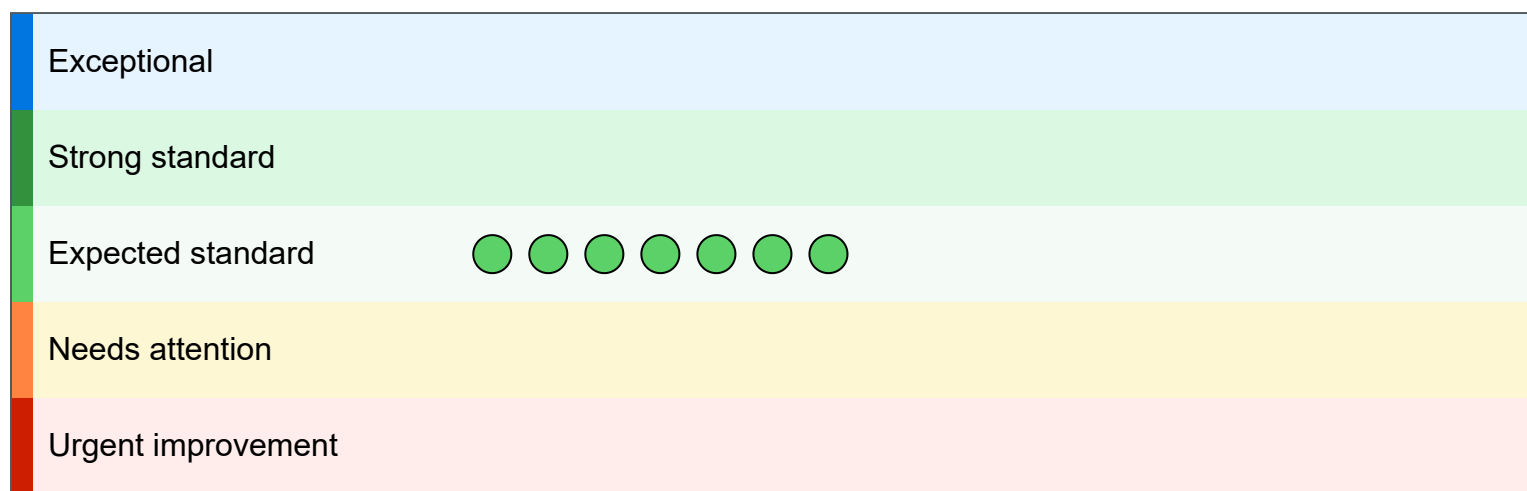


St George's Church of England Primary School

Address: Buxton Road, Heaviley, Stockport, Cheshire, SK2 6NX

Unique reference number (URN): 131306

Inspection report: 10 February 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 

Published data shows that at the end of Year 6, the proportion of pupils who meet the expected standard in reading, writing and mathematics has improved over time. Many pupils join and leave the school at different times. They typically progress well through the curriculum from their varied starting points. Pupils recall their prior learning in different subjects, such as science, art and design and history. This includes pupils with special educational needs and/or disabilities and those who are disadvantaged. However, the gap between disadvantaged pupils' attainment and progress in writing and their peers has widened.

On the whole, pupils, including those who speak English as an additional language, secure the most important skills and knowledge that they need to support their future learning, for example in reading, mathematics and language and communication. Pupils in key stages 1 and 2 develop their skills in handwriting and spelling, but sometimes pupils, including those who are disadvantaged, do not achieve as well as they could.

Attendance and behaviour

Expected standard 

Leaders prioritise pupils' regular attendance. They track and analyse absence information carefully. This helps them to understand the causes of pupil absence. Leaders use this information to work in close partnership with parents and carers and other professionals to reduce barriers to pupils' attendance. As a result of the work of leaders and staff, some pupils' attendance is improving over time. However, there are still too many pupils, including those who are disadvantaged, who miss out on valuable learning by not attending school regularly.

Pupils are taught to be kind, safe and to follow instructions. They are reminded and guided to succeed in this by caring staff. In the early years, children learn to listen carefully and to share. Pupils are polite and considerate towards each other and with adults. Most pupils behave well around the school. They are keen to learn and to be recognised as 'star of the week'. Pupils who sometimes struggle to regulate their own behaviour benefit from sensitive support from staff. They are helped to manage their emotions. Any incidents of bullying are dealt with effectively.

Curriculum and teaching

Expected standard 

Leaders are well informed about the quality of the curriculum and teaching provided for pupils. The broad and ambitious curriculum has been recently reviewed to ensure that it takes into consideration the mixed-age classes in the school. Staff receive the training and support that they need to design learning that builds on what pupils know and can do.

Leaders' work to overcome obstacles to pupils' learning is typically successful. There is a sharp focus on developing pupils' ability to communicate well. In the early years, staff maximise opportunities to expand children's vocabulary. This is successfully built on as pupils move through the school. Pupils who struggle to read, including those who speak

English as an additional language, benefit from extra support. This increases their confidence and fluency in reading. Where needed, an individualised approach is used to support pupils with special educational needs and/or disabilities to secure the knowledge that they need to access the full curriculum.

