

# Inspection of an outstanding school: Whitstable and Seasalter Endowed Church of England Junior School

High Street, Whitstable, Kent CT5 1AY

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Inspection dates:

6 and 7 December 2022

## **Outcome**

Whitstable and Seasalter Endowed Church of England Junior School continues to be an outstanding school.

## **What is it like to attend this school?**

Pupils flourish at this friendly school. The education they receive is top notch. Leaders' vision for all pupils and staff to 'let their light shine' is lived out by all.

Leaders' high expectations are firmly embedded. Pupils behave exceptionally well. They are proud to go to the school. Pupils are courteous and relationships with their teachers are warm. A strong sense of kindness and respect permeates throughout. Pupils understand the different types of bullying and, although very rare, they know any incidents will be dealt with effectively by adults. This makes pupils feel safe.

Leaders have developed a highly ambitious curriculum. They want the very best for pupils. Leaders have a commitment to professional development for all staff, who are knowledgeable and very skilled. Teachers carefully plan activities so that all pupils, including those with special educational needs and/or disabilities (SEND), achieve very well. Pupils are motivated and bubble with enthusiasm in lessons.

Pupils relish the enrichment and leadership opportunities available. The 'agents of change' and Year 6 ambassadors play an important role in shaping school life. As one parent summarised, 'The school has very clear and positive values that help children to think about the wider world around them and how they can make a difference.'

## **What does the school do well and what does it need to do better?**

Pupils love reading. They are expertly supported to become confident and fluent readers. The school is a vocabulary-rich environment bursting with high-quality literature. Each classroom has an extensive library brimming with a variety of book genres. Even the youngest pupils at the school speak passionately about the books they are reading. Leaders have carefully planned a reading curriculum with diverse texts including fiction,

non-fiction, poetry and picture books. Reading is capably overseen by an enthusiastic leader who has a precise understanding of the needs of the least fluent readers. These pupils receive the urgent help they need to catch up and make rapid progress.

Leaders are ambitious. They continually review to improve the curriculum. Leaders' high aspirations ensure that pupils excel in all areas of the curriculum. They have developed an excellent curriculum which identifies the precise knowledge that they want pupils to learn in every subject. Pupils confidently explain what they have learned and why it is important that they remember it. Curriculum subject leaders work closely with those from other schools in the Coastal Alliance Co-operative Trust, sharing expertise and best practice. Leaders have instilled effective systems to swiftly identify any pupils who may have SEND. These pupils are well supported so that they can access the same curriculum as their peers. Teachers are quick to adapt their teaching to address any misconceptions. The expert way in which they implement the curriculum means that all pupils achieve very well at the school. Pupils are confident and creative learners. They are articulate and demonstrate a maturity beyond their age.

Pupils benefit from a range of opportunities that develop their interest in a number of areas, including sport, music and art. Pupils are encouraged to initiate and lead clubs themselves and enjoy supporting their peers with, for example, reading and sewing clubs. Leaders remove barriers so that no child misses out. Pupils benefit from regular visits and workshops with a variety of professionals, including authors, bishops and Olympians. Pupils keenly support charities through regular fundraising events, such as 'walk for water' with the Rotary club. Pupils enjoy taking part in competitions and various performances, including visiting the local senior home where they read with the residents and perform songs. As one parent said, 'My child is thriving at The Endowed, academically, and socially. He loves school and has been involved in many extra-curricular activities.'

Governors are highly knowledgeable and carry out their roles effectively. Appropriate challenge of leaders' plans ensures that there is value for money. Governors are a familiar presence in the school and have a care for the well-being and workload of staff which is appreciated by all. Governors work closely with the local authority and diocese. There is a real team approach to the leadership of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive thorough training to understand their role in keeping pupils safe. They know to quickly refer any concerns as they are a 'piece of a jigsaw'. Leaders work closely with external agencies to put in place timely support when needed. A comprehensive curriculum is established through which pupils learn about how to keep themselves safe. They learn to identify potential risks, including online, and what to do if they have any concerns.

Leaders, including governors, are diligent in fulfilling their statutory duties, including completing necessary safer recruitment checks for adults working in the school.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding in January 2017.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	118737
<b>Local authority</b>	Kent
<b>Inspection number</b>	10240855
<b>Type of school</b>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Diane Clements
<b>Headteacher</b>	Ellen Taylor
<b>Website</b>	<a href="http://www.whitstable-endowed.kent.sch.uk">www.whitstable-endowed.kent.sch.uk</a>
<b>Date of previous inspection</b>	10 November 2020, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Coastal Alliance Co-operative Trust.
- The religious character of the school was inspected under section 48 of the Education Act 2005 in October 2017. The religious character was judged to be outstanding.
- The school does not currently use any alternative provision.

## Information about this inspection

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also heard some pupils read.
- The inspector met with the headteacher, the assistant headteacher and the special educational needs and disabilities coordinator, as well as subject leaders, teachers and a range of non-teaching staff.

- Staff's and pupils' views were gathered through both formal and informal discussions.
- The views of staff, parents and pupils were considered through their responses and confidential free-text comments to Ofsted's surveys. The inspector also spoke to parents at the end of the school day to gather their views.
- A range of documents were reviewed, including leaders' evaluation of the school, priorities for improvement, external reviews and minutes of governor meetings.
- The inspector met with representatives from the governing body and spoke with representatives from the local authority and diocese.
- To inspect the school's safeguarding arrangements, the inspector talked with pupils and staff and reviewed the school's policies, documents and procedures, including the school's records of recruitment checks. The inspector also met with the school's designated leaders for safeguarding.

### **Inspection team**

Vicky Matthews, lead inspector

Ofsted Inspector

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