

Information

Address	St John's Road, Margate, Kent CT9 1LU		
Date	18 May 2026	URN	118694
Type of school	Voluntary controlled	No. of pupils	397
Diocese	Canterbury		
Headteacher	Sarah Roberts		
Chair of Governors	Kim Stoner		
Inspector	Elizabeth Pettersen		



talk openly with adults about their problems. They are given skills to identify and manage their own emotions, creating a sense of inner calm and confidence. Times of emotional dysregulation are managed sensitively, with pupils shown unyielding compassion. In this way the school provides the roots for healthy interactions where tolerance and respect are paramount. There is a deep sense of collaboration amongst the staff team. Working in an atmosphere of mutual respect and encouragement, they are trusted and empowered to play their part in the school's development. They know that their personal needs will be met as much as their professional needs.

Vision, Justice and Responsibility

In line with the vision, pupils take an active part in building their school community. Rooted in compassion for others they recognise that simple acts, such as smiling at another person, can 'make someone's day'. Knowing that their voice is heard and respected enables pupils to take pride in school leadership roles. This includes the pupil parliament, where they contribute to whole school decision making. As a result, they have been able to influence the choice of playground equipment. Pupils have a fierce sense of justice and are eager to make the school a better place for everyone. This has spurred individuals to write persuasive letters to the headteacher about aspects of the school that they do not consider fair. For example, the differences in swimwear worn by boys and girls. Pupils are developing an awareness of injustice beyond the school through themes in worship. They have been enthusiastic about collecting litter from the local beach in their pursuit of care for their world. However, they do not have a deep understanding of actions that they can take to address injustice.

Religious Education

The RE curriculum is carefully designed to ensure sequential progression in learning. Pupils are engaged within lessons, enjoying the many opportunities to express their views about narratives, texts and images. An environment has been created where pupils feel comfortable sharing their own opinions. At the same time, they are considerate of the ideas of their peers. Pupils particularly enjoy the more creative aspects of learning, including drama. The range of enrichment experiences, such as planned visits to a mosque and synagogue, spark a deeper understanding of how different people worship. As a result, pupils are encouraged to develop a growing understanding of the diverse community and world in which they live. The RE lead works closely with the diocese and other local schools. This leads to coaching, feedback and training with staff that allows them to build their knowledge and confidence in their teaching. This ensures that pupils respect the beliefs of others and can confidently express their own worldviews.



Inspection Findings

Vision and Leadership

The vision and values of Holy Trinity and St John's reflect leaders' deep understanding of the context of this community. During a period of change and challenge, 'courage, compassion and community' have provided the framework for strategic planning. Motivated by the example of Jesus, adults consistently model compassion and nurture in their interactions. This ensures that kindness and care for each other motivates positive behaviours in class and on the playground. Leaders are firmly committed to meeting the needs of pupils and their families, placing them at the centre of decision making. In this way the school is seen as a 'sanctuary of hope', transforming lives for many. As such it nurtures an uncompromising compassion for the care of the individual, including those with additional needs. The school draws on strong partnerships with the diocese and local schools to foster ongoing school development. Governors are involved in school life and make regular school visits. However, at present their monitoring does not include clear and explicit evaluation of the impact of the vision on the life of this Church school.

Vision and Curriculum

The acronym, LOVE, (language and communication, opportunities, vision and values, education) forms a firm foundation for the curriculum. Rooted in the vision and values pupils are cherished as individuals and encouraged in their learning. The focus on language and communication empowers pupils to work towards fulfilling their potential. In particular, pupils develop skills in critical thinking using 'think, pair, share'. This gives them confidence in their subsequent tasks. Opportunities linked to visits and visitors supports pupils' engagement in their learning, broadening their horizons. For example, a trip to Dover castle or visits from drama groups. Leaders removing barriers to learning motivates wide-ranging provision for those with additional needs. This includes bespoke activities, as well as 'cabins' that provide a nurturing environment. This has a transformational impact on these pupils. The school is developing its understanding of spirituality. Spontaneous moments to experience awe and wonder and reflect on learning abound. This includes the woodland area where the outdoor environment is enjoyed, encouraging a deeper understanding of themselves and others. However, spirituality is not planned into the curriculum limiting opportunities for spiritual development.

Worship and Spirituality

The vision and values are a central part of worship, uniting adults and pupils as a community. Themes secure a deep understanding of how courage, compassion and community are at the heart of the school's work. This positively impacts on how pupils know their part in growing a caring environment. For example, Bible stories are used effectively to show Jesus as a role model. This inspires them to embrace challenging times, taking pride in their courage to be overcomers. Singing brings joy, with pupils recognising that the words can be a personal prayer. Links with the local church and other Christian groups bring a richness to worship. They create memorable experiences, that include prayer stations. These harness an understanding of how individuals can connect to God and in turn, how he will speak to them. Distinct times of stillness and reflection support pupils' spiritual development. These make a strong impact on their perception of themselves and their part in the school community. They assert that, 'it's in our hands to make a difference' and how important it is to 'be the best version of you'. In this way worship makes a significant impact on the lives of pupils and adults.

Vision and School Culture

Holy Trinity and St John's provides a nurturing environment that is unified in its loving care for individuals. Wellbeing is positively promoted through relationships that seek the best for pupils, their families and staff. Staff cope wisely and compassionately with a range of situations, such as family trauma. Individuals are treated with dignity, recognising that they are made in the image of God. As a result, pupils experience a deep sense of belonging in an environment where they are known, loved and championed. This enables them to recognise their own sense of self-worth, so that school is a warm, affirming place. As a result, pupils feel able to trust and

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity and St John's Church of England Primary School

Vision

Jesus said, 'I have given you an example to follow: do as I have done for you.'

Courage: We follow Jesus' example, being brave, having a voice and believing in ourselves.

Compassion: We welcome everyone into our nurturing school family, treating everyone as an individual.

Community: We walk alongside you to empower you to fulfil your potential and make a positive difference in the world.

Holy Trinity and St John's 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.

Notable Strengths

- School leaders and staff are deeply committed to serving this community. The vision and values create a place where 'courage, compassion and community' combine to support the school's development. They inspire a focused approach to overcoming challenges and moving the school forward.
- Rooted in the example of Jesus, nurturing and loving relationships are a strength of the school. This enables pupils and staff to feel valued. They are shown unyielding compassion and known as individuals, where their best interests are at the centre of decision making.
- Speaking and listening are at the heart of curriculum development, enabling pupils to articulate their ideas clearly in writing and creative activities. Those with additional needs are strongly supported, assisting them to access learning.
- Collective worship is central to the school day drawing the community together around the vision and values. It provides pupils and adults with moments of joy, stillness and an impactful opportunity for reflection.
- The religious education (RE) curriculum is carefully planned to broaden pupils' understanding of Christianity and a range of world religions. Pupils explore deep questions with enthusiasm and express thoughtful responses reflecting their own worldview.

Development Points

- Ensure that governors routinely include within their monitoring an evaluation of the school's Christian vision. This is to effectively steer the continuing development of Holy Trinity and St John's as a Church school.
- Develop a shared understanding of spirituality across the curriculum, school environment and acts of worship. This is to enable pupils and adults to flourish spiritually.
- Create opportunities for pupils to take active ownership in addressing injustice. This is to empower them to become confident advocates for those facing adversity.