

Inspection of a good school: Eastbury Community School

Hulse Avenue, Barking, Essex IG11 9UW

Inspection dates:

19 and 20 March 2024

Outcome

Eastbury Community School continues to be a good school.

What is it like to attend this school?

Pupils are proud to be part of this inclusive community where people respect and care for each other. They appreciate the support they receive from staff if they have a concern. If bullying happens, staff work with pupils to resolve any issues quickly. This is supported by a 'peer mediation' scheme, where older pupils support younger ones.

Leaders are ambitious for all pupils to achieve well. There are clear links across subjects from the primary into the secondary phases of the school. Pupils study a broad range of subjects. Staff help pupils to do their best and listen to what they have to say in lessons.

The school takes effective steps to address behaviour that does not meet its high expectations. Pupils conduct themselves well and enjoy their time at school. Low level disruption in lessons is rare.

Pupils value the opportunities that they have to work with leaders to further improve the school, for example through the school council. Older pupils, and students in the sixth form, help pupils in the primary phase with their reading. Pupils benefit from a range of extra-curricular clubs, both at lunchtime and after school.

What does the school do well and what does it need to do better?

The school has an ambitious and well-designed curriculum. In the early years, children learn well across all areas of learning. Staff maximise opportunities to promote children's language and communication skills. The school thinks carefully about the subject content pupils need to know and when. Staff across all phases work closely to ensure that pupils are well prepared for the next stage of their education. In the sixth form, students choose from a wide range of courses.

Leaders and governors know the school's strengths and areas for development well. For example, they are taking effective action to increase the proportion of pupils who choose to study a modern foreign language at GCSE. This is because the number of pupils

entered in subjects that make up the English Baccalaureate is lower than the national average.

The curriculum is well planned to help pupils build up knowledge over time. Teachers provide pupils with the chance to recall and apply their previous learning. For example, in science, pupils were able to use their learning related to the digestive system studied in Year 4 when describing the function of organs in Year 8. In mathematics, pupils in Year 7 converted from fractions to decimals by referring to their work in Year 6 when they multiplied and divided fractions.

Staff make careful checks on what pupils have learned and help pupils understand how to improve their work. Teachers use questioning well and encourage pupils to engage in discussion and debate. For example, in science, sixth-form students were encouraged to express their opinions using subject-specific vocabulary. Pupils benefit from teachers' strong subject knowledge. Staff, including early career teachers, said that leaders have carefully considered their workload and well-being. They value the many opportunities to improve their professional practice.

A structured phonics programme starts as soon as pupils have settled into Reception and continues into Years 1 and 2. Pupils read books that are carefully matched to the sounds that they need to learn. The school has recently introduced a new approach to teaching phonics. This programme is not fully embedded and there is some inconsistency in how it is delivered.

The school encourages pupils to develop a love of reading and pupils are enthusiastic about reading. They like using the 'book bus' in the playground and the well-stocked school library. Younger pupils particularly enjoy the books that are read to them daily by their teachers. Pupils who struggle with reading are supported to catch up quickly.

The school ensures that pupils with special educational needs and/or disabilities (SEND), including those who attend the specially resourced provision, receive the support they need. This starts with accurate and swift identification of pupils' needs and starting points. Staff are well trained and supported to ensure that pupils with SEND access the same ambitious curriculum as their peers wherever possible.

Pupils behave well in lessons. This has a positive effect on their learning. The school has established clear routines, which results in a calm and purposeful learning environment. Pupils are taught to look after their physical and mental health and learn how to keep themselves safe. While most pupils attend school regularly, a small proportion of pupils do not attend as often as they should. The school is taking steps to increase attendance and working with families that need additional support.

Pupils receive a comprehensive careers programme. For example, the school has links with a range of employers to help pupils learn about different careers. Older pupils learn about further education, technical pathways and apprenticeships. Pupils in Year 10 and Year 12 are supported to find work experience placements. They are well prepared when making choices for the next phase of learning. Many parents and carers are positive about

the school. However, some parents are dissatisfied with the lack of clear communication from the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has recently implemented a new approach to the teaching of phonics. There are some inconsistencies in how this phonics programme is delivered, which affects how well pupils learn. Leaders should ensure that all staff have the support and training they need to teach phonics consistently well.
- While many parents are supportive of the school, some raised concerns about the level of communication with parents. This means that some are unclear about decisions being made by the school. Leaders should continue their work to improve communication with parents.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in July 2018.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101244
Local authority	Barking and Dagenham
Inspection number	10313884
Type of school	All-through
School category	Maintained
Age range of pupils	3 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	2,160
Of which, number on roll in the sixth form	247
Appropriate authority	The governing body
Chair of governing body	Anthony Ramsay
Headteacher	Sharon Gladman
Website	www.eastbury.bardaglea.org.uk
Dates of previous inspection	11 and 12 July 2018, under section 5 of the Education Act 2005

Information about this school

- The school makes use of two registered alternative providers of education.
- The school has a specially resourced provision for 21 pupils aged 11 to 19 who have severe or profound deafness along with difficulties with speech and language and/or complex needs.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team completed deep dives in these subjects: early reading, mathematics, science, art and design, and history. To do this, they met with subject leaders to discuss the curriculum, visited lessons, had discussions with staff and pupils and looked at samples of pupils' work. Other subjects were also considered as part of the inspection.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with staff and with pupils. Behaviour was observed both in lessons and around the school. The views of pupils, parents and carers, and staff were considered through discussions and looking at information collected from Ofsted's surveys.
- Inspectors spoke with leaders about the provision for pupils with SEND and visited the on-site specially resourced provision.
- Inspectors held discussions with members of the governing body and spoke with a representative from the local authority.

Inspection team

Robert Grice, lead inspector

His Majesty's Inspector

Jennifer Bax

Ofsted Inspector

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Ofsted Inspector

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