

Eastbury Primary School

Dawson Avenue, Barking, Essex IG11 9QQ

Inspection dates

5–6 February 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The co-headteachers provide stable leadership and clear direction. Leaders and governors have a good understanding of the school's strengths and areas for improvement.
- Teachers plan and teach lessons effectively. They skilfully question pupils to assess their understanding. This helps pupils think about their learning and how they can improve.
- Teaching in mathematics is strong. Pupils deepen their understanding of number and are confident mathematicians. Pupils acquire skills to read accurately and fluently. However, the most able pupils are not sufficiently challenged to read more widely.
- Pupils can write in different styles and at length. Not all teachers ensure that pupils write with accuracy or consistency in both handwriting and presentation.
- Pupils' outcomes are improving, including those for disadvantaged pupils. In 2018, more pupils attained the expected level at key stage 2 than in previous years. Current pupils' work reflects this improving trend in reading, writing and mathematics.
- Pupils' behaviour is good. They are courteous, kind and considerate. Leaders have established a culture of respect and awareness of others.
- The curriculum is varied and interesting. As a result, it supports pupils' improving outcomes. It is enriched by visits to places of interest. Pupils, including those who are disadvantaged, attend after-school clubs and sports tournaments. These add value to pupils' learning.
- Leaders and staff in the early years give children a strong start to their education in all areas of learning. Staff are knowledgeable and well trained. Children's personal and social development is good.
- In the area resource provision, pupils with special educational needs and/or disabilities (SEND) make strong progress. They are supported by a skilled team of communicators. Across the school, teachers need further training to support SEND pupils more effectively.
- Parents and carers, staff and pupils are positive about the school. Parents appreciate in particular how staff care for their children and help them to learn.
- Safeguarding is effective. Staff are well trained and vigilant. They know how to support pupils and keep them safe from harm.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning in reading and writing to meet the needs of all pupils and particularly the most able by:
 - ensuring that they have regular opportunities to read widely and at length
 - ensuring that all teachers have the skills and knowledge to support pupils to write neatly and accurately.
- Improve teachers' knowledge and understanding of special educational needs so that they meet the learning needs of individual pupils.

Inspection judgements

Effectiveness of leadership and management

Good

- Since their appointment in September 2017, the co-headteachers have gained the confidence and support of governors, staff and parents. Leaders understand the school's strengths and weaknesses. They provide direction and have taken actions to address the weaknesses that hinder pupils' learning.
- Leaders noted that there was no strategic plan to support pupils who are disadvantaged. They identified the main barriers to learning as speech and language development, social and emotional well-being and academic support for reading, writing and mathematics. Leaders used the pupil premium funding to support pupils in these areas. Since the implementation of this plan, disadvantaged pupils make stronger progress, come to school more regularly and enjoy being there.
- Leaders recognised that, to improve the quality of teaching, they needed to provide effective support and high-quality training for teachers. They provided schemes of work and training in their use and sought external advice to check on impact. As a result, teachers teach with greater confidence and consistency, resulting in stronger teaching and learning.
- Leaders of subjects and phases are clear about their roles and what they must do to support pupils' learning. Their role in pupil progress meetings is having a positive impact on teachers' planning and assessment. They appreciate guidance and challenge from senior leaders, and value the opportunities available for broadening their experience.
- The curriculum is varied and interesting. It helps pupils to gain knowledge and understanding of the wider world, as well as to learn the skills of reading, writing and mathematics. Pupils' learning is enhanced through visits to places of interest. The school's values and British values have a high profile. A much sought-after invitation to the headteachers' weekly afternoon tea is given to pupils who demonstrate these values. Lessons, assemblies and displays of pupils' work all help to deepen pupils' knowledge.
- Leaders invest the primary physical education and sports premium in training, equipment and resources to improve the quality of provision for physical education. To encourage physical fitness, leaders have introduced the 'Daily Mile' challenge. Skilled communicators support pupils with SEND to participate in sports clubs and activities. Attendance at these activities has increased, and staff's knowledge of sports and physical education has improved.
- External support for teaching and learning supports leaders in their work to secure improvement. Joint monitoring of teaching in partnership with other schools identifies areas for improvement which leaders act on. Joint moderation improves the quality and accuracy of leaders' judgements about pupils' progress.
- Parents are positive about their children's school. They said that their children were happy, safe and made good progress. One parent said: 'I'm extremely proud to see how well my children have developed at Eastbury Primary School.'

Governance of the school

- Governance is effective. Following a period of significant turbulence in senior leadership, governors took the decision to establish a co-headship. Their decision has improved stability and provided clear direction for staff and better outcomes for pupils.
- Governors receive detailed, regular reports on pupils' academic progress. They use this information to question leaders about the progress pupils are making and the impact of interventions, including those funded by the pupil premium. They are stronger in their challenge to leaders than in previous years.
- Governors take their safeguarding responsibilities seriously. They receive information about the impact of safeguarding measures across the school. They regularly check on systems and procedures when they visit the school.

