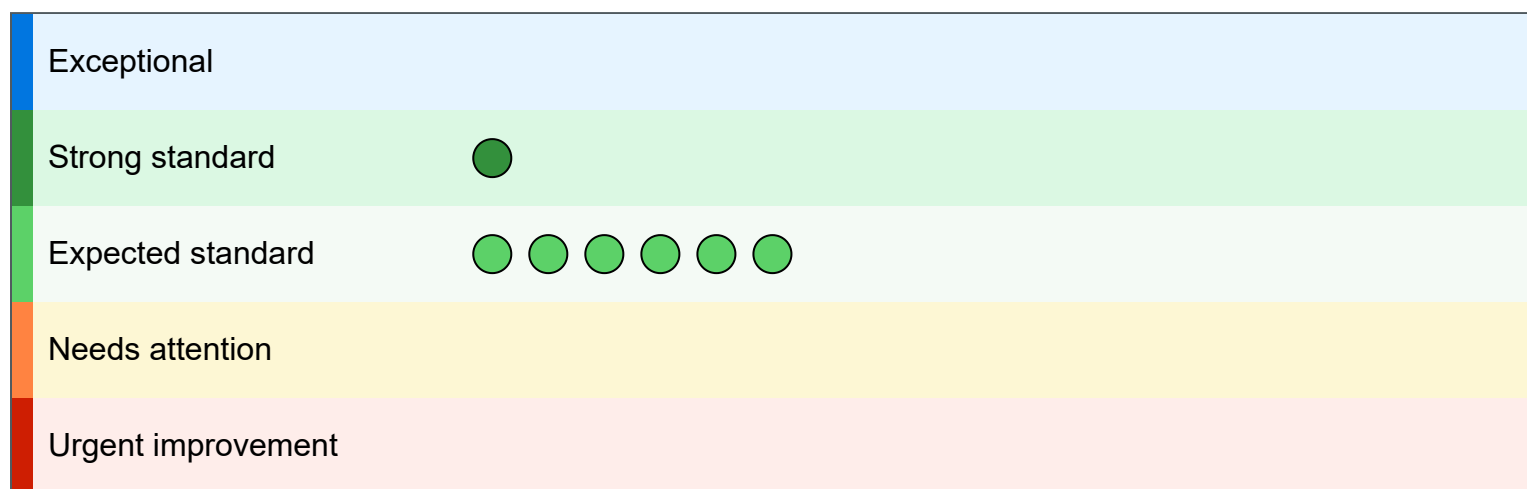


St Cecilia's CofE Primary School

Address: Howlett Grove, Wokingham, Berkshire, RG41 1BJ

Unique reference number (URN): 149555

Inspection report: 24 February 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.

Strong standard ●

Attendance and behaviour

Strong standard ●

The school's high standards of attendance and behaviour are particularly noteworthy, given the highly mobile nature of the school's population. Pupils who arrive mid-year quickly adopt the positive examples set by their peers and settle into established routines with confidence.

Attendance is a clear priority. Since the school opened, attendance has remained consistently above national figures, with far fewer pupils persistently absent than is the case nationally. As the school continues to grow and welcome new pupils, these positive trends are sustained. Leaders monitor attendance closely and act swiftly when concerns arise. They work constructively with families to remove barriers and maintain high levels of attendance.

Behaviour across the school is calm, respectful and positive. Classrooms are purposeful and pupils are highly engaged in their learning. Pupils behave with courtesy and consideration. The youngest children take pride in opening doors for visitors and greeting adults politely. Social times are cheerful and harmonious, with pupils playing cooperatively and making good use of the equipment available. Serious incidents are extremely rare and leaders respond promptly and decisively when they occur. Where pupils need additional help with their behaviour, this is identified early and the tailored support provided enables them to meet leaders' high expectations.

Expected standard ●

Achievement

Expected standard ●

Unusually, all pupils who have taken national tests at the end of key stage 2 joined the school at different points in their school career. A high number of pupils speak English as an additional language, and many joined the school after recently arriving in the country. Leaders respond effectively to pupils' varied starting points. They identify and address gaps in pupils' knowledge so that new arrivals settle quickly and begin to make secure progress.

Despite the extremely high mobility at the school, pupils' results in national tests are positive over time. Pupils perform particularly well in reading and mathematics, including at the higher standard. Achievement in the Year 4 multiplication tables check in 2025 was significantly above the national average.

Pupils develop secure phonics knowledge. Their writing builds securely on the foundations taught. Generally, pupils recall their learning well. However, the high standards of achievement seen in core subjects are not always matched across the wider curriculum.

Curriculum and teaching

Expected standard ●

As the school has grown, leaders have developed the curriculum thoughtfully to create a broad and ambitious offer, ensuring continuity in the remaining mixed-age class. Across

subjects, the curriculum sets out and sequences the key knowledge and skills pupils need to build year-on-year. This is evident, for example, in Year 6 where pupils perform a Bhangra dance confidently, applying techniques they have learned previously.

