

Eastbrook Comprehensive School

Dagenham Road, Dagenham, London, RM10 7UR

Inspection dates 10–11 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leadership is good and improving strongly. The shared ambitions ensure that all leaders and managers have high expectations. As a result, student outcomes have improved continuously over a long period.
- Teaching is good and improving. This has come about from the relentless drive and determination of the headteacher. She is ably supported by senior leaders and the governing body.
- New appointments have strengthened leadership at all levels. Effective collaboration with the local authority and other partners has ensured improvements in all areas since the last inspection.
- Behaviour is good, and students have positive attitudes towards learning and feel safe in school. Their spiritual, moral, social and cultural development is good because their experience is enriched by strong links with other schools both locally and worldwide.
- The sixth form is good and students benefit from partnerships with other local providers, which enables a wider range of courses to be offered, and well matched to their different needs. Consequently, they make good progress in most subject areas. The vast majority of students go on to higher education, training or employment.

It is not yet an outstanding school because

- A small minority of lessons still require improvement and not enough are outstanding. Students are not always given opportunities to develop their language skills, and work is not always well matched to their needs.
- The progress of White British boys and those supported at school action plus is not as fast as other groups of students.

Information about this inspection

- Inspectors visited 37 lessons or part lessons taught by 34 teachers.
- Joint lesson observations were conducted with senior leaders, short visits were made to observe teaching in Key Stage 4 and the support provided by teaching assistants.
- Inspectors scrutinised a range of documents, including the school’s self-evaluation and school improvement plan, external evaluations of the school, the governing body minutes, records relating to behaviour and attendance, and those relating to safeguarding.
- Inspectors met with different groups of pupils, interviewed a sample of staff, and spoke to parents and carers. They also spoke to members of the governing body, a representative from the local authority and the school’s adviser.
- The views of parents and carers were sought at the start of the school day, and through the school’s own surveys. There were 30 responses to the online questionnaire (Parent View).

Inspection team

Brian Netto, Lead inspector	Additional inspector
Jon Carter	Additional inspector
Kewal Goel	Additional inspector
Patricia MacLachlan	Additional inspector
John Worgan	Additional inspector

Full report

Information about this school

- This is an above-average-sized secondary school.
- The proportion of students from minority ethnic backgrounds is higher than average. Most of these pupils speak English as an additional language. The largest group is of Black African heritage.
- The proportion of pupils eligible for the pupil premium is well above average. The proportion of pupils supported through school action is well above average, while the proportion supported through school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The number of pupils who join and leave the school at other than the usual times is well above average.
- A small number of students in Years 10 and 11 study vocational courses at other locations, ensuring that they leave school with recognised qualifications.
- There is an on-site additional resource base for pupils with speech, language and communication needs.
- The school works in partnership with three other local schools in order to provide a wider range of subjects for sixth form students.
- Since the last inspection, there have been significant staffing changes including at leadership level.

What does the school need to do to improve further?

- Accelerate students' progress still further in English and mathematics, particularly White British boys and those supported at school action plus, so that they make at least expected progress.
- Raise the proportion of good teaching to at least 80% and outstanding teaching to at least 30% by July 2013 by making sure that:
 - best practice is shared more widely, particularly in the way that questioning by teachers helps to engage and challenge students at different levels, and further develops their language skills
 - teachers use interactive whiteboards, projectors and other forms of electronic equipment in ways that better engage the students.

Inspection judgements

The achievement of pupils is good

- Students join the school with attainment well below national averages. Outcomes in Year 11 for all key measures have shown an upward trend of improvement sustained over several years. Students are entered early for English language and mathematics GCSE and the majority make good gains in their grades as a result. This is having a beneficial impact on improving students' performance and enabling higher-attaining students to do additional exams such as statistics.
- Disabled students and the majority of those with special educational needs make progress in line with national averages. This includes the students in the additional resource base. Students who speak English as an additional language, many of whom join the school at other than the usual times, and those students who are eligible for the pupil premium funding, also achieve well. Their attainment is improving and the average points score for this group is becoming increasingly nearer to that of all students.
- Students who take exams having been in the school since Year 7 make good progress. In 2012, this was two thirds of the cohort. Students from Black African backgrounds also make good progress.
- Students from White British backgrounds and those supported at school action plus, although improving over time, are not yet making expected progress. Many of these students join the school late.
- Students studying vocational courses make good progress as the qualifications they take are appropriate to their needs and interests.
- Reading is actively encouraged and is a regular requirement for homework in each subject area. An effective focus on specialist subject language has resulted in improvements in reading, writing and communication skills throughout the school.
- Much of the progress which students make comes about from consistently good teaching. For example, Year 7 students made rapid progress in their understanding of how to calculate angles in different shapes because of effective questioning. This ensured that they provided accurate answers and explanations. The fast pace and high expectations kept them engaged, and expert modelling enabled them to develop their correct use of mathematical vocabulary.
- Outcomes in the sixth form are good, and the proportion of students leaving school and entering employment, education or training are above the national average. In 2012, all Year 12 students moved on into Year 13 courses. This is typical for the school because time is taken to ensure the needs of the students are best met.

