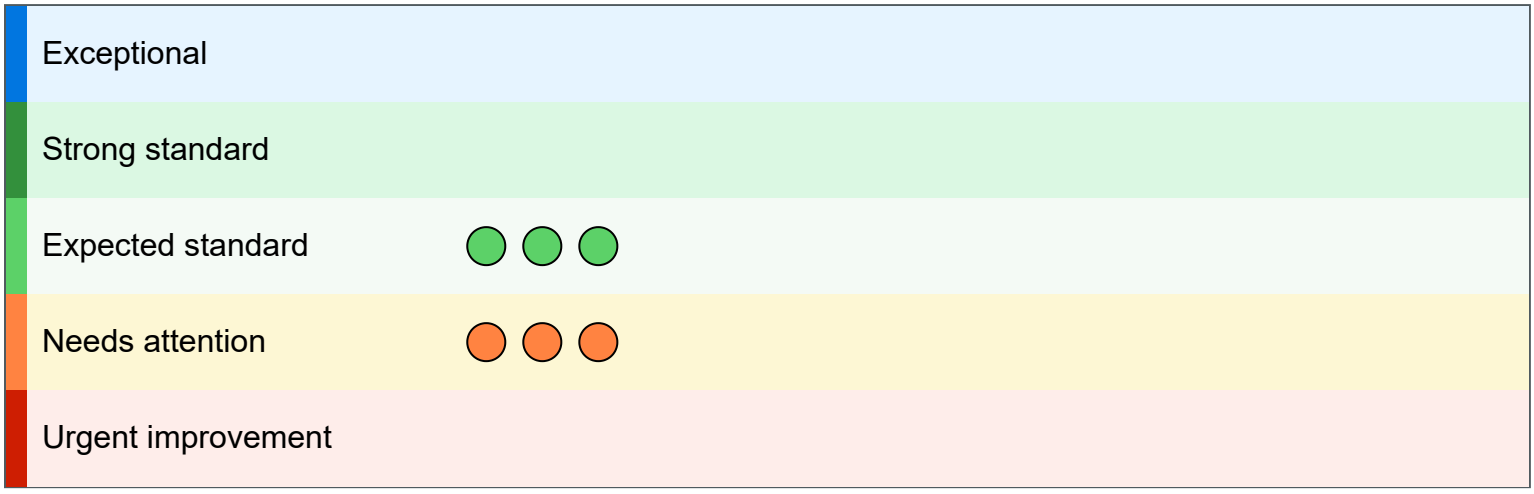
Whitstable and Seasalter Endowed Church of England Junior School

Address: High Street, Whitstable, Kent, CT5 1AY

Unique reference number (URN): 118737

Inspection report: 9 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Pupils, including those with special educational needs and/or disabilities and pupils who have additional barriers to their learning, achieve well from their starting points.
Over time, pupils secure the core skills in reading, writing and mathematics with increasing confidence.

Reading is a clear strength. Outcomes in reading are above national averages, with most pupils becoming fluent and confident readers. Pupils apply their reading skills successfully across the curriculum. By the end of Year 6, pupils typically achieve outcomes in line with national averages in writing and mathematics.

Pupils, including those that are disadvantaged, develop the knowledge and skills they need across the curriculum subjects and year groups. Pupils' knowledge continues to build as they move through the school. They use what they have learned confidently in subjects, such as science, history and computing. Pupils explain their learning confidently and demonstrate secure understanding.

Curriculum and teaching

Expected standard

Leaders provide clear strategic direction for the curriculum and teaching. They have thought about how pupils learn, what they need to know and the order in which they should learn important knowledge. There are frequent opportunities to revisit and connect prior learning to new learning. The curriculum helps pupils secure important content before they move on. Leaders check how well the curriculum is delivered and provide timely support, when they identify areas for improvement.

Teachers demonstrate detailed subject knowledge and give clear, purposeful explanations. They ensure pupils understand what they need to do and use a range of approaches to check pupils' understanding and recall. At times, however, teachers do not act quickly enough to correct misconceptions or deepen pupils' thinking, which limits how confidently some pupils grasp subsequent learning.

Generally, teachers adapt learning to meet pupils' needs. They use visual prompts, structured resources and additional time to reduce barriers and help pupils access learning successfully. These adaptations enable pupils, including those with special educational needs and/or disabilities, to make secure progress through the curriculum.

Personal development and wellbeing

Expected standard

The school provides a broad and well-sequenced personal development programme that promotes pupils' wellbeing, character and understanding of the wider world. The personal, social, health and education curriculum underpins this offer and reflects pupils' backgrounds and the school community. Pupils learn how to keep themselves safe, including online, and develop an age-appropriate understanding of relationships, sex and health education,

including healthy relationships and consent. As a result, pupils are well prepared for life beyond school.

