

St George's CofE Infant and Nursery School

Address: Jackets Lane, EX39 1HT

Unique reference number (URN): 150076

Inspection report: 25 November 2025

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ 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

Inclusion

Strong standard 

This is a highly inclusive school that welcomes all pupils, including those with significant needs. Parents highly value the support the school offers to its pupils.

Staff hold ambitious expectations for what pupils with special educational needs and/or disabilities (SEND) can achieve. They are supported by experienced school and trust leaders with deep expertise in SEND, enabling swift identification of emerging and changing needs. Where necessary, leaders collaborate effectively with external specialist agencies to shape personalised support.

Most pupils with SEND learn the same curriculum and access the same opportunities as their peers. When required, learning is personalised, with smaller groups and effective targeted interventions helping pupils to progress well from their starting points. Pupils secure essential knowledge in reading, writing and mathematics, producing work that is consistently of a high quality. The school and trust rigorously monitor pupils with SEND to ensure that they achieve their full potential.

The pupil premium funding is used very well to help disadvantaged pupils succeed across many aspects of school life. This includes supporting pupils to be highly focused and ready to learn. This enables them to make the most of their lessons.

Expected standard

Achievement

Expected standard 

Disadvantaged pupils and those with special educational needs and/or disabilities achieve well from their starting points. The school's commitment to high standards ensures that pupils typically meet academic expectations and develop the confidence and independence needed for their next stage of education. Across many parts of the curriculum, pupils produce accomplished pieces of work. Furthermore, pupils handwriting and the care taken with their work is consistently of a high standard. In the main, pupils develop appropriate knowledge and skills across the curriculum. Leaders ensure that pupils develop the important knowledge they need in reading, writing and mathematics in readiness for Year 3.

There remain a small number of subjects where pupils do not learn as well as they could. The reasons for this are varied. At times, staff do not identify and address the gaps in knowledge that pupils have. Furthermore, in some subjects pupils' understanding of the important vocabulary they need is not secure.

Attendance and behaviour

Expected standard 

Building high rates of attendance is a priority for school leaders. Attendance has improved over time and is now close to the national average. This has included improvements in

attendance for disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders analyse attendance trends to swiftly identify those pupils whose attendance starts to fall. When this occurs, the school works effectively with parents and carers to provide personalised support to help maintain positive attendance.

The school provides a safe, respectful and well-structured environment, where pupils behave positively and are ready to learn. The school has consistently high expectations for behaviour, underpinned by positive relationships between staff and pupils. Those pupils who need extra help in managing their behaviour receive timely and effective support. Clear rules and routines ensure classrooms are calm and orderly. Low-level disruptive behaviour is rare. Pupils engage positively in learning and show respect to adults and peers. Beyond the classroom, pupils enjoy a wide range of games and activities with their friends. In the lunch hall, pupils sit calmly and enjoy chatting to their friends and to staff. Pupils' conduct reflects the school's values, particularly respect. Bullying is rare. Staff manage it swiftly and effectively if it occurs.

Curriculum and teaching

Expected standard 

School leaders have a well-informed understanding of the quality of the curriculum and teaching across the school. The curriculum is carefully designed and sets out the key knowledge and skills that leaders want pupils to learn and remember. The curriculum helps pupils to develop an understanding of the wider world beyond their local community. For example, pupils learn about Australia and explore the life and impact of Rosa Parks.

Staff typically check pupils' understanding and identify misconceptions quickly. Pupils generally respond well to feedback and improve their work. However, in some subjects teachers do not consistently check on pupils' understanding. As a result, there are times when learning activities do not effectively build on what pupils already know or develop pupils' vocabulary.

The teaching of phonics is a notable strength. Teachers regularly check pupils' pronunciation of the new sounds and words they are learning. This supports most pupils to secure the phonics knowledge needed to become confident readers. Staff maintain high expectations for pupils' work, ensuring they develop foundational skills, such as correct pencil grip and handwriting. Pupils rise to these expectations with many producing high-quality work, including well-reasoned mathematical explanations.

Early years

Expected standard 

Staff are quick to get to know children as soon as they start school and understand their needs. The curriculum is carefully designed to ensure children gain the important knowledge and skills needed for the next stage of learning. Disadvantaged children and pupils with special educational needs and/or disabilities progress well from their individual starting points. Children benefit from a wide range of purposeful activities that develop fine and gross motor skills. Staff use precise language and model key vocabulary effectively, helping children to build communication skills from the outset. Children learn to play and cooperate well. Leaders and staff prioritise children's wellbeing and safety. Staff build close relationships with parents and carers, which helps to support children's emotional and social

development alongside academic progress. Typically, children in the early years make a positive start to their education.

Learning to read is a strength of the Reception Year. The phonics programme is ambitious with teaching matched closely to children's needs. When teaching phonics, staff check pronunciation carefully and provide swift support for those who need extra help. This ensures that most children develop the phonics knowledge required to become increasingly confident readers.

