

East Peckham Primary School

Address: 130 Pound Road, TN12 5LH

Unique reference number (URN): 118290

Inspection report: 9 December 2025

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 ●

Attendance and behaviour

Strong standard ●

Leaders' relentless focus on reducing pupil absence has secured high attendance rates over time. Current attendance continues to remain above the national average. Attendance for pupils eligible for free school meals, and those with special educational needs and/or disabilities (SEND), continues to improve. Leaders identify term-time holidays as the biggest challenge and have implemented effective strategies to discourage unauthorised absences. Their work ensures that pupils attend regularly and benefit fully from the school's ambitious curriculum.

Leaders have established a calm, orderly and respectful environment where pupils thrive. Pupils behave exceptionally well and show courtesy to peers and adults. Staff apply behaviour policies consistently and adapt approaches thoughtfully for pupils with SEND. A supportive behaviour approach is embedded across the school, enabling pupils to resolve conflicts independently or with peer mediator support. Bullying is not tolerated. Staff act quickly and effectively to address any concerns, ensuring that discrimination, harassment or abuse are never allowed. Pupils demonstrate excellent attitudes to learning, showing resilience and respect. Relationships between staff and pupils are warm and nurturing, creating a culture where pupils feel safe, supported and cared for.

Inclusion

Strong standard ●

The school's inclusive practice is highly developed and prioritised. Leaders place pupils' needs at the centre of decision-making. The school welcomes all pupils and creates a culture where every child belongs. Staff identify individual needs quickly and provide highly effective support to help pupils to overcome barriers. Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) thrive because leaders put thoughtful adaptations and support in place. Leaders also ensure that pupils known to children's social care receive targeted support that promotes both learning and wellbeing.

Leaders and teachers monitor pupils' progress closely. They adapt strategies in the classroom to close gaps for disadvantaged pupils. Staff evaluate the impact of provision and review targets regularly throughout the year. This process ensures that classroom provision remains suitable and well planned, with teaching strategies and resources that benefit vulnerable pupils.

Staff receive high-quality training on a graduated approach to supporting pupils with SEND. Leaders engage effectively with families, professionals and external agencies to shape pupils' support and aspirations. This collaboration strengthens provision and ensures that pupils receive consistent guidance. Leaders use pupil premium funding strategically. They share information with staff and track its impact on pupils' academic and pastoral outcomes. This funding supports disadvantaged pupils to achieve well and to participate fully in school life.

Expected standard

Achievement

Expected standard 

Pupils achieve broadly in line with the national average in published national curriculum tests. By the end of key stage 2, pupils achieve more highly in reading than writing, so leaders prioritise writing as a key area for improvement. As a result of this focus, pupils now often produce high-quality writing, showing the positive impact of leaders' actions.

Pupils make secure progress through the curriculum across year groups and key stages. In key stage 1, pupils demonstrate firm phonics knowledge, recognising letters, knowing the sounds they represent and blending these together to read and spell words accurately. Pupils often recall prior learning well and apply it to new contexts. Disadvantaged pupils and those with special educational needs and/or disabilities progress well across the curriculum from their starting points. Leaders monitor these groups closely and adapt provision to reduce barriers to learning. Outcomes for disadvantaged pupils continue to improve over time. The school prepares pupils effectively for their next steps. Pupils gain the knowledge and skills they need to move confidently into the next stage of their education.

Curriculum and teaching

Expected standard 

Leaders understand the quality of the curriculum and teaching across the school. They make deliberate decisions to strengthen provision and ensure that teachers implement an ambitious, broad and balanced curriculum. Leaders construct and adapt the curriculum so that pupils gain the knowledge they need for their next steps. They sequence learning carefully across subjects and phases, enabling pupils to build on what they have learned before.

Teachers typically present new learning clearly, although teachers' explanations do not always help pupils to access tasks efficiently. Teachers demonstrate secure subject knowledge across the curriculum. They model vocabulary and language effectively, extending pupils' spoken and written language. Support staff share this subject knowledge and deliver interventions and one-to-one support effectively in classrooms. Staff use questioning well to check pupils' understanding and to build on what they already know.

