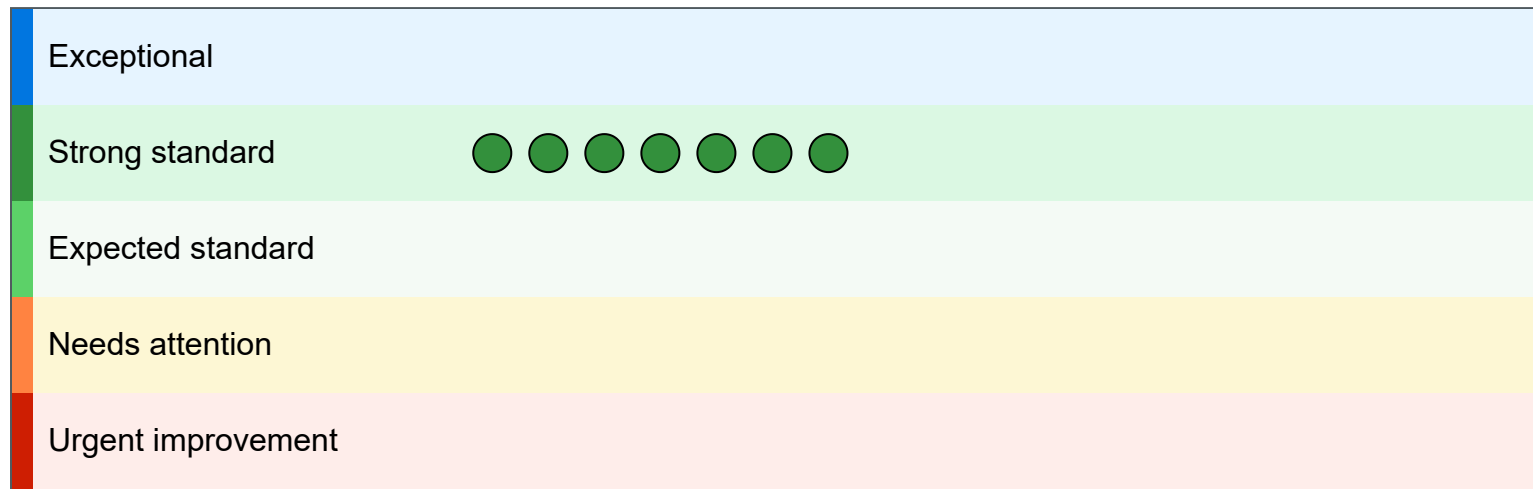


# St George's CofE Primary School

Address: Perry Vale, Forest Hill, London, SE23 2NE

Unique reference number (URN): 145621

## Inspection report: 19 May 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 ●

### Achievement

Strong standard ●

Pupils achieve highly across the school. By the end of key stage 2, pupils, including those who are disadvantaged, consistently attain above the national averages in reading, writing and mathematics assessments. Pupils with special educational needs and/or disabilities (SEND) make excellent progress in these areas from their starting points. This is because of the school's unwavering focus on developing the important core skills of phonics and number knowledge.

Pupils produce high-quality work across the curriculum and are rightly proud of what they can do, including with regard to their handwriting and presentation. Across subjects, pupils develop secure knowledge and apply their skills confidently. They recall prior learning well and use accurate subject vocabulary, for example when investigating the different properties of plastic in science. Thoughtful adaptations mean that pupils with SEND make positive progress through the curriculum. At every stage, pupils are well prepared for the next step in their educational journey.

### Attendance and behaviour

Strong standard ●

Pupils attend school very regularly. Leaders have ensured notable improvements over time. They work closely with pupils and their families to understand the barriers they face and then put effective support in place. As a result, attendance for pupils with special educational needs and/or disabilities and disadvantaged pupils is now above national levels. Leaders relentlessly promote good attendance through a range of strategies. These range, for example, from newsletters and 'meet the teacher' events to posters throughout the school. Leaders recognise and celebrate positive attendance in assemblies, helping to reinforce its importance.