Safeguarding

- The arrangements for safeguarding are effective. Leaders and governors expect all staff to be vigilant and keep children safe. Comprehensive and relevant training gives staff the confidence to recognise signs and, where necessary, take appropriate action.
- Safeguarding leaders are tenacious in following through any concerns for a pupil's safety and/or well-being. Checks on the suitability of staff to work with children are thorough. Site security is tight and well managed, and the same is true of site health and safety. Keeping children safe is a whole-school priority.

Quality of teaching, learning and assessment

Good

- Teachers make effective use of schemes of work to plan lessons. The schemes provide a framework to build on pupils' knowledge, skills and understanding over time. They are well embedded in teachers' practice and their use is contributing to improved outcomes.
- Teachers skilfully question pupils to find out what they know, understand and can do. Questioning helps pupils to deepen their thinking and understanding. In a writing lesson, pupils were asked to write about 'Little Red Riding Hood' in the first person. Through teachers' skilful questioning, pupils thought more deeply and could then explain more clearly how she might have felt being alone in the woods. In a guided reading lesson, highly effective questioning resulted in pupils giving clearer explanations. In a lesson on capacity and volume, good questioning challenged pupils to work out more difficult problems.
- Teachers encourage pupils to learn from one another through working with partners or in small groups. In a history lesson about Ancient Egypt, pupils confidently shared thoughts and ideas with their partners, discussing what happens to the soul in the afterlife. Teachers make lessons interesting and memorable. In a lesson about different feeding habits of birds, pupils enjoyed testing their hypotheses using straws, pegs and other tools to mimic birds' beaks.
- Mathematics teaching is strong. Teachers use the school's agreed approaches to help pupils revise mathematical concepts and learn new methods. In a lesson on fractions, skilled questioning led to pupils deepening their understanding of equivalents and

values. Developing pupils' use of mathematical vocabulary is a strong feature of mathematics lessons. Over time, pupils make steady progress as a result of effective teaching.

- The teaching of reading supports pupils to acquire the skills and knowledge to become accurate and fluent readers. Systematic phonics teaching from nursery onwards provides pupils with firm foundations to read new and unfamiliar words. Pupils in Year 2 do this with confidence. They read familiar words and simple sentences with expression. They use their phonics knowledge to self-correct. Older pupils enjoy reading and read with fluency and comprehension. Pupils in Year 6 acquire the skills they need to read more complex texts. They borrow a range of books from the library which appeal to their interests. However, the most able readers are not routinely encouraged to read more widely.
- Teachers help pupils to develop their understanding of different styles of writing. They use resources and activities effectively to support pupils' writing. Themed vocabulary lists, 'stealing' ideas from one another like magpies and revising their original plans help pupils learn the processes involved in writing a quality piece of work. Pupils designed and produced leaflets to promote a local bike shop 'Pete's Pedals'. They used their own experiences and their new knowledge of the language of leaflets to produce good work. Teaching supports pupils to become confident writers, but not all teachers support pupils to write with neatness and accuracy.
- Overall, pupils with SEND are taught well, but there are some inconsistencies. Pupils in the specialist resource provision make good progress, because of the expertise of teachers and communicators. Pupils in the 'Sunshine Room' benefit from a curriculum that meets their needs and helps them to progress in small steps. Across the school, where pupils are supported by teaching assistants, they make good progress. However, staff do not always have the knowledge or skills to tailor work effectively for pupils with SEND.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Each morning, leaders and staff welcome pupils and their parents into the school. Staff use these opportunities to talk with parents about any concerns or issues. Parents appreciate that staff are visible and approachable.
- Leaders and staff help pupils develop a sense of pride and belonging. Pupils are proud to be a member of their respective houses. They enjoy the opportunities their teachers give them to earn points and to celebrate their achievements.
- Leaders and staff support pupils in having strong aspirations for their futures. Pupils told inspectors that they want good jobs. Some want to achieve their ambitions globally, not just in this country.
- Pupils value the many opportunities for taking responsibility across the school. Members of the school council are proud of their roles in being the voice of their classmates.

- Pupils feel safe and cared for. This helps them to be happy and confident learners. They know how to keep themselves safe. Pupils know who to go to if they have a worry or a concern. They are clear about how to keep themselves safe online.

