

George Street Primary School

Address: George Street, Hemel Hempstead, Hertfordshire, HP2 5HJ

Unique reference number (URN): 117106

Inspection report: 17 March 2026

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.

Expected standard

Achievement

Expected standard 

In national tests at the end of Year 6, pupils achievement matches that of other pupils nationally. This is also the case for disadvantaged pupils. Pupils are generally well prepared for their next stages of education. For example, children in the early years usually reach a good level of development, which prepares them well for learning in Year 1. Pupils at the end of key stage 2 are also generally ready for the next stage of their education. In mathematics and reading, they achieve expected standards. In writing, they also show a generally secure understanding of grammar, spelling and many aspects of punctuation.

Catch-up teaching and extra support help pupils who are vulnerable and pupils with special educational needs and/or disabilities to make steady progress. Skilled teaching assistants usually provide this support.

Attendance and behaviour

Expected standard 

Leaders work closely with families when attendance drops. They build positive relationships. Leaders use strategies, such as rewards and regular check-ins, to help pupils improve their attendance. These actions have helped many pupils attend more often. Leaders also make George Street a welcoming place where pupils feel safe and want to be. Attendance is broadly in line with other similar schools. Leaders continue to focus on pupils who attend less often.

Overall, pupils behave well. When some pupils do not behave as they should, staff generally deal with this promptly and fairly. Pupils who need more individual support receive it in a sensitive and calm way. This is important because it helps pupils stay focused, feel safe and learn well. It also helps the class settle quickly, so that learning continues without disruption.

Playtimes are harmonious. Pupils enjoy playing organised games independently. They learn to get along well with others and manage small challenges without adult help. Older pupils show kindness to younger children. Generally, in lessons, classes are orderly. This supports all pupils to be able to learn, particularly those who have some additional needs. The school's predictable routines and calm spaces help pupils feel settled.

Early years

Expected standard 

Staff work closely with parents to make sure partnerships with home are positive. They ensure everyone understands what each child needs to do well. Staff help parents stay informed about their child's learning and wellbeing.

The early years curriculum provides well for what children need. This year, leaders identified that many children needed extra support with their physical development. Staff have planned additional activities that build strength, balance and coordination. For example, children climb and dig. Staff provide important practice for children to strengthen fingers, wrists and arms, giving them the control they need to write with increasing confidence.

Staff proactively develop pupils' language and communication skills. They teach and guide pupils to build their vocabulary in lessons and during play. Children typically secure the language skills they need to understand stories, follow instructions and share their ideas confidently. Reading is prioritised. In learning to read, children read books that match the sounds they know. Staff know to build children's reading accuracy and developing fluency.

Children understand the school's rules. They also follow the routines that help them move confidently around the early year's environment. When some children's behaviour is less developed, staff use appropriate strategies to support them. For example, they use stories to help children learn how to behave.

Inclusion

Expected standard ●

Leaders and staff know pupils well. They work closely with parents and carers to understand any additional needs a pupil may have. This partnership helps to identify any barriers quickly and accurately. Staff can then provide the right support when needed. For example, some pupils may need short learning breaks to help them stay calm and focused. Staff understand these needs and respond in a considered way. They also know that simple adjustments can make a positive difference. For example, some pupils use visual pictures and symbols to help them understand what will happen next. Effective staff training helps all adults develop a secure understanding and support pupils appropriately.

Leaders work closely with external professionals to make sure pupils receive the most effective care and provision. Leaders check the impact of this work. For example, leaders check the progress each child makes towards any targets they have. This shows that leaders have effective oversight of inclusion.

Pupils who receive pupil premium funding get extra individual teaching when they need help to keep up. Leaders also make sure these pupils have access to enhanced creative and cultural experiences. For example, pupils learn to play a musical instrument. This gives them opportunities they may not otherwise have.

Personal development and wellbeing

Expected standard ●

Pupils learn a well-planned personal development programme. In keeping safe online, older pupils learn about how fake news spreads. Younger pupils show that they can take turns and work well with others. Pupils grow in confidence as they get older.

Pupils learn about our diverse world through different cultural events. They develop empathy for others. Staff use a range of books and stories, including some about displaced people, to help pupils build understanding. Older pupils explain why equality matters. One pupil said, and others agreed, 'All pupils are treated equally at our school. We are all just friends!'

Older pupils understand fundamental British values, such as tolerance, respect and democracy. They enjoy voting with their voice. Younger pupils learn about people who help us in the community, such as nurses.

Pupils understand what is right and wrong and confidently share their opinions. Pupils talk about issues such as bullying and racism. They also express caring views about the

environment and the need to protect animals. Younger pupils show that they care for their surroundings by tidying up and using resources carefully.

Pupils learn an age-appropriate relationships and health education curriculum. They can talk about healthy and unhealthy relationships. They also learn about changes that happen to them as they get older.

Pupils take part in clubs and trips that go beyond the academic curriculum. These include creative events. Leaders plan these carefully to match any gaps in pupils' knowledge. They make sure all pupils can take part, especially those who may be more vulnerable.

Needs attention ●

Curriculum and teaching

Needs attention ●

There are inconsistencies in the way staff teach the curriculum. Not all teachers use the school's approaches with the same level of effectiveness. In some subjects, and in some year groups, pupils do not learn what they should. This leads to gaps in their learning. Leaders recognise this and are addressing gaps with additional catch up support. There have been changes in the staff team that have impacted the pace of leaders' actions.

