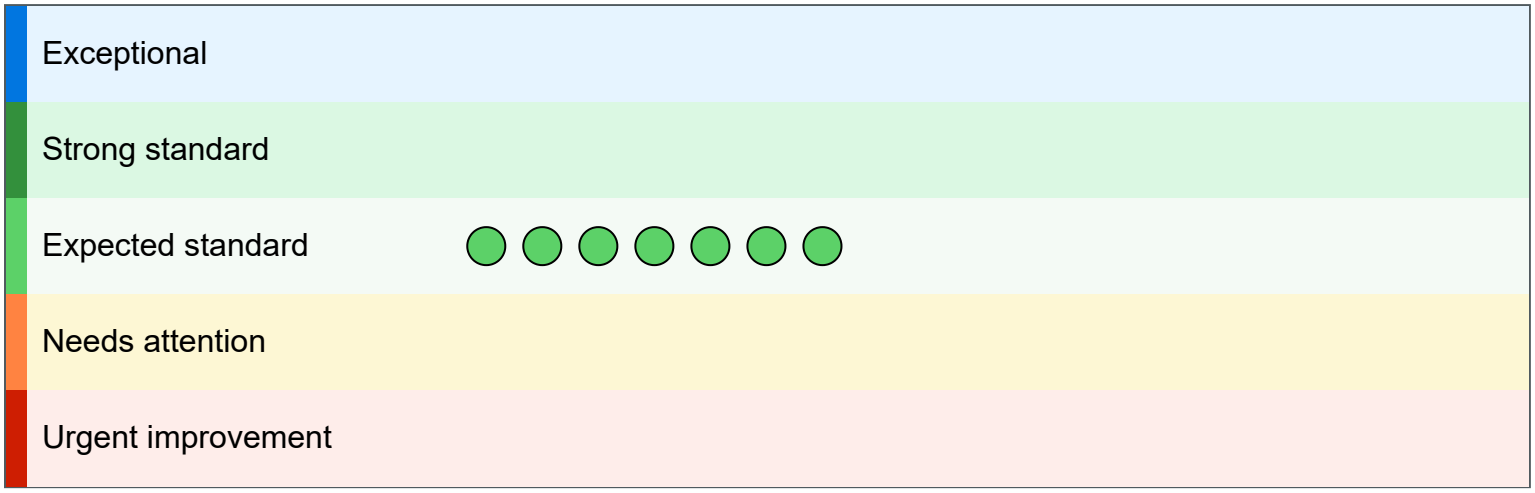
St George's CofE First School and Nursery

Address: Stevenson Avenue, St. Georges C of E First School and Nursery, Redditch, Worcestershire, B98 8LU

Unique reference number (URN): 146754

Inspection report: 30 June 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.

Expected standard

Achievement

Expected standard

On the whole, pupils achieve well. They typically progress appropriately through the curriculum from their various starting points. Leaders have implemented robust policies and procedures to help pupils to make effective progress in reading, writing and mathematics. Early reading is a strength of the school. Most pupils secure the foundations of early reading. By the time pupils leave Year 4, their handwriting is invariably fluid and joined. They write well.

In mathematics, teaching builds the essential knowledge that pupils need. Pupils build number fact knowledge securely. Pupils achieve well in the Year 4 multiplication tables check. This shows that pupils develop secure fluency in multiplication facts.

Pupils' achievement is evident in English and mathematics. They also typically achieve well in other subjects across the curriculum. Most pupils work at an age-appropriate level. Pupils access tailored support which supports their achievement and wider development, including for those who have special educational needs and/or disabilities, are disadvantaged or have other vulnerabilities. As a result, pupils achieve well and most pupils are ready for the next steps in their education.

Attendance and behaviour

Expected standard

Leaders are doing all they can to engage the local community and drive attendance forward. Attendance is below national average overall, but it is steadily improving. Leaders have introduced measures to improve attendance, and as a result persistent absence has dramatically reduced. Leaders use information to identify the causes of absence and typically use this to support further work. Leaders support families effectively to help to remove barriers to attendance. They get advice and support from external agencies. This includes targeted support work with families that is generally improving attendance.

Pupils act with kindness because it is part of the culture of the school. In early years, teachers establish secure routines so children learn to share, cooperate and take turns. Leaders have established a culture of respect and responsibility through consistently high expectations. The playground is a cooperative and happy place where pupils play well together. Pupils are attentive in lessons and listen carefully to their teachers. Leaders monitor behaviour patterns closely and respond appropriately when needed. Leaders make well-considered adaptations for pupils with special educational needs and/or disabilities and those with other vulnerabilities. As a result, they achieve well and feel a strong sense of belonging. Pupils state that bullying is very rare in their school. Teachers act swiftly and effectively to resolve any issues that do arise.

