

Inspection of St George's Church of England Primary School

Coleman Road, Camberwell, London SE5 7TF

Inspection dates: 11 and 12 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy coming to school because teachers make learning fun and practical. Pupils are keen to talk about their learning experiences. They take pride in their work. Leaders have high expectations for all. Staff encourage pupils to do their best.

Pupils behave well. They move around the school sensibly and in a calm, orderly manner. Pupils are polite and well mannered. For instance, they greet and open doors for each other. They are kind and patient. They show incredible support and empathy towards each other. Staff enable pupils to develop as tolerant, confident, and articulate individuals.

Playtimes are pleasant places to be. This is because staff think carefully about what activities they provide. Adults show care and guidance. Staff respond quickly to any concerns raised to ensure pupils stay safe.

Pupils are enthusiastic about the variety of clubs on offer, such as gardening, movies, and street dance. Leaders meet their high aspirations and ensure that all pupils participate in a wide range of outings and visits, including to museums, theatres, universities, and places of worship.

What does the school do well and what does it need to do better?

Leaders have designed a curriculum that is well thought out. They have clear expectations about the content they want pupils to learn and remember over time. Strong foundations are set in the early years, where children secure their understanding across all areas of learning well. Pupils build key knowledge in different subjects effectively. For example, in design and technology, Year 3 pupils used their understanding of different food groups to make a healthy sandwich.

Teachers give clear instructions in lessons. Typically, they check and address pupils' misconceptions effectively. Sometimes, teaching does not implement the taught curriculum consistently. This is because the school has not ensured that all staff have the required subject-specific training to build their expertise. Attainment outcomes in mathematics and writing for Year 6 pupils in 2022 were low. However, leaders' recent work to improve these areas has made a positive difference. For instance, careful thought has been given to develop pupils' subject-specific vocabulary and deeper learning.

Leaders have created a culture that is highly welcoming. They are swift in identifying pupils' individual needs. Leaders train staff effectively in applying appropriate strategies that enable all pupils, including those with SEND, to access learning successfully. Pupils with SEND are eager to do well because the staff support them in knowing that there are no limits to what they can achieve.

Leaders prioritise reading. They identify pupils' phonics knowledge accurately. Many pupils join part way through their primary education, and with limited English. Leaders are responsive in identifying these pupils' needs. Staff are quick to provide support to help pupils catch up and learn their phonics sounds accurately. This helps pupils to develop their reading fluency and confidence well. Pupils enjoy reading a wide range of rich texts.

Pupils are taught the importance of readiness for learning. Pupils are motivated to learn new things. This begins in the early years, where children follow routines well. Low-level disruptions during lessons are few. Interactions between adults and pupils are respectful and built on mutual trust.

Leaders provide exceptional opportunities to enrich pupils' personal development through a range of carefully planned and well-structured programmes. They help pupils develop a strong sense of their contribution to school life, their place in the world and in knowing what is safe. Staff encourage pupils to accept each other's differences. Pupils appreciate that people have views and beliefs that may be different to their own. They talk and discuss the importance of valuing different people in an age-appropriate way. Staff enable pupils to understand the importance of personal choices and a strong sense of morality. They prepare pupils well for British society, including in teaching them about different religions and beliefs.

There is a strong sense of teamwork here. Thriving links exist between the school and its community. Staff feel highly valued and appreciate the opportunities to develop professionally, including those in their early teaching career. Leaders consider staff's workload and well-being. Those responsible for governance fulfil their statutory duties effectively.

Safeguarding

The arrangements for safeguarding are effective.

Those responsible for governance oversee the systematic processes for recruiting employees. Staff receive relevant training to ensure that they know how to spot the signs that a pupil may be at risk of harm or danger. Leaders identify vulnerable pupils and families swiftly. They are rigorous in following up any concerns with external agencies.

The school helps pupils to learn how to keep themselves safe. This is supported by carefully planned, age-appropriate opportunities for pupils to reflect on key issues and moral values, such as puberty, consent and equality.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teaching does not implement the curriculum consistently. This limits some pupils' subject-specific understanding. The school must develop staff's expertise in all subjects, so that they can implement the intended curriculum with precision to deepen pupils' knowledge and skills.
- Outcomes for pupils in Year 6 last year were low in mathematics and writing. The school should continue to build on recent improvements in these subjects, so that outcomes for pupils improve rapidly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100827
Local authority	Southwark
Inspection number	10287181
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	173
Appropriate authority	The governing body
Chair of governing body	Selina Boshorin
Headteacher	Andrew Rojas
Website	www.stgeorgesprimary.school
Date of previous inspection	1 and 2 May 2018 under section 5 of the Education Act 2005

Information about this school

- Those responsible for governance have agreed to a formal partnership with two voluntary-aided schools in the borough of Lambeth.
- The school has a high proportion of pupils with SEND.
- Many pupils join the school part way through their primary education, including pupils who speak English as an additional language.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the chair and members of the governing board, local authority and diocese representatives, the headteacher, senior leaders, and a range of staff and pupils.
- Inspectors carried out deep dives in reading, mathematics, history, art and design and technology. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, met with teachers, spoke to some pupils about their learning and considered pupils' work.
- Inspectors considered the curriculum in other subjects.
- Inspectors considered information provided about safeguarding arrangements. They scrutinised safeguarding records and the record of pre-employment checks. Inspectors reviewed procedures and processes for safeguarding by talking to leaders and staff, and through discussions with pupils.
- Inspectors considered the views of parents, pupils and staff, including through responses to Ofsted's online surveys.

Inspection team

Lascelles Haughton, lead inspector His Majesty's Inspector

Alice Clay His Majesty's Inspector

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