

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Whitstable and Seasalter Endowed Church of England Junior School VA

Vision

As a school family, living and learning with a thirst for knowledge, we delight in everyone's achievements sharing joy and laughter along the way. Within the love of God we nurture aspirations, celebrate each other's individuality enabling all to flourish. We let our lights shine in school, our community and the World beyond.

Love. Joy. Goodness. Resilience. Trust.

Matthew 5: 14-16

Whitstable and Seasalter Endowed Church of England Junior School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- Driven by the vision to 'let your light shine', leaders demonstrate a determined commitment to embedding this into daily school life. The associated values, through which this is delivered, are fully understood and lived out by pupils and adults.
- Leaders ensure there is strong integration of the vision into wider learning opportunities and extra curriculum provision. This contributes significantly to the holistic development and flourishing of pupils.
- Collective worship is inclusive and thoughtfully planned. Pupils and staff cherish calm and peaceful opportunities for reflection and prayer, enhancing their spiritual growth.
- Love, joy, goodness, resilience and trust are deeply embedded in relationships throughout the school community. Consequently, this nurturing culture supports pupils and adults to feel welcomed, valued and celebrated for who they are.
- Effective partnerships with the local church and community enhance the effectiveness of this as a Church school. These enrich the way the Christian vision enables pupils and adults to flourish and succeed.

Development Points

- Embed the school's shared understanding of spirituality, providing diverse opportunities for pupils to explore spiritual concepts. This is to enhance the way they can express the impact of these experiences on their spiritual awareness.
- Broaden the strategic way the governing body evaluate the impact of the Christian vision. This is to extend the impact of this on the Christian foundation of the school.



Inspection Findings

Vision and Leadership

Whitstable and Seasalter Endowed Church of England Junior School is a welcoming, kind and nurturing place filled with a sense of joy. The biblically rooted vision, to let our light shine, is evident and, as a result, pupils develop a thirst for knowledge. The associated values of love, joy, goodness, resilience and trust underpin this. The vision and values are lived out daily enhancing pupils' clear understanding of the school's distinct identity. Pupils, staff and families are cherished as individuals, ensuring their uniqueness is recognised and celebrated. This enables them to experience a fullness of life. The shared responsibility to ensure they encounter this is actively nurtured by governors, the local church and school leaders. For example, pupils enjoy learning within the local community, which inspires their sense of collective responsibility and strengthens their communication skills. This meaningfully increases their engagement, deepening curiosity and noticeably enhancing pupils' resilience in learning and personal growth. Leaders and governors place the vision at the centre of decision-making. However, the way governors evaluate the influence of the vision on their decisions is undeveloped, limiting its impact.

Vision and Curriculum

The school's vision for pupils to shine as part of God's love, shapes the curriculum. It supports their connection with the world beyond the school and develops resilience. Leaders use strong church and community links to plan activities that meet learners' needs. They carefully craft activities to include those with special educational needs and/or disabilities (SEND). For example, pupils visit the high street gifting letters to shoppers, this is used as an opportunity for learning about their community. This enables them to develop questioning skills, enthusiasm for their work and contributes to a keenness to try new tasks. Leaders ensure that spirituality is implicitly planned across the curriculum. For instance, the challenge to pupils to run the church café every Wednesday, enables them to learn new skills. This enhances their relationship with members of the church and local communities. As a result, they develop an understanding of how they can look outwards in their service to others, following the example of Jesus. Opportunities to connect, pause, and experience awe and wonder are embedded throughout the curriculum and wider enrichment activities. However, pupils do not have a shared language to express the impact of the opportunities for spiritual awareness on them. This limits the impacts of these experiences on them.

Worship and Spirituality

Worship is a joyful and natural part of each day. It provides an invitational and inclusive space for adults and pupils. This is evident in a strong sense of togetherness. Pupils benefit from their weekly visits to church which broadens their understanding of worship. Inclusive opportunities to pray and reflect throughout the day and during worship in school and church enhance spiritual growth. Thoughtful planning enables pupils and adults to consider Bible teachings and their response to them. These reflections are actioned around the school, demonstrating the impact of worship. Quiet, reflective moments are cherished by staff as sources of peace and cohesion. Pupils engage wholeheartedly with worship themes and respond thoughtfully to challenging questions. This develops meaningful understanding of Jesus' teachings in daily life. Calm reflection supports pupils' wellbeing, spiritual growth and personal insight. Pupils relate Bible passages to modern examples, including kindness and caring for neighbours. However, they struggle to articulate spiritual growth beyond basic statements. This limits the impact of the opportunities to deepen spiritual understanding and personal reflection. Leaders monitor worship effectively and supported by the diocese, provide training, that drives continued improvement.