Pupils learn about themselves, others and modern Britain through the curriculum and wider opportunities. They understand fundamental British values and apply the school's values of love, joy, goodness, resilience and trust. Pupils recognise protected characteristics and value equality within their school community. They develop important knowledge that helps them become safe and positive citizens. Pupils speak thoughtfully about fairness, respect and acceptance, and show awareness that some groups may face discrimination. They understand the importance of valuing people who may be different from themselves.

Pupils access a wide range of opportunities that develop their talents and interests. They speak positively about clubs, such as choir, engineering and crochet. Pupils also take part in sporting events within the local community, including football, netball and athletics. Leadership roles, such as 'vision' ambassadors, librarians, house captains and sports leaders, enable pupils to contribute positively to the school community. Leaders track participation carefully and support pupils who face barriers, ensuring disadvantaged pupils and those with special educational needs and/or disabilities benefit fully.

Pupils' wellbeing is supported effectively. Pastoral support is targeted and timely, and pupils know where to turn when they need help. They trust adults to support them and learn strategies to manage their physical and mental wellbeing. As a result, pupils feel well cared for and secure in school.

Needs attention

Attendance and behaviour

Needs attention

Leaders acknowledge that attendance remains too low, and the number of pupils who are persistently absent is still too high. Their analysis has helped them identify the reasons for this, but they have not secured sustained improvement. Leaders have recently strengthened the school's systems, so staff act quickly when a pupil's attendance begins to decline. The school works effectively with external agencies to address concerns and remove barriers to regular attendance. Leaders' work with pupils and families, who have a history of prolonged absence, has improved attendance for a small number of pupils, but the impact is uneven. As a result, too many pupils continue to miss important learning.

Pupils understand expectations and behave well in lessons and around the school. They build warm, respectful relationships with staff, which helps maintain a calm, orderly environment, where pupils feel safe. Pupils trust staff to respond quickly and appropriately to any concerns about discrimination, unkind behaviour or bullying. They show positive attitudes to learning and usually engage purposefully with their work. Staff provide effective support for pupils, who need help to manage their behaviour or emotional regulation, including pupils with special educational needs and/or disabilities.

Inclusion

Needs attention

Leaders are at an early stage of embedding a coherent approach to inclusion. Systems for identifying and assessing pupils' needs are not fully secure. The review of plans and support is not consistent. Consequently, some pupils with special educational needs and/or disabilities (SEND) do not receive the support they need, when they need it. Leaders recognise that assessment and target setting are not precise enough. When staff do match support well, pupils benefit from effective relationships with adults who understand their needs and manage complex situations with confidence.

The school has a range of academic and pastoral interventions in place. This includes support for pupils' wellbeing and mental health. However, leaders do not monitor the impact of these interventions closely enough, which limits progress in key areas, such as handwriting. Teachers review support plans regularly, but some targets for pupils with SEND do not focus sharply on the next steps pupils need to take.

Generally, leaders use the additional pupil premium funding well to support disadvantaged pupils. Pupils receive positive support for their wellbeing from well-trained pastoral staff. The nurture and care that pupils receive makes a positive impact on their lives.

Leadership and governance

Needs attention

Leaders have a secure understanding of the school's context and the community they serve. They correctly identify the school's strengths and priorities for improvement. Leaders have started important work to raise attendance and improve support for pupils with additional needs. They know that there is more to do to ensure that these actions make a lasting difference for pupils.

Governors fulfil their statutory responsibilities, including those relating to safeguarding. They are developing their understanding of the school's work and can identify key priorities, such as raising attendance. Governors are supportive of leaders and take appropriate account of staff workload and wellbeing. However, they do not always use information sharply enough to test leaders' evaluations or check the impact of actions taken. As a result, their support and challenge are not routinely helping leaders to identify which actions are having the greatest impact and where further improvement is needed.

Leaders ensure staff access a wide range of training and professional development. They promote staff wellbeing and consider workload carefully when making decisions. Leaders foster productive partnerships with the local authority, nearby schools and the diocese. These partnerships provide valuable support, enable leaders to evaluate the school's work and help them remain informed about developments in education.

Leaders engage positively with parents and carers and involve external agencies, when additional support is needed. Most parents speak positively about the school and value the support staff provide for their children. However, some parents of vulnerable pupils are not fully satisfied with the communication they receive and the level of support that the school provides.

