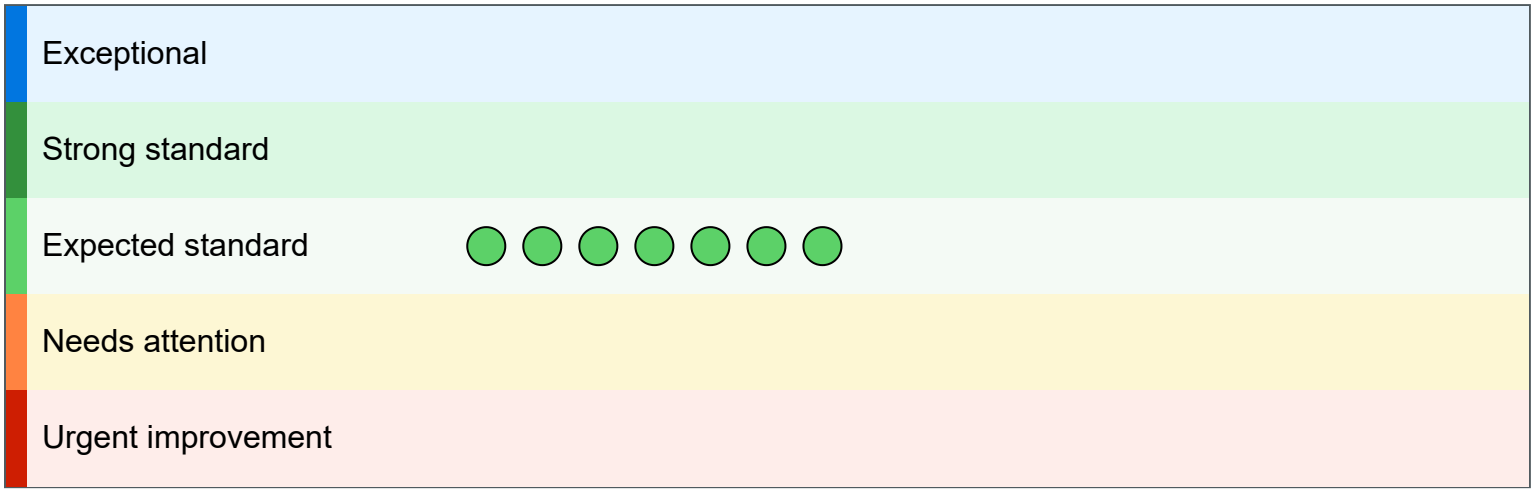
St George's Church of England Primary School, Langton Matravers

Address: High Street, Langton Matravers, Swanage, Dorset, BH19 3HB

Unique reference number (URN): 150428

Inspection report: 15 September 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

Pupils typically achieve well across the curriculum. By the time pupils leave the school, they are generally well prepared for secondary school. Published outcomes reflect this. Pupils with barriers to their learning, including those with special educational needs and/or disabilities, make positive progress from their starting points. Support is carefully matched to their needs. Year 4 pupils achieve well in the multiplication test check. Leaders ensure that pupils secure important knowledge and skills in reading, writing and mathematics. Pupils' work reflects their knowledge across a wide range of subjects. For example, pupils demonstrate a firm grasp of historical chronology and talk knowledgeably about abstract art.

While pupils typically achieve well over time, there is scope for some pupils to make even greater gains in learning. Occasionally, pupils' misconceptions and gaps in learning remain unaddressed. In addition, some pupils do not get the opportunity to deepen their knowledge and move on to more complex concepts when they are ready.

Attendance and behaviour

Expected standard

Leaders prioritise attendance. They communicate their expectations regularly to pupils and parents. Pupils attend well because leaders have established a culture where regular attendance matters and pupils and their families understand its importance. Leaders track pupils' attendance closely and act quickly when concerns arise. They have a clear understanding of factors lying behind any poor attendance. Leaders work closely with parents to provide personalised support for pupils to develop positive attendance habits. Effective pastoral support, including breakfast club provision, helps pupils to feel settled at the start of the day. This reduces anxiety and promotes punctuality.

Leaders have refreshed the behaviour policy so that expectations are clear and consistently understood. This has had impact. In lessons, pupils typically demonstrate positive attitudes to learning. Behaviour around school is calm, orderly and positive. Pupils are kind, considerate and respectful towards their peers and the adults around them. Staff respond swiftly and skilfully when pupils need extra help, using tailored strategies. This means pupils learn to manage their emotions and make positive choices. Staff have an accurate understanding of pupils' behaviour and maintain high expectations for all. Bullying, discrimination, violence or derogatory language are not tolerated. Pupils learn to understand boundaries and show self-discipline.

Curriculum and teaching

Expected standard

Leaders have developed a sequenced, rigorous and detailed curriculum. They have been careful to ensure that the curriculum meets the needs of pupils who are in classes with a range of different ages. Leaders have clearly identified the important knowledge that pupils, including those with barriers to their learning, need to know and remember.

