

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Seabrook Church of England Voluntary Controlled Primary School

Vision

As a community of learners, we understand God loves us equally and unconditionally and wants us to live life in all its fullness. We instil love and respect for all the natural world and everything it encompasses. We value each unique individual's diversity of gifts and talents and celebrate all their hard work and achievements and champion each learner's journey to reach their God-given potential.

Seabrook Church of England Primary 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.

Strengths

- The curriculum has been wisely developed, shaped by the Christian vision of ensuring 'no one gets left behind'. Christian values and spiritual moments are embedded into both core subjects and the wider learning experience. This approach fosters intellectual, spiritual, and moral growth, empowering pupils to make a positive impact in their community.
- The worship life of the school is vibrant and inclusive, where all are invited to participate. This drives a sense of belonging, spiritual growth, and unity within the community.
- The school fosters a culture of wellbeing where individuals are valued and supported. Pupils and staff feel safe, heard, and empowered to thrive.
- The school values strong partnerships with parents, local churches, and the wider community. Collaborative relationships create a supportive network. This positively impacts both pupils and adults, bringing a sense of shared responsibility, belonging, and mutual care.
- School leaders ensure that religious education (RE) is well-resourced by providing access to high-quality materials and training. This equips staff with the tools they need to inspire and engage pupils.

Development Points

- Use pupils' existing experience of local action to engage with broader issues of social injustice. This is to enable them to make a difference beyond the local community.



Inspection Findings

Leaders are passionate about the school's Christian vision, rooted in the parable of the lost sheep. Across this village school, they ensure 'no one is left behind.' This is an environment where pupils and adults flourish. Servant

leadership, prayer and a commitment to nurturing individual, God-given talents is evident across the school. This underpins a culture of love, respect, peace, forgiveness, hope, and perseverance. These values create a community that supports faith, academic achievement, and personal growth. Leaders intentionally reflect on the Christian vision, ensuring it remains central to all decisions. The parable of the lost sheep serves as a reminder that every individual matters, encouraging a personalized approach to education and care.

The Christian vision shapes a rich curriculum that ensures ‘no one is left behind.’ It emphasizes inclusion, personalization, and fostering intellectual, spiritual, and moral growth. Core subjects and the wider curriculum are intentionally infused with Christian values. This encourages pupils to reflect on their role within their community and the world. Strategies like brain breaks, movement breaks, and paired learning, ensure engagement and support. Learners actively participate in initiatives that exemplify the schools’ values, such as raising funds for charities like the Mission Aviation Fellowship. Their efforts culminated in an event where an aeroplane landed at the school to celebrate their contributions. Pupils independently organize fundraising activities, including sponsored swims and toy sales, demonstrating responsibility and compassion. These experiences enhance leadership skills and deepen their understanding of service and community. In addition to fundraising, pupils take on roles of responsibility, reflecting the school’s commitment to environmental stewardship. As eco-warriors, they champion sustainability with passion, reminding others that ‘there is no planet B.’ These roles empower pupils to engage with real-world issues, fostering a sense of purpose and agency. Through this, they demonstrate a keen responsibility for their world. While the curriculum highlights local action, further development is needed to broaden pupils’ experiences to address wider issues of social injustice.

Pupils and staff value collective worship, held at the start of each day. They actively engage in invitational and inclusive experiences. There is time and space for sung worship, discussion and prayer, encouraging participation. There is energy and delight in worshipping together. Staff share examples of the positive impact of worship. They describe moments of stillness and reflection enriching them as adults. Meaningful opportunities to reflect are woven into various approaches including drama, debate, and art. Pupils recall Bible stories where understanding is deepened because of skillful explanations and interpretations in worship. Spiritual reflection is evident through this use of biblical text. Pupils discuss how Bible stories carry meaning for them throughout their day. They consciously live out the parable of the lost sheep, looking to be inclusive, especially at breaktimes. Pupils are encouraged to be change makers choosing relevant topics for collective worship that affect their own and wider community. Inspired by the autobiography of Corrie Ten Boom, pupils were determined to support local refugees. They designed activities to welcome and include refugees into the Seabrook community. Time is given for pupils to plan and lead worship and prayer. This contributes to their spiritual flourishing through time to reflect and embrace the school’s vision and values. Worship is regularly held in the spiritual garden, playground and on the local beach. Pupils talk of their own spiritual growth when they experience the stillness and wonder of creation.

The school fosters a culture of wellbeing rooted in its Christian vision, ensuring individuals feel safe, valued, and supported. Policies prioritize mental, emotional, and spiritual health, creating an environment where members of the community flourish. Staff praise the supportive culture fostered by their peers and leaders, particularly during

The National Society Church of England and Church in Wales for the Promotion of Education is a registered charity (313070) in England and Wales



challenging times. Governors play an active role in supporting the school, regularly visiting, and providing encouragement to the leadership team. Their involvement strengthens the culture of care and ensures that policies align with the school’s Christian vision. Strong relationships with local faith communities offer both practical, physical, and prayerful support. These partnerships are highly valued and contribute to the overall

wellbeing of the school community. Pupils actively contribute to the school's culture of including all. They demonstrate kindness, collaboration, and a welcoming attitude, embracing visitors as part of the extended school family. This sense of unity and mutual care ensures that everyone feels included and supported. Year 6 pupils relish opportunities to become buddies to pupils in Early Years. This role is celebrated in a special 'welcome worship', where Year 6 pupils formally welcome the pupils and their families. New pupils are presented with a prayer book, symbolizing the school's nurturing ethos and Christian foundation. This tradition fosters meaningful connections between age groups and reinforces the importance of community and care.

The school understands the importance of partnerships beyond the school gates. These relationships enhance the learning and development of pupils and foster a sense of shared responsibility and belonging. Adults are deployed strategically across the school and federation, ensuring that pupils and staff alike have access to the support they need. Leaders collaborate across schools to share best practices, creating consistency and driving improvement. Partnerships with the diocese provide valuable opportunities that strengthen the school's development and leadership. Parents are integral to the school's success, actively participating in initiatives that benefit the community. Their talents are celebrated and incorporated into the curriculum, creating opportunities for collaboration and shared growth. These partnerships foster a culture of unity, care, and mutual respect.

Leaders ensure RE is well-resourced and effectively delivered, with high-quality materials and professional development for teachers. Diocesan training and local clergy support enhance staff expertise in their delivery of complex religious topics. This ensures the school's vision is lived out and staff are 'not left behind' in their practice. Shared teaching between the clergy and school staff deepens relationships between the school and the faith community. The curriculum fosters pupils' understanding of faith and values. Learners confidently link RE topics to their own lives. They talk about the difference between earthly and heavenly treasures. Pupils understand earthly possessions, such as computers, are temporary but love and faith are eternal. Leaders prioritize spiritual growth and integrate opportunities for this across the wider curriculum. Through this, pupils appreciate their surroundings and have an awareness of their own natural innate spirituality. Strategic quality assurance and cross-federation work, ensures RE remains impactful, supporting pupils' academic, spiritual, and moral development.

Information

Address	Seabrook Road, Hythe, Kent. CT21 5RL		
Date	17 January 2025	URN	118678
Type of school	Voluntary Controlled	No. of pupils	104
Diocese/District	Canterbury		
MAT/Federation	St Martin's and Seabrook Church of England Primary Schools		
Headteacher	Liz Carter		
Chair of Governors	Anita Ellerby		
Inspector	Geraldine Shackleton		