

# Eastbury Primary School

## Inspection report

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<b>Unique Reference Number</b>	101189
<b>Local Authority</b>	Barking and Dagenham
<b>Inspection number</b>	323417
<b>Inspection dates</b>	29–30 June 2009
<b>Reporting inspector</b>	Ruth McFarlane

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	419
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Madeleine Baker
<b>Headteacher</b>	Mrs Bridget Ginty
<b>Date of previous school inspection</b>	5 July 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Dawson Avenue Barking IG11 9QQ
<b>Telephone number</b>	020 8270 4077
<b>Fax number</b>	020 8270 4076

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<b>Age group</b>	3–9
<b>Inspection dates</b>	29–30 June 2009
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger-than-average, three-form entry primary school. The school is expanding rapidly and is much larger than at the time of the last inspection. Currently, the oldest year group is Year 4. Less than a third of the pupils have White British heritage. Of the remainder, the largest groups are those of other White backgrounds, Black African, Pakistani or Bangladeshi heritage. Two thirds of pupils learn English as an additional language. Far more pupils than average, about a half, join the school at times other than the normal admission time. A far higher proportion than is usual has learning difficulties, mainly for speech, language and communication difficulties, though very few have statements of special educational needs. The school holds several awards for its provision, including the silver Artsmark and Healthy School. The Early Years Foundation Stage accommodates 137 children, 52 of whom attend part-time, in a Nursery and three Reception classes.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Eastbury Primary School provides a satisfactory education for its pupils. School leaders are coping well with managing major building works and attendant dust and noise, concurrent with the school's rapid expansion. In this challenging environment, the headteacher and staff successfully create a nurturing ethos. The majority of parents are supportive. Typically, they say, 'All the children receive personal, individual attention from all the staff.'

Children achieve well in the Early Years Foundation Stage and, this year, most have reached the goals expected by the end of Reception. By the time pupils reach the end of Year 4, currently the oldest year group, achievement is satisfactory overall. Inspection evidence shows that standards in Year 4 are below age-related expectations in reading, mathematics and science and they are in line with expectations in writing, where progress has accelerated this year.

Pupils' personal development is satisfactory. Attendance is well below average despite good efforts from the school to improve this. Nevertheless, pupils say they enjoy being at school. They know how to maintain a healthy lifestyle and trust the adults around them to keep them safe. They enjoy taking responsibility, such as being school councillors, and they are often involved in community events. Their progress in basic skills is preparing them satisfactorily for their futures. Pupils' spiritual, moral, social and cultural development is good. The arrival of many new pupils at other than the usual times has meant adjustments for those already at the school as well as the newcomers. The school manages this successfully and care, guidance and support are satisfactory overall. Pupils are properly safeguarded. Academic guidance is satisfactory. A range of assessment and progress data is available to teachers. However, to move learning on in the classroom, individual pupil targets are not consistently shared with pupils or reviewed regularly enough. As a consequence, pupils sometimes find it hard to understand how to make further progress.

The curriculum is satisfactory overall, enriched with visits and visitors. It is under review to focus on linked work across subjects, to make learning more meaningful. Some good features have led to awards such as the silver Artsmark. However, liaison between some year groups is not well developed. Some class teachers are not fully familiar with all the previous academic information available about their pupils, so smooth progression in teaching and learning is in some cases compromised.

Teaching is satisfactory. In the main, teachers direct much of the work. Often, the ensuing tasks are similar for all abilities, and are too often worksheet-based. As a result, opportunities for pupils to extend their learning and develop their own thinking and creativity to the full are sometimes limited. A few good lessons were observed by inspectors. Here, there was brisk pace and challenging tasks which stimulated learning.

Leadership and management are satisfactory overall, and leaders are intent on improving pupils' achievement and their personal development. The headteacher shares her vision well and is competently leading the drive forward, supported by her two deputy headteachers. The team is relatively new and middle managers' skills are just developing, but the school has an accurate view of its strengths and weaknesses and is already harvesting improved progress in those areas on which it has focused. Governance is satisfactory and, in view of the teamwork now emerging, the school has satisfactory capacity to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children enter the school with skill and ability levels below those usually expected for their age. The majority make good progress and enter Year 1 with standards that are in line with expectations. Children develop well in most areas of learning, though difficulties with speech and language for a significant number of children have had a negative impact on their reading and writing. Caring and competent teaching reinforces learning in relevant and meaningful ways, through an appropriate variety of indoor and outdoor activities. Leadership and management of the Early Years Foundation Stage are good and children's welfare is promoted satisfactorily. The key person role, to help children feel that they have a special adult at school that will look out for them, is not fully developed. Staff have developed good partnerships with parents, and give good attention to children's safety and health. Attention to hygiene helps children enjoy their happy and secure environment, which is well away from the areas being refurbished and under construction, so they are not as affected by the noise and upheaval.

### What the school should do to improve further

- Rigorously monitor the impact of actions taken to improve pupils' attendance.
- Accelerate progress by increasing challenge in lessons, reducing the reliance on worksheets, and providing tasks that match pupils' differing abilities more precisely.
- Improve liaison between year groups to ensure smooth progression in learning as pupils move through the school.
- Ensure that pupils' individual learning targets are shared with them more frequently and consistently.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Whatever pupils' gender, background or length of time in the school, they achieve satisfactorily overall. From starting points that are below average, Year 2 teacher assessments in 2009 show that standards in reading and mathematics are below average and in writing they are average. Inspection evidence shows that this pattern continues so that pupils reach standards in Year 4 that are below age-related expectations in reading and mathematics and in line with expectations in writing. Pupils have made faster progress in writing in response to the whole-school focus on this aspect. Pupils with additional learning needs make equivalent progress from their starting points because they benefit from suitable support.