Pupils are polite and welcoming, greeting staff and visitors with confidence. Staff establish clear and consistent routines and model the behaviour they expect from pupils. Consequently, pupils listen attentively and share their ideas with each other without hesitation. Pupils are calm and focused in lessons. During unstructured times of the school day, pupils take turns to participate in the various activities available in the play areas. Leaders make sure the right support is in place to help pupils manage their own behaviour successfully. Pupils are confident that they can resolve issues with friends, and that there are plenty of adults who will help them if needed. Pupils are clear that bullying is not tolerated and that if it happens, it will be dealt with effectively.

### Curriculum and teaching

Strong standard ●

Leaders have put in place an ambitious curriculum which ensures that pupils build knowledge progressively over time. Leaders' detailed understanding of how well subjects are taught enables them to make timely and purposeful changes when needed.

Leaders' uncompromising focus on the core skills of reading, writing and mathematics means that pupils secure important knowledge rapidly. Staff pay close attention to pupils'

language development. They ensure that pupils routinely encounter and practise using a rich range of language in the classroom, including through regular reading of high-quality texts.

Teaching is highly effective across the school. Teachers model learning clearly and break knowledge and skills into manageable steps. The school's structured approach allows pupils to routinely revisit content and recall knowledge from previous learning. This ensures that they remember more over time. Teachers use a variety of effective strategies to systematically check for understanding. Pupils are skilfully supported to correct misconceptions and embed their understanding of key knowledge. Pupils flourish because they are clear about what they are learning and why.

Teaching is skilfully adapted to meet the needs of pupils with special educational needs and/or disabilities and pupils who are disadvantaged. Pupils who have gaps in their learning, for example in phonics knowledge or mathematical fluency, receive additional help to ensure those gaps are filled swiftly. Staff make appropriate adjustments so that learning across the curriculum continues to be accessible and ambitious for all pupils.

## Early years

Strong standard 

In the early years, leaders have established a well-structured and ambitious curriculum. They carefully consider how children are best supported to secure the knowledge and skills they need for Year 1 and beyond. Leaders work closely with parents and carers so that staff get to know children quickly and swiftly put support in place if needed.

Staff consistently model ambitious vocabulary and extend children's thinking. For example, staff remind children in Reception Year that they know the word 'trampled', and children use this word enthusiastically in their independent writing. Well-chosen routines, for example 'ready for writing', and structured teaching support children to hold their pencil correctly and form letters with increasing accuracy. Expert staff teach phonics in high-quality daily sessions. Consequently, children develop a secure grounding in reading and important early writing skills. Mathematics teaching enables children to practise and develop confidence with numbers and mathematical terminology. Children are consistently well prepared for the next steps in their learning.

Highly effective teaching supports children to make links to their previous learning and explore new concepts. An activity where small world animals are frozen in ice, for example, encourages children not only to use familiar vocabulary but also to develop curiosity about why the ice is melting.

Warm relationships between staff and children support children to settle confidently and stay focused. They approach well-planned activities with enthusiasm and curiosity, supported by embedded routines that promote increasing independence. Caring staff create an environment in which children flourish.

## Inclusion

Strong standard 

Leaders are unwavering in their support for vulnerable pupils. Staff accurately identify pupils' needs and any barriers to learning and wellbeing that they may face. Leaders' strong

partnerships with external agencies, together with the actions that leaders take, ensure that pupils consistently receive the support they need.

Pupils with special educational needs and/or disabilities (SEND) are very well supported. The vast majority achieve highly alongside their peers through high-quality teaching that is adapted to meet their needs. Leaders work with teachers to quickly identify barriers to learning and adapt strategies so that pupils with SEND succeed in their learning. For example, teachers provide key vocabulary, enabling pupils to focus their thinking on understanding important scientific concepts.

Pupils who need more focused support receive this in the school's 'Inclusion Hub' and 'Rainbow Room'. Although these provisions have only recently been introduced, pupils' personal and academic progress have been significant. Robust systems are in place to routinely check pupils' progress through the curriculum. Leaders use this information to make refinements and ensure that support remains consistently effective.

Leaders carefully consider how they use additional funding to support both the academic progress and wider development of disadvantaged pupils. Using both research and information from their checks, leaders ensure that funding is precisely targeted and evaluated. This means that vulnerable pupils are at the centre of leaders' decisions and thrive at this school.

