

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

### Saint Sebastian's Church of England Primary School

#### Vision

"Love for Others, Learning in Every Step"

Saint Sebastian's Church of England Primary School has a strong sense of family where all belong, learn and thrive in God's love.

Inspired by the parable of the Good Samaritan (Luke 10: 25-37), our school is a family built on love, respect, courage and aspiration. As Jesus said, "Go and do likewise" (Luke 10:37), we are called to live out his example of love and compassion, serving others with kindness and humility. Together, we create a nurturing environment where children are prepared for every step of their journey.

Saint Sebastian'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

- The effectiveness of Saint Sebastian's as a Church school is greatly enhanced by strong, mutually beneficial partnerships within the trust. The relationship within the Keys Academy Trust affirms and enhances provision, enabling adults working in the school to flourish.
- The vision is clearly rooted in Jesus' parable of the good Samaritan and shapes strategic decision-making. It inspires pupils to behave positively and share responsibility. Leaders steward the vision with clarity and commitment.
- Pupils and adults are respectful and respected. A strong culture of care and inclusion enhances pupils' and families' sense of feeling known and valued. Christian values shape learning and culture, enabling pupils and adults to flourish.
- Religious education (RE) is well taught. Pupils have secure knowledge and therefore enjoy grappling with questions about how to live well.
- Times of worship are inclusive and creative for all who gather. Whole school collective worship provides valuable time for the community to come together for prayer, spiritual reflection and celebration.

#### Development Points

- Enhance pupils' understanding of justice. This is to deepen their appreciation of how actions can make a positive difference.
- Enrich the whole school understanding of what it means to grow spiritually. This is so that pupils and adults can make the most of opportunities to flourish.



## Inspection Findings

### Vision and Leadership

Saint Sebastian's Church of England Primary School is a small school with a family feel. The school vision has been carefully chosen to be relevant and meaningful. Through rooting the vision in Jesus' parable of the good Samaritan, leaders establish high standards for care and relationships. Pupils' behaviour and interactions are respectful and compassionate because pupils understand the school values well. Adults celebrate and model the values of love, respect, aspiration and courage. This enables the vision, and associated values, to authentically infuse the family feel of the school. The vision is central to strategic decision making. For example, governor meetings end by looking at discussions through the lens of the vision and values. Consequently, the vision remains central. The school thrives as a result of belonging to the wider ecosystem of The Keys Academy Trust. Partnerships are a considerable strength, with strong relationships built within the trust. This support strengthens leadership capacity, enabling the vision to be lived out. For example, executive leadership is flexible and adjusted to meet the school's changing context and size. Leaders engage well with coaching, training and networks within the trust. This enhances leaders' confidence and competence, particularly in collective worship, RE and professional development.

### Vision and School Culture

The impact of the vision is particularly evident in relationships. Each individual is known and welcomed, and this is deeply dignifying. Pupils and adults represent a diverse range of cultures and languages, and this is celebrated. Adults model kindness and care for one another and wellbeing is enhanced and prioritised by the trust. Staff regularly access support and collaborate through networks. This strengthens confidence and morale. Adults flourish in this environment and recognise improvement in their health and wellbeing. Governors regularly consider staff wellbeing, ensuring that workload is manageable. For example, they consider if changes/actions are likely to bring more joy to the life of the school. This insight is acted upon. Areas throughout the school are set up to support pupils when they need time to reflect or get extra help. Pupils are warmly welcomed each morning, and daily routines check their wellbeing, enabling timely care and intervention. Jesus calls on people to 'go and do likewise' in response to the good example set by the Samaritan in his parable. It inspires pupils to consider their interactions with those close and further away from them deeply. Nurturing approaches guide behaviour, while outdoor learning and spiritual reflection spaces link the vision to responsibility, stewardship, and community. Carefully planned provision such as wraparound care and the 'Year 6 club' is well attended. These are rightly seen as important to the role of caring for pupils whilst supporting families to flourish.