Behaviour

- The behaviour of pupils is good. They are respectful and kind towards one another, and this helps them to make friends. Pupils understand and respect adults' expectations of good behaviour. They follow the school's behaviour code and abide by the rules.
- The recently introduced school values help to support and endorse good behaviour. Pupils told inspectors how they demonstrate these values in class and around the school. Pupils understand the difference between being unkind and being a bully. Pupils told inspectors that, on the rare occasions that bullying occurs, it is dealt with. Parents, staff and pupils all agree that pupils behave well.
- Pupils attend school regularly, and attendance is above the national average. The attendance of pupils who are persistently absent is improving because of the support the school provides.

Outcomes for pupils

Good

- Current pupils' work shows strong progress, including in mathematics, reading and writing. Recorded work is regular and reflects clearly the learning objectives for each series of lessons. Books also show that pupils use feedback from teachers to further improve their work. Improvements to the quality of teaching, a well-structured curriculum and regular monitoring of pupils' work in lessons all have a positive impact on pupils' progress.
- Outcomes for pupils are strong for pupils in key stage 1, including in the Year 1 phonics reading check. In the 2018 key stage 1 tests, pupils attained above average outcomes in reading and mathematics, and attained the national average in writing. In all three subjects, pupils' attainment at greater depth was above average.
- Outcomes at key stage 2 show an improving picture. In the 2018 key stage 2 tests, pupils attained below-average outcomes in reading and writing, but in both subjects this was an improvement compared to the previous two years. Attainment in mathematics was above average. Pupils made below-average progress in reading and writing and above average progress in mathematics.
- Outcomes for pupils who are disadvantaged are improving. Between 2016 and 2018, their combined attainment for reading, writing and mathematics improved significantly. Interventions targeted to their learning needs are contributing to stronger progress.
- Pupils with SEND make strong progress overall, but it is less so where teachers do not differentiate work clearly enough to meet their needs.

Early years provision

Good

- Children who attend the Nursery and Reception classes benefit from strong leadership, good teaching and excellent care. They learn how to make friends with their classmates, take turns and enjoy the many activities on offer.
- Children benefit from an exciting and effective phonics programme. Excellent provision for personal and social development helps them to develop social skills and regulate their behaviour to suit the activity and the environment. Children enjoy snack times and lunchtimes. They serve themselves and choose what to eat and drink, showing independence and awareness of others.
- Activities, indoors and outdoors, are inviting and organised to help children develop and take pleasure in their learning. Messy play, creative play with dinosaurs and a well-equipped mud kitchen are just a few examples of interesting places for children to learn. The curriculum is further enriched by visits and visitors.
- During their time in the Nursery, children develop early mathematics and writing skills and use simple phonics. They learn to hold brief, but interesting, conversations about what they learn and see.
- Children enter the Reception class with skills typically at a lower level than those of the same age nationally. They make good progress. The proportion of children who achieve a good level of development is above the national average.
- Adults who work with the youngest children are well qualified and experienced in early years. Through careful planning and consideration of risk, adults make sure children learn safely. They involve parents in their children's learning, building strong relationships and good communication between home and school.

School details

Unique reference number	142699
Local authority	Barking and Dagenham
Inspection number	10058813

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	823
Appropriate authority	The governing body
Chair	Matt Miller
Co-headteachers	Lisa Shepherd and Joe Wilson
Telephone number	020 8477 9910
Website	www.eps.barking-dagenham.sch.uk/
Email address	office@eps.barking-dagenham.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Eastbury Primary School is a much larger-than-average primary school.
- It is a member of the Partnership Learning Trust.
- The children in the early years are taught in two part-time Nursery classes and four Reception classes.
- The school has a specialist provision for pupils with multi-sensory impairment.
- The proportion of pupils from ethnic minority backgrounds is above average.
- The proportion of pupils who speak English as an additional language is above average.
- The school is in the highest 20% of areas of deprivation nationally.

Information about this inspection

- Inspectors observed learning and teaching in all year groups. Most observations were carried out jointly with a member of the school's senior leadership team.
- Inspectors met with leaders and governors about the school's self-evaluation, priorities for improvement, pupils' outcomes and safeguarding.
- Inspectors met with the chief executive officer of the Partnership Learning Trust.
- A meeting took place with a representative from the local authority from which the school received external support.
- Inspectors spoke to pupils informally and formally to seek their views about the school. They took account of 323 views communicated through the pupil survey.
- Inspectors spoke to staff about their roles in the school and took account of the 48 responses to the staff survey.
- Inspectors scrutinised pupils' written work, heard pupils read and asked them about their book choices.
- Inspectors reviewed a range of documents about school policies, and reviewed minutes of governing body meetings.
- Inspectors took account of the views of parents and met parents before and after school, and reviewed the 44 responses to Parent View and the 34 responses to the free-text service.

Inspection team

Jane Moon, lead inspector

Her Majesty's Inspector

Abdul-Hayee Murshad

Ofsted Inspector

Diane Rochford

Ofsted Inspector

Jo Jones

Ofsted Inspector

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

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2019