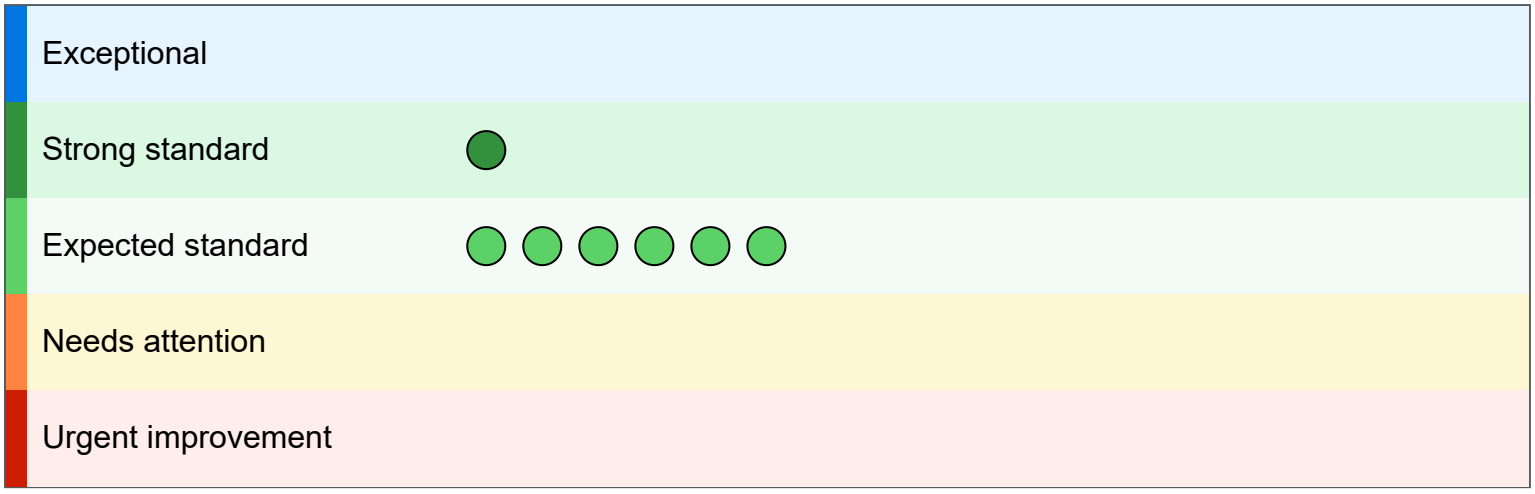
Saint Sebastians Church of England Primary School

Address: Nine Mile Ride, Wokingham, Berkshire, RG40 3AT

Unique reference number (URN): 145285

Inspection report: 10 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

Early years

Strong standard

Leaders prioritise the early years and ensure that children in the Nursery and Reception get a great start to their education. Staff are highly knowledgeable about child development and use this expertise to shape a curriculum that is ambitious, well sequenced and responsive to children's needs. Staff build language effectively through high-quality interactions, modelling rich vocabulary and extending children's thinking. For example, when making perfumes together, adults introduce words such as 'fragrant', enabling children to use and understand new language confidently.

Relationships, communication, language and reading are at the centre of the early years curriculum. Children quickly learn phonics and apply their knowledge accurately when reading and writing. Children enjoy songs, rhymes and storytelling. Shared routines, such as adults eating with children, deliberately further develop communication, language and social skills. By the end of Reception, children are very well prepared for their next stage of education.

The curriculum delivery promotes excellent progress across all areas. Activities are stimulating, ambitious and adapted for individual children's needs, including children with special educational needs and/or disabilities. Staff have a sharp understanding of children's different stages of development. They provide support that ensures children gain independence and confidence. Partnerships with parents are very positive.

Expected standard

Achievement

Expected standard

Pupils make secure progress through the curriculum from their starting points and are well prepared for their next stage of education. They build knowledge over time and can make meaningful connections in their learning, such as linking their study of Ancient Greece to modern democracy. Work in pupils' books is generally of a high standard. That said, a small minority of pupils have misconceptions that are not always addressed as quickly as they could be. Leaders are acting to improve this. Furthermore, some pupils are not consistently supported to develop their handwriting effectively and to build on the positive start they make in the early years.

At the end of key stage 2, pupils achieve positively in reading, writing and mathematics. Disadvantaged pupils, pupils with special educational needs and/or disabilities and those known to social care receive targeted support that helps them progress securely through the curriculum. Overall, pupils gain the knowledge and skills needed for their next steps.