Curriculum and teaching

Expected standard

Leaders have created a broad, balanced, well-planned and sequenced curriculum that reflects the school's context and priorities. Pupils generally build knowledge step by step.

Leaders successfully adapt the curriculum to take account of pupils who speak English as an additional language.

Staff teach the foundations of early learning well across the school, which helps pupils to learn effectively. This means pupils consistently secure knowledge in early reading, writing and early mathematics. Leaders ensure phonics is taught systematically and effectively. Pupils typically demonstrate secure phonics skills and read books that are well matched to the sounds they are learning. Pupils who fall behind in phonics usually catch up quickly. Teachers generally use assessment effectively to shape their teaching.

Leaders understand the strengths and weaknesses in teaching and take action to improve practice where needed. For example, leaders' delivery of recent staff training helps staff to plan carefully and provide appropriate support for pupils. Staff generally adapt lessons appropriately for pupils with special educational needs and/or disabilities, disadvantaged pupils, and those with other vulnerabilities. This means, for instance, that across the school staff support pupils' understanding of new vocabulary, particularly for pupils who speak English as an additional language.

Early years

Expected standard

Leaders ensure that children in the early years make a successful and positive start to their education. Leaders have designed a curriculum that supports children in the context of the school. For example, staff teach children how to brush their teeth to develop effective dental hygiene.

Staff identify children's starting points and gaps in learning quickly, for example conducting home visits. These gaps are addressed as they progress through the early years. This means children progress well from their starting points. Leaders rightly focus on developing children's gross and fine motor skills. For example, they use pipettes to create a rainbow fish linked to the class book. Children happily focus on a range of activities with concentration and attention.

Leaders ensure that early reading is a priority through daily phonics lessons. Children have access to a wide range of books and staff give children frequent opportunities to write. This means pupils develop knowledge of early reading and writing securely. Children also learn early number, for example through counting activities.

Children with special educational needs and/or disabilities, disadvantaged children and those with other vulnerabilities are a focus for staff. This means all children are well supported to progress from their starting points. Leaders use expert advice to help shape provision.

Inclusion

Expected standard

Leaders have worked hard to improve the inclusive culture across the school. Teachers identify pupils' needs quickly and accurately, including pupils with special educational needs and/or disabilities, pupils who are disadvantaged, and pupils known to social care. This means pupils' care and provision more closely meet their needs. Leaders monitor pupils'

progress effectively, adjusting targets and support to reduce barriers to learning and wellbeing.

Leaders train staff to understand how to adapt lessons to ensure all pupils can access a suitable curriculum. This means staff use a wide range of adaptations and interventions to support pupils, including learning aids and physical supports. Staff adapt provision effectively.

Leaders deliver professional development carefully, including all staff so that staff expertise continues to develop. Vulnerable pupils receive support that matches their needs, including disadvantaged pupils, pupils who speak English as an additional language and pupils known to social care. Leaders use pupil premium and sport premium funding appropriately. For example, leaders recognise that many pupils enter Year 3 unable to swim and use funding to improve access to swimming provision. As a result, more pupils are able to swim.

Leadership and governance

Expected standard

Leaders have an accurate understanding of the school, and identify suitable priorities and shape school improvement. They are having an impact, and have secured school improvement. Leaders work thoughtfully with external services and professionals. They use this expertise to strengthen staff training and provide carefully tailored support for individual pupils.

Leaders have ensured that staff access a coherent programme of professional development that builds expertise over time. For example, leaders have introduced artificial intelligence based professional learning, particularly in relation to inclusion. This work is helping staff to save time, plan more effectively and develop their professional expertise.

Staff are proud to work at the school. Staff feel supported and valued. Leaders take appropriate steps to manage their workload and reduce unnecessary demands.

Parents speak highly positively about the school. They are proud to send their children to St George's and feel that their children belong and thrive.

Governors have a clear and accurate understanding of the school. They triangulate information from a range of sources to check its accuracy. Those responsible for governance meet their statutory duties well. Well informed trust leaders managed the recent trust merger smoothly. There is continuity in vision, strategic direction and oversight. Leaders and those responsible for governance make decisions in the best interests of pupils.

