

Eastbrook Comprehensive School

Inspection report

Unique Reference Number	101243
Local Authority	Barking and Dagenham
Inspection number	276477
Inspection dates	28–29 September 2005
Reporting inspector	Jane Wotherspoon HMI

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mr J Fryer Mr Stephen Smith
Date of previous school inspection	Not previously inspected
School address	Dagenham Road Dagenham Essex RM10 7UR
Telephone number	02082704567
Fax number	02082704545

Age group	11–18
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Introduction

The inspection was carried out by three of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Eastbrook Comprehensive is larger than most secondary schools, but with a small sixth form. Parts of the area it serves are socially deprived and the number claiming free school meals is slightly higher than average. The proportion of pupils with special educational needs, including those with statements, is about average. Around a tenth of pupils are known to be from minority ethnic groups but the number is rising. There are slightly more boys than girls in most year groups.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

* Improve the quality of teaching so that the work matches pupils' needs and builds on their previous learning.* Provide a curriculum that is appropriate to pupils' needs and abilities and gives them more planned opportunities to develop spiritual and cultural awareness.* Increase the rigour of self evaluation so that all managers understand how to use the information from monitoring to raise pupils' achievement.* Develop the process for monitoring pupils' academic progress so that they can be set challenging targets for improvement.* Ensure that post-16 provision adequately provides for the needs of students.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The school's view that teaching is satisfactory is not supported by the evidence from the inspection. It is inadequate. Recent staff training in behaviour management and assessment techniques has the potential to raise the quality of teaching, but not all teachers follow the agreed strategies. Low level disruption affects the pace of pupils' learning and at times behaviour deteriorates to an unacceptable level. Too many lessons fail to capture pupils' interest and work is not set at a level appropriate to their needs or previous knowledge. As a result, pupils, including those with special educational needs, make few gains in lessons. Over time, pupils do not make the progress of which they are capable. By contrast, there are examples of good practice that could be more widely shared. In the best lessons good relationships underpin an atmosphere for learning so that pupils are not afraid to ask for help and to say that they don't understand. Lessons are well-paced, stimulating and challenging. As a result, pupils enjoy their learning. In these lessons, teachers have a clear understanding of what pupils know already and use this information to give them work at the right level. They give pupils clear guidance on what to do to improve and expect them to work hard and do well.

Curriculum and other activities

Grade:

The school offers a broad range of GCSE subjects in Years 10 and 11. However, there are too few courses to meet the needs, interests and abilities of all pupils with the result that too many study subjects in which they do not succeed. A number of clubs and additional activities are enjoyed by pupils and appreciated by their parents. The school is beginning to ensure that all statutory requirements are met. For example, from the start of this academic year, all Year 10 pupils follow an accredited information technology course and a citizenship programme. Religious education is not taught in Years 10, 11 and the sixth form and this statutory requirement was

not fulfilled at the last inspection. The school has identified the need to improve courses and activities to prepare pupils for their working life.

Care, guidance and support

Grade:

The caring ethos identified in the last report has been maintained. Individual pupils with behaviour and attendance problems get good support. Strenuous efforts are made to reduce unauthorised absences. Suitable systems for child protection are in place and there is regular training for staff. Pupils respect the teachers who respect them and those they consider to be teaching them well. Pupils know who to approach if they have a problem, although a few say that issues are not dealt with quickly enough and that some teachers do not always listen to them. Although regular progress reports show pupils how well they are doing, support for those who are not achieving as well as they should is inadequate. Pupils are not set regular targets for improvement and do not always know what they have to do to make progress. The advice given about study after Year 11 is not always appropriate.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

As you know, we have just finished inspecting your school and I am writing to tell you our findings. Thank you for your help. We enjoyed meeting with some of you and seeing you at work in lessons. You will have heard that your school requires 'special measures'. This is because, although your school does some things well, there are problems in several important areas which need to be sorted out as soon as possible. We think that things should be better for you so that you can learn more than you do.

Some of you told us that you find the work too easy or too hard in some subjects. We think teachers should give you interesting work that is challenging but not so hard that you struggle. Some of them do this already, of course, and they also tell you what you have to do to make your work better. This helps you to succeed and feel good about yourselves. We have asked the school to make sure it checks up on how well you are doing in every subject, to set each of you targets, and to make sure you know what to improve and how to improve it. We are pleased that more of you are coming to school regularly and on time. Well done! Keep it up! A few of you told us, and we saw for ourselves, that a small number of you don't behave as well as you should in lessons and around school. Lunch time is not as pleasant as it could be but we are pleased you have the chance to choose healthy food. Most of you are happy with the way the school deals with any problems. The school buildings are generally well cared for and we were pleased to see the displays of work around the school. Some of your art work is impressive. The school has introduced some new subjects for Year 10 pupils but there is more to do to make sure you all get the chance to learn everything you are supposed to. We think that those of you in Years 10, 11 and the sixth form should have the chance to try different types of courses that you might do well in. The school needs to do more to prepare you for adult life.

Some of you told us how much the headteacher has started to improve things since he arrived. We agree with you and we want to help him to carry on making things better. The school will get support to improve and Her Majesty's Inspectors will make regular visits to check the progress the school is making.

We wish you all the best for the future

Jane Wotherspoon HMI