Teachers design and sequence the curriculum to secure pupils' vital knowledge in reading, writing and mathematics. They provide catch-up opportunities where necessary, ensuring that pupils gain the essential skills they need. Classrooms are well organised to ensure that resources help all pupils access learning, particularly those with special educational needs and/or disabilities.

Early years

Expected standard 

Staff share high-quality interactions with children in the Reception Year to build their language and vocabulary. Staff model spoken and written communication clearly. They use questioning to deepen children's understanding. As a result, children grow increasingly confident in expressing themselves and develop firm foundations in reading, writing,

communication and mathematics. Leaders have designed an ambitious and well-sequenced curriculum that identifies the key skills and knowledge children need to learn by when. This helps children to settle well and thrive. Staff deliver engaging activities across all 7 areas of learning, carefully matching provision to children's needs and interests.

Reading sits at the heart of the curriculum. Children in Reception benefit from a well-taught phonics programme that enables them to become confident, fluent readers and effective writers from the start. Staff enhance this with carefully chosen stories and rhymes that foster a love of reading. Children concentrate well during teachers' input and demonstrate emerging skills of cooperation. They secure appropriate mathematical understanding, which prepares them effectively for transition to Year 1. Children are well prepared for Year 1 as they carry forward the skills they develop in Reception.

Provision for children with special educational needs and/or disabilities is impactful, supporting early communication and social development. Leaders work in effective partnership with parents and carers. Weekly newsletters keep families informed about what children are learning and provide guidance so parents can support learning at home.

Leadership and governance

Expected standard 

Leaders have a clear understanding of the school's strengths and areas for development. They set high expectations for behaviour and attendance, and their actions have secured sustained improvement. Stakeholder engagement is very effective, with parents highly recommending the school and recognising the positive difference leaders make. Leaders prioritise the needs of disadvantaged pupils, those with special educational needs and/or disabilities and those known to social care, ensuring that decisions place pupils' education and wellbeing at the centre.

Governors meet their statutory duties effectively. They hold leaders to account for managing resources and provide both challenge and support that drives improvement. Governors understand the school's context and monitor the impact of leaders' actions carefully. Their oversight ensures that funding, including pupil premium, is used strategically to reduce barriers to learning and to secure better outcomes for vulnerable pupils.

Leaders invest in staff development through a coherent professional learning programme. Training is evidence informed, sustained and designed to build expertise across the school. Staff value this investment and report that it enhances their practice. Leaders also manage workload and wellbeing thoughtfully. Staff describe a culture of positivity and trust and appreciate leaders' accessibility and support.

Leaders have created a supportive environment that sustains improvement, with pupils at the heart of their inclusive vision and values.

Personal development and wellbeing

Expected standard 

Leaders have created a personal development programme that is ambitious and inclusive. Pupil leadership roles give pupils real opportunities to contribute to school life. 'Eco ambassadors', 'IT sparks' and 'peer mediators' strengthen the school community and

promote responsibility. Pastoral care is a strength, with a wide range of therapeutic interventions enabling pupils with social, emotional and mental health needs to thrive and belong. The school curriculum covers statutory requirements for relationships and sex education (RSE) and health education. Assemblies enrich the curriculum by enhancing pupils' knowledge of different cultures and faiths. Leaders invite visitors to share experiences of a range of faiths, which deepens pupils' appreciation of diversity.

Leaders monitor and adapt the personal development programme to meet pupils' needs. Pupils learn about fundamental British values and the characteristics that cannot be used to discriminate against someone through personal, social, health and economic education (PSHE) and wider opportunities. For example, Year 6 pupils visit the Houses of Parliament to deepen their understanding of democracy. Trips and visits enrich pupils' lives immensely, with opportunities for responsibility and leadership helping pupils to blossom as proud and conscientious citizens. The school uses pupil premium funding to support pupils academically and pastorally, providing targeted help to close gaps in their learning.

Leaders ensure that pupils learn how to keep themselves safe online and offline. Pupils recall online safety content securely and apply it confidently. The school develops pupils' character through a culture of respect, cooperation and reflection. Staff promote resilience and conflict resolution, encouraging pupils to engage thoughtfully with ethical issues and to respect others' values. The school's wider offer includes creative, artistic and cultural opportunities that broaden pupils' horizons and nurture their talents. However, pupils' recall of key content from RSE lessons is not always secure and detailed. Some teaching of the intended RSE curriculum lacks precision. Consequently, pupils' recall of key content is not as secure and detailed as it could be.

