

Eastbury Primary School

Inspection report

Unique Reference Number	101189
Local Authority	Barking and Dagenham
Inspection number	376520
Inspection dates	17–18 November 2011
Reporting inspector	Nigel Grimshaw

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	647
Appropriate authority	The governing body
Chair	Sally Macleod
Headteacher	Carole Thomas
Date of previous school inspection	29–30 June 2009
School address	Dawson Avenue Barking IG11 9QQ
Telephone number	020 8270 4077
Fax number	020 8270 4076
Email address	office@eastbury-p.bardaglea.org.uk

Age group	3–11
Inspection date(s)	17–18 November 2011
Inspection number	376520

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by four additional inspectors. Twenty-six lessons were observed and 23 teachers were seen, and meetings were held with members of the governing body, staff, a representative from the local authority and pupils. The inspectors observed the school's work, and looked at pupils' work and data about pupils' progress in all classes. They looked at school records, reports from outside agencies, curriculum plans and the school improvement plan, and analysed 147 parental questionnaires.

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

- The effectiveness of actions taken to improve attendance.
- The quality of teaching and how this is driving progress and raising attainment.
- The guidance given to pupils on how to improve their work.
- The rigour of monitoring and evaluation by leaders at all levels.
- The effectiveness of the curriculum in supporting teaching and learning and driving improvements in attainment and progress.

Information about the school

The school is growing rapidly in size and is significantly larger than the average-sized primary school. The school is gradually moving from a two-form-entry infant school to a four-form-entry primary school. The school had a Year 6 cohort of pupils for the first time in 2010/11. Less than a quarter of the pupils have White British heritage. Of the remainder, the largest groups are those of Black African, Pakistani, Bangladeshi or other White heritage. Two thirds of the pupils speak English as an additional language. The proportion of pupils who join or leave the school other than at the usual times is well above average. The proportion of pupils known to be eligible for free school meals is also well above the national average. Compared to the national average, there are more pupils with special educational needs and/or disabilities. The majority of these have speech, language and communication difficulties, with a smaller number having behavioural, emotional and social difficulties. There are several pupils with a statement of special educational needs.

The school has been through an unsettled period, with major changes to the leadership and management of the school over the last 18 months. A new headteacher has been in post for a year. The school provides a breakfast club for the pupils. The school has achieved several awards, including Healthy School status. A major building programme remains ongoing after three years. There is currently no nursery provision until the building work is completed later in the year.

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

The school is providing a satisfactory education for the pupils. The care, guidance and support given to the pupils are particularly good. The headteacher, ably supported by the new leadership team, has a clear and accurate view of the strengths and weaknesses of the school. The focus has been on improving progress and raising attainment and there is strong evidence that both these areas have improved significantly.

Progress in English across the school has improved markedly, with better progress in reading because of the success of intervention programmes like 'Better Reading Partners' and 'Reading Recovery'. However, there are too few opportunities for pupils to develop their speaking and listening skills in lessons. The majority of the pupils in Years 3 to 6 are clear about their targets in English and, consequently, have a good understanding of the next steps in their learning. Although not yet as good as in English, progress in mathematics is very evident and has been strengthened by the introduction of a new mathematics scheme. The scheme is being consistently used across the school and is gradually improving the match of work to pupils' needs and abilities. The pupils' knowledge of their next steps for learning in mathematics is not as secure as in English. Actions to raise attainment and improve progress by improving teaching and learning have been successful in eliminating inadequate teaching, causing a substantial improvement in the overall profile. The school is aware that this focus needs to be maintained until the majority of teaching is good or better.

Attendance has improved significantly and is average. The appointment of the parent liaison officer has had a positive impact. The leaders, supported by the governing body, have set high expectations and introduced rigorous procedures that have proved highly effective. Pupils say that they feel safe and enjoy school, and that behaviour is better, although they recognise that sometimes lunchtimes can be boisterous. The pupils contribute well to the school community. They are keen to take on responsibilities and can work independently and also cooperatively. Their improved attitudes to learning, improved attendance and the improving outcomes mean that they are satisfactorily prepared for the next phase of their education.

Curriculum planning is of good quality and the broad curriculum is enhanced by the use of specialist teaching in art and music as well as in literacy and mathematics. Planning is providing more opportunities for pupils to apply their literacy and numeracy skills across other subjects. Provision for pupils with special educational needs, and for pupils whose circumstances make them potentially vulnerable, is well developed. The school has reviewed and improved the dedicated provision for pupils who speak English as an additional language. There are good arrangements for

transition throughout the school and on transfer to secondary education.