## **Leadership and governance**

**Strong standard** ●

Leaders are ambitious and unwavering in their focus on enabling pupils to achieve their best. Their systematic approach allows them to rigorously evaluate every aspect of the school. They recognise strengths and consistently strive to improve any areas they identify as priorities. Leaders seek out feedback from pupils, carers and families, contributing to a strong sense of inclusion and community. Leaders' decisions consistently make a meaningful impact on pupils' educational experience.

Staff feel valued and feel that leaders listen to their views. Leaders take account of staff's wellbeing and make sure their workload is manageable. They provide access to high-quality professional learning that builds expertise and aligns with school priorities. For example, the development of 'teaching touchstones' and 'teaching assistant touchstones' gives staff consistent approaches to supporting pupils' learning. Clear guidance and training help staff to manage behaviour effectively. Collaboration with other schools enables leaders to share expertise and draw on wider support where needed.

Trustees and governors know the school well and use this knowledge to ask probing questions of leaders. They closely monitor the progress and attainment of disadvantaged pupils and consistently challenge leaders about the support provided. Trustees and governors are knowledgeable and experienced and fulfil their statutory duties effectively. Trust leaders provide clear oversight and enable school leaders to focus on key priorities for their school. This helps the school to achieve its ambitious vision for all pupils.

Leaders have high aspirations for pupils and a steadfast belief in their potential. This is reflected in a well-planned and comprehensive personal development programme which broadens pupils' experiences and develops their self-esteem.

Pupils develop a detailed understanding of important issues such as how to keep themselves safe online and on their way to and from school. They learn an age-appropriate curriculum for relationships and sex education and health education and display a mature attitude when they talk about relationships, growing up and puberty. Pupils are thoughtful about the complexities of friendship because they have been taught the importance of being kind, caring and respectful in relationships.

Leaders are keenly aware of pupils' needs, including those with special educational needs and/or disabilities (SEND). Staff make sure that pupils learn explicitly about emotions and how to draw on a range of strategies to manage their feelings. This helps pupils, particularly those with more complex social and emotional needs, to feel safe and settled. The school provides pupils with time to be active and supports their wellbeing with regular exercise, for example through participation in a daily walk at school.

Pupils learn about fundamental British values in a variety of ways. They learn about democracy through voting for the school council. Leaders ensure pupils have lots of opportunities to develop their understanding of rules and responsibilities. Pupils appreciate cultural diversity and heritage, and enjoy sharing home-cooked food with one another on 'diversity day'. They relish the opportunities leaders create for them to express themselves and to be a part of the school community.

Leaders carefully consider how trips connect to the curriculum and help develop pupils' resilience. Pupils visit local places, such as the Horniman Museum, before travelling further afield. Year 6 pupils start their final year with a residential visit, deliberately intended to develop teamwork and independence skills.

Leaders support pupils with SEND and those who are disadvantaged to attend the extensive range of clubs and wider experiences provided by the school. Disadvantaged pupils, for example, have the opportunity to attend a Saturday club run by an internationally renowned college. Pupils value the help they receive and feel a strong sense of belonging.

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

This school aims high for its pupils and has a strong belief in their ability to succeed. From the early years onwards, pupils do their utmost to embody the school vision of 'Be brave. Be great. Be you.' They feel confident to be themselves and show respect for others' choices.

Pupils are expected to work hard and achieve well. They appreciate how staff help them to learn and the high standards set by the school. As a result of a clear focus on the importance of reading, writing and mathematics, pupils make excellent progress from their starting points. Pupils, including those who are disadvantaged, consistently achieve strong outcomes in national tests at the end of key stage 2.

Behaviour is consistently positive. From Nursery Year, pupils follow well-established routines and settle quickly into their learning. This excellent attitude continues throughout the day. At social times, pupils play together happily and organise themselves maturely to return to class. Bullying rarely happens, but staff listen to and act on pupils' concerns when needed. Pupils know that there is always someone to talk to if they are worried about anything.

Pupils rise to the challenges leaders set and take leadership roles very seriously. Older pupils are enthusiastic to act as positive role models for younger ones. For example, pupils who are 'little leaders' help to set up and run the numerous sports clubs available. Pupils show excellent interpersonal skills, such as shaking hands and maintaining eye contact. They learn these important life skills and display them in their everyday interactions.

