

Eastbury Primary School

Dawson Avenue, Barking, IG11 9QQ

Inspection dates 15–16 January 2014

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Many staff in charge of subjects are new in post and have not yet developed the skills to enable them to contribute to improvements in their areas.
- Not enough teaching is consistently good enough to drive learning forward at the speed needed for the pupils to make good progress and so raise their attainment.
- New programmes have been introduced to reverse the decline in standards in reading. However, these are too new and staff expertise is not yet secure enough to show sustained improvements.
- The more able pupils are not given challenging enough work, particularly in mathematics. As a result, pupils capable of reaching higher levels are not doing so.
- Not all members of staff in the Nursery and Reception have received enough training. As a result, they are not clear about the role they should play in developing the children's learning.
- Marking provides only limited guidance for pupils on how to improve their work and meet their targets. This slows pupils' progress.

The school has the following strengths

- The headteacher and the interim executive board have made a significant and rapid difference to the school. Together they have regained the trust of parents, boosted staff morale and given the school the capacity to improve further.
- The headteacher and his team are already building on work to improve the quality of teaching started during the last year. Teaching is improving and leading to more rapid pupil progress.
- Pupils are polite and well mannered. They move around the building sensibly and play together harmoniously. They want to succeed and are increasingly ambitious. They feel safe and say they trust staff to look after them
- Lessons incorporate all aspects of the pupils' spiritual, moral, social and cultural development. Cultural diversity is recognised, valued and celebrated at every opportunity.

Information about this inspection

- Inspectors observed 37 lessons, 14 of which were observed jointly with the headteacher or senior leaders.
- Meetings were held with groups of pupils, school staff, all members of the Interim Executive Board, and a representative from the local authority.
- Inspectors took account of the 21 responses to the online parent questionnaire (Parent View) and held informal discussions with parents at the start of the school day. Inspectors also took into account the results of a survey undertaken by the school during the inspection and completed by 120 parents.
- Inspectors observed the school’s work and looked at a number of documents including the school’s own information on the pupils’ current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding. Inspectors also took account of the 92 responses to the staff questionnaire.
- Inspectors listened to the reading of a sample of pupils in Year 2.

Inspection team

Martin Beale, Lead inspector	Additional Inspector
Maura Docherty	Additional Inspector
Samuel Ofiri-Kyereh	Additional Inspector
Angela Podmore	Additional Inspector

Full report

Information about this school

- The school is much larger than most primary schools.
- Almost all pupils are from a wide range of minority ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is high. Many are at the early stages of learning English.
- The school receives pupil premium funding for an above-average proportion of the pupils. This is extra government funding given to schools to support pupils known to be eligible for free school meals, those in local authority care and children with a parent in the armed services.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average but falling. The proportion supported at school action plus or with a statement of special educational needs is above average and rising.
- More pupils than in most other primary schools join or leave part-way through their primary education.
- The school has experienced considerable staffing changes since its last inspection. The headteacher was appointed in September 2013 following a period when the school was led by an interim headteacher. Most other leaders are new in post and a large number of teachers and support staff have been appointed since the headteacher's arrival. The school's governing body was replaced in June 2013 by an Interim Executive Board.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the amount of teaching that is good or outstanding by ensuring that:
 - the more able pupils are always given work that challenges and stretches them
 - pupils have the opportunity to develop and apply their mathematical skills more regularly
 - staff expertise in teaching phonics (letters and the sounds they make) is carefully monitored and additional training provided where necessary
 - a consistent approach is taken to marking that provides more useful guidance to pupils on how to improve their work.
- Increase the progress made by children in the Nursery and Reception by:
 - implementing a training programme for all staff in the Nursery and Reception on the new national framework for the Early Years Foundation Stage
 - developing staff expertise in moving children's learning forward when children are working on activities they have initiated.
- Make sure that subject leaders can contribute fully to improvements by extending their skills in:
 - checking the quality of teaching and learning in their areas and supporting improvements in teaching
 - using assessment data in order to identify priorities for improvement.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement is not yet consistently good across the school. Year 6 test results are rising, but were still well below average in 2013. The progress of pupils is not rapid enough. More able pupils are not given challenging enough work and so relatively few exceed the levels expected for their age.
- The achievement of children in the Nursery and Reception classes requires improvement. Children join the Nursery with skills that are generally well below those expected for their age. They are keen to learn and share ideas because working relationships are strong. However, their curiosity and willingness to learn are not always exploited by staff to ensure that children achieve as well as they could.
- Progress in phonics has slowed while a new programme is introduced. Not all staff are familiar with this yet or secure enough in their own understanding of phonics to provide accurate and engaging teaching.
- Pupils do not deepen their mathematical understanding quickly enough because they have few opportunities to apply their skills to solving problems through investigations and in practical activities. This means the teaching of basic skills has to be repeated because skills are not securely understood.
- The pupils' writing is becoming more creative and often stimulated by interesting texts. They have plenty of opportunity to talk about what they are writing and edit their pieces often with the help of a partner.
- The progress of disabled pupils and those with special educational needs is similar to that of other pupils. Procedures for identifying pupils' specific needs are becoming more robust and the progress of these pupils is carefully checked. Many programmes are quite new so it is too early to judge their impact.
- The high proportion of pupils from minority ethnic backgrounds achieve at a similar level to other pupils. Pupils speaking English as an additional language also make similar progress to others. This is accelerating now there is a greater emphasis on language development across the school.
- The pupil premium is being used effectively to increase the progress of eligible pupils, for example by providing funding for additional adults to support learning. The progress of eligible pupils improved in the Year 6 group in 2013 and there was a negligible gap between their test results and those of other pupils.