Attendance and behaviour

Expected standard

Attendance is a high priority for leaders. Their strategic, persistent work is securing improvement. Although published figures show attendance has been below the national average over the past 3 years, leaders' detailed tracking demonstrates a clear, upward trend. Leaders analyse patterns thoroughly and act swiftly, using a range of well-targeted approaches. Leaders engage with families supportively. Where necessary, staff involve the academy trust and local authority. Staff know pupils and their barriers well, ensuring that disadvantaged pupils, pupils with special educational needs and/or disabilities and those known to social care receive the individual support they need to attend regularly. Leaders maintain transparent communication with parents and provide effective, supportive challenge when expectations are not met.

The school is calm and orderly. Pupils make a positive start to the school day and settle quickly. Clear routines and consistent, warm relationships across the staff team help pupils to feel safe and valued. Staff respond sensitively to pupils' needs and use appropriate adjustments, such as providing quiet spaces to help pupils regulate their emotions. Pupils behave well and show positive attitudes to learning. Low-level disruption is rare. Pupils report that bullying happens occasionally, but they are confident that staff will deal with concerns quickly and fairly.

Curriculum and teaching

Expected standard

Leaders have an accurate and well-informed understanding of the quality of the curriculum and teaching. They make thoughtful, strategic decisions to strengthen provision, ensuring that staff expertise and resources are used effectively. The curriculum is ambitious, broad and carefully sequenced across all subjects. Teaching helps pupils to build effectively on what they already know and to progress well through the curriculum. Staff understand the school's curriculum and draw on their detailed subject knowledge to present information clearly. Generally, staff check pupils' understanding during lessons effectively. Leaders recognise that, at times, some staff do not consistently identify and address pupils' misconceptions. For example, corrections to handwriting are variable and leaders are acting to improve this.

Reading is prioritised as the foundation for learning. Leaders have adopted a phonics programme that ensures young pupils gain the knowledge they need to read confidently. Staff provide targeted support for pupils who face additional barriers to their learning. For example, staff are responsive to the needs of pupils who speak English as an additional language and adapt their support appropriately. Disadvantaged pupils, those with special educational needs and/or disabilities and those known to social care, are supported well so they can access the curriculum successfully.

Inclusion

Expected standard

Leaders and staff identify pupils' needs precisely. The school's value of aspiration is at the heart of their inclusion work. Pupils, including those who are disadvantaged, those who have special educational needs and/or disabilities (SEND) or who face additional barriers, are supported effectively. Staff know pupils well and use this knowledge to support their

assessments. They reduce barriers to learning, including those linked to pupils' social, emotional and mental health needs. Leaders work constructively with external professionals such as educational psychologists and ensure that specialist advice shapes effective support within the school.

Leaders target provision for individual pupils through strategic and well considered adjustments to the curriculum. Leaders ensure that disadvantaged pupils have access to the full curriculum and wider experiences. The use of pupil premium funding ensures that disadvantage is never a barrier to inclusion. Tailored changes and adult support enable pupils with SEND to participate fully and confidently in school life.

Leaders carefully plan and review actions to support pupils with SEND effectively. Staff receive appropriate training, which helps them to implement inclusive practices consistently. Leaders monitor the impact of interventions carefully and adapt support when needed.

Leadership and governance

Expected standard

Leaders have a precise understanding of the school's strengths and priorities for improvement. They act strategically to address barriers to pupils' learning, including for disadvantaged pupils and those with special educational needs and/or disabilities. Leaders take decisions in the best interests of pupils. For example, renewing the school's phonics programme and refurbishing the library have strengthened and prioritised the culture of reading at the school. Leaders monitor provision well, using what they learn to refine teaching and tailor professional learning effectively.

Governors and trustees fulfil their statutory duties effectively. They understand the school's context well and provide appropriate support and challenge for leaders. The school's partnership work within the trust strengthens leadership and contributes to the school's sustained improvement. Leaders' positive engagement with the community helps families feel valued and included. Parents and carers speak highly of the school's welcoming, aspirational ethos.

Leaders promote a professional culture where staff feel trusted and supported. Staff describe the school as a 'family' and value leaders' responsiveness in helping to manage their workload and wellbeing supportively. Professional development is coherent, ongoing and closely aligned to school priorities. Leaders ensure that staff, governors and trustees are all involved meaningfully in the school's work. This collective commitment supports the school's improvement journey and ensures that pupils learn within a nurturing, ambitious and inclusive environment.

Personal development and wellbeing

Expected standard

Leaders ensure the personal development programme is broad, coherent and responsive to pupils' needs. Pupils have regular opportunities to reflect on their beliefs, values and experiences through assemblies, class discussions and curriculum-linked reflection time. They develop an understanding of right and wrong and engage thoughtfully with issues such as fairness, environmental responsibility and how their actions affect others. Leaders promote respect for different cultures and worldviews through religious education, trust-wide events and teaching about diversity.