Teachers ensure that pupils typically learn the basic knowledge they need for their next stages in reading and mathematics. However, in writing, teachers do not consistently identify and correct pupils' misconceptions. For example, some pupils do not use capital letters correctly. Generally, teaching enables pupils to secure the basics of spelling and other grammar skills, such as joining ideas in a sentence. However, this progress takes longer where misconceptions are not promptly addressed.

The school has developed their wider curriculum over time. It is broad and balanced. The key knowledge and vocabulary that pupils need to know are made clear to staff.

Leadership and governance

Needs attention ●

Governors do not question leaders' actions with enough rigour. They do not probe enough on pupils' outcomes to make sure they understand the reasons for any weaknesses. Furthermore, governors do not challenge leaders' actions as well as they should. At present, the work on improving curriculum and teaching is slower across some areas of the school. This means that pupils' outcomes are not as high as they could be. In other areas of school improvement, leaders' checks and actions have had a positive impact, including a robust safeguarding culture.

Standards in some areas of teaching are not high enough. For example, pupils struggle with basic handwriting, and teachers do not always correct mistakes. This slows pupils' progress because they do not secure the basic skills they need for their learning moving forward.

Most staff feel that leaders provide helpful training that develops their skills. This shows in the support they give to pupils with special educational needs and/or disabilities, who are

generally well supported and able to learn. Staff also appreciate that leaders consider their wellbeing. Additionally, leaders try to reduce staff workload whenever they can.

Parents are very positive about the care and support their children receive. They say staff know their children well and help them feel safe and happy in school.

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

Pupils work hard and try their best. They feel calm and settled. Pupils typically behave well and enjoy learning. At playtimes, they play happily together. They know it is important to be kind to others who are different from them. Over time, pupils learn to be ready for life in modern Britain.

Staff and pupils have positive relationships. Pupils explain that staff care for them. Bullying rarely happens because pupils know that staff will stop it. The hard work of staff ensures that pupils feel safe.

Pupils benefit from the extra opportunities the school offers. For example, all pupils learn to play a musical instrument. Many enjoy singing. These activities help pupils explore their talents and interests. Pupils enjoy the curriculum offer, and most pupils attend well.

Older pupils look forward to and feel ready to move on to secondary school. Additionally, they set a positive example for younger pupils. They understand their role in the school community and are ready for the next stage of their education.

In some subjects, staff do not have high enough expectations of what pupils can achieve. As a result, pupils do not make as much progress as they could. Additionally, staff do not always correct the mistakes pupils make. Because of this, pupils repeat these errors. In these cases, pupils do not achieve as highly as they could.

Next steps

- Leaders should strengthen the consistency and quality of curriculum delivery across all subjects and year groups. This includes ensuring that all staff have a secure understanding of curriculum expectations.
 - Leaders should ensure that there are clear and consistent expectations for pupils' work in accuracy, presentation and curriculum progression. This includes how effectively staff identify and address pupils' misconceptions so that pupils secure the knowledge they need.
 - Governors should strengthen how effectively they hold leaders to account, particularly in the teaching of the curriculum and pupils' achievement.
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About this inspection

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 chair of the board of governors in this school is Kevin Hallahan.

Inspection activities:

Inspectors spoke with the headteacher and other senior leaders during the inspection. The lead inspector also spoke with members of the governing body, including the chair.

The school currently uses one registered alternative provision.

Headteacher : Angela Hughes

Lead inspector:

Jessie Linsley, His Majesty's Inspector

Team inspectors:

Nick Hackett, Ofsted Inspector

Michele Geddes, 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 17 March 2026

School and pupil context

Total pupils

230

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

210

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)

20.57%

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

4.78%

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

16.96%

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	71%	61%	Above
2024/25 (revised)	75%	62%	Above
2023/24 (final)	70%	61%	Above
2022/23 (final)	69%	60%	Above

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	77%	74%	Close to average
2024/25 (revised)	79%	75%	Close to average
2023/24 (final)	73%	74%	Close to average
2022/23 (final)	79%	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	83%	72%	Above
2024/25 (revised)	86%	72%	Above
2023/24 (final)	83%	72%	Above
2022/23 (final)	79%	71%	Above

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	84%	73%	Above
2024/25 (revised)	75%	74%	Close to average
2023/24 (final)	87%	73%	Above
2022/23 (final)	90%	73%	Above

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	55%	46%	Above
2024/25 (revised)	S	47%	S
2023/24 (final)	60%	46%	Above
2022/23 (final)	S	44%	S

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	55%	62%	Close to average
2024/25 (revised)	S	63%	S
2023/24 (final)	60%	62%	Close to average
2022/23 (final)	S	60%	S

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	70%	59%	Above
2024/25 (revised)	S	59%	S
2023/24 (final)	80%	58%	Above
2022/23 (final)	S	58%	S

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	75%	60%	Above
2024/25 (revised)	S	61%	S
2023/24 (final)	80%	59%	Above
2022/23 (final)	S	59%	S

'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	55%	68%	-13 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	60%	67%	-7 pp
2022/23 (final)	S	66%	S

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	55%	80%	-25 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	60%	80%	-20 pp
2022/23 (final)	S	78%	S

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	70%	78%	-8 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	80%	78%	2 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	77%	S

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	75%	80%	-5 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	80%	79%	1 pp
2022/23 (final)	S	79%	S

‘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 (2 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	5.0%	5.5%	Close to average
2022/23 (3 term)	5.8%	5.9%	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 (2 term)	12.9%	13.3%	Close to average
2023/24 (3 term)	11.6%	14.6%	Close to average
2022/23 (3 term)	12.7%	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.

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