Vision and School Culture

Pupils feel known, cherished and valued because the vision creates a warm, welcoming environment. Support begins on entry, helping pupils to transition smoothly from feeder infant schools. Celebrating the uniqueness of



individuals drives a holistic approach, where staff work with pupils to ensure personal success. The vision fosters shared responsibility and encourages pupils to live out these values daily. Supportive adults, including those from the local church, consistently model and reinforce these principles. Staff build strong relationships with parents, recognising that these connections strengthen mental health and inclusion. The school listens to and supports families, fostering collaboration that benefits the whole school community. A restorative approach to behaviour is highly effective, and incidents of poor conduct are rare. Leaders, inspired by the vision, nurture an ethos in which pupils are valued and supported. Pupils enjoy a variety of sports clubs and extra-curricular opportunities which further develop their resilience and character development. Staff feel confident seeking help, knowing they will be met with care and encouragement. Governors actively promote staff and pupils' wellbeing, strengthening a culture where the school family feels nurtured, celebrated and empowered to flourish.

Vision, Justice and Responsibility

Pupils demonstrate a good understanding of justice and responsibility, both within the school and in the wider community. This is because leaders, guided by the school vision, provide opportunities for pupils to serve others. These opportunities enable pupils to explore local and national issues in meaningful ways. Concerned about the environment, foodbanks and animals, pupils respond with kindness and raise money towards supporting charities. Through these experiences, they connect values of love and kindness and develop their shared sense of responsibility to others. Pupils are also involved in support at the local residential home. One example of how they live these values is by singing to the residents. This demonstrates their care for others and further impacts their understanding of their unique place in the community. Additionally, pupils work collaboratively with teachers on gifting 'kindness' letters to local shops, they see how their small acts of charity lead to joyful encounters in the town. There are a range of leadership opportunities, including spiritual agents, which pupils cherish and enjoy. These help pupils develop their communication and thinking skills.

Religious Education

Religious education (RE) is led with passion and a clear vision. As a result, the curriculum is inclusive and balanced. Pupils develop a knowledge of a range of worldviews and faiths, including Christianity. The RE leader has successfully adapted the curriculum so it now encourages inquisitiveness through thought-provoking big questions. This approach fosters ownership of learning and critical thinking, often this includes further questions to deepen their understanding. The curriculum supports pupils to explore key religious concepts and an understanding and respect for diversity. Pupils are enthusiastic about RE as it broadens their knowledge of faiths, beliefs, and traditions. Their growing ability to articulate an understanding of diversity reflects this. Regular visits to the local church enhance pupils' understanding of the varied ways Christians live out their faith and worship. The school's inclusive environment supports pupils in reflecting on their own beliefs and views and develops an awareness of the world around them.

Leaders monitor RE effectively, using reviews and pupil feedback to shape their planning and next steps. Staff benefit from training opportunities provided by the diocese and local schools. As a result, staff feel confident, supported and well-equipped to deliver high-quality lessons. Assessment provides leaders with meaningful insight into pupil progress and understanding. Teachers use this information to plan lessons and re-visit areas where pupils lack confidence. Modern, relevant resources reflect the diverse world pupils live in and are accessible. Staff and leaders maximise the use of the school environment to display work and questions which stimulate pupils' curiosity and interest. This enhances pupils' engagement in RE in their interaction with questions that challenge their thinking and reasoning.

Information

Address	High Street, Whitstable, Kent CT5 1AY		
Date	13 November 2025	URN	118737
Type of school	Voluntary aided	No. of pupils	230
Diocese	Canterbury		
Headteacher	Ellen Taylor		
Chair of Governors	Angela Maxted		
Inspector	Howard Fisher		