

# Eastbury Comprehensive School

## Inspection report

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<b>Unique Reference Number</b>	101244
<b>Local Authority</b>	Barking and Dagenham
<b>Inspection number</b>	335684
<b>Inspection dates</b>	7–8 July 2010
<b>Reporting inspector</b>	Thomas Gibson

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1705
Of which, number on roll in the sixth form	181
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roy Patient
<b>Headteacher</b>	David Dickson
<b>Date of previous school inspection</b>	8 July 2010
<b>School address</b>	Hulse Avenue Barking IG11 9UW
<b>Telephone number</b>	0208507 4500
<b>Fax number</b>	020 82741646
<b>Email address</b>	office@eastbury.bardaglea.org.uk

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<b>Age group</b>	11–18
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## Introduction

This inspection was carried out by six additional inspectors. The inspectors visited 42 lessons, undertaking four joint observations with school staff, and observed 40 teachers. They held meetings with staff, students and governors. Inspectors observed the school's work and looked at a range of documentation, including the school's self-evaluation form, its monitoring of students' progress towards their targets, and the school development plan. They also considered responses to questionnaires completed by staff, students and 138 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the school's strategies in improving levels of attainment, particularly in literacy, of White British students
- the effectiveness of the school's strategies to ensure that higher ability students, particularly boys, make sustained and substantial progress
- the impact of behaviour on the pace of learning in lessons
- the effectiveness of teachers in using information on the prior learning of students to plan and develop their lessons.

## Information about the school

Eastbury School is a larger than average sized mixed secondary school. An above average number of students are eligible for free school meals. The ethnic and linguistic make-up of the school is changing rapidly, reflecting changes in the local community. The majority of students are from minority ethnic backgrounds and speak a first language other than English. The proportion of students with special educational needs and/or disabilities is broadly in line with the national average. The school has a hearing impairment unit on site. A greater than average number of students join or leave the school during the academic year. The school is a specialist Maths and Computing College.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

Eastbury Comprehensive is an inclusive and cohesive school community providing a satisfactory standard of education. Students are known well as individuals. Since the previous inspection, a new headteacher has been appointed and there has been considerable change in the senior leadership of the school. Senior leaders have an accurate understanding of the strengths and areas for development in the school. They have correctly focused on raising academic standards. Although attainment is low, it has improved at a faster pace than the national average. Students' progress is satisfactory, but is improving securely and quickly. However, the attainment and rate of progress of White British Students is below that of their peers because they have not yet acquired satisfactory skills for learning, particularly in literacy. Behaviour in the school is satisfactory, though a small minority of boys are unable to consistently focus on their learning in lessons.

The school has developed a good system to manage the quality of teaching and learning. This has directly led to improvements in the quality of teaching in English, mathematics, information and communication technology (ICT) and physical education. However, teaching overall is satisfactory, rather than good, because there remain inconsistencies between departments in the quality of lesson planning, the pace of the lessons and the level of challenge provided for individuals and groups of students. While there are examples of effective assessment, students are not consistently provided with clear guidance on how they can improve their work.

Students develop satisfactory skills that will contribute to their future economic well-being. Attendance levels have improved over the past year and are now above average overall and the school has effectively reduced the number of students persistently absent from school. However, attendance is satisfactory because the attendance of White British students is below that of their peers. Though punctuality has improved, too many students do not arrive consistently on time for school.

The enthusiastic and highly perceptive headteacher is very well supported by an effective leadership team who have a clear understanding of the needs of the students within this diverse school community. The inclusive ethos of the school is reflected in the high prominence given to equality of opportunity and the significant role the school plays in supporting community cohesion within the local area. Care, guidance and support for students are good. The individual needs of students are well met and the provision for students with hearing impairment is strong. The curriculum has been developed and improved to meet the learning needs of groups of students and is increasingly being tailored to the learning requirements of individual students. The collaborative approach of the leadership team has engaged the enthusiasm and skill of

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the staff. The school has developed a clear and effective strategy to improve outcomes for students, which has been demonstrated by improved levels of progress and attainment in mathematics and English. The school has good capacity to further improve.

**What does the school need to do to improve further?**

- Improve students' skills for future economic well being by
  - improving students' punctuality for school
  - improve literacy skills for White British boys
  - improve the attendance of White British students.
- Raise levels of attainment so that by August 2011 at least 47% of students gain five or more GCSE passes at grades A\* to C, including English and mathematics, by:
  - ensuring all lessons are planned based on the prior learning of individual students
  - ensuring that students consistently know the levels they are working at and what they need to do to further improve
  - ensuring that the good practice in teaching and learning evident in English, mathematics, ICT and physical education is shared across all departments
  - improving the attitudes and skills for learning of a small minority of students.

