

St Alfege with St Peter's Church of England Primary School

Address: Creek Road, Greenwich, London, SE10 9RB

Unique reference number (URN): 100174

Inspection report: 6 May 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.

Strong standard ●

Inclusion

Strong standard ●

Leaders foster an inclusive school culture that is central to the work of the school. They have high expectations and are determined to ensure that all pupils are valued and succeed. Leaders have designed a personalised approach. They identify pupils' needs quickly. Staff are trained to understand pupils' needs and barriers that they may face. They are knowledgeable about how to support them.

Pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils learn successfully alongside their peers. Leaders ensure that suitable adaptations are in place to meet pupils' individual needs. They work closely with families and external professionals to ensure a joined-up approach. This work supports teachers in providing adaptations that enable pupils to successfully access their learning. Leaders closely monitor pupils' progress through the curriculum and the impact of the support provided.

Throughout the school, pupils with SEND, disadvantaged pupils and those known or previously known to social care feel included and valued. Leaders ensure that any barriers that pupils face do not prevent them from participating fully in school life. This supports all pupils to develop a deep sense of belonging. The school's pupil premium strategy is well considered. As a result, disadvantaged pupils purposefully achieve well and broaden their opportunities beyond the school gates.

Personal development and wellbeing

Strong standard ●

Leaders are determined that pupils will develop the skills that they need to be successful in life and contribute positively to society. They are committed to ensuring that vital life skills are taught from the early years. Once introduced, these concepts are sequentially built on as pupils move through the school. The curriculum focuses on physical and mental health, teaching pupils the skills needed for their wellbeing. Pupils remember their learning fondly. They talk assertively about how to keep themselves safe online and in public.

Older pupils speak maturely about different family structures, relationships and puberty. Pupils develop an early understanding of fundamental British values. They experience a range of meaningful opportunities for democratic engagement, such as participating in school council voting day. They recognise that differences between people are protected by law.

Pupils access a wide range of exciting opportunities. They take part in activities that develop their social and emotional skills, as well as their character. Children in the early years build self-confidence and stamina as they socialise and explore in the school's newly developed outdoor learning environment. Pupils also participate in a wide range of clubs and educational trips that help bring their learning to life, such as visits to the Cutty Sark. Leaders ensure that this excellent wider offer is accessible for all pupils by removing any barriers to participation.

This family-focused school hosts a community garden, cared for by pupils, other local groups and the local university. Parent and carer workshops and other community

involvement events take place frequently. Staff and pupils enjoy the school's 'edible garden', which further enriches pupils' understanding of the world around them together with global awareness and responsibility. Career days with external professionals and partnerships with local businesses further prepare pupils for their futures. The school's focus on pupils' personal development ensures that pupils are extremely well prepared for life beyond school.

Expected standard

Achievement

Expected standard 

Pupils' attainment in reading, writing and mathematics by the end of Year 6 is in line with national averages. Disadvantaged pupils and those with special educational needs and/or disabilities achieve well from their starting points. However, this is less apparent in the published outcomes for phonics. Leaders have been quick to take action to improve the teaching of phonics. Pupils' achievement in phonics is increasing. Leaders have identified that further work to develop pupils' fluency will further improve pupils' progress through the reading curriculum.

Pupils' work reflects their pride in learning. They typically achieve well across the curriculum. In subjects beyond English and mathematics, some learning is less secure than it could be. Overall, however, pupils are prepared for future learning. Children in the early years demonstrate secure pencil grip and letter formation and an understanding of number. By the end of key stage 2, most pupils are well prepared for secondary school.

Attendance and behaviour

Expected standard 

Pupils find the school a happy and safe place to be. They want to attend school regularly. Leaders recognise the importance of high attendance and prioritise it accordingly. Typically, pupils' attendance is in line with national averages. Leaders have created a supportive school environment, reinforced by attentive care for pupils' social and emotional needs.

Attendance has improved, particularly among individuals and key groups who had been persistently absent. Leaders monitor attendance closely and act swiftly when concerns arise. They use a range of effective strategies to tackle barriers preventing consistent attendance. Staff collaborate with families to address and overcome such barriers.

