opportunities have you taken at Seaford?

I am doing an EPQ. I’m going to be looking at the adaptation of British TV shows for American audiences and why it doesn’t happen the other way around. I love the idea of being able to do a project on anything. I hope it will give me an advantage when interviewing for University. It’ll help me with essay writing and referencing skills too.

Do you do a Purple Time activity?

I mainly do my EPQ in Purple Time but there’s a lot on offer. The more arty ones appeal to me as I am in the art block a lot. I love the creative side of things. I might do self-defence too which is new.

Tell us a little about Young Enterprise that you took part in.

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Lourdes flies Tutors at Boscombe Down as part of the RAF section of the CCF
Tell us about being Head Girl
I was really surprised I got it. Everyone kind of knew that Ross would be Head Boy but mine was a bit of a shock for me. I was happy to make my family proud. I was proud of myself. I liked doing the interviews for it. It was quite laid back and chilled. They were good relevant questions.

What do you want to achieve in the role?
I want to make it more of a tight-knit community with prefects – working together as a team. Ross and I have had good feedback already. We keep on top of things. It’s really good to experience an environment that is more integrated with the staff.

What else are you involved in at the school?
I’m in the hockey first team. It’s something I really worked for. I was in the second team last year so was really hoping. I started off in the second team again and then gradually built up. I’m really proud about that. The drive within me wanted to get there. It’s nice to feel worth being there.

The second team was great and a lot of fun but I wanted to see what it would be like to play at a more serious level. I’ve learnt from others – from playing against other good schools. The first team get their heads together like little fire ants. They just go for it. It’s taught me that if I want to get somewhere I can work hard and get there. It’s tiring but it drives me to do things.

Sport definitely helps me. It’s helped me to do better academically too. Being able to get out there, get some fresh air and then get down to the academic again.

I’d like to be House Captain – hopefully!

Do you do a Purple Time activity?
For Purple Time, I do Biomedical Science – it helps me understand stats better. There’s lots of activities to do. Things like gym and Zumba. There will be more opportunities in the future too.

Do you do anything extra-curricular alongside your studies?
CCF, which I really enjoy for the flying, I’ve been doing it since Year 10. I like having some form of structure and the leadership skills. I’m really not very confident with leadership; so I wanted to build up some form of skills in that area. Carrying out CCF operations has helped me with confidence.

Do you take a lead within CCF?
Yes, we’re teaching drill at the moment and we teach lessons so it’s all those skills that I would never have been able to get.

Had you thought about going into the military?
I did actually look really heavily into it. The physical aspects of it and the structure of the day didn’t look like something I’d enjoy.

Do you have a role within CCF?
Lance Corporal. I support Kamal as part of it.

Where do you go flying?
Boscombe Down. I fly Tutors with another pilot.

How long have you been flying?
Since Year 10 with the CCF at Seaford.

Is it really popular?
You’d think it would be but the army is so much bigger. All day Wednesday you get to go and fly. There’s maybe 10 of us and we fly over land. I love it. It’s great. I never really wanted to have a normal sit at a desk type job.

Do you do anything for Purple Time?
I go to Care Homes which I enjoy. I go every other Wednesday. You can also go to an animal rescue centre too which I thought was a good idea.

What do you get from that?
Being able to keep up conversation with people. It’s a skill to hold a conversation with someone that I wouldn’t normally talk to. Having those skills are really going to benefit me.

Tell us about Peer Mentoring
I am a Peer Mentor, I found out yesterday. I hope to be able to gain some form of leadership. I’m confident to give advice to people; I want to help support the LGBT community.
Tell us about the music you do at Seaford.

Singing is my passion. I joined the Chapel Choir a year early in Year 8. It was amazing hearing such mature sounds – having everyone sing around me. I still had a child’s voice at that time but everyone was so nice to me. I remember Will Norton saying at the end of my first session, “Let’s give the new girl a clap. She has tried so hard”. I remember thinking, I really like this world.

