

Saint Sebastian's Church of England Aided Primary School

Nine Mile Ride, Wokingham, RG40 3AT

Inspection dates 4–5 June 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils learn well and make good progress throughout the school, being well prepared for secondary education when they leave.
- Disabled pupils and those with special educational needs make good progress.
- Teaching is good. This is because the teachers provide clear guidance when they mark pupils' work, and pupils are eager to learn.
- Pupils' progress in reading is consistently high, due to the good quality teaching of phonics (the sounds letters make) to the younger pupils.
- Behaviour is good. Pupils are willing to help each other learn and behave courteously around the school.
- The curriculum is well matched to the needs and interests of the pupils.
- Attendance and punctuality have improved.
- Governors have a good knowledge of the school and provide appropriate guidance and challenge.

It is not yet an outstanding school because

- Safety requires improvement to meet the higher standards now set. The school has not yet implemented all of its plans to do this.
- The school leaders do not analyse and record information in ways that are sufficiently easy to use when guiding and measuring teaching and school improvement.

Information about this inspection

- The inspectors observed 13 lessons or part lessons, with most teachers being observed twice. One lesson was observed jointly with the headteacher.
- The inspection included observations of playtime, lunchtime and assembly.
- Inspectors looked at pupils' work and heard some pupils read.
- Meetings were held with pupils, the Chair of the Governing Body and nine other members, and with members of staff with specific responsibilities.
- The lead inspector had a meeting with a representative from the local authority and had a telephone conversation with a representative from the Oxford Diocesan Board of Education.
- The inspectors took account of the 44 responses to the online questionnaire, Parent View.
- They talked to some parents as they brought their children to school. The lead inspector received and noted one letter from a parent.
- The inspectors took account of the 22 responses to the staff questionnaire.
- They observed the school's work and looked at a number of documents, including the school's data on pupils' progress, planning and monitoring documentation, and records relating to pupils' behaviour, attendance, safeguarding and the performance management of teachers.

Inspection team

John Taylor, Lead inspector

Additional Inspector

Janet Simms

Additional Inspector

Full report

Information about this school

- This is a much smaller than average-sized primary school.
- In each year group, including Reception, there is one class.
- The large majority of pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is about average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding provided to give extra support for looked after children and pupils known to be eligible for free school meals, is low.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a pre-school group on site, but it is not managed by the governing body and is therefore inspected separately.
- During this year there has been high pupil mobility and an increase in the number of Traveller and Romany or Gypsy heritage children attending the school.

What does the school need to do to improve further?

- Quickly implement the planned improvements for raising further the standards of safety for all.
- Improve leadership and management by:
 - making better use of the systems for analysing performance data and providing sharply focused and clearly documented feedback to teachers on how to improve and ensure consistently challenging work
 - making analysis of the quality of teaching and the progress of different groups of pupils more frequently available to staff and governors
 - improving communications with parents so they are aware of the ethos, vision and success of the school and the school is aware of their views.

Inspection judgements

The achievement of pupils

is good

- Children enter the Reception class with levels of knowledge and understanding typical of their age. They learn well because of effective teaching which prevents some children falling behind at this early stage of their education.
- In the national phonics (the sound letters make) check at the end of Year 1, the proportion of children who reach the expected level has been well above the national average for the past two years. As a result of the high quality teaching of phonics, children make good progress in reading.
- For the past five years pupils' attainment at the end of Key Stage 1 has been above average, and well above for the past two years. The school's information indicates that the current Year 2 pupils are making similar progress.
- In Key Stage 2, pupils' progress in reading and mathematics is strong, due to the improving teaching and well-targeted work for those who are in danger of falling behind. Boys and girls have positive attitudes to learning, which help both groups make good progress in reading, writing and mathematics.
- The school has a strong commitment to promoting equality of opportunity and the staff work hard to achieve this. Pupils who speak English as an additional language and those of Romany or Gypsy heritage make at least as good progress as their classmates due to the effective support they receive.
- Some of the most-able pupils are not making as rapid progress as they could, due to work not being sufficiently challenging.
- Recent analysis of the attainment of disabled pupils and those with special educational needs shows they are making progress in line with the other pupils. Inspectors saw good support for these pupils in lessons.
- The tests at the end of Year 6 in 2013 showed that the small number of pupils who benefited from the pupil premium were eight months in front of their classmates in writing. They were 18 months ahead in reading, but making similar progress to them in mathematics. Current school information shows that the school's work to support these pupils continues to be effective.