The quality of teaching

requires improvement

- Not enough teaching is good enough to ensure that pupils make sustained good progress over time. Teaching does not always help pupils to understand concepts thoroughly. In mathematics, the completion of repetitive questions, practising already mastered skills, slows progress particularly for the more able. In general, not enough is expected of the more able as they often undertake similar work to others which they often find too easy.
- Teachers and support staff in the Nursery and Reception classes are not involved enough in moving learning forward when children are working on activities they have chosen themselves. They do not help children to develop ideas, for example by posing questions. As a result, children can go for too long without direct adult contact and their attention drifts, which in turn slows their learning. Not all staff have received training on the Early Years Foundation Stage framework.
- Marking is regular but inconsistent. At times it is too brief to help develop pupils' knowledge and understanding. Where marking is most effective teachers provide more detailed comments to move learning forward and pupils respond to these, which helps them to make more rapid progress.

- Where teaching is at its best, there is a calm and purposeful atmosphere with displays providing a valuable support for learning. Pupils are given plenty of opportunity to work with others when discussing ideas or assessing each other's work and this helps them to make good progress in their learning. For example, the book 'Oranges in no man's land' stimulated Year 5 pupils in thoughtful discussion about the dilemma facing the main character in her search for medicine for her grandmother.
- The new team of support staff is already providing effective support in lessons and when guiding groups or individuals on specific programmes. They are making a significant contribution to the improving progress of disabled pupils and those with special educational needs because of the strong relationships they have established.
- The school's leadership team has started to bring about clear improvements in the quality of teaching. Although it is too early for these to have had a strong enough impact on pupils' overall achievement across the school, early evidence shows an improving picture.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Parents, pupils and staff all agree that it has improved much this year. All members of staff implement the revised behaviour policy consistently and pupils report how much they value clear expectations and the new system of rewards.
- Pupils try hard and approach their learning with interest and enthusiasm. They listen carefully and collaborate constructively. These skills start in the Nursery and are built upon through the school. Their concentration and hard work rarely lapse even if teaching is less engaging. Attendance is rising because pupils enjoy school and are now finding their lessons more interesting, and through funding stronger links with home through the pupil premium.
- The school's work to keep pupils safe and secure is good. Safeguarding arrangements are rigorously implemented and checked by the Interim Executive Board. Pupils learn to recognise and deal with bullying, including resolving problems through their trained peer mentors. Pupils and staff acknowledge there are some rare incidents but these are swiftly dealt with and are reducing rapidly.
- Lunchtime is a pleasant social occasion in the dining hall. There is a range of activities available to keep pupils occupied such as 'street dance' for Year 4 pupils. Furthermore, the school council had a hand in designing the shortly to commence playground redevelopment, aimed at providing more engaging activities for pupils.

The leadership and management are good

- Many of those associated with the school talk about the headteacher's dynamic and inspirational leadership. He has a very clear vision for the school based on raising everyone's aspirations. He has quickly built a strong staff team and has set ambitious targets for pupils and teachers, having quickly identified key barriers that have been holding back progress. Action is already leading to improvements in pupils' progress, teaching, behaviour and attendance.
- The continual focus on improving teaching is building well on the start made by the interim headteacher. As a result, teaching is improving rapidly and leading to better quality learning. Teachers are fully behind this drive and are working hard to improve their practice. Performance management arrangements have been revised so that targets for staff are linked to school improvement priorities and improving pupils' progress. Targets have to be achieved before pay awards are considered.
- Most members of the subject leadership teams are new to the role and so not all have the skills needed to contribute to the school's ongoing improvement. Senior leaders are fully aware of the need to develop subject leaders' skills in checking and improving the quality of teaching and learning and using data on pupil performance to identify priorities for development.
- Local authority engagement has been effective in stabilising the school. It has more recently brokered support to improve teaching and leadership in the Nursery and Reception. It has also

provided training for staff to run programmes to help pupils to catch-up with their reading.

- The school has worked successfully to restore parents' confidence and make the school more accessible to all. Parents feel they are now genuinely in partnership with the school. They have great faith in the headteacher; as one parent put it, 'he has healed an ailing school'.
- The school is strongly committed to ensuring equality of opportunity although leaders recognise that the more able pupils do not achieve as well as they could. The headteacher and board members are now focusing on individual pupils in danger of underachieving. This is in order to allocate resources, including the pupil premium funding, as effectively as possible.
- Changes to the organisation of subjects have strengthened links between subjects and increased the focus on literacy and numeracy. These changes are in their infancy but are already leading to higher levels of interest among pupils, which in turn is accelerating progress. The new sports funding is helping to provide a structured programme of teacher training and rising pupil participation in the increasing range of clubs and activities.
- World faiths are recognised through visits to local places of worship and many events promote an understanding of different cultures. Pupils also learn about life in British society by studying the achievements of authors, inventors, freedom fighters and reformers.
- **The governance of the school:**
 - Weaknesses in governance identified at the previous inspection have been resolved with the introduction of an experienced, well-led and highly effective Interim Executive Board. Regular visits by members of the Interim Executive Board show how vibrant the school is becoming and the fundamental changes that have taken place in morale and expectations. They are fully aware of the quality of teaching across the school and know the action being taken to improve teaching is being sustained because of the shared sense of purpose they now see among staff. Monthly board meetings provide regular updates on assessment information and their expertise in this area is strong. This enables them to check the impact of action taken, challenge the headteacher and set new goals and action. They manage finances well, such as by appointing all support staff onto the school's payroll rather than the previous agency arrangement. This has been financially beneficial and has also secured commitment of support staff to the school.

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	101189
Local authority	Barking and Dagenham
Inspection number	431625

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	818
Appropriate authority	Interim executive board
Chair	Matt Miller
Headteacher	Leigh Hovey
Date of previous school inspection	26–27 September 2012
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