I sang at the Gary Barlow concert with The Seaford Chapel Choir when I was in Year 8, so about 14 years old. I was sort of star struck. Gary waved at us! That was my first exposure to show life – we got to eat sandwiches in the green room. It was a really good experience. I felt sheltered as I was not the soloist. I gained real respect for being in the background. The chorus is key and I haven’t forgotten that. I was really inspired by Holly Graham (the soloist) - it was probably one of my ‘the’ moments.

It inspired my competitive streak. It was healthy competition. It showed me that I want it. As Ms Reynolds always says, “If you don’t do it, someone else will”.

Tell us about what you do for performing arts.

I was in The Wizard of Oz as the coroner of Munchkin Land. Then I was one of the sisters in the Pirates of Penzance. The Sound of Music - it was amazing. I was Maria. I’m really hoping to be in Les Misérables - the auditions are tomorrow.

Has anyone inspired you at Seaford?

Holly Graham, people used to say to me that I was going to be the next Holly Graham. She then came up to me and said, “I hear you’re going to be the new me! Don’t worry though, you’re going to do more than fill my shoes.” I saw her as a friend, it was great. Holly is now at a Conservatoire, The Royal Academy of Music in London and aspires to be an opera singer.

What do you like about Seaford?

I love how spread out everything is. You get to get fresh air in-between lessons. Looking at the grounds is amazing.

I love how family orientated everyone is – everyone knows each other. We’re all linked through different means. Mrs Bloomer is my tutor so I see her in the science block. The music area is then my main domain. No-one here is scared to say hello to each other.

How do you balance your study with your music commitments?

I’ve learnt to really value my study sessions. I also dedicate time at home to sing, do music practice or study. I’ve fallen behind before but I’ve learnt from that – now I’m on it.

Seaford really helps by running four and eight week tests - internal exams. The teachers are hard on us but in a good way. They know us all and so know where to place us and push us. Parents Evenings really help. More and more teachers and parents are developing close contact – it’s all integrated.

Challenge Grades are great. They’re set just where they need to be to drive you.

Seaford’s given me everything under the sun. I’ve grown so much as a person, both inside and outside of the classroom. Seaford has grown in leaps and bounds with Mr Green. There’s so much to do here, Mr Green encourages everyone to be part of a team; whether it’s a sports team, a member of the Young Enterprise, taking part in a choir or the debating society, because it teaches us a lot of skills for life. I love sport, it teaches you everything; leadership, communication, teamwork, everything you do when you go into full-time work.”

Nico Caines
2 Distinction* & A Level grade B, currently travelling before heading to Harper Adams to study Agriculture
Ross Donaldson

Do you have any special roles at Seaford?

Head Boy, Head Chorister, Peer Mentor, Vice-Captain of rugby team

Peer mentoring

I did it in Year 12 in the Prep School. The kids could come and talk to me if they wanted to. I really enjoyed it.

Tell us about what you do for performing arts.

In Year 10 I took part in the multi-musical production. I did the Blues Brothers segment and performed Jail House Rock.

In Year 11 I was in Pirates of Penzance as the Pirate King.

In Year 12 I was Captain Von Trapp in The Sound of Music.

The Les Misérables auditions are coming up so I hope to get a part in that.

Music Groups

Chapel Choir, Chamber Choir, Barbershop – male quartet

What do you get from singing?

Friendship. They are different to my sporting friends. It’s helped me develop as a person. I am communicating with two different groups of people. I think it also helps others to see that they don’t have to pick a route – music or sport. You can do anything and everything at Seaford.

I find it relaxing. It’s time away from work. The musical rehearsals help me to switch off. It’s good fun. I enjoy mixing with different year groups.

I’m able to do it all as I use private study time to work. I’m learning time management.

What is your favourite sport?

It really depends on the season as I play rugby, cricket and golf. I’m in the first team for rugby and cricket and I captain a team in a club outside school in golf.

What do you get out of rugby?

I enjoy the hard work aspect of it. At Seaford you play at such a high level – the training is tough. We were given an eight week training programme over the summer which it was recommended we complete. Two hours a day, six days a week of personal training. Rugby helps with my determination. I like the high adrenaline. You have to be a bit nuts to play it. I sleep for two hours after every match!