Through connections with the local community, pupils develop a strong sense of social responsibility. They raise funds for the school and look forward to the annual mini enterprise event. This provides Year 6 pupils, in particular, with the chance to work together towards a shared goal. This is something they relish. Leaders also work closely with local schools and colleges to raise pupils' aspirations and enhance the opportunities available to them. Pupils thrive in this ambitious and supportive environment.

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## Next steps

- Leaders and those responsible for governance should maintain and build on the school's highly effective work and continue to pursue their ambitious aims to secure transformational outcomes for pupils.
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## About this inspection

This school is part of the Southwark Diocesan Board of Education Multi-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, Mark Burnett, and overseen by a board of trustees, chaired by Ven Jonathan Sedgwick.

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 headteacher, senior leaders and leaders from the trust during the inspection. They also met with members of the trust board and the local governing body, as well as a representative from the Southwark Diocesan Board of Education Multi-Academy Trust.

Inspectors spoke with several pupils, staff and parents and carers. They considered the responses to Ofsted's surveys.

Information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Southwark. Its last section 48 inspection was in January 2024.

The school uses no alternative provision.

Headteacher: Darren Janes

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**Lead inspector:**

Kate Fallan, His Majesty's Inspector


**Team inspectors:**

Alison Colenso, Ofsted Inspector

Adam Hickman, 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 19 May 2026

## School and pupil context

### Total pupils

**204**

Close to 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

**300**

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)**

**47.59%**

Well above 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**

**4.90%**

Above 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**

**22.06%**

Well above average

#### **What does this mean?**

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

National average: 15%

### **Location deprivation**

**Above 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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	75%	61%	Above
<b>2024/25 (final)</b>	75%	62%	Above
<b>2023/24 (final)</b>	77%	61%	Above
<b>2022/23 (final)</b>	74%	60%	Above

### **Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	85%	74%	Above
<b>2024/25 (final)</b>	89%	75%	Above
<b>2023/24 (final)</b>	87%	74%	Above
<b>2022/23 (final)</b>	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	80%	72%	Above
2024/25 (final)	79%	72%	Close to average
2023/24 (final)	80%	72%	Above
2022/23 (final)	81%	71%	Above

## 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	83%	73%	Above
2024/25 (final)	79%	74%	Close to average
2023/24 (final)	83%	73%	Above
2022/23 (final)	87%	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	73%	46%	Above
<b>2024/25 (final)</b>	82%	47%	Above
<b>2023/24 (final)</b>	64%	46%	Above
<b>2022/23 (final)</b>	69%	44%	Above

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	85%	62%	Above
<b>2024/25 (final)</b>	94%	63%	Above
<b>2023/24 (final)</b>	82%	62%	Above
<b>2022/23 (final)</b>	77%	60%	Above

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	78%	59%	Above
<b>2024/25 (final)</b>	82%	59%	Above
<b>2023/24 (final)</b>	73%	58%	Above
<b>2022/23 (final)</b>	77%	58%	Above

## 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	80%	60%	Above
2024/25 (final)	82%	61%	Above
2023/24 (final)	73%	59%	Above
2022/23 (final)	85%	59%	Above

## 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	73%	68%	6 pp
2024/25 (final)	82%	69%	13 pp
2023/24 (final)	64%	67%	-4 pp
2022/23 (final)	69%	66%	3 pp

## Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	85%	80%	6 pp
<b>2024/25 (final)</b>	94%	81%	13 pp
<b>2023/24 (final)</b>	82%	80%	2 pp
<b>2022/23 (final)</b>	77%	78%	-1 pp

### **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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	78%	78%	0 pp
<b>2024/25 (final)</b>	82%	78%	4 pp
<b>2023/24 (final)</b>	73%	78%	-5 pp
<b>2022/23 (final)</b>	77%	77%	0 pp

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	80%	80%	1 pp
<b>2024/25 (final)</b>	82%	81%	2 pp
<b>2023/24 (final)</b>	73%	79%	-7 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	85%	79%	5 pp

## 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 (3 term)	3.9%	5.2%	Below
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	7.0%	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 (3 term)	11.4%	13.0%	Close to average
2023/24 (3 term)	17.0%	14.6%	Close to average
2022/23 (3 term)	22.4%	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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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