Leaders know which aspects of teaching and the curriculum to prioritise. They use this knowledge to plan suitable training for staff. Generally, teachers present information clearly

and promote appropriate discussion. For example, pupils explain how they solve problems using their knowledge of number relationships. However, sometimes the curriculum is not taught in a way that enables pupils who have securely grasped important knowledge to move on to more complex concepts when they are ready to do so.

Leaders engender a love of reading. Pupils value the visits they make to the school library. They immerse themselves in high-quality texts. Reading is taught systematically. The books pupils read match their reading knowledge. Consequently, pupils gain the skills they need to read fluently and with understanding. On the whole, pupils consolidate and remember essential knowledge through opportunities to recap previous learning. However, sometimes the checks teachers make on pupils' learning are not sufficiently precise. As a result, occasionally pupils move through the curriculum with ongoing misconceptions or gaps in knowledge.

Early years

Expected standard

Leaders have established an ambitious curriculum that supports children to progress well across all areas of learning. The curriculum places pupils' communication and language development at the centre. Consequently, children are able to articulate and manage their thoughts and feelings. Staff use questioning well to extend children's thinking and develop their ideas. Children regularly enjoy listening to staff read carefully chosen texts. These opportunities support children's developing vocabulary and comprehension. Staff form positive relationships with parents and children from the start. Children settle very quickly into routines and develop secure attachments. Staff work closely with families and external professionals to identify needs and provide appropriate support. As a result, children who need extra help receive it promptly.

Staff teach phonics regularly and with precision. Children apply their knowledge of phonics to read and write simple sentences. Staff support children to form letters accurately. As a result, children develop the early reading and writing skills they need for future learning. The environment is deliberately and thoughtfully designed to promote learning. Leaders have carefully considered the progression between pre-school and Reception. They have ensured it extends children's thinking and deepens their understanding. By the time they leave Reception, children are well prepared for Year 1.

Inclusion

Expected standard

Leaders have a wholly inclusive vision. They waste no time in identifying and assessing pupils' needs, including those who are disadvantaged and those who have special educational needs and/or disabilities (SEND). Leaders work closely with parents and carers to identify effective strategies to reduce and remove barriers to pupils' success. Pupils with SEND typically learn the same curriculum as their peers. Staff ensure that provision supports pupils' wider needs from the moment they arrive in school. This helps pupils feel emotionally safe and ready to learn.

Leaders review the impact of their actions carefully. They make further adaptations to provision as needed. Staff receive effective training and guidance. They have the expertise they need to support pupils. Staff use information from assessments to tailor their teaching approaches and interventions precisely. Consequently, pupils make firm progress from their

starting points. Leaders engage effectively with a variety of external professionals, including social care services and the virtual school, to meet the individual needs of pupils. Additional funding for disadvantaged pupils is used strategically. Leaders prioritise high-quality teaching and targeted wider support. Pupils known, or previously known, to social care receive timely and appropriate support. Rigorous tracking is in place to ensure that this has the intended impact.

Leadership and governance

Expected standard

Leaders have an accurate understanding of the school's strengths and areas requiring further development. They are ambitious for all pupils. Leaders have prioritised actions that address the needs of pupils, including those who are disadvantaged, those who have special educational needs and/or disabilities or those who face other barriers to learning. Leaders foster a culture of openness and trust. The school plays an integral role within the local community. Leaders listen to parents and maintain positive relationships with them. Parents are overwhelmingly supportive of the school. They appreciate the school's nurturing atmosphere. Parents value leaders' inclusive ethos and recognise their role as partners in their children's education.

Leaders are highly professional and lead by example. They ensure all staff benefit from high-quality professional learning programmes which develop their expertise over time. Leaders consider staff's workload and wellbeing carefully. Staff feel well supported and value the opportunities to work collaboratively. They describe the school as 'like a family'. The trust meets its statutory duties. Governors and trust leaders know the school very well. They understand its context, strengths and priorities. Leaders, with the support of the trust, have made considerable improvements to the school in recent years. For example, they have also successfully integrated the pre-school into the school community. This has strengthened the quality of children's learning and development from the earliest stages of education.

Personal development and wellbeing

Expected standard

Leaders have implemented a comprehensive, sequenced programme for personal development. This covers all aspects of the personal, social and health education curriculum, which begins in the early years. It includes important aspects of relationships education. Pupils have a mature understanding of relationships and consent. They talk knowledgeably about the characteristics of healthy relationships. Pupils know how to stay safe online and offline. Leaders have ensured that pupils understand how to keep safe in the local environment. For example, pupils understand how to look after themselves near water. They know whom to contact if they see someone in difficulty in the sea. Pupils know about how to keep themselves healthy, both mentally and physically. They understand the benefits of exercise and a healthy diet.