Leadership and governance

Expected standard 

Leaders have a clear and accurate understanding of the school's context, strengths and priorities for improvement. Leaders make decisions that are firmly rooted in the needs of pupils and the local community. They are ambitious, knowledgeable and focused in their drive to support pupils and the community. School leaders are knowledgeable in their areas of expertise.

Governance is effective. Trustees and governors bring expertise, providing effective challenge and support. They have a secure understanding of the school's improvement journey. Effective systems build a common understanding of the strengths of the school and the priorities moving forward. The trust is proactive in addressing any perceived challenges and prioritises staff retention and wellbeing.

Parents and carers are positive about the school. Many parents stated that their child is happy at school and would recommend it to others. Leaders are aspirational for all pupils and work collaboratively to provide support and appropriate challenge. Professional development is a continued priority for school leaders and the trust. There is a focus on sharing best practice and reducing workload to promote staff wellbeing. Staff appreciate this and are proud to work at the school.

Personal development and well-being

Expected standard 

The provision for pupils' personal development and wellbeing is comprehensive and planned to match the needs of pupils and the local area. The school's 'learning powers', such as being reflective, resilient and responsible, feature in much of what pupils learn. Learning about different faiths, cultures and civil rights helps pupils to start to learn that they are part of a global society. To celebrate and learn about their local environment, pupils attend beach school and outdoor learning. This helps them develop an appreciation of the importance of the natural world. Pupils engage in creative activities, such as drawing and painting poppies for Remembrance Day. These experiences deepen pupils' understanding of the contribution of others.

Pupils enjoy roles and responsibilities, such as being librarians, school councillors and chaplains. Pupils explain how these roles help them to support their friends when they need it. The school ensures that pupils engage in a range of extra-curricular activities, such as the school choir and learning to play the ukulele.

Pupils learn what it means to be a good friend. They show respect for views and opinions that differ from their own. Pupils also enjoy regular opportunities to come together for collective worship. This provides a space for pupils to be reflective.

Pupils have an in-depth knowledge of how to stay safe online. They know the importance of maintaining a healthy and balanced diet. For example, they explain the importance of eating vegetables and fruit and the importance of sleep in staying healthy. Visits from a dentist help pupils to learn the importance of brushing teeth regularly. The school plans a range of trips and visits that all pupils access. For example, pupils visit a local working farm to help them gain first-hand experiences of a range of animals.

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

The school is at the heart of the community. Pupils are proud of their school. They arrive in the morning with smiles on their faces and are warmly welcomed by staff. Pupils enjoy learning and praise teachers for being kind. Staff have high expectations for pupils. Pupils with special educational needs and/or disabilities are quickly identified and are supported well. When necessary, staff adapt learning to ensure pupils access the curriculum appropriately. This means that all pupils progress well from their starting points.

The school is calm and orderly. Pupils settle quickly into their learning activities. The school's values help pupils to build a love of learning from the time they start school. Pupils take pride in the work they complete. They continually show respect for one another. Pupils are safe and say they feel safe. They know that they can speak to any adult in school for help or support. Staff build strong and trusting relationships with pupils. This helps pupils to feel secure.

Pupils behave well throughout the school. They are keen to follow the instructions of adults. During breaktime, pupils enjoy a wide range of activities that support their physical development. For example, pupils aspire to complete the school's monkey bar challenge before they leave school at the end of Year 2.

Pupils have a well-developed understanding of fundamental British values. They learn about the importance of democracy through opportunities to vote in class. Leadership roles, such as school chaplains and school councillors, help pupils to develop a sense of responsibility.

Next steps

- Leaders should ensure that teachers check what pupils understand from previous learning, so that they can design learning activities that effectively build on what pupils know and can do.
 - The school should ensure that teaching consistently develops pupils' vocabulary across the curriculum.
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About this inspection

This school is part of the Harbour Schools Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gary Chown, and overseen by a board of trustees, chaired by Sean Mackney.

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.

Inspection activities:

Inspectors spoke with the headteacher, the special educational needs coordinator, the chair of trustees and the CEO during the inspection. The inspectors observed pupils' behaviour in lessons and around the school site. The inspectors visited lessons. The inspectors gathered parents' views by considering the responses to Ofsted Parent View and by talking to parents. The inspectors also reviewed responses to Ofsted's online staff and pupil surveys.

This school is registered as having a Church of England character. The last section 48 inspection took place in February 2020.

Headteacher: Philip Lewis

Lead inspector:

James Gentile, His Majesty's Inspector

Team inspector:

Thomas Brewer, 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 25 November 2025

School and pupil context

Total pupils

100

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

157

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)

17.78%

Below 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

11.00%

Well 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

16.00%

Close to 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).

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 (1 term)	4.6%	5.1%	Close to average
2023/24	6.6%	5.5%	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 (1 term)	11.1%	14.3%	Close to average
2023/24	12.2%	14.6%	Close to average

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 standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects

and regulates services that care for children and young people.

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