The quality of teaching is good

- Teaching in most subjects is consistently good and an increasing amount is outstanding, particularly at Key Stage 4 and in the sixth form. The best teaching is characterised by effective questioning, sharing what makes successful learning, and opportunities to talk with partners and in small groups as a way of developing their vocabulary and understanding.
- The teaching of disabled students and those with special educational needs is good. Teaching assistants and teachers take account of their starting points in planning so that work is well matched to their needs and interests.
- Where teaching is good, students are fully engaged in the learning. For example, students in Year 9 developed a good understanding of the different parts of poetic language. This resulted from effective use of the projectors and clear success criteria which helped them understand their next steps in learning.
- Teachers have good subject knowledge and enable students to draw upon their previous learning. For example, in a Year 10 science lesson, students developed a good understanding of the link between fossil fuels and the carbon cycle from thorough questioning. Regular checks on

their learning enabled them to make good progress.

- In the better lessons, students are engaged because information and communication technology is used to good effect. Sixth form students studying business studies responded well to effective use of the interactive whiteboard. They worked well in small groups following a clear explanation by the teacher and made good progress in their learning about fixed and variable costs.
- Marking and assessment is consistently good across different subjects, and students are given many opportunities to reflect on their own work, and can see how well they are doing through detailed comments and next-step targets.
- Inconsistencies, however, remain in teaching, as information and communication technology is not always used appropriately. This means that on occasions opportunities are missed to involve the students more. Similarly, opportunities for students to practise using key vocabulary are sometimes missed so they make good rather than rapid progress.

The behaviour and safety of pupils are good

- The school is orderly and calm, and behaviour is good. Much has been done to ensure that students show respect and consideration for each other, and they mix well across different social and ethnic groups. They show a sensitive awareness of each other's differences, and demonstrate, for example, mature attitudes towards students from different ethnic backgrounds and of different sexual orientation.
- Students take an increasing responsibility for their own learning, and, therefore, attitudes towards learning are consistently positive. They play an active role in helping the school to improve, for example members of the school council are working with the local council and the bus services to improve transport arrangements.
- Relationships with staff are strong. As one student said, 'Teachers don't give up on you.'
- Students in the additional resource base are well looked after, and, as a result, feel very much part of the school. Students say they feel safe and understand how to deal with risks they might face. They understand well problems with the misuse of the internet and different types of bullying including cyber-bullying.
- The school has reduced the numbers of students who are regularly absent, and attendance is average.

The leadership and management are good

- The school has made continuous improvements since coming out of special measures. Improvements have been sustained in outcomes in Key Stage 4 and in the sixth form. The early entry policy has enabled Year 11 to make good progress in mathematics, particularly those on higher grades. The school's strong commitment to equality of opportunity is reflected in the rising achievement for all groups of students including those whose circumstances make them vulnerable.
- Rapid changes in staff over the last few years have reinforced the school's drive for further improvement, and teachers are justly rewarded through a rigorous scrutiny of their performance linked to students' progress. Appointments at senior and subject level have strengthened the leadership of the school so that it now has a strong capacity for sustaining these improvements. This is reflected in the progress made in some subjects such as design technology.
- Senior leaders make accurate judgements of the quality of teaching, and well-targeted training and coaching programmes are securing further improvements.
- Links with schools in several different European countries and with local schools ensures that students have a breadth of experience, through visits and regular contact. This makes an effective contribution to their awareness of different cultures, and to their spiritual, moral and social development.
- The school uses its pupil premium funds effectively to provide additional support for eligible

students, and to ensure that all aspects of learning, including trips and visits, are available to them. This helps to foster equality of opportunity.

- The curriculum is relevant for all students and includes good-quality vocational courses and off-site provision for different groups of students. Choices are made as early as Year 8 to ensure that individual needs are met. Alternative courses are available to older students through the partnership arrangements with local schools, a local college of further education and the local community farm. As a result, the vast majority of students leave the school with appropriate qualifications. The school monitors these students to ensure they are kept safe and behave well.
- The local authority has provided appropriate support through the transition from special measures. The school has made use of different advisers in reviewing the effectiveness of teaching and its evaluation of its own performance is robust and accurate.

■ **The governance of the school:**

- Members of the governing body know the school well, understand how its performance reflects national and local expectations, and provide effective support and challenge, for example through improvements in the staffing profile and the quality of teaching with links to progression up the salary scale for exceptional performance. They work well in partnership with the local authority and the school's adviser. They receive regular reports and presentations provided by the headteacher and the local authority which ensure that their training needs are met, for example on the changes to funding arrangements for new buildings. Governors have carefully managed the finances during a time which has seen a significant drop in student numbers. They have a strategic role in the planned re-build and expansion to an all-through school, scheduled to start development in 2015. Their oversight of resources is effective, so that for example the pupil premium funds are used in a variety of ways to ensure that these students fully benefit. They ensure that the school meets all statutory requirements including those relating to safeguarding, such as the risk assessments needed for students who are educated in other places.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101243
Local authority	Barking and Dagenham
Inspection number	400465

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

Type of school	Secondary
School category	Community
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,013
Of which, number on roll in sixth form	103
Appropriate authority	The governing body
Chair	Alan Stevens
Headteacher	Valerie Dennis
Date of previous school inspection	20 October 2009
Telephone number	020 8270 4567
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