Recent initiatives to improve engagement with parents and carers have been well received but have not had time to impact fully. However, parents' and carers' views of the school are very positive indeed. As one parent wrote, 'I am really happy about what is happening at the school at the moment. I hope the school and parents will continue to work closely together for the better future of our children.' The accurate self-evaluation and the successful actions taken to address the key areas for improvement demonstrate the school's good capacity for sustained improvement.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

What does the school need to do to improve further?

- By the end of 2012, improve the quality and consistency of teaching so that the significant majority of teaching is good or better by:
 - ensuring that opportunities are provided in lessons for pupils to follow up the guidance given in the marking of their work
 - making sure there is a consistently good match of work to pupils' different needs and abilities.
- Provide more opportunities in lessons for pupils to develop their literacy and especially their speaking and listening skills across all subjects.
- Raise attainment in mathematics by:
 - making more consistent use of next-steps guidance for pupils through the use of individual targets
 - ensuring there is better match of work to pupils' needs and abilities
 - providing more opportunities for pupils to apply their numeracy skills, especially their mental mathematics strategies, in problem-solving activities in different subjects.

Outcomes for individuals and groups of pupils

3

Children enter school with skill and knowledge levels below those expected for their age, and well below in basic language, literacy skills and mathematical skills. They make satisfactory progress in the Early Years Foundation Stage. Satisfactory progress is maintained throughout the rest of the school. Gaps are narrowing in the performance of different groups of pupils as teachers become more aware of any underachieving pupils. Pupils with special educational needs and/or disabilities, those who speak English as an additional language, pupils known to be eligible for free school meals, and those who join the school other than at the usual times, all make satisfactory progress.

Attainment remains low but, as a result of new initiatives and higher expectations, outcomes are improving rapidly. This was particularly evident in a very successful Year 6 lesson where the pupils applied their literacy skills in writing a report linked to

their project work on the Second World War. The pace was brisk, expectations were high and the pupils were actively involved in evaluating their own work and that of their peers. Regular reference was made by the teacher to the pupils’ targets for improvement.

The pupils make a good contribution to the school community through their roles as school councillors but their contribution to the local community is less well developed. They are aware of the different factors that could affect their health both adversely and positively but this is not always evident in their choice of food in lunchboxes or when taking school meals. The take up of extra-curricular sporting activities arranged by the school is good. The pupils’ spiritual, moral, social and cultural development is good. Celebrations of other cultures through visits and visitors, and assemblies in school, provide good opportunities to develop respect for others from contrasting backgrounds. Pupils have a good knowledge of right and wrong and make pupils who are new to the school feel at ease quickly.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	4
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils’ behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

The school’s own monitoring information indicates that the quality of teaching is improving, and inspectors agree. In the better lessons, the pace was brisk and work was well matched to pupils’ needs. Teachers showed good subject knowledge. Teaching assistants provided good support and were clear about their role. However, in most lessons seen during the inspection, teachers did not allow sufficient time for pupils to discuss and share ideas about their work to develop their speaking and listening skills, or always match work well to meet pupils’ needs. School leaders have provided comprehensive training in marking and lesson planning, although a minority of teachers are not always checking that the guidance in marking given to pupils is

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

followed up sufficiently well. However, there was good practice in a Year 3 lesson, where the pupils were given valuable time to reflect on the comments in the teacher’s marking and were able to amend their work accordingly.

The curriculum has been improved, with a stronger focus on the quality of support for underachieving pupils, especially in reading. The school has gained several national awards. The newly introduced mathematics scheme is already having a positive impact on improving pupils’ basic skills. The school enriches the curriculum through visitors to the school and through a good range of extra-curricular activities. There are too few opportunities for pupils to apply their basic literacy and ICT skills in different subjects and also their mental mathematics strategies in problem-solving activities across the curriculum.

The levels of pastoral care are very good. As one parent wrote, ‘My son experienced some problems and when I notified the school these concerns were dealt with effectively and swiftly. I have total confidence in the school’s leadership.’ The work of the parent liaison officer has strengthened links with families and improved attendance. Induction arrangements for pupils and parents and carers work very effectively.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The excellent headteacher is ably supported by the senior leaders and governing body in providing a strong and clear direction for the school. The rigorous monitoring of teaching and learning has resulted in improvements across the school but this has not had sufficient time to have a full impact on progress. Information on individual pupils’ progress is now being used more effectively to support pupils’ learning needs. The school promotes equality of opportunity satisfactorily. The rapid increase in size of the school has been handled effectively, including the arrangements for minimising the disruption to pupils’ work and keeping them safe during the recent building programme. The governing body is well led by a committed and well-informed Chair and is supported by a smaller group of actively involved members.

