

Inspection of De Lucy Primary School

Cookhill Road, Abbey Wood, London SE2 9PD

Inspection dates: 3 and 4 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils enjoy coming to this caring and welcoming school. Pupils are friendly and confident. They happily greet others with a smile, a wave, or a 'high five'.

Leaders, staff and governors have high aspirations for all pupils and want the very best for them. Pupils benefit from a broad curriculum which has been carefully thought out by leaders. From the very start, in the early years, children achieve well in their learning and development. Across the school, pupils work hard in lessons and try their best. They are enthusiastic about their learning and develop knowledge successfully.

Pupils behave well and they are kept safe at school. Staff and pupils share trusting, respectful relationships. Pupils show kindness to each other. Bullying rarely happens and pupils know that any concerns they have will always be dealt with effectively.

The school organises a variety of activities to promote pupils' personal development. Pupils particularly enjoy the after-school football club, and the school 'librarians' take their responsibilities seriously. They also enjoy their educational outings to places like The National Gallery.

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

Leaders have designed a broad and ambitious curriculum which staff implement successfully. Children in the early years get off to a great start with their education. Staff develop children's language and communication skills well in all that children learn and experience. Children are full of enthusiasm to try new things, as staff make learning fun, both in classrooms and in the vibrant outdoor spaces. Pupils in Year 1 enjoy the opportunities to learn and practise what they have been taught outside too. This supports a smooth transition in learning from Reception to Year 1.

As they move through the school, pupils build up their knowledge well in all subjects. This is because leaders and teachers are clear about what pupils need to learn and when. Teaching helps pupils to build on what they have been taught previously. For example, in Years 1 and 2, pupils learn about musical notes when they play the xylophone. They use this knowledge to compose and improvise with music when they are in Years 3 to 6.

Teachers and support staff have good subject knowledge across the range of subjects that they teach. They keep a careful check on pupils' knowledge and understanding and are swift to offer extra help to pupils who are at risk of falling behind. This work supports pupils to learn and achieve well.

Reading is given the highest priority across the school. Staff are confident and skilled in teaching phonics. As a result, all pupils, including those who need more support, read with increasing accuracy and fluency. Pupils secure and practise their

phonics knowledge by reading books that match the sounds they have been taught. Teachers inspire a love of reading through a range of ways, including daily story time. Once pupils have learned to read, they read to learn across all subjects. By the time they leave the school, pupils are confident readers and ready for the next stage of their education.

Overall, pupils with special educational needs and/or disabilities (SEND) achieve well. Their needs are accurately understood. However, in English and mathematics the way in which the curriculum is organised and delivered means that, at times, these pupils do not benefit from the best possible learning opportunities. When this happens, it reduces the effectiveness of the school's work to improve these pupils' outcomes.

Pupils behave well in lessons, in the playground, and around the school. There are clear systems for rewards and consequences which are understood by pupils. They are motivated to work hard and behave well. Pupils attend school regularly.

The school promotes pupils' personal development well. Pupils are supported by the staff team to grow in confidence. Through the curriculum they learn about a sense of right and wrong as well as how to look after themselves. For example, pupils are taught about how to keep their teeth clean and healthy. Pupils also enjoy learning about different cultures. Recently, for example, pupils celebrated Black History Month by exploring and appreciating the work of Black musicians. Some pupils take part in the school's football club. Leaders plan to offer additional after-school clubs later in the term.

Governors contribute much to the school's drive for improvement. They know the school extremely well and are very much part of the life of the school. They offer support and challenge in all aspects of the school's work.

Leaders ensure that staff receive appropriate professional development to help them deliver the planned curriculum. Leaders make sure that staff's workload and well-being are fully considered. Staff are confident that leaders will respond positively if they share any concerns they might have.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some instances, the way in which the curriculum is organised and implemented in English and mathematics does not provide the best possible learning opportunities for pupils with SEND. Even though these pupils achieve well overall, this reduces the positive impact of the school's work to improve pupils' outcomes further in these subjects. The school should review the way in which the

curriculum for these pupils is organised and implemented to ensure that all provision is of the highest quality.

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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100152
Local authority	Greenwich
Inspection number	10289768
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	328
Appropriate authority	The governing body
Chair of governing body	Barbara Smith
Headteacher	Kerry Lodge
Website	www.delucyprimaryschool.co.uk
Dates of previous inspection	19 and 20 November 2019, under section 5 of the Education Act 2005

Information about this school

- De Lucy is a two-form entry primary school. There is one part-time Nursery class and one full-time Reception class.
- The school uses no alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken this into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, other staff and members of the governing body.

- Inspectors conducted deep dives in these subjects: early reading, history, mathematics, science and music. For each deep dive, they talked to pupils about their learning in these subjects and looked at their work. They met with subject leaders and teachers to discuss the curriculum. Other subjects were also considered as part of this inspection. An inspector listened to a sample of pupils reading with staff.
- Inspectors spoke to pupils during lessons and playtimes to gather their views on the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted's online surveys for staff and parents and carers.

Inspection team

Ruth Dollner, lead inspector	Ofsted Inspector
Barry Blakelock	Ofsted Inspector
Christian Hicks	His Majesty's Inspector

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