Pastoral support helps to remove barriers to pupils' social and emotional development. The high-quality support available has a positive impact on pupils' wellbeing. Leaders ensure that pupils who need additional provision receive effective support to alleviate anxiety and settle successfully into school. This is particularly effective at the start of the day. It contributes to improvements in pupils' punctuality and attendance.

Leaders have ensured that enrichment opportunities are designed to extend pupils' learning and experiences of the world. They are structured to provide a rich diet of visits, visitors and sporting opportunities. Pupils have tangible experiences to contribute to wider society. For example, they raise money for local and national charities. Pupils appreciate the sporting and cultural opportunities available to them. They enjoy mixing with pupils from other schools. Pupils understand the importance of fundamental British values. They are respectful and reflective when discussing equality, fairness and the differences between people. As a result, they are well prepared for life in modern Britain. Leaders track pupil engagement in the enrichment offer. They reduce or remove barriers to ensure pupils' full participation in the school's wider enrichment offer.

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

The school sits at the heart of the community it serves. Staff know and value each and every pupil. Pupils attend well, because they enjoy being at school. They live out the school's distinctive values, which include love, compassion and togetherness. This begins in the pre-school and pervades throughout their experiences. Pupils enjoy a nurturing environment and develop warm relationships with staff and each other. They appreciate the school's inclusive culture. Pupils know that they can be themselves and feel valued as individuals.

Pupils enjoy their learning and enjoy opportunities to share it with others. For example, children in early years investigate their local area. Older pupils evaluate historical artefacts with interest. Pupils achieve well and are suitably prepared for the next stage of their education. They appreciate the rewards they receive for their positive conduct and learning. Staff ensure pupils with special educational needs and/or disabilities, those who are disadvantaged and those with barriers to learning and/or wellbeing progress well from their starting points. At social times, pupils play enthusiastically and value their free time together. Bullying is not tolerated. Pupils are safe and know their voices are heard. Pupils trust adults to help them with any worries or concerns.

The school offers a broad range of opportunities to pupils. These develop pupils' wider attributes and experiences beyond the classroom. Pupils build their leadership skills through a range of responsibilities. For example, school councillors help select new books for the library. Pupils participate in a variety of clubs, including cooking and computing. Through these, pupils develop their talents and interests. Pupils value the opportunities to take part in village events. These include church services and community celebrations. Experiences such as these help pupils develop responsibility and an understanding of how they can make a positive contribution to their community.

Next steps

- Leaders should ensure that the curriculum is taught in a way that supports those pupils who have secured their knowledge to move on to more complex concepts.

- Leaders should ensure that assessment practices are precise so that gaps in pupils' knowledge are identified and rectified.

About this inspection

This school is part of Coastal Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paul Howieson, and overseen by a board of trustees, chaired by Martin Copsey.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 15 and 16 September 2026.

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 and other members of the leadership team, as well as the CEO, the chair of the trust, members of the local governing body, members of staff, pupils, parents and carers.

This school is registered as having a Church of England religious character. It is in the Diocese of Salisbury. Its last section 48 inspection was in January 2024.

The school currently uses no alternative provision.

Katherine Astle: Headteacher

Lead inspector:
Liz Geller, His Majesty's Inspector

Team inspector:
Claire Mirams, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

85
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: 268

School capacity

127
Well 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)

18.84%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

5.88%
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: 4.1%

Pupils with special educational needs (SEN) support

12.94%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support 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).

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		61%	
2024/25 (final)	67%	62%	Close to average
2023/24		61%	

Year	This school	National average	Compared with national average
2022/23		60%	

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%	
2024/25 (final)	75%	75%	Close to average
2023/24		74%	
2022/23		73%	

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

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		73%	
2024/25 (final)	92%	74%	Above
2023/24		73%	
2022/23		73%	

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		46%	
2024/25 (final)	S	47%	S
2023/24		46%	
2022/23		44%	

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		62%	
2024/25 (final)	S	63%	S

Year	This school	National average	Compared with national average
2023/24		62%	
2022/23		60%	

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		59%	
2024/25 (final)	S	59%	S
2023/24		58%	
2022/23		58%	

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		60%	
2024/25 (final)	S	61%	S
2023/24		59%	
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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		68%	
2024/25 (final)	S	69%	S
2023/24		67%	
2022/23		66%	

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		80%	
2024/25 (final)	S	81%	S
2023/24		80%	
2022/23		78%	

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		78%	
2024/25 (final)	S	78%	S
2023/24		78%	
2022/23		77%	

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		80%	
2024/25 (final)	S	81%	S
2023/24		79%	
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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)	4.3%	5.2%	Below
2023/24 (3 term)	5.2%	5.5%	Close to average

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)	9.7%	13.0%	Close to average
2023/24 (3 term)	7.4%	14.6%	Below

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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