

Inspection of De Lucy Primary School

Cookhill Road, Abbey Wood, London SE2 9PD

Inspection dates: 19–20 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this school?

The school is at the heart of the community. Pupils, parents and carers are proud of their school. Pupils told us that one of the best things about De Lucy is that everyone looks after each other. Older pupils take their responsibilities seriously. We saw them organising and scanning books in the library and leading an assembly for the younger pupils, giving them tips on how to stay safe.

Leaders know the things that need to improve. They have introduced new 'curriculum' lessons. In these, pupils study a range of subjects. But some of these subjects are not planned well enough. Pupils' learning is weaker in subjects such as geography, history, and music. Over the past two years, pupils have not achieved as well as they should by the end of Year 6, particularly in reading and mathematics.

Pupils behave well. They enjoy putting their names on the class bus for good work and behaviour. Pupils really like the fact that leaders come to their classrooms each day to acknowledge their efforts. Leaders make sure that any incidents, including rare occurrences of bullying, are dealt with thoroughly.

Staff pay close attention to pupils' personal development. All staff want the very best for pupils. Pupils are safe and well cared for.

What does the school do well and what does it need to do better?

Pupils told us how much they enjoy their new 'curriculum' lessons. Leaders wanted to increase pupils' enjoyment in learning and they have succeeded. Pupils talk excitedly about their home-learning projects too. They like the fun activities that teachers plan.

However, some subjects, such as geography, history and music, are not planned well. Leaders have not given enough thought to the order in which pupils learn things. This means that in these subjects, pupils do not get the knowledge and skills they need in a logical way. This affects their understanding and achievement. Some subject leaders are new. Some need more training and support to check pupils' learning in different subjects. Leaders have trained staff in reading, writing and mathematics. They now need to focus on the other subjects.

Over the past two years, there has been some turbulence in staffing. This affected pupils' achievement, particularly in Years 3 to 6. Leaders are working hard to put things right. They have introduced new approaches in reading and mathematics. These are starting to have a positive effect. However, older pupils need more chances to apply their mathematical knowledge in a range of situations. This will help teachers to find out how well pupils understand concepts. In reading, pupils' comprehension skills need to be better. The new approaches that teachers are using need time to embed so that pupils' achievement at the end of Year 6 improves.

Most staff, including those new to teaching, feel well supported by leaders. Senior leaders understand the school's strengths and weaknesses. They have credible plans in place to further improve the school, including the work of governors.

From the early years onwards, the teaching of phonics is strong. Children use phonics well to read and write. They enjoyed writing labels for the things they found outside, such as conkers. Teachers plan activities that help children to experience all areas of learning. By the time they leave early years, children are well prepared for Year 1.

Pupils enjoy reading and hearing their teachers read to them. The new London-themed library is at the heart of the school and pupils love it. Leaders' plans to improve pupils' writing are going well. Teachers know how to introduce new words so that pupils use these well in their writing.

Staff support pupils with special educational needs and/or disabilities (SEND). Leaders make sure that all pupils have access to the same curriculum. Teachers adapt their plans to meet pupils' individual needs. Leaders make use of other professionals, such as therapists and counsellors, to provide pupils with the right support.

The positive and inclusive ethos that is established in the early years extends right through to Year 6. The school is a happy and safe place to learn. Pupils learn about equality and treat others with respect. They told us that 'it's okay to be different'. Pupils behave well and are keen to learn. Anti-bullying is taken seriously by all.

Right from the Nursery, staff encourage pupils to believe in themselves and aspire to be whatever they want to be. Older pupils have visited universities and different companies to find out about the world of work. Pupils enjoy a wide variety of clubs and enrichment activities. An impressive number of pupils attend the school's sporting activities and clubs.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide effective opportunities for pupils to learn how to keep themselves safe. Leaders provide pupils and parents with regular reminders and tips for keeping safe online. Staff know pupils and their families well. Leaders are alert to the potential dangers that pupils may face when they are outside school. They address these in assemblies and lessons. For example, during the inspection older pupils participated in sessions about the dangers of gangs and knife crime.

The school's work with parents and families is a strength. Leaders ensure that any safeguarding concerns are dealt with thoroughly. They work with social care services effectively to support vulnerable pupils and families.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have established a new curriculum for the foundation subjects. Subjects such as geography, history and music are not planned well enough. The sequence of learning in these subjects is muddled. This means that pupils do not acquire sufficient knowledge and skills. Leaders should ensure that the curriculum is sequenced and planned coherently so that pupils' knowledge and skills develop securely as they move through the school.
- The effectiveness of subject leadership is variable. Senior leaders need to ensure that subject leaders are well trained and supported to fulfil their roles effectively.
- Leaders have provided support and training for teaching staff, particularly in reading, writing and mathematics. However, some teachers do not have a secure understanding of the wider curriculum. Leaders need to provide opportunities for teachers to develop subject content knowledge to further improve pupils' learning in the foundation subjects.
- Leaders have introduced new approaches to the teaching of reading and mathematics. These need time to embed, particularly in key stage 2. The mathematics curriculum does not provide enough opportunities for pupils to apply their knowledge in a range of contexts. Leaders recognised that older pupils need more opportunities to develop stronger comprehension skills. Leaders instigated changes to the curriculum to deal with this. Leaders need to embed the changes to reading and mathematics so that pupils' achievement in these subjects continues to improve.
- Governors have not been effective enough over the past two years. They have not held leaders to account well enough for the quality of education and pupils' achievement. There are clear plans in place, supported by the local authority, to improve governance. These plans need to be realised so that the quality of education improves.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100152
Local authority	Greenwich
Inspection number	10110406
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	557
Appropriate authority	The governing body
Chair of governing body	Mohamed Busairu
Headteacher	Kerry Lodge
Website	www.delucyprimaryschool.co.uk
Date of previous inspection	12–13 July 2011

Information about this school

- De Lucy Primary School has three classes in each year group from Year 1 to Year 6. This year there are only two classes in the Reception Year. The school has Nursery provision for three- and four-year-old children.

Information about this inspection

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

- We met with the headteacher, deputy headteachers and other senior leaders. We held meetings with two governors and the head of school improvement for Greenwich.
- We met with different groups of pupils to hear their views of school. We observed breaktimes and lunchtimes and spoke with pupils informally.
- We did deep dives in reading, writing, mathematics, science, PE and history. The deep dives involved us visiting lessons, talking to staff from those lessons and looking at pupils' work from those classes. We spoke with pupils about their learning. We held meetings with leaders to discuss the curriculum and planning in each of these subjects.

- We looked at the school's system for logging, storing and reporting safeguarding concerns. We spoke with leaders about how staff keep pupils safe. We spoke to pupils and staff about safeguarding. We checked the single central record of staff suitability.
- We spoke to parents at the start of the day and reviewed the nine free-text responses to Ofsted Parent View.

Inspection team

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