What it's like to be a pupil at this school

Pupils enjoy attending this warm and welcoming school. From the moment they join in Year 3, they benefit from friendly, caring relationships with staff that help them settle quickly and feel safe. Pupils show care and kindness towards each other. They rarely experience bullying and trust staff to deal with any issues swiftly. Pupils know who to speak to if they have concerns and are confident that adults will listen and help them.

Typically, pupils behave well. They show positive attitudes to learning, enjoy lessons and try hard to do their best. Pupils listen carefully, follow instructions and work in calm, focused classrooms. As a result, they use their time productively. At playtime, pupils get along well and play cooperatively. Although pupils generally enjoy school, too many do not maintain regular attendance.

Pupils are motivated about learning and appreciate the different ways staff make lessons engaging. Teaching is generally effective and supports pupils to achieve well. Most pupils are well prepared for the next stage of education. However, support for pupils with special educational needs and/or disabilities and those who face barriers to learning is not consistent. Pupils' plans do not always identify precise targets or the specific support they need.

Pupils benefit from a wide range of experiences beyond lessons. Leaders, through a well-designed personal development programme, enable pupils to grow into positive citizens. Pupils' learning is enriched with memorable experiences that develop their character. Visits locally and further afield help pupils learn about the wider world. Pupils speak enthusiastically about different cultures and understand the importance of respecting everyone's views, supporting each other to 'let your light shine'.

Next steps

- Those responsible for governance should continue to enhance their knowledge and expertise so that their oversight, support and challenge are consistently robust across all areas.
- Leaders should ensure that they use timely identification and assessment of pupils needs to implement a continuous cycle of planning, actions and review to reduce barriers to learning and/or wellbeing.
- Leaders must fully embed their attendance strategies so that more pupils, including those who are disadvantaged and have special educational needs and/or disabilities, attend school more often.
- Leaders should ensure that teachers consistently check pupils' understanding during lessons and use this information to design and adapt learning activities that are accurately matched to pupils' needs.

About this inspection

The chair of the board of governors in this school is Angela Maxted.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and school leaders. They also spoke with leaders about their oversight of the school's work in a particular aspect, such as inclusion. The lead inspector met with representatives of the governing body.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Canterbury. The school's most recent section 48 inspection was in December 2025.

The school currently uses no alternative provision.

Headteacher: Ellen Taylor

Lead inspector:
Jody Murphy, His Majesty's Inspector

Team inspectors:
Andrea Carter, Ofsted Inspector
Jo Hygate, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

226
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

240
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

19.91%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

2.65%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

18.58%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	61%	Close to average
2024/25 (final)	73%	62%	Above
2023/24 (final)	63%	61%	Close to average
2022/23 (final)	56%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	74%	Above
2024/25 (final)	87%	75%	Above
2023/24 (final)	84%	74%	Above
2022/23 (final)	80%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	72%	Close to average
2024/25 (final)	80%	72%	Above
2023/24 (final)	80%	72%	Above
2022/23 (final)	63%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	73%	Close to average
2024/25 (final)	83%	74%	Above
2023/24 (final)	71%	73%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	84%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	27%	46%	Below
2024/25 (final)	20%	47%	Below
2023/24 (final)	46%	46%	Close to average
2022/23 (final)	14%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	62%	Below
2024/25 (final)	30%	63%	Below
2023/24 (final)	62%	62%	Close to average
2022/23 (final)	47%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	41%	59%	Below
2024/25 (final)	40%	59%	Below
2023/24 (final)	54%	58%	Close to average
2022/23 (final)	29%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	60%	Close to average
2024/25 (final)	40%	61%	Below
2023/24 (final)	62%	59%	Close to average
2022/23 (final)	60%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	27%	68%	-41 pp
2024/25 (final)	20%	69%	-49 pp
2023/24 (final)	46%	67%	-21 pp
2022/23 (final)	14%	66%	-52 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	47%	80%	-32 pp
2024/25 (final)	30%	81%	-51 pp
2023/24 (final)	62%	80%	-18 pp
2022/23 (final)	47%	78%	-32 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	41%	78%	-37 pp
2024/25 (final)	40%	78%	-38 pp
2023/24 (final)	54%	78%	-24 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	29%	77%	-49 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	55%	80%	-24 pp
2024/25 (final)	40%	81%	-41 pp
2023/24 (final)	62%	79%	-18 pp
2022/23 (final)	60%	79%	-19 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.6%	5.2%	Close to average
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	5.1%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	15.8%	13.0%	Close to average
2023/24 (3 term)	15.2%	14.6%	Close to average
2022/23 (3 term)	13.1%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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