

Tribal Group  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524 **Direct T** 0845 123 6001  
enquiries@ofsted.gov.uk **Direct F** 0117 315 0430  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk) **email:** sarah.cartlidge@tribalgroup.com



26 January 2011

Ms C Thomas  
Acting Headteacher  
Eastbury Primary School  
Dawson Avenue  
Barking  
Essex  
G11 9QQ

Dear Ms Thomas

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Eastbury Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 25 January, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please also pass on my thanks to the chair of governors, the representative of the local authority and the staff and pupils with whom I had meetings during my visit.

Since the previous inspection in July 2009 there have been significant changes to the school's context. There has been a particularly high level of staff turnover. There are currently ten newly qualified teachers in post as well as a number of temporary staff, including the acting headteacher and acting special educational needs coordinator. Both the substantive headteacher and deputy headteacher have been absent from school since July 2010 and since that time there have been three acting headteachers in post. The current acting headteacher, who was formerly the headteacher of an outstanding school and latterly a local authority adviser, has been at Eastbury Primary School since December 2010 and is able to remain as long as required. In addition to turbulence in staffing, the school has undergone major building works over the last three years which have yet to be completed. As a result of the building development, certain classes have had to be temporarily placed in other spaces, such as the new library or gymnasium, sometimes away from their year group. The nursery continues to be housed in the original building and is due to move into the new accommodation shortly.

As a result of the inspection on 29 and 30 June 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.



Having considered all the evidence I am of the opinion that at this time the school has made inadequate progress in making improvements and inadequate progress in demonstrating a better capacity for sustained improvement.

Pupils' workbooks and the limited data available reveal attainment to be low. Progress is inadequate for many pupils and is inconsistent throughout the school. During this monitoring visit, lesson observations and scrutiny of planning also demonstrated a pattern of underachievement throughout Key Stages 1 and 2. Many pupils were observed to have significant numbers of worksheets in books covering different subject areas reducing the opportunity to practise basic skills and to record their work in a variety of ways. These difficulties, and others, had been noted by the local authority well over a term ago.

There is very little evidence of the monitoring of the quality of teaching and learning, planning and pupil progress throughout the school. However, the acting headteacher is fully aware of the current standards of attainment, inconsistencies in the quality of teaching and learning, planning, use of assessment and pupil progress. Appropriate remedial action is being planned and taken, targeted specifically at end-of-key-stage pupils to enable them to make rapid progress. Actions include dividing two classes into three sets for daily mathematics lessons in Year 6 and the introduction of one-to-one tuition. The impact of recent actions can be seen in the progress now being made by these pupils.

Recent changes to the curriculum and enhanced training opportunities are giving teachers greater confidence in knowing what to teach, how and when. However, clear and consistent methods for long-, medium- and short-term planning are not embedded. While a timetable for formal assessments is in place, inaccuracies in teacher assessments and a limited understanding of assessment for learning processes, result in tasks that are not matched accurately enough to pupils' abilities and in pupils not making the progress of which they are capable. Progress in addressing the area for improvement regarding accelerating pupil progress, reducing reliance on worksheets and matching tasks to pupils' abilities is therefore inadequate.

Rigorous action has been taken with regard to monitoring and improving attendance. The appointment of a parent support adviser has been fundamental in securing improvements. A wide range of effective strategies, such as telephone calls to parents/carers on the first day of their child's absence, support and advice regarding childcare and the introduction of individual and class incentives, are now in place. As a result, persistent absenteeism is reduced and attendance is increased. Plans are in place to adopt the local authority policy on attendance and for the acting headteacher to become involved in attendance meetings with parents and carers. Although satisfactory progress has been made in increasing attendance, this remains an area for further improvement.

Progress has also been made towards improving the liaison between year groups. There are now clear and substantial arrangements for the handover of pupil documentation and information at transition times. Class teachers consider that they know more about the pupils as they transfer into their new classes. Good arrangements, including class visits, are in place for transition between Nursery and Reception years, and as they move from the Early Years Foundation Stage into Key Stage 1. Year 6 pupils are preparing to visit their secondary schools. In addition, all pupils now share the same playground and come into school via the same entrances. This has increased the sense of school community and reduced perceived differences between year groups. However, as the quality of pupil data is weak, despite good progress in the pastoral aspects of transition and liaison arrangements, progress in this area is satisfactory.

Inadequate progress has been made in the use of individual learning targets. Many pupils, particularly those in Years 5 and 6, are able to discuss their targets. However, systems for managing pupil targets lack consistency and robustness. Targets are displayed in books, on desks or other places within the classroom. Pupils are often able to say where their targets are kept, but not what they are or what they need to accomplish in order to meet them. A minority of pupils reported that they did discuss their targets with their teacher, and that they could tell their teacher if they felt they had met their target. This good practice was not endemic throughout the school and few opportunities for pupils to engage in peer or self-assessment were apparent. The marking of pupils' work throughout the school was weak and lacked guidance on next steps to take in order to improve further and meet the target given.

The recently appointed acting headteacher is vigorously building capacity for improvement by evaluating the work of the school and by working collaboratively with the local authority, which provides good support. Advisers are being used to strengthen English and mathematics as well as provision for those with English as an additional language. Newly qualified teachers have very good levels of support and guidance. All staff are involved in a recently devised professional development programme concentrating on what constitutes good teaching and learning. The acting special educational needs coordinator has carried out a skills audit of the support staff and is reviewing provision for pupils with learning difficulties and/or disabilities. The measures currently being taken are fully consistent with the needs of the school. However, progress in demonstrating a better capacity for sustained improvement is judged inadequate as these actions are, as yet, too recent to have had a significant impact.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Hilary Macdonald  
**Her Majesty's Inspector**

September 2010

## **Annex**

### **The areas for improvement identified during the inspection which took place in June 2009.**

- Rigorously monitor the impact of actions taken to improve pupils' attendance.
- Accelerate progress by increasing challenge in lessons, reducing the reliance on worksheets, and providing tasks that match pupils' differing needs precisely.
- Improve liaison between year groups to ensure smooth progression in learning as pupils move through the school.
- Ensure that pupils' individual learning targets are shared with them more frequently and consistently.