



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Seal Church of England Primary School	
Address	Zambra Way, Sevenoaks, TN15 0DJ

### School vision

Together we grow and flourish At Seal CE Primary School, we draw inspiration from the parable of the mustard seed, a tiny seed that grows into a mighty tree, symbolising the potential within us all to flourish and thrive. We believe that by nurturing this potential through the provision of an inspiring curriculum that is designed to equip all pupils and adults to become lifelong learners, we can create a thriving community where every member is empowered to grow, contribute, and make a positive impact on the world.

Jesus said, “What shall we say the kingdom of God is like, or what parable shall we use to describe it? It is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade.”

(Matthew 13:31-32 NIV)

### School strengths

- Clearly articulated by all, the Christian vision is deeply embedded, rooting every decision and action. The vision unites the community in a shared desire to ensure all grow and flourish together. As a result, pupils and adults thrive and feel safe to be themselves.
- Leaders are aspirational for their community. They know and cherish every member. Holistic and academic interventions are put in place swiftly, bringing positive transformation to both pupils and families.
- A rich and purposeful curriculum provides pupils with the tools they need to think, reflect and record their learning independently. Regular wellbeing, farm and forest school lessons further enhance the learning experiences for all.
- Collective worship provides a deeply valued spiritual space. All are given time to connect with themselves, each other and through invitation, God. Pupils take an active role in worship, bringing both joy and wisdom through their leadership and input.
- Strong religious education (RE) provision promotes deep reflection, understanding and connection between religions studied. A deep culture of respect transcends all areas of school life. As a result, all feel safe to share their own views and beliefs.

### Areas for development

- Build upon and enhance the approach to spirituality within the curriculum. So that pupils are empowered to act as advocates by recognising their responsibility in bringing change.

### Inspection findings

Seal Church of England Primary School is a place of deep respect and safety. All are truly valued, known and developed. Laughter and joy ripple through the corridors. This brings life-giving hope and purpose to each member of the community. The Christian vision embodies the school’s shared purpose, to grow each person in their own unique way to flourish. As a result, all



make progress, developing from their unique starting point. This is seen in progress pupils make and how they respond to and articulate their passion for learning. Through clear, honest communication and approachable manner, leaders have built strong trusting relationships with parents. Parents rightly explained how their children's lives were transformed through the personalised support put in place by school staff.

Trust leaders are passionate about the schools and communities they serve. Sitting at the centre of every decision and action is the drive that every pupil and adult flourishes. The ongoing support for staff, enhances both their intellectual and mental wellbeing. Trust and school leaders recognise the potential in all. As a direct result, adults are empowered to develop their practice and expertise, often widening their role within the trust. Staff rightly articulated their gratitude to leaders for their unwavering support and opportunities for personal growth. With the local governing body in its infancy, trust directors hold leaders to account through their monitoring and challenging questions. This has enabled local governors and directors to articulate the effectiveness of Seal as a Church school.

As a UNICEF 'Rights Respecting' school, pupils are clear about their rights. They understand the importance of respecting each other and children around the world. 'Rights Respecting' ambassadors work together to raise awareness, campaign against injustice and organise fundraising events as a response. Understanding and knowing these rights as children, flows into all areas of school life. The greatest impact is on the behaviour and attitude towards one another. Consequently, the inward culture of the school is deeply respectful, compassionate and inclusive of all. An approach to spirituality has been well developed by leaders. Pupils and staff recognise and celebrate moments of spirituality which are both planned in and spontaneous. Pupils clearly understand the school's approach to spirituality. This is used effectively to articulate their personal reflections in RE. However, this model, to promote spirituality and the connection to advocacy, is not fully utilised across the curriculum. As a result, pupils understanding of their responsibility to be advocates of change through curriculum opportunities needs further development.

Leaders have created a curriculum that inspires pupils. Creative hooks, meeting experts and purposeful real-life application deeply engages pupils in their learning. There is a tangible buzz of excitement about topics within each classroom. This is further highlighted by eager and articulate pupils who share their knowledge and thinking passionately. Drawing upon the specifically taught thinking tools, pupils are given both freedom and responsibility to choose how they record their work. As a result, pupils, show great maturity and independence when explaining their thinking or recording their responses. Regular and meaningful opportunities provide pupils space to reflect on their progress and application of knowledge. As a consequence of this, pupils at Seal are active, resilient and independent learners. A progressive set of lessons to develop pupils' comprehension of each Christian value have been created by leaders. Rooting each lesson in biblical and personal stories, has cultivated a deep appreciation of how each value can be enacted in life.

The wellbeing of all is taken extremely seriously by leaders. This is seen through the dedicated pastoral team, range of holistic interventions and a weekly timetabled wellbeing lesson. Leaders use evidence-based research and input from parents, to adapt the wellbeing curriculum to reflect the needs of the pupils. As a result, situations that arise within school are swiftly addressed, strengthening the emotional literacy and resilience of all. There is strong provision for pupils with special educational needs and/or disabilities (SEND). Combined with a nurturing, trauma informed approach, the school has created a conducive learning



environment for all. Learning is tailored to meet the needs of all to help all grow and flourish. The school farm and forest school are a safe haven of joy and tranquillity for pupils and staff. Collective worship is a safe space for pupils and staff to reflect and grow as individuals. It is a highly valued and formational part of the school day. Staff recognise that worship provides a sacred, grounding moment amongst the business of the school day. Spirituality is developed through moments of prayer, stillness and silence. All are invited to connect personally to the message of worship, through reflective wondering questions. Pupil leaders of worship are passionate about their role. Acting as role models, their leadership and regular input inspires those who join them for worship. The vicar is an integral part of school life, bringing both pastoral wisdom and practical support. Regularly visiting the school, her presence and enthusiasm has nurtured a strong two-way relationship between the Church and school.

In RE, pupils speak with a mature conviction about their beliefs and opinions. They articulate a clear, respectful understanding that all views and beliefs are valid and should be shared and heard. Purposeful working walls and recall sheets in books support the recall of current and previous learning. Pupils use accurate terminology and with increasing confidence make links between religions and topics studied. When planning RE lessons, teachers incorporate thinking tools and the windows, mirrors and doors model to promote reflection and challenge. As a result, pupils demonstrate an exceptional level of independent thought, application of knowledge and creativity. RE is well led. The leader of RE supports and empowers staff through whole staff input and bespoke sessions. This enables staff to plan and teach lessons that challenge pupils intellectually.

The inspection findings indicate that Seal Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	7 February 2024	URN	149978
VC/VA/Academy	Academy VC	Pupils on roll	363
Diocese	Rochester		
MAT	Inspire Academy Movement Trust		
Head of School	Tamsin Jones		
Chair of Governors	Anne Le Bas		
Inspector	Rebecca Swansbury	No.	970