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

Leaders and staff constantly model the school's ambition for pupils to learn and thrive with equality, pride and success. Pupils behave exceptionally well in classrooms and on the playground, rising to meet the school's high expectations. Relationships remain warm and nurturing. The school's caring and supportive approach to behaviour works highly effectively. Pupils resolve conflicts independently or with the support of 'peer mediators'. Pupils treat each other and adults with respect and compassion.

The school keeps pupils motivated, happy and safe. Leadership roles give pupils opportunities to make a tangible difference to the school. Staff teach pupils how to stay safe online and how to prepare for life in modern Britain. Pupils feel secure in school and know who to turn to if they have concerns. Pupils are not worried about bullying. If pupils have any concerns, they trust that staff will resolve issues swiftly and fairly.

The school is highly inclusive and welcomes everyone with high aspirations for all. Pupils with special educational needs and/or disabilities achieve well. Disadvantaged pupils thrive with meaningful support that helps them to overcome barriers to learning. Pupils generally remember knowledge across the curriculum and make effective progress from their starting points. This marks clear improvement since the previous inspection, when foundation subjects were not fully implemented.

Pupils enjoy their learning. Classrooms are happy, focused and enterprising. Pupils show enthusiasm and pride in their work. They flourish with confidence and resilience. Children settle happily into early years where the school's curriculum begins well. Children swiftly adapt to routines and expectations, nurturing a true sense of belonging for all. As pupils move through to Year 6, they learn, grow and blossom in this happy, ambitious and successful school.

Next steps

- Leaders should ensure the delivery of consistently high-quality teaching, with well chosen activities and precise instruction, so pupils secure the knowledge they need for future learning.
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About this inspection

The chair of the board of governors in this school is Katie Bennett.

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, deputy headteacher, subject leaders, teachers, support staff, governors and a representative from the local authority during the inspection.

The inspectors confirmed the following information about the school:

There are currently 207 pupils on roll.

The school currently uses no alternative provision.

Headteacher: Kate Elliott

Lead inspector:

Scott Reece, His Majesty's Inspector

Team inspectors:

Gavin Thomas, His Majesty's Inspector

Stephen Cattell, His Majesty's 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 9 December 2025

School and pupil context

Total pupils

198

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)

19.19%

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

0.51%

Well below 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

17.17%

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 below 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	58%	61%	Close to average
2024/25	59%	62%	Close to average
2023/24	57%	61%	Close to average
2022/23	57%	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	84%	74%	Above
2024/25	86%	75%	Above
2023/24	81%	74%	Above
2022/23	83%	73%	Above

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	68%	72%	Close to average
2024/25	66%	72%	Close to average
2023/24	71%	72%	Close to average
2022/23	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	70%	73%	Close to average
2024/25	76%	74%	Close to average
2023/24	76%	73%	Close to average
2022/23	60%	73%	Below

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	29%	46%	Below
2024/25	57%	47%	Close to average
2023/24	S	46%	S
2022/23	14%	44%	Below

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	76%	62%	Above
2024/25	86%	63%	Above
2023/24	S	62%	S
2022/23	71%	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	47%	59%	Below
2024/25	71%	59%	Above
2023/24	S	58%	S
2022/23	29%	58%	Below

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	35%	60%	Below
2024/25	71%	61%	Close to average
2023/24	S	59%	S
2022/23	14%	59%	Below

‘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	29%	68%	-38 pp
2024/25	57%	69%	-12 pp
2023/24	S	67%	S
2022/23	14%	66%	-52 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	76%	80%	-3 pp
2024/25	86%	81%	5 pp
2023/24	S	80%	S
2022/23	71%	78%	-7 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	47%	78%	-31 pp
2024/25	71%	78%	-7 pp
2023/24	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	29%	77%	-49 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	35%	80%	-44 pp
2024/25	71%	81%	-9 pp
2023/24	S	79%	S
2022/23	14%	79%	-65 pp

‘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 terms)	4.3%	5.2%	Below
2023/24	4.5%	5.5%	Below
2022/23	5.5%	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 terms)	8.8%	13.3%	Below
2023/24	9.4%	14.6%	Below
2022/23	14.6%	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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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