Leaders have established clear routines and structures to encourage positive behaviour both in and out of lessons. Pupils understand the expectations set for them throughout the school day. The behaviour policy is inclusive, promoting positive conduct for all pupils. It is diligently followed by staff. The school is a calm and orderly environment where pupils show respect for one another and for adults. Typically, pupils socialise well and exhibit harmony in their interactions. Pupils, parents and carers appreciate that any issues relating to bullying or discrimination are not tolerated and are addressed quickly and effectively.

Leaders have designed a curriculum that is well sequenced to build knowledge over time. The curriculum systematically supports pupils to make connections across topics, for example, linking the geography and history of volcanoes with different brush strokes in art and design. The curriculum is adapted to meet pupils' interests and prioritises the development of pupils' communication and vocabulary. This is threaded through mathematics and English and is increasingly evident through other areas of the curriculum.

Typically, the curriculum is taught well across the school. Staff know their pupils well and adapt tasks so that pupils with special educational needs and/or disabilities and disadvantaged pupils access learning alongside their peers. Improvements to the teaching of phonics enable staff to check where pupils have gaps and provide targeted interventions to help them catch up. Pupils develop confidence in reading early on and experience the fascination of books and stories. Pupils also enjoy discussing what they have read with their peers.

In mathematics, staff break learning into manageable parts. They use practical resources effectively to strengthen pupils' understanding. However, across wider subject areas, recap and recall of pupils' prior learning is not yet consistently embedded across the curriculum. Leaders recognise that there is more to do to support pupils in retaining key knowledge over time in subjects beyond English and mathematics.

Early years

The early years curriculum is designed to equip children with the essential skills and knowledge that they require for future success. In a caring and supportive environment, children develop their independence, curiosity and confidence. They engage in activities that promote turn-taking, listening and sharing. Activities selected are intentional, enabling learning across all curriculum areas. Children's wellbeing is a priority, with opportunities for social and emotional development woven into learning.

Early mathematics and language skills are built through role play and storytelling activities in the Nursery Year. The teaching of phonics in the Reception Year follows a structured approach, supporting children to secure important early reading skills. Staff thread fine motor activities and meaningful mark-making opportunities across the provision.

Staff promptly identify children with special educational needs and/or disabilities. They ensure that children receive tailored support. Staff know children's individual needs well. They adapt activities thoughtfully, providing opportunities to apply learning within the provision. Leaders have a focus on language and communication. However, this is not always consistently applied. Staff interactions with children do not always promote children's vocabulary development as well as they could. That said, children are typically well prepared to continue their journey into Year 1.

Leaders have developed a shared vision of high ambition for pupils at the school. They have a detailed knowledge of the pupils they serve. This includes the diverse needs and barriers faced by pupils with special educational needs and/or disabilities and disadvantaged pupils. Leaders have created a culture where all pupils are known, cared for and valued. They have a clear understanding of the school's strengths and areas of focus for improvement.

Leaders have taken appropriate action to improve the teaching of early reading and phonics, including the development of pupils' oracy. They have adapted parts of the curriculum and worked closely with the local authority to further develop these improvements, with the best interests of the pupils at the heart of any decisions.

Governors understand the school's priorities and offer an appropriate level of support and challenge. They provide a wealth of expertise and contribute actively to shaping the school's culture and expectations. They fulfil all of their statutory duties, including safeguarding. Leaders at all levels model professionalism, teamwork and respect at all times.

Staff are unanimous in their positivity about the school. They value the support provided by leaders for their wellbeing and workload. They appreciate the opportunities that they have to develop their subject knowledge through a range of professional learning. Staff feel respected and are proud to be part of the school community. Leaders pride themselves on their supportive relationships with families. They offer a wide range of ways to communicate with parents and carers. Parents and staff alike value the school's caring and welcoming approach.

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

Pupils enjoy coming to this school because they feel safe and valued. Pupils know they are part of a warm, inclusive school. Children in the early years settle and flourish quickly. Pupils build trusting relationships with staff who care for them and know them well. Pupils feel a positive sense of belonging through the school's continuous community work. Many pupils attend regularly.

Leaders have created clear routines and purposeful, inviting learning environments, enabling pupils to be involved, connected and confident learners. Pupils with special educational needs and/or disabilities are fully included in lessons and benefit from support carefully matched to their needs, helping them thrive. Pupils behave very well in lessons. They enjoy their lessons because they are engaging and their teachers offer support when needed. Reading is a particular joy. Pupils speak enthusiastically about reading. They enjoy reading in class and appreciate the school's mini outdoor library. Typically, pupils are well prepared for their next steps in education.