Leaders have rightly prioritised reading, writing and mathematics. This particularly benefits the high number of pupils who speak English as an additional language and the growing number of pupils with special educational needs and/or disabilities (SEND). Teachers typically identify gaps in pupils' basic knowledge through regular checks and provide well-chosen support to secure essential skills, such as handwriting and number fluency. Pupils revisit important learning often so they can build securely on what they know. Teaching is adapted carefully, with teachers modelling, scaffolding and extending learning as needed. This supports pupils with SEND to access the curriculum successfully.

Early reading is taught with consistency, and pupils who need help with handwriting and fine motor skills receive timely support. Teachers generally have secure subject knowledge. This enables them to teach sensitive curriculum content with confidence. Currently, leaders do not check all areas of the curriculum with the same rigour. As a result, they do not have a fully consistent understanding of the quality of curriculum provision across all subjects.

Early years

Expected standard 

Staff in the early years use purposeful and well-considered interactions to motivate children and move their learning forward. On the whole, they observe play closely, using thoughtful questioning to assess what children know and what they need next. Staff structure their language carefully so that children respond confidently and apply the key vocabulary they have been taught, building increasingly complex spoken and written sentences. Children take part in activities that strengthen their bodies and improve their hand movements. This supports good posture and pencil control when children start writing. Parents of children in the early years value the information and guidance they receive from staff that enables them to support their children's learning at home.

Leaders have established a systematic and consistent approach to phonics in the Reception Year. Staff model sounds accurately, and children enjoy shared reading and regular opportunities to apply their phonics in writing. Daily practice supports children to develop neat, well-formed handwriting. Nursery children benefit from early sessions that prepare them well for phonics in Reception.

Nursery provision promotes independent learning and secure self-care routines, such as managing belongings and handwashing. The environment is structured to help children build their knowledge in a coherent way. The first Reception cohort were well prepared for key stage 1.

Inclusion

Expected standard 

Leaders recognise that for pupils to thrive, their needs must be understood and addressed quickly. This is especially important given the number of pupils who arrive at the school throughout the year. Leaders, therefore, place high importance on thorough transition processes and seek detailed information about pupils before they join the school. This helps leaders to identify pupils' needs accurately, including for the growing number of pupils with

special educational needs and/or disabilities. Assessment for pupils who speak English as an additional language is rigorous, with checks on language competency and reading fluency providing valuable information that shapes early support.

Leaders and staff create carefully considered plans that set out how pupils will be supported. Staff receive high-quality training that typically enables them to ensure that support is precisely matched to pupils' needs. Leaders monitor progress closely. They use their understanding of pupils' wider circumstances to guide decisions about wellbeing and academic provision.

Effective partnerships with external agencies and close work with families ensure that support is coordinated and responsive. Additional funding for disadvantaged pupils is used effectively through a strategy that prioritises quality teaching and targeted wider support. This leads to high attendance and improved outcomes for disadvantaged pupils. Pupils known, or previously known, to social care receive timely and appropriate help.

Leadership and governance

Expected standard 

The school was due to open in September 2023 with early years provision only, growing gradually over time. However, a sudden increase in older pupils in the area, many of whom had additional needs and were without school places, led the local authority to ask leaders to open sooner. The trust moved forward the opening, accelerating recruitment and planning. This reflects leaders' determination to act in the best interests of pupils and the wider community.

Since opening in January 2023, leaders have managed considerable change very effectively. They have built a positive and cohesive school community from the beginning. Clear expectations were set early, provision was extended in a thoughtful way and staffing and governance structures were developed securely and sustainably. Leaders have an accurate understanding of what the school does well and what needs further improvement.

Governance is effective, holding leaders to account and challenging them to take appropriate actions. Trustees and governors receive detailed information and triangulate what leaders tell them through well-planned activities. This enables them to scrutinise leaders' work, monitor outcomes for key groups of pupils and act decisively on emerging issues.

Stakeholders are highly engaged. Parents and carers speak warmly about the school, noting its nurturing and inclusive environment, and the progress pupils make academically and personally. Staff feel valued and well supported. Leaders are attentive to the pressures of working in a growing school and introduce changes carefully. High-quality professional development strengthens expertise and supports staff at all stages of their careers.

Personal development and wellbeing

Expected standard 

Leaders have ensured that a clear programme is in place for pupils' personal development. This is ambitious and understood by the whole school community. The school's offer ensures that pupils gain the experiences they need to become confident, resilient learners who understand their roles in the community and in the wider world. Disadvantaged pupils

are supported well. They benefit fully from a wide range of opportunities, including clubs, musical tuition and activities beyond school. Leaders track pupils' involvement carefully to make sure that all pupils have equal access to enrichment.

Through assemblies and the curriculum, pupils generally develop a secure understanding of fundamental British values, such as democracy and the rule of law. Pupils are tolerant and respectful. They recognise the importance of treating others as they would wish to be treated. Pupils speak confidently about celebrating differences, including diverse family structures. Across the school, pupils show a clear understanding of different religions. They can explain why learning about a range of beliefs, including those with no faith, helps them show respect for others. The youngest children benefit from learning about different traditions, such as when the Nursery class listened to an older pupil explain how they celebrate Diwali with their family.