Leaders foster positive social development. Pupils work cooperatively and increasingly resolve conflict respectfully using collaborative approaches. Pupils support each other through roles such as playground leaders, buddies and eco warriors. These responsibilities help pupils to become confident, responsible and active members of both the school and wider community. Pupils take part in creative and sporting activities including art workshops, ukulele lessons, judo and multi-sports, developing their talents and interests positively.

The personal development and wellbeing programme is regularly reviewed and adapted to meet the needs of pupils in the school. Leaders enhance provision based on prioritising effectively, such as increasing physical activity to promote healthier lifestyles or providing cooking sessions to build a wider understanding of key skills. Relationships and health education is age-appropriate and equips pupils with the knowledge they need to keep themselves mentally and physically healthy. Pupils demonstrate mature awareness of how to keep themselves safe online.

Pupils understand fundamental British values, though this is more secure in some year groups than others. Pupils value the opportunities to contribute to school life, including leading assemblies and supporting younger pupils. They feel confident, included and ready for life beyond the school.

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

Pupils are confident and proud of their school. They speak clearly about the school's values of love, respect, aspiration and courage, reflecting these throughout school life. Pupils enjoy their learning. They engage enthusiastically with the well-planned curriculum, often making connections between different subjects. By the end of key stage 2, pupils, including disadvantaged and vulnerable pupils, achieve well. Pupils benefit from personalised support that reduces barriers to their learning and wellbeing. Pupils progress securely from their starting points and are well prepared for their next stage of education.

Pupils have a secure sense of belonging. They are included in all aspects of school life and value opportunities to take part in different sports, such as basketball. They take pride in contributing to the school community through roles such as playground leaders and eco warriors. Wider citizenship activities include being buddies for younger pupils and engaging in local environmental work. Relationships between pupils and staff are warm and respectful.

Pupils thrive at the school. They behave well and understand the school's rules and routines, and older pupils increasingly act as positive role models. Pupils feel safe and trust staff to help them if they have any concerns. They demonstrate a mature understanding of how to keep themselves safe online, supported by focused teaching on topics such as the potential risks of artificial intelligence. Pupils say that although bullying can happen, staff address it quickly and effectively. Pupils know how to seek help. Attendance is improving. Leaders work sensitively and proactively with families, ensuring that barriers are understood and addressed. Through opportunities such as Pupil Parliament and charity work, pupils develop a sense of responsibility. This helps them to contribute positively to school and local and wider communities, as well as preparing them well for life in modern Britain.

Next steps

- Leaders should ensure that staff further develop how they check on pupils' understanding so that they can consistently identify and correct pupils’ errors and misconceptions more precisely and strengthen pupils' knowledge and skills even further over time.
- Leaders should build on their effective practice to ensure that support for pupils and families to improve pupils’ regular attendance has a sustained impact over time.
- Leaders should ensure that pupils consistently build on their successful start in the early years and continue to strengthen their foundational knowledge and skills in handwriting, ensuring that any gaps are addressed and closed quickly.

About this inspection

This school is part of the Keys Academy Trust. 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.

Inspectors spoke with the executive headteacher, head of school and other school leaders and staff. Inspectors also spoke with the CEO and chair of the board of trustees.

Inspectors spoke to pupils throughout the inspection.

The inspectors confirmed the following information about the school:

The schools runs an on-site nursery provision. Children currently join the nursery from age 3.

The school does not currently use any alternative provision.

Luke Henderson: Executive Headteacher

Lead inspector:
Carl McCarthy, His Majesty's Inspector

Team inspector:
Anneka Fisher, His Majesty's 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 10 February 2026

School and pupil context

Total pupils

94
Well 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

194
Below 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)

20.69%
Close to 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

4.26%
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

9.57%
Below average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	66%	61%	Close to average
2024/25 (revised)	71%	62%	Above
2023/24 (final)	63%	61%	Close to average
2022/23 (final)	65%	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	83%	74%	Above
2024/25 (revised)	93%	75%	Above
2023/24 (final)	79%	74%	Close to average
2022/23 (final)	81%	73%	Above

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	73%	72%	Close to average
2024/25 (revised)	86%	72%	Above
2023/24 (final)	71%	72%	Close to average
2022/23 (final)	69%	71%	Close to average

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	78%	73%	Close to average
2024/25 (revised)	71%	74%	Close to average
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	81%	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	29%	46%	Below
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	57%	62%	Close to average
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	29%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	57%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘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	29%	68%	-39 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	57%	80%	-22 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S

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

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	29%	78%	-49 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	57%	80%	-23 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘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)	6.1%	5.2%	Above
2023/24 (3 term)	6.6%	5.5%	Above
2022/23 (3 term)	9.6%	5.9%	Above

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)	23.3%	13.3%	Above
2023/24 (3 term)	16.4%	14.6%	Close to average
2022/23 (3 term)	26.0%	16.2%	Above

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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