The quality of teaching

is good

- Marking is good; it encourages pupils to work hard, rewards them for success and shows them how they can improve their work. Older pupils enjoy marking their own work and making improvements.
- In the lessons inspectors observed, teachers and their assistants managed the few instances of challenging behaviour very well, preventing it escalating and ensuring it did not disrupt the learning of other pupils.
- Pupils move swiftly and smoothly between different activities, they quickly follow the teachers' instructions and so the pace of learning is rapid.
- Most of the work set by teachers provides appropriate challenge for most pupils. This enables the pupils to make good progress. In a small minority of lessons the work is not challenging enough for the most-able pupils, so they do not make as rapid progress as they could.
- Literacy and numeracy skills are well developed and used across the curriculum. In a Year 6 project on theme parks, the pupils had been using computers very effectively to help them calculate the cost of running their park.
- There is effective use of skilful teaching assistants across the school. They work in close cooperation with the teachers, helping small groups or individual pupils learn well. They do this by keeping them focused on the tasks and guiding their learning through good use of questions.
- In the Reception class the teaching is good because the children gain skills and knowledge quickly, especially in reading. This is due to skilful guidance by the adults and good links with

parents.

The behaviour and safety of pupils are good

- Behaviour is good. In lessons pupils are well prepared for learning; they are eager and very willing to contribute. They are cooperative and support each other's learning. They move swiftly from one activity to another and are good at following instructions, so their learning moves on quickly.
- Pupils feel safe at school and a very large majority of parents agree. Pupils are taught how to be safe in school and outside. They have had visitors to guide them on how to remain safe on the internet. Most of the issues recently raised by the local authority have been addressed. The school knows what it needs to do to ensure the high degree of safety it seeks for everyone.
- The school has a strong Christian ethos, which promotes care and consideration for all. Around the school the pupils are well behaved, courteous and respectful to adults.
- Pupils know the difference between teasing and bullying. They have confidence in the teachers to deal with the very few cases of bullying that occur.
- The parents the inspectors spoke to agreed that vulnerable pupils are well cared for. They are well supported in lessons and in small groups. This enables them to make good progress.
- Pupils' attendance and punctuality have improved. Traveller, Gypsy and Romany pupils are absent for long periods when they are travelling with their families. The attendance of the other pupils is now in line with the national average. The number of exclusions is low.

The leadership and management are good

- There is clear evidence that the school has capacity to improve. The school has successfully addressed issues from the last inspection report and has shown clear improvements in pupils' achievement and the quality of teaching.
- The school development plan focuses on the appropriate priorities. Monitoring of the quality of teaching is accurate. The recording of feedback given to teachers is not detailed enough for them to be clear on what they need to do to improve their practice, or for leaders to be able to check easily that progress is being made.
- The leadership in the Early Years Foundation Stage is good. Leaders have a good knowledge and understanding of the information about how well the children are learning. Teaching is effective in making sure children do not fall behind.
- Middle leaders have a good knowledge of the strengths, and areas that need developing, in their areas. They have successfully led the improvements in mathematics.
- The curriculum is wide ranging and well matched to the pupils' needs and interests. It has a strong musical component. The school choir has performed at the Albert Hall and the O2 Arena. The parents appreciate the wide variety of school clubs and trips and the contributions these make to their children's good spiritual, moral, social and cultural development.
- The recent changes in the school's intake have required the school to adapt in many ways. The school has found difficulty in maintaining the confidence of all stakeholders. Leaders know how they are going to drive improvement, but are not explicit enough about this. Not enough parents have a clear understanding of the school's successes, ethos and vision.
- The local authority has provided robust support and challenge for the school, including training for governors, which they have valued. This has helped the school make good improvements.
- There is an adequate system for managing teachers' performance. Setting targets for teachers, to improve their work, is not focused tightly enough on improving pupils' learning. Training is used so teachers develop their teaching skills, and leaders are linking teachers' performance to their salary advancement.
- The school is part of a local cluster of primary schools which is used to ensure standards are consistent. Strong links with the local church help the Christian ethos throughout the school.

- The primary school sport funding is used well to hire a specialist sports coach who teaches alongside the teachers and helps them develop their skills. Sport now has a higher profile in the school. There is a wider variety of sports played at the school and increased participation in sporting events.
- The majority of staff and parents who answered the online questionnaire are positive about how well the school is managed.
- Safeguarding meets statutory requirements, and evidence shows incidents are dealt with swiftly and effectively.
- **The governance of the school:**
 - The governing body is well led and has a good range of expertise, including skills in finance which support the prudent management of the budget. The governors have an accurate perception of the quality of teaching.
 - Governors know how additional funding and the primary sport grant have been spent, and the success that these have brought to pupils' academic and social development.
 - Governors' knowledge and understanding of data enable the governors to ask questions and challenge the school about pupils' progress.
 - Governors understand the school's arrangements for reviewing teachers' performance and the link to the Teachers' Standards and pay.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110024
Local authority	Wokingham
Inspection number	431069

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	137
Appropriate authority	The governing body
Chair	Mark Carless
Headteacher	Colin Rouse
Date of previous school inspection	4–5 July 2012
Telephone number	01344 772427
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