Pupils play pleasantly together. They enjoy working in team games and expressive art at social times. Bullying is rare and would be dealt with quickly. Pupils explained that their leadership roles help them to understand responsibility. The school encourages pupils to be

dedicated citizens, both locally and globally. This is demonstrated through the school council and 'eco leaders', who participate in litter picking and recycling every day. They value opportunities to take action on issues that matter to them.

Pupils take part in a wide range of experiences that broaden their understanding of the world. Careers days and competitions are a favourite of the pupils. They enjoy trips, visitors and enrichment activities, such as the River Thames Clipper, and attending concerts at the Royal Albert Hall or the Festival Hall, museum visits, the beach and city farms.

Next steps

- Leaders should continue to embed improvements to phonics teaching to further develop pupils' accuracy and fluency, so that pupils are supported to become confident, fluent readers and phonics attainment in published outcomes is improved.
 - Leaders should further enhance and develop interactions between children and adults in the early years to ensure that these are of a consistently high quality and focus on further developing children's language and communication skills.
 - Leaders should further develop the use of systematic retrieval practice in the curriculum beyond English and mathematics to further support pupils' retention of key knowledge over time.
-

About this inspection

The chair of the board of governors in this school is Dr Irene Bishop.

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 and other senior leaders during the inspection. They also met with members of the governing body, as well as representatives from the local authority.

Inspectors spoke with pupils, staff, parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school is registered as having a Church of England character. It is in the Diocese of Southwark. The school's last section 48 statutory inspection was 14 November 2024.

The school currently uses no alternative provision.

Lead inspector:

Sam Carnegie, His Majesty's Inspector

Team inspectors:

Rajeshree Mehta, Ofsted Inspector

Sarah Bailey, 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 6 May 2026

School and pupil context

Total pupils

203

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

262

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)

47.62%

Well above 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

3.94%

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

17.73%

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

Well 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	64%	61%	Close to average
2024/25 (final)	63%	62%	Close to average
2023/24 (final)	67%	61%	Close to average
2022/23 (final)	62%	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	70%	74%	Close to average
2024/25 (final)	71%	75%	Close to average
2023/24 (final)	70%	74%	Close to average
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	73%	72%	Close to average
2024/25 (final)	71%	72%	Close to average
2023/24 (final)	74%	72%	Close to average
2022/23 (final)	73%	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	81%	73%	Above
2024/25 (final)	75%	74%	Close to average
2023/24 (final)	85%	73%	Above
2022/23 (final)	81%	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	56%	46%	Above
2024/25 (final)	55%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	55%	46%	Close to average
2022/23 (final)	57%	44%	Above

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	58%	62%	Close to average
2024/25 (final)	55%	63%	Close to average
2023/24 (final)	55%	62%	Close to average
2022/23 (final)	64%	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	67%	59%	Above
2024/25 (final)	64%	59%	Close to average
2023/24 (final)	64%	58%	Close to average
2022/23 (final)	71%	58%	Above

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	72%	60%	Above
2024/25 (final)	73%	61%	Close to average
2023/24 (final)	64%	59%	Close to average
2022/23 (final)	79%	59%	Above

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	56%	68%	-12 pp
2024/25 (final)	55%	69%	-15 pp
2023/24 (final)	55%	67%	-13 pp
2022/23 (final)	57%	66%	-9 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	58%	80%	-21 pp
2024/25 (final)	55%	81%	-26 pp
2023/24 (final)	55%	80%	-25 pp
2022/23 (final)	64%	78%	-14 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	67%	78%	-11 pp
2024/25 (final)	64%	78%	-15 pp
2023/24 (final)	64%	78%	-14 pp
2022/23 (final)	71%	77%	-6 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	72%	80%	-7 pp
2024/25 (final)	73%	81%	-8 pp
2023/24 (final)	64%	79%	-16 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	79%	79%	-1 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 (3 term)	4.4%	5.2%	Below
2023/24 (3 term)	3.7%	5.5%	Below
2022/23 (3 term)	5.4%	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 (3 term)	8.0%	13.0%	Below
2023/24 (3 term)	8.2%	14.6%	Below
2022/23 (3 term)	13.2%	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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright