

# De Lucy Primary School

## Inspection report

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<b>Unique Reference Number</b>	100152
<b>Local Authority</b>	Greenwich
<b>Inspection number</b>	354806
<b>Inspection dates</b>	12–13 July 2011
<b>Reporting inspector</b>	Richard Potts

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	443
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Noel Quinty-Williams
<b>Headteacher</b>	Linda Cohen
<b>Date of previous school inspection</b>	18 March 2008
<b>School address</b>	Cookhill Road Greenwich London SE2 9PD
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## Introduction

This inspection was carried out by four additional inspectors. Inspectors visited 23 lessons and parts of lessons involving 16 teachers and several support staff. They held meetings with the headteacher, the deputy headteacher and a number of other staff members. Inspectors also met with members of the governing body and with a number of parents and carers. They observed the school's work, and looked at school documents, including development plans, tracking information, policies and procedures, governing body minutes, monitoring reports, curriculum plans and individual pupils' books for evidence of progress. In addition, inspectors considered 46 questionnaires completed by parents and carers, and those completed by 50 pupils and 31 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of areas.

- The extent to which improved teaching and learning are leading to continuing improvements to pupils' attainment.
- The effectiveness of the school's initiatives to reduce persistent absence and promote regular attendance.
- The way the school uses assessment information to raise attainment, with particular reference to boys' writing.

## Information about the school

De Lucy is a larger than average primary school, with an Early Years Foundation Stage comprising Nursery and Reception classes.

The proportion of pupils known to be eligible for free school meals is well above average. Over 65% of pupils are from minority ethnic backgrounds and roughly one in every two speaks English as an additional language.

The percentage of pupils with a statement of special educational needs and/or disabilities is below average, although the number of those identified as having some form of special educational needs and/or disabilities, mainly related to speech and communication needs and behavioural, emotional and social difficulties, is broadly in line with the national average.

The school has gained a number of awards, including Healthy Schools status, the International School Award and the Basic Skills Quality Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good and improving school that nurtures its pupils and helps them to achieve well. Procedures to evaluate the school's effectiveness are thorough and accurately pinpoint its strengths and areas for development. Since the previous inspection, school leaders and the governing body have rightly focused on improving the rate at which pupils learn and on raising attendance. As a result, pupils now make good progress across the school, attainment is rising and absence has been reduced. Pupils' thorough understanding of the factors affecting their physical, mental and emotional well-being and the way they model and promote a healthy lifestyle confirm that these aspects of the school's work are outstanding.

The school is justifiably proud of pupils' positive attitudes to learning and their courteous and helpful behaviour. Pupils have a clear set of personal values and a keen interest in others and the world around them. They make a good contribution to the local community and many are engaged in its improvement. A determined drive to improve attendance has seen a steep drop in persistent absence, so that attendance is now in line with the national average. Nevertheless, there remains a small minority of parents and carers who have still to appreciate the importance of regular attendance and its effect on pupils' learning.

From a low starting point on entry to the school, pupils make good progress because of their motivation to succeed, coupled with teachers' high expectations in most lessons. By the time pupils leave the school, the proportion attaining the nationally expected Level 4 in English and mathematics is in line with the national average. Over the last two years, the number of pupils attaining higher levels has increased, but this has yet to become a secure trend. The school's latest information confirms that attainment in writing has improved, and the gap between the levels reached by boys and girls has been eliminated.

The quality of teaching is good overall and some of it is exemplary, but there is variation between year groups. This is because teachers do not always use routine assessment, particularly marking, consistently well to engage pupils in their own learning, and so pupils are sometimes unsure about their next steps and how to achieve them.

Pupils enjoy coming to this caring school, in which well-targeted support for each individual enables them to make the best of the opportunities provided. Almost without exception, parents and carers recognise and value its work. One said, 'I think the school is brilliant. My son is learning so much and so quickly - he comes home and tells me new things every day.'

The senior leadership team and the governing body have accurately identified priorities and set ambitious plans to secure further improvement. High expectations, coupled with determination and drive, pervade leadership at all levels and the school has acted

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effectively on the key issues identified at the last inspection. Over the last three years, the school has improved in almost every aspect of its work, and it is well placed to sustain further improvement.

## **What does the school need to do to improve further?**

- By Easter 2012, raise attainment, particularly among the most able pupils, by ensuring that teachers make consistently good use of assessment so that all pupils know the next steps in their learning and how to achieve them.
- Building on the successful reduction in persistent absence, ensure that attendance improves to above-average levels by working closely with the parents and carers of individual pupils causing concern.

## **Outcomes for individuals and groups of pupils**

**2**

The work seen in lessons and in pupils' books confirms that attainment is broadly average by the time the pupils reach Year 6, and there is no significant variation in the achievement of different groups. All pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, are making good progress, particularly in English, where their language skills are well developed through a determined focus on speaking, listening and reading. The improved systems for tracking pupils' progress indicate acceleration in the rate at which pupils learn. An increasing proportion are now attaining the higher levels in English and mathematics, though this is a recent improvement and has yet to become a firmly embedded trend. Pupils' good personal skills and improving literacy and numeracy skills mean that they are well prepared for the next stage in their education and later life.

Pupils behave well. They are motivated and try hard in most lessons because of the interesting activities that teachers prepare for them. For example, in a lesson focusing on the use of persuasive language, pupils sensitively interpreted the plot of an animated film and demonstrated an extensive vocabulary when describing the characters' emotions.

Pupils understand the importance of a healthy diet and have worked with the catering team to broaden the range of healthy options on the menu. Pupils have a thorough understanding of the factors which may lead to emotional and mental difficulties, how to stay safe, and recognise the benefits of physical exercise. 'Sports leaders' model and promote health strategies among their peers, and this complements the wide range of sporting opportunities available.

Pupils' spiritual, moral, social and cultural development is good, and respect and care underpin relationships throughout the school. Pupils are tolerant, with a good understanding of others' views and a concern for the individual. They value the enrichment that those from different cultures bring to the school. The school council is involved in many aspects of the school's work and is particularly proud of its contribution to improvements in a local community garden.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching is good and, at its best, generates great enthusiasm among pupils, enabling them to progress well. Teachers use detailed and accurate assessment information to ensure that the work they set for each individual is well matched to their learning needs. Planning is thorough and builds effectively on previous learning. A particularly strong feature is the identification of subject-specific vocabulary in teaching plans.

The learning and care needs of pupils with special educational needs and/or disabilities and those who speak English as an additional language are met effectively by the skilled intervention of teachers and teaching assistants, working with external partners from health, social care and education services.

Marking is used effectively to identify pupils' misunderstanding in aspects of their learning, so that mistakes are identified and rectified. Where practice is most effective, helpful comments enable pupils to understand how to improve their work. This is not, however, consistently good, and so pupils, particularly the most able, are not always clear about the next steps in their learning or what they need to do to achieve them.

The good quality curriculum is enriched by a wide range of additional activities. Visits to a variety of museums, galleries and arts organisations complement innovative developments on the school site, including 'Forest School' provision and the establishment of the school's urban farm. Pupils enjoy a range of extra-curricular provision, for which there is a high degree of take-up.

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De Lucy Primary School is a nurturing school which has developed strong and effective pastoral support for all its pupils. Provision to help those new to the school community enables them to settle quickly because of the good quality guidance and support they receive.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Accurate self-evaluation underpins a realistic understanding of the priorities facing the school. Improvement plans are logical and comprehensive, with success criteria that are appropriately focused on better outcomes for pupils. Under the skilled direction of the headteacher, the leadership team shares a vision of ambitious improvement and a determination to translate it into reality. Since the last inspection, the most evident improvement has been in the quality of teaching. Rigorous monitoring of the quality of teaching, coupled with a regime of professional development and peer mentoring, has been instrumental in the school's overall improvement.

The governing body has a thorough understanding of the challenges the school faces and of its role in holding it to account. It has made good arrangements to ensure the safety and welfare of pupils and staff, and demonstrates commitment and dedication in challenging and supporting the school to make appropriate improvements. At the time of the inspection, safeguarding arrangements were found to be good, with the rigorous application of well-considered procedures and suitable arrangements for site security.

The school has been successful in reaching out to, and engaging with, its community. Its welcoming and positive ethos has contributed to good, respectful relations with parents and carers. This, in turn, has made a significant contribution to the care and well-being of pupils and to the cohesion within the school's community. Equality of opportunity underpins its provision, so that outcomes for all groups of pupils are equally positive.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Most children join the school working at levels well below those expected for their age group. They work together sensibly and happily and are good at taking the initiative in their learning. The high quality outdoor environment, and particularly the urban farm, is used very effectively to stimulate children's imaginations and to enrich their learning experiences. For example, the children showed great interest and enthusiasm in caring for the smaller animals, and their experiences stimulated lively debate about animal welfare and prompted the children to practise their emergent writing skills.

By the time they leave the Reception Year, most children have made good progress in most aspects of their work and those who have special educational needs and/or disabilities, including those who speak English as an additional language, receive well-targeted support so that they progress as well as their peers.

Good quality teaching underpins these good outcomes. Children have many opportunities to develop their speaking and listening skills and they learn to spell through the systematic teaching of phonics. The curriculum provides a good balance between teacher-led activities and opportunities for children to be creative and independent in their learning. Links between home and school are strong.

The Early Years Foundation Stage is led and managed well. Adults are deeply committed to the care of the children and ensure that they are able to learn in a safe and healthy environment. Through effective self-evaluation, leaders have a thorough understanding of the setting's strengths and areas for development, and have ambitious plans for its continuing improvement.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The proportion of parents and carers who returned questionnaires was well below the national average for a primary school, but almost all were positive. Capturing the mood of the majority, one commented, 'De Lucy has come of age and is on its way to the top in all aspects of learning and preparing kids for the future.'

Parents and carers particularly appreciated the impact of the school on their children's learning and well-being. They recognise the school's success in promoting good behaviour and positive attitudes to learning, and the way the school promotes their children's health and safety.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at De Lucy Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 46 completed questionnaires by the end of the on-site inspection. In total, there are 443 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	76	10	22	1	2	0	0
The school keeps my child safe	32	70	14	30	0	0	0	0
My school informs me about my child's progress	34	74	10	22	1	2	0	0
My child is making enough progress at this school	28	61	17	37	0	0	1	2
The teaching is good at this school	29	63	15	33	1	2	0	0
The school helps me to support my child's learning	26	57	19	41	0	0	1	2
The school helps my child to have a healthy lifestyle	28	61	18	39	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	46	24	52	1	2	0	0
The school meets my child's particular needs	23	50	22	48	0	0	1	2
The school deals effectively with unacceptable behaviour	25	54	21	46	0	0	0	0
The school takes account of my suggestions and concerns	16	35	28	61	1	2	1	2
The school is led and managed effectively	26	57	19	41	1	2	0	0
Overall, I am happy with my child's experience at this school	31	67	14	30	0	0	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 July 2011

Dear Pupils

**Inspection of De Lucy Primary School, London SE2 9PD**

Thank you for being so helpful and friendly during our visit, and telling us your views. We can understand why you enjoy coming to school, because it is a welcoming, safe and caring place where you are well looked after. We found that your school gives you a good education.

Here are some of the best things about your school.

- You all learn a lot in lessons and make good progress in your work.
- The adults are kind and caring and plan interesting things for you to do.
- You work well together to make your school and its community a better place.
- The school is careful to make sure you have an outstanding awareness of how to live a healthy lifestyle.

These are the things we have asked your school to do next, so that it gets even better.

- Help you to improve your work by yourselves, by being clearer about the next steps you need to take in your learning and how to achieve them.
- Work more closely with your parents and carers to ensure that you all come to school every day.

Thank you again for talking to us about your school and for showing us your work. You can help your teachers by making sure that you always listen carefully to their advice.

Yours sincerely

Richard Potts

Lead inspector

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