What other extra-curricular activities do you do?

I did the silver DofE in Year 12. I did a practice expedition on Dartmoor. It was really tough – four days. It felt like a Royal Marines training camp! The actual expedition was a little tamer – in the New Forest. It was flatter so we added our own challenges – walking through bogs!

I got a lot out of it. Teamwork was a big thing, I like being in a team. A team atmosphere is so important.

What is your role?

I like to think I’m a bit of a leader. I’m not the loud one though – I’m more the calm before the storm. Before a rugby match I’ll offer advice when it’s needed.

How do you balance your studies and extra-curricular commitments?

I take the opportunities to work when I get them. Even if it’s just 15 minutes I use it. I get a lot done. I know in my head when I’m planning to do stuff. If I don’t complete something I won’t be able to move on to the next thing. I’m slightly obsessive!

What do you want to achieve from being Head Boy?

I want to leave a legacy! I want there to be an element of change. It’s a great coincidence that Father Colin is here. We both want to remove the stigma of going to chapel. We want people to be able to go there and have a good time. I’ve started a worship band. Hopefully it will help people make up their own minds.

Being Head Boy has helped me to bridge the gap between Seaford Prep and the Senior School. I want the Sixth Form to go into Seaford Prep and be role models for them. A mentoring system would be great. A younger pupil would have a Sixth Former as a buddy. They would look up to each other – it’d be a two-way thing.
Caelan Stanton

Alongside your studies what else do you do?

In the summer term I’m an athlete. I represent the school at shotput. Apart from that I mainly focus on my rugby.

How do you balance your rugby commitments with studies?

In the Sixth Form, we have private study time which is where I get most of my work done because in the evenings I’m normally out training. The private studies are really helpful.

Do you find they complement each other?

Yes, they do. A Levels are stressful, I’m not going to lie, so having that break with rugby it’s really helpful, just as a stress relief.

Do you do any Purple Time activity?

I’ve signed up for Mixed Martial Arts, something different.

When you’re doing rugby do you learn anything that you bring into your academic or your social life?

It’s mainly the team role. You’re not following as such, you’ve got a joint role which is important. It allows you to understand other people’s perspectives and put across your own but not clash which is important. And if you’re a leader in that team it gives you natural qualities which will be useful in work situations.

Do you have a role in the team?

Not yet, but I’m going to apply for First Team Captain role next year.

I play anywhere along the back row - 6, 7, or 8.

When did you start rugby?

I started pretty much when I was born. As soon as I could walk I had a rugby ball in my hands. It’s been passed down my family for ages. I used to live up in the Midlands and I joined my local club when I was about 5. I joined Chichester Rugby Club as soon as we settled here.

Do you have any special roles at Seaford?

I’m a Peer Mentor and I’m team leader for the Senior School. Which I think is a very big role.

What does that mean?

I will be helping students in the Senior School specifically and I will be speaking to them if they have any problems. I’m there almost as another confidante in the Pink House with Mrs Strange and Mr Gregory. If anyone is struggling with any problems, like academic, or maybe even home problems, or sports problems, they can come to me and speak about it.

Is that a role in the Peer Mentor system you’ve been given?

Yes. I recently applied for House Prefect in my Boarding House. I’m not too sure if I’ll get that yet. That’ll be after half term so hopefully.

Why do you want to help people?

It just makes me happy more than anything. It makes me sad when other people are sad. It makes me happy when other people are happy so if I can do anything to help other people be happy then that’s absolutely brilliant in my eyes.

Why do you think peer mentoring works?

Because it gives the teachers less to do which is always nice for a teacher and it gives the students more to do, especially in the Sixth Form, which is their preparation for University. With more responsibility is more opportunity.

And for the students who come to see you? How does it help them do you think?

I think it increases their confidence. They feel as though they’re not on their own. They feel as though they can just go up to you and speak to you. I think my inclusion in the sports teams help. I’m in the 1st XV rugby, as a younger school member, who likes rugby, it’s good that they get to speak to someone who knows the common interest with them which is important.
Some exciting new developments are underway at Seaford as part of the Assembly Hall and Hollington Centre refurbishment plans.