## Personal development and well-being

### Grade: 3

The supportive family atmosphere helps pupils to develop their confidence and self-esteem and to enjoy school, and to develop positive attitudes to learning. Consequently, behaviour is good. Pupils have good relationships with each other and with the adults. They can explain a little about the importance of physical exercise and healthy eating, which is reflected in the school's Healthy School award. They have a reasonable understanding of how to stay safe and they are confident of adult help should they have worries or concerns. Attendance remains

stubbornly well below average despite good efforts by the school to improve it. Impact of the work of the school on diversity shows in pupils' broad understanding of different cultures and religions represented in the school, and contributes to their good spiritual, social, moral and cultural development. Pupils are satisfactorily prepared for their futures and develop an appropriate range of skills that help to prepare them for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Progress is satisfactory because it is underpinned by satisfactory teaching. Some teaching is good. The best lessons, such as a Year 3 English lesson, where pupils enjoyed a lively activity designing a puppet and describing its personality, offer a brisk pace and tasks that invigorate learning, helping pupils to make progress. Teachers plan their lessons carefully. They provide support and encouragement, which develops pupils' confidence and contributes to their personal skills. Across the school teachers show sound subject knowledge and make effective use of resources. Teaching assistants are used to good effect to support the learning of individuals and small groups. Often, however, the same task is offered for all abilities, and pupils are required to listen for too long, having little opportunity to explore and discuss their own ideas. When this happens, progress slows, especially for the more-able. In some lessons tasks are too rigid, often based on a worksheet, limiting pupils' creativity and independent learning. Teachers' guidance, whether verbal or written, is of variable quality. The best is positive and explains to pupils how to improve their work.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is under review to link subjects together and make learning more meaningful. Some elements are good, such as the range of visits, visitors, clubs and events that support pupils' personal development as well as their academic achievement. Visitors providing African drumming sessions contribute well to pupils' spiritual and cultural development. Information and communication technology is used appropriately to support learning. In one or two classes taught time is curtailed during the day by overlong breaks and 'getting ready' sessions. The programme for personal, social and health education helps prepare pupils for making informed choices about their own safety and well-being. Provision for the increasing number of pupils who are learning English as an additional language meets their needs. Those who have additional learning needs are also suitably catered for.

### **Care, guidance and support**

#### **Grade: 3**

Care, guidance and support are satisfactory. Pastoral care is good. The school meets requirements for safeguarding pupils' welfare, for example through its arrangements for child protection, health and safety, and safer recruitment. Pupils are helped to make progress whatever their abilities or backgrounds, and partnerships with outside agencies are strengthening. As a result, pupils who have learning difficulties and/or disabilities are making satisfactory progress in line with their peers. Staff carefully foster an ethos of consideration and respect. Consequently, pupils respond and behave well. Strategies in place to ensure pupils attend school have not been as successful. Academic guidance is satisfactory overall, but the good information about

pupils' progress that managers provide is not used consistently by teachers, especially to set challenging work for all pupils, or to ensure there is no break in progress from class to class. Pupils are not always clear how to improve their work because the process of setting targets is not well established in the classroom.

## **Leadership and management**

### **Grade: 3**

Progress since the last inspection has been satisfactory. The headteacher has made a good start in ensuring that there is a shared commitment to raising standards and achievement and that all learners are equally included in the full programme offered. She has set a clear agenda for improvement that includes the implementation of new assessment systems, staff monitoring, training and support. This agenda is the motivating factor that is driving the school forward during its rapid change and expansion. Monitoring of teaching and learning gives senior staff a satisfactory overview of its strengths and weaknesses. Self-evaluation is largely accurate. Targets are suitably challenging, analysis is detailed but use of targets in the classroom to raise standards is less well developed. Most staff and resources are used effectively to support learning. However, the libraries are an under-used facility, limiting pupils' opportunities to develop a love of reading for pleasure and for research. Governance, through training and improved partnership with the school's leaders, is sound. The school promotes community cohesion well. It particularly values and supports its diversity, and creates a genuinely harmonious community locally that is beginning to reach out successfully to the wider national and global communities. Most parents are supportive of the school and its managers. The two deputy headteachers support the headteacher well, and a suitable team of middle managers is emerging. Because of this and the successful impact of current initiatives, the school has satisfactory capacity to improve further.

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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	4
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

10 July 2009

Dear Pupils

Inspection of Eastbury Primary School, Barking, IG11 9QQ

The inspectors who visited your school recently want to thank all of you for your friendly welcome. We really enjoyed the days we spent with you.

Your school provides you with a satisfactory education. This means that some things are good and other things need to improve. You and your parents told us you are pleased with the way all the adults in your school look after you. We agree that this is good. You behave well in class, especially when teachers give you different tasks to do. You try hard. This is helping you to make progress. All of you are making satisfactory progress, and in writing you are making faster progress. Your writing is about the same standard as other children of your age in the rest of the country. Keep up the good work with the writing, and try to do just as well with your mathematics and reading, as these skills are very important to your future lives.

We have asked your teachers to help you even more, by helping you to know what you need to do to improve, giving you individual learning targets, and by giving you different tasks that make you think a bit more. We have asked them to make sure the information about the work you have done in class is discussed and shared with the teacher in the next class, so that when you move classes, you can start making progress straight away.

You have had to cope with lots of change recently, as your school gets bigger. The noise of the building work can be very loud. We noticed that most of you do enjoy school and you get on with each other and with the adults. Most of you come very regularly to school, but not all of you. You miss quite a lot of learning when you are away, so do please do everything you can to keep yourself healthy and come to school every day during the term.

I hope you will play your part by continuing to try your hardest, so that you do as well as you possibly can.

Yours faithfully

Ruth McFarlane

Lead Inspector