Pupils typically understand how to keep themselves physically and mentally healthy. They talk about eating well, exercising and recognising their own emotions. Teaching about safety is woven throughout the personal, social and health education curriculum. Pupils learn how to stay safe online, in the community and in potentially risky situations, including when travelling to school independently. Emerging issues are addressed promptly with pupils and, where appropriate, their families. Pupils appreciate the wide range of clubs and activities on offer, including music, sport, art, activity days and school trips, all of which enrich their education and support their wider development.

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

There is a clear sense of belonging across this growing school. Because many join throughout the year, pupils are skilled at welcoming newcomers and take pride in helping them settle quickly. Leaders have established effective induction routines so that new arrivals understand expectations and feel part of the community straight away. These routines also help staff understand pupils' needs so that any barriers to learning or wellbeing are addressed early. Pupils enjoy encouraging each other and value the rich diversity within the school, celebrating events, such as Lunar New Year, with enthusiasm. Bullying is rare. The school's first early years cohorts have been welcomed equally well, with staff ensuring they too feel included from the outset. High attendance reflects how much pupils enjoy coming to school and how strongly they feel they belong.

Leaders have created a calm and purposeful learning environment, where pupils behave and achieve well. Pupils say their teachers explain new learning clearly and in different ways, which helps them deepen their understanding. They enjoy memorable learning experiences. Year 6 pupils' enthusiasm for their 'Come dine with me' cooking project and Reception children's delight on discovering their eggs had hatched overnight are just 2 examples. Music is a valued part of school life. Pupils sing regularly, learn instruments, such as the trombone, and enjoy performing for their school and wider community, including at a local arts centre.

Pupils enjoy being responsible and active citizens. They take on roles such as house captains, playground leaders and library and dining hall helpers. They contribute positively to the wider community, hosting events, such as the Christmas fair and raising money for a

local hospice. Pupils feel safe at school. They know they can speak to a trusted adult and use strategies, such as the classroom 'worry monster' if they have concerns.

Next steps

- Leaders should continue to further develop and embed the wider curriculum, ensuring that teaching and monitoring align consistently with expectations so that pupils' achievement strengthens across all subjects.
-

About this inspection

This school is part of The Keys Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Hester Wooller, and overseen by a board of trustees, chaired by David Horrocks.

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.

Inspection activities:

Inspectors spoke with the headteacher, other school leaders, the CEO and trust director of school improvement during the inspection. Inspectors also spoke with members of the local governing committee and trustees, as well as a representative from the diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Christian religious character. Its last section 48 inspection took place in December 2025.

The school currently uses no alternative provision.

Executive headteacher: Hester Wooller

Lead inspector:

Katie Hancock, His Majesty's Inspector

Team inspector:

Ian Elkington, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 February 2026

School and pupil context

Total pupils

136

Below 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: 272

School capacity

236

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)

14.66%

Below average

What does this mean?

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

National average: 26.3%

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

2.21%

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: 3.5%

Pupils with special educational needs (SEN) support

7.35%

Well below average

What does this mean?

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

National average: 15%

Location deprivation

Below 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	75%	61%	Above
2024/25 (revised)	77%	62%	Above
2023/24 (final)	90%	61%	Above
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	80%	74%	Above
2024/25 (revised)	88%	75%	Above
2023/24 (final)	90%	74%	Above
2022/23 (final)	56%	73%	Below

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	77%	72%	Close to average
2024/25 (revised)	77%	72%	Close to average
2023/24 (final)	90%	72%	Above
2022/23 (final)	61%	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	88%	73%	Above
2024/25 (revised)	85%	74%	Above
2023/24 (final)	95%	73%	Above
2022/23 (final)	83%	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		46%	
2024/25 (revised)	S	47%	S
2023/24		46%	
2022/23		44%	

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		62%	
2024/25 (revised)	S	63%	S
2023/24		62%	
2022/23		60%	

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		59%	
2024/25 (revised)	S	59%	S
2023/24		58%	
2022/23		58%	

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		60%	
2024/25 (revised)	S	61%	S
2023/24		59%	
2022/23		59%	

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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		68%	
2024/25 (revised)	S	69%	S
2023/24		67%	
2022/23		66%	

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		80%	
2024/25 (revised)	S	81%	S
2023/24		80%	

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		78%	

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		78%	
2024/25 (revised)	S	78%	S
2023/24		78%	
2022/23		77%	

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		80%	
2024/25 (revised)	S	81%	S
2023/24		79%	
2022/23		79%	

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

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 (2 term)	3.3%	5.2%	Below
2023/24 (3 term)	3.3%	5.5%	Below
2022/23 (3 term)	3.1%	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 (2 term)	3.7%	13.3%	Below
2023/24 (3 term)	5.1%	14.6%	Below
2022/23 (3 term)	8.3%	16.2%	Below

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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