The old Assembly Hall is being reconfigured and refurbished to provide six new flexible classrooms, two new seminar rooms, a brand new state-of-the-art library, study, office areas, external landscaping and contemporary new glazed gallery providing superb views of Lavington Park and beyond.

New-look Sixth Form Centre

The Hollington Centre, Seaford’s Sixth Form Centre, is being reconfigured and refurbished to create a brand new Year 11 Common Room, dedicated tuck shop, bag drop areas and new Sixth Form Centre that includes social and study spaces.

There will also be a large Sixth Form dedicated study room with expanded new sports showers/changing facilities and a Seaford Café Bar. This will be used by students and for weekend hospitality.

Phase one is already underway with a new mezzanine floor being inserted into the ‘old’ Assembly Hall and the addition of a new glazed gallery. It is also incorporating the creation of new library, study spaces and seminar rooms. The project is due for completion in 2019.

“Over the last couple of years, we have been working on a programme of exciting new state-of-the-art facilities. Seaford’s impressive Performing Arts & Sports Centre (The Johnson Centre) opened in 2017. Our next phase, with the opening of our new Sixth Form Centre and library in 2019, will transform the Sixth Form facilities and experience at Seaford.”

John Green, Headmaster

We welcome Sixth Form students to Seaford with a bonding trip to Wales. New friendships’ are made between current and new students.
Seaford College’s Art Department is an exciting, vibrant and inspiring setting for students to explore their passion in visual arts.

Seaford College offers courses in Fine Art; Art, Craft & Design; Textiles; Graphical Communication, and Three Dimensional Studies & Photography. The classrooms surround a large gallery where student work is exhibited alongside Design & Technology student projects.

The Sixth Form mount a wonderfully diverse range of Artwork for their end of year exhibition and students achieve strong academic results.

Eleanor Harper-Colman, Art Scholar

I was attracted to the Art scholarship at Seaford as I really enjoy Art and I knew it was something I wanted to continue working on and improving. Being a scholar has obvious financial benefits as well as help with supplies and things like that which is really important. More importantly though it has been a huge help in my academic work, allowing me to excel in my two GCSE Art subjects and giving me the confidence and skills to improve my work dramatically.

The support from all the teachers in the Art block has been great and had helped me to broaden my experiences in different areas such as Design Technology and 3D Design. I hope that I can always carry on with some aspect of my Art; it is one of things that I enjoy most about school.

If you enjoy Art and love working on lots of different projects, a scholarship is definitely worth going for as it gives you lots of skills and a great portfolio to carry on with in the future.
Seaford’s inspirational Art Gallery is surrounded by classrooms. Students have art booths where they can create their artwork. This is similar to the set up students have at an Art College.

Mattie Hansing working on her A Level Textiles. Mattie was an exceptional student and achieved an A* in her Textiles A Level.

“...I’m a Student Content Creator and work with the Seaford Marketing Team. It’s taught me a lot about how the marketing side of a school runs. It’s great to be someone who is helping the school, not just at the school. It’s given me confidence and experience of doing events. I need to do a few more now!

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When I did my second event I had ideas beforehand of what I wanted. I knew what shots I wanted to get. I’d recommend the role to other people interested in doing photography or getting into the creative industry. Or even if you’re interested in it, just as a hobby.

I’ve put myself out of my comfort zone by photographing events and becoming a Prefect. I know that if I’ve done that, there’s nothing I can’t do. It’s nice to know it’s not the end of the world if I make a mistake too.”

Emily Holden

Emily Holden studies A Level Photography and aspires to work as a Director in the film industry. Emily is a Student Content Creator for Seaford’s Marketing Department. The role has given her experience of photographing and filming events.
At Seaford we welcome students and parents with a Sixth Form Prom. It’s a great chance for students to get to know each other. Parents enjoy it too! It’s a lot of fun and welcomes everyone into the Seaford community.
“Seaford has given me everything. It’s developed my academic career and I have made life-long friends. Teachers at Seaford have always had faith in me. I love Seaford because it made me.”

Tom Hennessy
2A’s & A reading History at Durham University