### Religious Education

RE holds a high status in the school. Thoughtful planning has shaped the structure to cater for mixed-year teaching. Pupils enjoy learning about a range of beliefs and worldviews and the subject is well sequenced. Using enquiry questions successfully encourages critical thinking and reflection. One pupil described how grappling with ideas about right and wrong 'helps us to solve the jigsaw puzzle of life'. As a result, pupils confidently discuss beliefs, values, and perspectives respectfully. Staff regularly access professional learning through valued partnership within the trust and with the diocesan education team. As a result, confidence in teaching diversity within faiths has increased. Leaders have recently introduced a new way of teaching RE. This has been thoughtfully planned to extend understanding of the various ways people view the world, adding richness and relevance to RE. However, as this language is not routinely used, some do not benefit.

High-quality teaching enables pupils to learn well and make progress over time. Understanding of core concepts in Christianity is secure. Pupils study a selected range of beliefs and engage with the topics enthusiastically. Stories are used well to enable empathy and understanding and bring concepts to life. For example, one class used Sikh stories to consider justice and right living. Consequently, there is a respectful understanding of the importance of learning about a wide range of people's beliefs and practices. Clear assessment methods inform



teaching and help pupils to know how they are doing, and how to make progress. School leaders, governors, trust staff and representatives from the diocese are involved in regular and rigorous monitoring. Evaluation of this monitoring positively affects change and ensures that RE is relevant and well taught. As a result, pupils develop religious literacy and make progress.

#### Worship and Spirituality

The school's worship life is valued as an important part of each school day. Partnerships with St Sebastian's Church, the diocese, and the trust enliven worship. Drama and images help pupils to connect to worship themes and Jesus' teachings. This approach enables pupils of a range of faiths and worldviews to think meaningfully about the teachings of Jesus. Routines around this special time are calm and consistent. Care has been taken to enable the whole school to pause and reflect together. Worship takes place in quiet spaces at school and through visits to the church nearby. Church activities and festivals in the Anglican Church calendar are woven through the school year. Pupils are offered responsibilities including leading the gathering at the beginning or reading during services. Those who choose to do this value the opportunity to contribute in this way. Worship themes thread through the week in class reflection, enhancing understanding and enabling individual responses. Adults from different backgrounds of faith and worldview find worship meaningful.

#### Vision and Curriculum

The Christian vision drives the design and organisation of the curriculum to meet the needs of pupils. Pupils settle quickly and thrive in small classes. Those with complex needs receive care and support to enable them to experience success. Following the values of aspiration and love, leaders commit to enabling opportunities for pupils to enjoy fullness of life. Partnerships are tenaciously used to secure opportunities in sport. Enrichment activities, including whole school trips, reinforce the inclusive family feel while inspiring pupils to be courageous about their future. One pupil reflected that 'school has helped me think not just about what I want to do, but who I want to be'. As a result, pupils are equipped with confidence to follow the call to 'go and do likewise'. A whole-school shared understanding of spirituality is in its early stages. The language recently introduced has been helpful, but experiences are not planned across the curriculum. This means that opportunities to experience awe and wonder are narrow and spiritual growth is limited.

#### Vision, Justice and Responsibility

The school's Christian vision promotes personal responsibility through various activities and leadership roles. Pupils become more socially aware as they move up through the school. The Year 6 charter instils a sense of responsibility. Pupils in Year 6 are 'commissioned' into roles of service through a celebration at the church. These pupils are rightly proud of their positive contribution to school life. The pupil parliament enables pupils to raise concerns and lead change, including work on mental-health awareness and playground support. Some pupils engage in projects that show a commitment to service. For example, they initiate litter-picking in the playground, and donations to the local foodbank were made during harvest. Pupils recognise the importance of giving and helping. However, pupils' understanding of the concept of justice, and the responsibilities this implies, are less well-developed.

## Information

Address	Nine Mile Ride, Wokingham, Berkshire, RG40 3AT		
Date	29 January 2026	URN	145285
Type of school	Academy	No. of pupils	68
Diocese	Oxford		
MAT	The Keys Academy Trust		
MAT Chair	David Horrocks		
Executive Headteacher	Luke Henderson		
Head of School	Sarah Cohen		
Chair of Governors	Dawn Rossell		
Inspector	Mary Sweeney		