The school’s leadership is working hard to establish closer links with parents and carers through regular newsletters and coffee mornings, and this is recognised and well received by parents and carers, who say that they feel well informed. A range of partnerships is providing useful support to the school, particularly that provided by the local authority in raising attainment and providing support for groups of pupils deemed to be more vulnerable. Safeguarding procedures are thorough and fully

meet statutory requirements. Risk assessments are good. Staff are all appropriately trained in child protection procedures. The harmonious nature of the school community reflects the work undertaken by the school to promote community cohesion. However, this work has not been extended to improve pupils’ awareness of the wider communities within the United Kingdom and globally.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage provides a sound start to the children’s education in school. Effective relationships are established early with the parents and carers through home visits and regular opportunities to visit and talk to staff. Many parents and carers commented on the pleasing start their children had made in the first few weeks of their schooling. The Reception classes are well resourced both inside the classrooms and in the outside learning environment.

Teachers and other adults provide a caring setting for the children and their welfare is a high priority. The quality of teaching is consistently at least satisfactory and is sometimes good. Activities are often teacher led and there are occasions when this limits the opportunities provided for children’s own choice of learning activity. The main focus for learning is on developing children’s language and literacy skills but adults sometimes miss opportunities to interact sufficiently with the children in order to develop these skills. Assessment procedures are thorough and the leadership has a good knowledge of the children’s attainment and progress. The leadership has ensured that the building programme has not adversely impacted on the children’s learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The responses to the questionnaire were just below average for this size of school. Parents’ and carers’ views are very positive indeed on every aspect of the school’s work. They are almost unanimous in stating that they are happy with their children’s experience at school. Almost every parent and carer stated that their child enjoys school and feels safe there. Almost all also believed that they are kept well informed, that their children make good progress and that the teaching is good. A small minority expressed concern about behaviour but the inspection found that behaviour was satisfactory overall, and often good in lessons and around school. A similar small minority felt that the school did not take account of their views and suggestions but the inspection confirmed that the school is taking positive steps to improve this aspect. One correspondent summed up the views of many by stating, ‘I am very happy with the school. My son loves it. The staff are really working hard to make improvements and I believe it’s paid off.’

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eastbury 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 147 completed questionnaires by the end of the on-site inspection. In total, there are 647 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	84	57	61	41	2	1	0	0
The school keeps my child safe	83	56	59	40	4	3	0	0
The school informs me about my child’s progress	54	37	80	54	10	7	1	1
My child is making enough progress at this school	61	41	77	52	3	2	2	1
The teaching is good at this school	54	37	83	56	4	3	1	1
The school helps me to support my child’s learning	57	39	73	50	11	7	2	1
The school helps my child to have a healthy lifestyle	53	36	79	54	6	4	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)	47	32	68	46	8	5	0	0
The school meets my child’s particular needs	45	31	85	58	9	6	4	3
The school deals effectively with unacceptable behaviour	54	37	70	48	14	10	5	3
The school takes account of my suggestions and concerns	38	26	84	57	18	12	1	1
The school is led and managed effectively	50	34	77	52	8	5	1	1
Overall, I am happy with my child’s experience at this school	70	48	69	47	1	1	2	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



19 November 2011

Dear Pupils

Inspection of Eastbury Primary School, Barking IG11 9QQ

On behalf of the inspection team I would like to thank you for making us feel so welcome when we visited your school. We really enjoyed our time with you. We enjoyed talking to many of you in lessons, in our meetings with you and at break times. We were impressed with the way your work is improving.

We have judged that yours is a satisfactory and improving school. You all get on well together and value each other's cultures and backgrounds exceptionally well. We know from talking to you and from your questionnaires that you like coming to school very much and enjoy your learning. This is because the teachers try to make the work interesting and fun and you are making better progress. You report that you feel safe at school.

Although your school is already improving, we have asked the headteacher, staff and the governing body to make some changes to help it to improve further. We have asked them to plan work in mathematics that challenges you to think carefully and solve problems using the skills you have learnt. We have asked them to ensure that you have more opportunities to discuss and develop your speaking and listening skills in lessons. Finally, we have asked the school's leaders to ensure that more lessons are good or better so that the work set is at the right level for all of you.

Having met you, we are all very confident that you will all want to help too. You can do this by trying your best at all times and checking that your work in lessons is as good as expected. We would like to wish you all the very best in the future at Eastbury Primary School and also when you move on to your next school.

Yours sincerely

Nigel Grimshaw
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**