In lessons, staff select appropriate activities to help pupils to learn new curriculum content. This is evident in what pupils know and remember. However, at times, checks on learning do not identify pupils' misconceptions quickly enough. This leads to gaps in some pupils' learning and prevents them from achieving as much as they could. In addition, errors in some pupils' spelling and handwriting go unchecked. Consequently, some pupils continue to repeat these errors.

Early years

Expected standard 

Staff in the early years have a secure understanding of the learning and developmental needs of young children. This is evident in the priority that staff place upon their relationships with children and their parents and carers. Children benefit from a carefully considered curriculum that provides them with the foundation of knowledge that they need across each area of learning. The environment in which children learn encourages them to be curious and to make choices for themselves. For example, children enjoy serving customers in the 'shop' area. They develop strong muscles when they throw balls into sets of hoops.

There is a focus on developing children's language and communication. Staff typically model language and encourage conversation, which allows children to practise using the words and sentences that they hear. Children, including those with special educational needs and/or disabilities and those who are new to speaking English, quickly learn to express their needs and wishes. They are supported to interact with their friends. The teaching of reading is prioritised. Children enjoy learning new letters and sounds in their daily phonics activities. The majority of children are well prepared for key stage 1.

Inclusion

Expected standard 

An inclusive culture lies at the heart of this school's work. Leaders and staff strive to understand pupils' unique life experiences. This includes pupils with special educational needs and/or disabilities (SEND) and those who have experienced disruption to family life. Pupils are supported to overcome and address barriers that they may face in their learning and wellbeing during their time at the school. This starts in the early years, where children with SEND have their needs identified quickly. Training that staff receive enables them to make adaptations to learning that help pupils to access the curriculum successfully. Leaders check the impact of these adaptations and make changes if they need to, to ensure that pupils are helped to make the progress through the curriculum that they should.

The school serves a diverse community. Leaders work with other professionals to provide effective support for pupils who speak English as an additional language (EAL). They support these pupils well to develop their communication and language skills. Leaders

ensure that additional funding, such as the pupil premium, is used effectively. For example, they employ additional staff who support EAL and disadvantaged pupils with their learning.

Leadership and governance

Expected standard 

Leaders have taken appropriate and considered actions to fully address the weaknesses in leadership and management identified at the school's last inspection. Governors ensure that their statutory duties are met. They have clear systems in place to support and challenge leaders in equal measure. This ensures that they have an accurate understanding of the school's strengths and areas for development.

Leaders set high expectations and ambition for pupils at the school. They ensure that appropriate improvement priorities are in place to further develop the offer provided for pupils. Leaders make decisions and changes with pupils' best interests at heart, for example with regards to support for the increasing number of pupils who join the school who speak English as an additional language or who are new to the country. Leaders seek and act on appropriate guidance to best meet the needs of these pupils.

Leaders regularly review and evaluate the effectiveness of the education that pupils receive, including for those who are disadvantaged. They recognise that inconsistencies in how pupils' misconceptions are identified and addressed and in securing pupils' key writing knowledge and skills, prevent some pupils from achieving as well as they could.

Staff appreciate that their wellbeing and workload are considered by leaders. They are positive about the support that they receive to do their jobs well. They value the opportunities that they have for professional learning. This focuses on what will make the school a better place for its pupils.

Personal development and wellbeing

Expected standard 

Pupils understand that everyone is unique. They know that people should not be judged for any differences that they may have. Many faiths and cultures are represented within the school. Pupils welcome and celebrate each other's differences and treat each other with kindness. They are taught to be respectful of diversity. For example, they learn that people have different families, backgrounds and beliefs. Pupils are able to speak confidently about the importance of treating everyone equally.

From the early years to Year 6, children and pupils develop positive attitudes to eating healthily and taking part in regular exercise. Pupils learn in age-appropriate ways about healthy relationships, moral dilemmas and personal safety, including when online and near roads. They are also well supported to understand how to look after their mental health. They appreciate the ways that staff support them with this. Pupils learn to recognise and acknowledge their emotions. They enjoy spending time with Merlin, the school dog. This enhances pupils' ability to feel calm and ready to learn.

Pupils are keen to take advantage of the clubs provided by the school. Leaders check and encourage participation in these activities. They are mindful of barriers that some pupils, including those who are disadvantaged, may have to attending these wider opportunities. Where this is the case, leaders seek to remove barriers for pupils. Pupils also benefit from

carefully designed opportunities to develop their understanding of the wider world. Older pupils spoke excitedly about a planned visit to a zoo to meet an orangutan that the school has adopted. This is linked to their learning about the use of palm oil. Pupils develop their understanding of fundamental British values in meaningful ways. For example, pupils learn that when they vote for members of the school council, they are engaging in democracy. These experiences prepare pupils well for life in British society.

