

# Inspection of a good school: Saint Sebastian's Church of England Primary School

Nine Mile Ride, Wokingham, Berkshire, RG40 3AT

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Inspection dates:

13 October 2021

## Outcome

Saint Sebastian's Church of England Primary School continues to be a good school.

## What is it like to attend this school?

Pupils, parents and staff are very proud of their kind and inclusive school. The school's Christian ethos and values are at the heart of this. Everyone is welcomed with 'compassion' and care. Staff prioritise getting to know pupils and their families, including those who are not yet confident in speaking English. Pupils are proud to talk about how diverse their school is and how much they enjoy learning about the different lives of their friends and classmates.

The smaller than average size of the school means that everyone really knows each other. This helps pupils to feel safe and secure. Pupils enjoy their learning and trust their teachers to provide the support needed to meet the school's high expectations. They also know that adults will always be there to listen to any worries or concerns.

Pupils are eager to take on the varied roles and responsibilities on offer. The older pupils wear their different coloured uniforms with pride. They describe themselves as the 'guiding lights of the school', offering support to anyone who needs it. The Year 6 pupils also act as 'buddies' to the Reception children. Cherished time is spent playing together as well as reading a good book.

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

Leaders want every pupil at Saint Sebastian's to reach their full potential. They have developed a curriculum that aims to meet the needs of their many different learners. Knowledgeable staff identify the support required for all pupils to achieve well. This includes pupils with special education needs and/or disabilities (SEND) and those who are not yet fluent in speaking English. These pupils learn alongside their classmates with adults providing thoughtful and timely help when this is needed.

Pupils develop a love of reading through exploring challenging books as well as those that reflect the diversity within the school. Pupils enjoy reading these books both with their teachers or in the well-stocked book corners in their classrooms. Children are taught to learn to read as soon as they join Reception. They follow a carefully sequenced programme that helps them learn and practice their phonics. Nearly all pupils are confident readers by the time they reach key stage 2. Well-trained staff provide additional support for any pupils who find reading more difficult.

The rest of the school's curriculum has been redeveloped over recent years. In most subjects, including mathematics, pupils are securely building their knowledge and skills from Reception. Careful planning means that teachers know what pupils should have already learned so they can build upon this. For example, in history, pupils explore different empires and civilisations. This is helping them understand the similarities between them as well as what changed over time. Teachers are now developing how they check all pupils are secure in knowing and remembering all of the important knowledge.

Leaders know there is more they want to do to further develop the curriculum. This includes very thoughtful work in the early years to support the children joining the Nursery and Reception. Further improvements are also being made to subjects such as design and technology and computing. This work will ensure that pupils are confident in their learning across the school's full curriculum.

Lessons are busy and purposeful. Pupils know and follow the clear rules and routines that are in place. If anyone becomes distracted, staff calmly remind them of what they should be focusing on. Pupils respond well, showing a real eagerness to learn. At playtimes, pupils take part in a wide range of activities. They are proud of their outside environment and look after it carefully.

The daily collective worship provides an opportunity for pupils to explore topical issues around equality. They are encouraged to reflect upon the school's values, including this term's focus on 'thankfulness'. This is demonstrated in the prayers that the pupils write and share with the school community. Leaders are currently reinstating the visits and trips that have not taken place because of COVID-19 (coronavirus). Pupils are excited about upcoming trips to museums and overnight residential. The older pupils are particularly proud to belong to the 'Yr 6 club' where they can take part in activities linked to their own talents and interests.

Staff are passionate about their role in helping pupils to learn. They value the support provided by their dedicated senior leaders and governors. This includes both those in the school and the multi-academy trust. Staff unanimously agreed that they are very proud of their work and of the learning they are providing for all their pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff know the school's community very well. This means they are alert to any concerns around the safety and well-being of pupils. Regular training ensures staff

know their role in swiftly reporting these concerns so prompt action can be taken. Leaders work with external agencies to provide support for families when this is required.

Pupils are given lots of help and advice about how to stay safe. Parents are also provided with guidance through the school's website and through discussions with staff. This includes information about online safety and the safe and responsible use of social media.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The curriculums in design and technology and in computing are as not as well implemented as other subjects. As a result, pupils are not currently able to build and develop their knowledge and skills well. Leaders should ensure that curriculum improvement work continues so all subjects are equally well planned and sequenced and of the same high quality as each other.
- Assessment within the foundation subjects is not yet consistently in place. Teachers are therefore not always confident in knowing how secure pupils' are in their knowledge and understanding. Leaders should carefully monitor the effectiveness of assessment to ensure that pupils know and remember more across the school's curriculum.

## **Background**

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

This is the first section 8 inspection since we judged the predecessor school, Saint Sebastian's Church of England primary School to be good on 4 June 2014.

## **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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **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>	145285
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	10203154
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	149
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jane Peters
<b>Headteacher</b>	Martin Gater
<b>Website</b>	<a href="http://www.st-sebastians.wokingham.sch.uk/">www.st-sebastians.wokingham.sch.uk/</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is a member of the Diocese of Oxford and has a Christian character. A Section 48 inspection was carried out in December 2017. The school was graded good.
- There is a nursery provision at the school which has children aged 3 and 4.
- The school currently uses one registered alternative provider.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with senior leaders, staff and pupils. They also spoke with representatives from the multi-academy trust, the board of trustees and the local governing body. An inspector also spoke with a representative from the diocese.
- The inspection team carried out deep dives in early reading, mathematics and history. They discussed the curriculum with subject leaders, teachers and pupils, visited lessons and looked at samples of pupils' work.

- Inspectors considered the 32 responses to Ofsted’s Parent View questionnaire, including 18 free text comments. They also took account of the responses to the confidential staff and pupil surveys as well as gathering additional views throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors viewed the school’s website and policies, met with the designated safeguarding leaders, spoke with pupils and staff, checked school records of safeguarding checks carried out on adults working at the school and spoke with trustees and governors.

### **Inspection team**

Aimee Floyd, lead inspector

Her Majesty's Inspector

Gareth Flemington

Her Majesty's Inspector

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