Personal development and wellbeing

Expected standard

Leaders are passionate about supporting pupils and families at St George’s. They have developed a coherent programme of personal development across the taught curriculum. Wider opportunities supplement this programme well. Leaders teach fundamental British values. Pupils are encouraged to reflect on their beliefs and respect others’ values. Pupils clearly live out the values they have been taught. For example, pupils are tolerant of one another and extremely respectful. They demonstrate tolerance and respect when

considering people's differences. Pupils are kind to each other and have regard for one another and visitors.

Pupils and their families matter to leaders. The school works closely with the local community. For example, pupils visit the local residential care home and take part in the Astwood Bank Carnival. Leaders track participation, including for those who are disadvantaged, to ensure that opportunities are open to all. Pupils develop social skills through a wide range of trips, clubs and activities that promote collaboration and learning about the wider world, including pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those with other vulnerabilities. Leaders prioritise effective pastoral support.

Pupils learn age-appropriate relationships and sex education and health education. Pupils generally understand the benefits of a healthy diet and the advantages of staying healthy, physically and mentally. They thoroughly understand the importance of staying safe online. Pupils know who to go to if they need help.

Pupils can talk about opportunities to broaden their talents. For example, pupils celebrate participation in the cross-country running event. Pupils across all vulnerable groups attend sports clubs, choir and forest school. Pastoral support for all pupils, including those with SEND, is effective and contributes positively to pupils' wellbeing, for example in ensuring pupils emotionally regulate themselves. As a result, pupils generally thrive at St George's.

Overall, pupils are well supported to transition to the next stage of education confidently. Parents and the local community recognise this.

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

This school is a truly happy and kind place. Pupils belong here. Behaviour across the school is kind and cooperative. On the playground, pupils include each other in the games they play. Pupils understand the values they have been taught, such as mutual respect and tolerance. They live these values in their interactions with each other. Pupils rightly say that bullying is very rare. If it does occur, staff quickly deal with any concerns or issues. The majority of pupils behave remarkably well.

The school is at the heart of the local community, taking part in a variety of events, including the Astwood Bank Carnival. The diverse community comes together to share the ethos and caring vision of the school.

Leaders' work to strengthen pupils' aspirations has contributed to their positive attitudes and improving attendance rates. While most pupils attend well, leaders are working hard to ensure everyone values education. Attendance is improving and persistent absence is reducing. Staff work closely with families to support pupils in overcoming barriers to attendance.

Leaders have taken steps to improve the school in recent times, including for vulnerable pupils. Pupils make a positive start to their education in the early years, where leaders ensure they focus on building pupils' vocabulary and early reading skills. Pupils now study a

curriculum that is designed effectively and suited to their needs. Pupils’ handwriting is worthy of celebration. Over time, the school has worked on ensuring pupils remember more and know more about the curriculum they have learned. Pupils' understanding and confidence to talk about their learning across subjects are improving. Leaders acknowledge that there is further work to do. Pupils with special educational needs and/or disabilities, disadvantaged pupils and those with other vulnerabilities benefit from the multiple ways in which the school offers support to ensure their needs are met. Pupils are well prepared for life in modern Britain.

Next steps

- Leaders should ensure that their work consistently improves pupils' attendance and reduces rates of persistent absence.
- Leaders should ensure that the curriculum, in all subjects, is taught consistently well so that pupils develop and retain detailed knowledge over time.

About this inspection

This school is part of Shires Multi Academy Trust (MAT), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Lee Gray, and overseen by a board of trustees, chaired by Mike Thake.

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.

The school is registered as having a Church of England religious character. The last Statutory Inspection of Anglican and Methodist Schools report was in March 2025.

Inspectors met with leaders of Shires MAT. They held meetings with the headteacher, school leaders, teachers and pupils. They looked at pupils' work and books. They also talked to pupils and staff to gather information about school life.

To evaluate the effectiveness of safeguarding, 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 considered responses to the online survey, Ofsted Parent View, and free-text comments.

The school does not currently make use of alternative provision.

Headteacher: Mrs Claire Martin

Lead inspector:
Rob Matthews, His Majesty's Inspector

Team inspectors:
Robert Bourdon-Pierre, Ofsted Inspector
Diana Pearce, Ofsted 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 30 June 2026

School and pupil context

Total pupils

171
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

225
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)

12.68%
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

3.51%
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

15.79%
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 (3 term)	7.0%	5.2%	Above
2023/24 (3 term)	7.8%	5.5%	Above
2022/23 (3 term)	7.8%	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)	18.9%	13.0%	Above
2023/24 (3 term)	20.9%	14.6%	Above
2022/23 (3 term)	19.2%	16.2%	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 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.

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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