**Outcomes for individuals and groups of pupils****3**

Most students enjoy their learning and make satisfactory progress from their below average starting points. Though levels of attainment are low, they are improving, and this is particularly the case in English and mathematics, where standards are rising quickly. Students with special educational needs and/or disabilities make satisfactory progress.

Students say they feel safe in the school, and parents and carers agree. Students are confident to raise issues with staff. One student said, 'Teachers are good people, you know you are safe.' Conflict resolution is accepted practice within the school, and students recognise that the school is fair. Behaviour in lessons is satisfactory overall. In lessons where there is effective planning based on individual student needs, and appropriate tasks focused on learning and good pace, students behave well. However, when the activities and the pace of the lesson do not engage and challenge students, low-level disruption occurs. A small minority of students have less well developed study skills, which is often linked to low literacy levels, and this impacts on the rate of progress they are able to make and on the development of their workplace skills.

Students have a good understanding about healthy lifestyles. The innovative cashless card system, which rewards students for an active and healthy lifestyle, has had a positive impact on the healthy diet choices of students. Students are enthusiastic about participating in the wide provision of extra-curricular activities available. Through the

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work of school prefects, school ambassadors and the school council, students make a positive contribution to the school and wider community. Students helped to design the creative curriculum days and were involved in designing school policies in, for example, attendance and community cohesion.

Students respect others' needs; they have a strong sense of common values within the school community. They are curious about the wider world. In one Year 9 technology lesson, students were engaged in an interesting discussion on the diets of families from different parts of the world. Students engage effectively with those from different ethnic and socio-economic backgrounds.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The quality of teaching overall is satisfactory. During the inspection, a number of good and outstanding lessons were observed. In English and mathematics, teaching is consistently good. However, there remains inconsistency in the quality of teaching across curriculum areas. When teaching is most effective, students are clear about the next steps in their learning; lessons are planned based on the prior learning of students

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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and teachers make clear their expectations for learning and behaviour. Students understand what is required of them and respond appropriately. However, in lessons where planning is not based on prior learning of individual students and is focused on activities rather than learning outcomes, students progress at a slower pace.

Inspectors observed some good quality written assessment which gave students clear guidance about how to improve their work and move to the next level. However, this is not yet embedded across all departments. Though teachers use a variety of questioning styles, the provision to develop the thinking and understanding of the more able students is not consistently used in all subject areas.

The curriculum is increasingly tailored to meet the individual needs of students. Its imaginative design enables students to follow a variety of pathways, whilst ensuring there remains appropriate provision for the core subjects of English and mathematics. Students are able to follow young apprenticeship courses and diploma courses in, for example, engineering, or follow traditional academic subjects such as discrete sciences. The school's specialism in mathematics and computing has supported the development of statistics and applied learning courses in ICT. The improved curriculum is beginning to have an impact on accelerating progress and raising attainment, such as in ICT and physical education.

The highly inclusive ethos of the school is reflected in the good provision for care, guidance and support available to each student. Transition arrangements with primary schools are highly effective, beginning in Year 4 and, by the end of Year 6, involve a learning mentor from Eastbury working one day a week with new students. Year 9 students are guided in their option choices with support from Connexions, tutors and subject leaders. A comprehensive range of support is available for individual students. The learning support unit and the 'half-way house' provide support for students in the lower school to develop appropriate behaviour and learning skills. Youth workers are on call to provide support in classrooms and help run behavioural support lessons. A part-time counsellor, health advisor and policeman are on site to offer guidance. Students with hearing impairment are very well supported by experienced teachers who ensure their needs are met and provide a safe and purposeful learning environment for those who require additional support. The school makes effective use of outside agencies and, from September 2010, a multi-agency team will be based at the school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

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## How effective are leadership and management?

Senior and middle leaders have an accurate understanding of the strengths and areas for development within the school. The headteacher has engaged both staff and students in developing aspirational targets for the school which are focused on raising the levels of attainment and progress of students. This systematic approach to school improvement is based on accurate monitoring of student progress. The impact of this strategic approach to improvement is already demonstrated in the development of an improved curriculum, tailored guidance and support and improving outcomes, particularly in English and mathematics. The quality of teaching and learning is systematically monitored. The school's judgement on the quality of teaching is based on clear criteria and is accurate.

The governing body is well organised and offers an appropriate degree of challenge and support. Members of the governing body are visible within the school community. They are involved in the systematic evaluation of the strengths and weaknesses of the school. Safeguarding procedures are thorough and all staff have received appropriate child protection training.

