

Inspection of St George the Martyr Church of England Primary School

John's Mews, London WC1N 2NX

Inspection dates: 18 and 19 June 2024

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

Until November 2020, the school was exempt from routine inspection because it was judged outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since November 2013.

What is it like to attend this school?

Pupils thrive in this nurturing and supportive school. They are proud of its inclusive ethos. Staff work in very close partnership with parents and carers to deliver the best possible experience for all pupils. Published outcomes in reading and mathematics are consistently high. This is because the school has the very highest expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils are exceptionally well prepared for the next stage of their education.

Pupils' behaviour is exemplary. They listen attentively and are highly motivated. They understand the school values and why it is important to be kind and respect others. From the early years, pupils learn to identify their emotions. They adopt a positive mindset where making mistakes is seen as part of learning.

The school has embedded a rich and broad curriculum which contains many thought-provoking experiences. This includes a wide range of visits to the local area. For example, Year 5 pupils visit the Frances Crick Institute to complete chemistry experiments in the laboratory.

Pupils feel safe and know how to report any concerns to a trusted adult. Bullying is not tolerated. The school develops pupils' independence and character. Staff encourage pupils to take on responsibilities. For example, pupils show visitors around the school, help in assemblies, and organise events for different charities.

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

The school has an exceptionally ambitious curriculum. It is well sequenced, enabling pupils to build up their knowledge as they move through the school. For example, in history, leaders have ensured that pupils develop a secure understanding of chronology from Reception through to Year 6. This means pupils can explain historical concepts such as 'civilisation' and 'invasion'. Teachers ensure that activities are adapted to meet individual pupils' needs. In the early years, staff provide high levels of support for children to develop their language and communication. Children flourish in this supportive and purposeful environment.

The school's focus on early reading is at the heart of the school's work. From the start of Reception, pupils learn to read using phonics. Staff have been trained well and teach with consistency and precision. Pupils develop the phonic knowledge and skills they need to read with fluency. Teachers make sure that pupils read books which match the sounds they know. They swiftly identify any pupils who are not as fluent and put in place a range of appropriate support. This results in pupils, including those with SEND or who are new to English, becoming confident and enthusiastic readers. This love of reading continues throughout the school. Every classroom has its own library with a carefully selected range of diverse and high-quality texts.

Teachers set work for pupils which matches the explicit aims of the school's curriculum. They have excellent subject knowledge and create well-designed and imaginative resources. These strategies help pupils to learn and remember more. For example, in art and design, pupils recall concepts such as 'layering' and 'collage' from previous learning and apply them to a new topic about digital media. Teachers check pupils' understanding regularly, addressing any gaps in knowledge immediately.

The school identifies the needs of pupils with SEND with precision. Staff are ambitious for these pupils and ensure that they follow the same curriculum as their peers, with adaptations to teaching if needed. As a result, these pupils achieve exceptionally well.

The school has put in place a well-thought-through and age-appropriate programme to support pupils' personal development. This well-being curriculum is aligned to the school's ethos and enables pupils to 'Go shine in the world.' Teachers explain sensitive topics such as consent with care. The school's 'project weeks' enhance pupils' understanding of social justice. Each year group completes a research project on a significant figure linked to equality. For example, Year 2 pupils study Rosa Parks and racism while Year 5 pupils learn about gender inequality and the suffragettes.

Leaders have effective systems for ensuring that pupils attend school regularly and on time. As a result, attendance is higher than the national average and is improving. Leaders also consider carefully how their behaviour policy works in practice. There is a strong focus on teaching pupils why good behaviour is so important. The school praises individual pupils and classes for their hard work and good conduct.

Staff are exceptionally positive and proud about working at their school. They appreciate the many professional development opportunities on offer through the partnership with other local faith schools. Governors fulfil their statutory responsibilities well. They hold leaders to account for the quality of education at the school but also consider staff welfare. Parents are overwhelmingly positive about the school.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100040
Local authority	Camden
Inspection number	10327619
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	The governing body
Chair of governing body	Guy Pope
Headteacher	Harvey Webb (executive headteacher) Isabel Whiteley (head of school)
Website	www.stgeorge.camden.sch.uk/
Date of previous inspection	14 and 15 November 2013 under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision for pupils.
- The school has a Church of England religious character. The school had its last section 48 inspection in November 2019.
- The school runs its own breakfast club.
- The school belongs to a partnership of local Church of England schools.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, and history. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, looked at pupils' work, spoke to teachers, and spoke to some pupils about their learning.
- Inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with the executive headteacher, head of school, and other senior leaders. Inspectors also met with leaders with responsibility for behaviour, SEND provision and pupils' personal development.
- Inspectors met with members of the governing body and local authority and diocesan representatives.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

Susan Maguire, lead inspector

His Majesty's Inspector

Annabel Davies

His Majesty's Inspector

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