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

Pupils are proud to be part of this friendly and happy school, where everyone is treated with dignity. Staff know pupils and their families well. They provide a culture of mutual respect and care. Trusting relationships are at the heart of the school. Pupils benefit from a calm and kind atmosphere. Most pupils attend school regularly.

Pupils are polite and well mannered. They are proud that their school is a place where everybody is welcome. Pupils who join the school in different year groups and at different times of the year, including those who speak English as an additional language, experience a warm welcome. They are helped to develop a sense of belonging and settle into school life quickly. Incidents of bullying or discrimination are uncommon. Pupils are confident that staff will help them deal with any concerns that they may have. They feel safe and well cared for.

Pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, work hard to meet the expectations that leaders have for their achievement. They are helped to experience success and to enjoy their learning. Typically, pupils achieve well.

Pupils are proud of the leadership roles that they have, such as being school councillors. They were keen to tell inspectors about the new equipment that they have selected to improve their social times. These responsibilities help pupils to learn how they can make a difference to their own and the wider society. Through performances showcasing their singing and ukulele playing talents, pupils further build their confidence and self-esteem. Pupils' horizons are also broadened through visits to orchestras, museums and galleries. They enjoy taking part in clubs, such as sewing and a variety of sports. Leaders ensure that these opportunities are open to everyone.

Next steps

- Leaders should ensure that checks on pupils' learning identify gaps in pupils' knowledge or skills so that these are addressed consistently well.
- Leaders should continue to focus on improving pupils' handwriting and spelling skills, particularly for those who are disadvantaged, so that they are supported to achieve all that they can in writing.

- Leaders should continue to take action to reduce levels of absence for pupils, particularly for disadvantaged pupils and those who are persistently absent.
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About this inspection

The chair of the board of governors in this school is Laura Ingle.

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, assistant headteachers and other school leaders during the inspection. The lead inspector met with members of the governing body, including the chair of governors. Inspectors also spoke with representatives of the local authority and a representative of the diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The school is voluntary aided and is part of the diocese of Chester. The last section 48 inspection took place in January 2026.

The school does not currently make use of any alternative provision.

Headteacher: Debbie Grindrod

Lead inspector:

Rebecca Jewitt, His Majesty's Inspector

Team inspectors:

Alison Lawson, Ofsted Inspector

Michelle Forrest, Unknown Inspector Type

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 10 February 2026

School and pupil context

Total pupils

320

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

420

Above 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)

30.94%

Close to 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

2.50%

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

14.06%

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

Close to 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.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	61%	Close to average
2024/25 (revised)	70%	62%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	43%	61%	Below
2022/23 (final)	52%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	74%	Close to average
2024/25 (revised)	91%	75%	Above
2023/24 (final)	64%	74%	Below
2022/23 (final)	69%	73%	Close to average

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	70%	72%	Close to average
2024/25 (revised)	75%	72%	Close to average
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	67%	71%	Close to average

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	71%	73%	Close to average
2024/25 (revised)	86%	74%	Above
2023/24 (final)	58%	73%	Below
2022/23 (final)	70%	73%	Close to average

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.

Year	This school	National average	Compared with national average
Latest 3 year average	42%	46%	Close to average
2024/25 (revised)	38%	47%	Close to average
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	38%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

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

Year	This school	National average	Compared with national average
Latest 3 year average	66%	62%	Close to average
2024/25 (revised)	75%	63%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	68%	62%	Close to average
2022/23 (final)	57%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average	58%	59%	Close to average
2024/25 (revised)	44%	59%	Below
2023/24 (final)	73%	58%	Above
2022/23 (final)	52%	58%	Close to average

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	58%	60%	Close to average
2024/25 (revised)	69%	61%	Close to average
2023/24 (final)	59%	59%	Close to average
2022/23 (final)	48%	59%	Close to average

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	42%	68%	-25 pp
2024/25 (revised)	38%	69%	-32 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	38%	66%	-28 pp

Disadvantaged pupils reaching the expected standard in reading

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	66%	80%	-13 pp
2024/25 (revised)	75%	81%	-6 pp
2023/24 (final)	68%	80%	-12 pp
2022/23 (final)	57%	78%	-21 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.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	78%	-20 pp
2024/25 (revised)	44%	78%	-35 pp
2023/24 (final)	73%	78%	-5 pp
2022/23 (final)	52%	77%	-25 pp

Disadvantaged pupils reaching the expected standard in mathematics

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	80%	-22 pp
2024/25 (revised)	69%	81%	-12 pp
2023/24 (final)	59%	79%	-20 pp
2022/23 (final)	48%	79%	-32 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 (2 term)	5.9%	5.2%	Close to average
2023/24 (3 term)	6.2%	5.5%	Close to average
2022/23 (3 term)	7.1%	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 (2 term)	18.8%	13.3%	Above
2023/24 (3 term)	21.0%	14.6%	Above
2022/23 (3 term)	24.5%	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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