The school places a high priority on ensuring equality of opportunity. It monitors progress and participation levels for all groups within the school. Where there are differences in outcomes, intervention strategies are developed to ensure gaps between groups are narrowed. A good example of this is the 'extra mile project', which is beginning to have an impact on improving the attendance and literacy levels of White British students.

Senior leaders have a clear understanding of the context of the school in the local area. Under the banner 'Being different, belonging together', the school has developed a number of projects to promote tolerance and understanding. The school supports the learning needs of local families by offering English courses, and facilitates local organisations by hosting events for a wide variety of groups. The school plays an active role in working with safe neighbourhood groups, local agencies and voluntary organisations to promote local community cohesion.

Parents are kept well informed about their children's achievement, well-being and development. A regular newsletter highlights school information and events. The school has a full-time parent support officer who helps to ensure all families are able to engage in the life of the school community. The school has developed a number of effective partnerships to improve the curriculum provision and outcomes for students. The 'Thames Gateway' project has supported the school in developing a mathematics laboratory, a sports laboratory and an enhanced learning resource area.

*These are the grades for leadership and management*

<p><b>The effectiveness of leadership and management in embedding ambition and driving improvement</b></p>	<p><b>2</b></p>
<p>Taking into account: The leadership and management of teaching and learning</p>	<p>2</p>



<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>	
Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Sixth form

The sixth form provision is offered within a Consortium of four schools in Barking and Dagenham. Students enter the sixth form with below average levels of attainment and make satisfactory progress given their starting points. The curriculum has improved and now offers an appropriate range of academic and vocational courses at different levels. Specialist status has enabled the school to be a hub for the provision of further mathematics. There are some inconsistencies within the quality of the provision, but these are being addressed. There is an effective tracking system to monitor students' progress, which enables appropriate intervention to take place where there is any underachievement. The school has high expectations for its students and this is reflected in the increasing number of students going on to university. Students are encouraged to be involved in the wider life of the school, through such activities as peer mentoring and paired reading schemes. Leaders and managers have a clear understanding of the strengths and weaknesses of the sixth form and have developed appropriate plans to further improve.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

## Views of parents and carers

A very small minority of parents and carers responded to the questionnaire. Most

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parents were very supportive of the school. The very small number of written negative comments were in the main related to behaviour. Inspectors judged behaviour to be satisfactory but acknowledge there is further work to do with a small minority of students.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eastbury Comprehensive School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 138 completed questionnaires by the end of the on-site inspection. In total, there are 1705 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	38	77	56	7	5	2	1
The school keeps my child safe	50	36	81	59	5	4	1	1
The school informs me about my child's progress	53	38	78	57	6	4	1	1
My child is making enough progress at this school	46	33	79	57	11	8	1	1
The teaching is good at this school	27	20	95	69	14	10	1	1
The school helps me to support my child's learning	35	25	78	57	17	12	2	1
The school helps my child to have a healthy lifestyle	37	27	90	65	5	4	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	40	27	82	59	8	6	2	1
The school meets my child's particular needs	32	23	80	58	14	10	4	3
The school deals effectively with unacceptable behaviour	41	30	79	57	11	8	5	4
The school takes account of my suggestions and concerns	22	16	26	62	15	11	4	3
The school is led and managed effectively	33	24	89	64	8	6	1	1
Overall, I am happy with my child's experience at this school	53	38	75	54	8	6	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 July 2010

Dear Students

Inspection of Eastbury Comprehensive School, Barking IG11 9UH

On behalf of the inspection team who visited your school recently, I would like to thank you for making us feel so welcome. It was a pleasure to meet with you in lessons and around the school and to hear your views and opinions. We have taken your views into account in coming to our overall judgement that Eastbury provides you with a satisfactory standard of education.

It was evident to the inspection team that you are well cared for in school and receive a good level of guidance and support. You have the opportunity to study a wide range of subjects and the curriculum is increasingly developed to meet your individual needs. The headteacher and school leaders have high expectations for each one of you. To further improve your school, we have asked that the school:

raise levels of attainment so that by August 2011, at least 47% of students gain five or more GCSE passes at grades A\* to C including English and mathematics, by:

- ensuring all lessons are planned based on the prior learning of individual students
- ensuring that students consistently know the levels they are working at and what they need to do to further improve
- ensuring that the good practice in teaching and learning evident in English, mathematics, ICT and physical education is shared across all departments
- improve the attitudes and skills for learning of a small minority of students

improve your skills for future employment by:

- improving your punctuality for school
- improving literacy skills for White British boys
- improving the attendance at school of White British students.

You can contribute to the development of your school by ensuring you are punctual for school every day.

Yours sincerely

Thomas Gibson

Lead Inspector

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