

Eastbrook School



	EARLY YEARS STRONG "Children get off to a flying start"	BEHAVIOUR AND ATTENDANCE STRONG "Across the school behaviour is a real strength"
	LEADERSHIP AND GOVERNANCE STRONG "The school is a well-organised, safe and calm environment for pupils to learn"	INCLUSION STRONG "The school is highly inclusive"
PROUD to be a STRONG School		



New Starter Prospectus



2026

Headteacher's Welcome

Welcome to Eastbrook School and what will be your educational journey of discovery, success and belonging. Thank you for choosing to take this journey with us and becoming part of the Eastbrook family.

All pupils are given the opportunity and platform to work, study hard and achieve in all aspects of the curriculum, in and outside of the classroom. We believe that all pupils should demonstrate good character in all aspects of their life and our curriculum is built around our PROUD Habits, **Principled, Resilient, Open, Understanding and Disciplined**. We are a School of Character allowing pupils to show these habits and offer a rounded educational experience.

We are proud to learn and teach in a modern school environment with some of the best facilities in the area. Our state-of-the-art science laboratories, art and photography studios, technology workshops, high-spec music and drama spaces, and multiple sports halls enable high-quality teaching and learning. These outstanding facilities allow teachers to inspire and Pupils to thrive.

At Eastbrook we are guided by three core values for:

- **For all pupils to Excel.**
- **For all pupils to Belong.**
- **For all pupils to Succeed.**

Our pupils are encouraged to work and study hard to achieve all they are capable of academically whilst also accessing diverse and extensive enrichment opportunities.

Standards and expectations are high, we lead a distinctive learning community, and we purposefully and explicitly prioritise the development of pupils' character and academic accomplishments in equal measure, so that they flourish as socially aware, skilled citizens equipped to take their place in society.

As an Eastbrook pupil, you will feel safe, challenged, and listened to. We will provide you with learning experiences that will prepare you for your future. Ensuring that when you leave, you will leave behind fond memories and experiences that set you up with whatever future you aspire for. We will push you, challenge you and support you to be the best version of yourself.

I was delighted with our most recent Ofsted Inspection, pupils, staff and the leadership team have worked incredibly hard to improve the quality of education, opportunity and safety at Eastbrook. We offer pupils an inclusive education and a space to learn, grow and thrive, not just in the classroom but outside of it. Especially through our Personal Development and Enrichment programmes, all of which have been designed to provide a holistic foundation for pupils to build on.

So welcome, once again to Eastbrook School, and we look forward to joining you on your educational journey and contributing to a community that you are **PROUD TO BE** part of.

J Gibson

Jamie Gibson – Head of Secondary School



What Ofsted said about Eastbrook

The Ofsted Framework has recently changed, and we are the first school in the Local Authority to go through the new inspection. The Gradings have change significantly, but the best comparison for families is that **'Expected Standard'** is equivalent to **'Good'** and **'Strong Standard'** is equivalent to **'Outstanding'**.

Early Years, Behaviour and Attendance, Inclusion and Leadership were all graded as **'Strong Standard'**.

Post Sixteen Provision, Personal Development and Wellbeing, Curriculum and Teaching and Achievement were all graded as **'Expected Standard'**.

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PROUD to be a STRONG School		

'Across the school, behaviour is a real strength. This is because high expectations are communicated clearly and applied consistently.'

'In lessons, pupils are diligent and focused on their learning. Movement around the school and outside in the playground is calm. Pupils get on well together and engage positively in the activities provided.'

'The school is highly inclusive.'

'Pupils get on well together and engage positively in the activities provided'

'There is high ambition for pupils with special educational needs and/or disabilities and those who face other barriers to their learning.'

'Across the school, and in the sixth form, pupils and students progress well through the curriculum and are generally well prepared for the next stage of their education, employment or training'

'The school is a well-organised, safe and calm environment for pupils to learn. Behaviour, attendance and the structure and content of the curriculum have improved.'

'The school has done much to improve the quality of teaching. As a result, staff demonstrate secure subject knowledge and explain concepts with clarity. '

[Eastbrook School - Ofsted Report](#)



The School Day and Calendar

Secondary School Timings		
8:25am – 8:35am	School gates open	10 minutes
8:40am – 9:00am	Form Time	20 minutes
9:00am – 10:00am	Period One	60 minutes
10:00am – 11:00am	Period Two	60 minutes
11:00 – 11:25am	Break Time	25 minutes
11:25am – 12:25pm	Period Three	60 minutes
12:25am – 1:25pm	Period Four	60 minutes
1:25pm – 2:10pm	Lunch Time	45 minutes
2:10pm – 3:10pm	Period Five	60 minutes
3:10pm – 4:00pm	After School Enrichment	50 minutes
	After School Detentions	

Eastbrook School Term Dates 2026-2027



The 5 non-contact days + 1 day holiday* are to be determined by individual schools.

*The 1 unallocated holiday day is to be chosen by individual schools with appropriate consultation.

SEPTEMBER 2026							OCTOBER 2026							NOVEMBER 2026							DECEMBER 2026						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
	1	2	3	4	5	6				1	2	3	4							1							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
28	29	30					26	27	28	29	30	31	23	24	25	26	27	28	29	28	29	30	31				
													30														
JANUARY 2027							FEBRUARY 2027							MARCH 2027							APRIL 2027						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
	1			2	3		1	2	3	4	5	6	7	1	2	3	4	5	6	7				1	2	3	4
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25
25	26	27	28	29	30	31							29	30	31					26	27	28	29	30			
MAY 2027							JUNE 2027							JULY 2027							AUGUST 2027						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
					1	2		1	2	3	4	5	6				1	2	3	4							1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	29	30				26	27	28	29	30			23	24	25	26	27	28	29	
31																				30	31						

Autumn term: Tuesday 1 September 2026 – Friday 18 December 2026 = 72 school days

Spring term: Monday 4 January 2027 – Friday 25 March 2027 = 54 school days

Summer term: Monday 12 April 2027 – Thursday 22 July 2027 = 64 school days

190 TAUGHT DAYS

5 Inset Days

1 Holiday Day

■	First and Last Days of Term
■	Bank Holiday
■	School Holiday
■	Additional Holiday Day
■	Inset Day – Students not required



Our KS3 Curriculum

Through our Character and Academics approach to curriculum design, we express our belief that education is as much about developing young people's character strengths and virtues as it is about developing their academic ability. This means that in addition to considering the sequencing of skills and knowledge within each subject area, at each stage of education, and how these build toward agreed end points, our curriculum design also considers the development of character at each stage of education and how this enables pupils to flourish. This is delivered through our pastoral curriculum in PSHE, form times, assemblies and activities outside of lessons such as our Enrichment Week.

Pupils study English, Maths and Science four hours per week and then 1-2 hours weekly, depending on the subject area of; History, Geography, French, Spanish, Religious Studies, Computing, PE, Art, Music, Drama, DT including cooking and PSHE. We offer a full three-year KS3. We also offer unique curricular pathways for pupils with ASC who qualify for our Additional Resource Provision and for pupils who are new arrivals in the UK and do not speak English yet, via our Paragon programme.

Our KS4 Curriculum

We offer a broad and enriching range of subjects at Key Stage 4. Pupils are invited to select three subjects and will have three hours per week of each subject.

All pupils must follow the EBACC Pathway, and must study at least one of History, Geography, French, Spanish or Triple Science.

Pupils can also study Art, Craft and Design, Art Photography, Business Studies, IT, Computer Science, Design Technology, Hospitality and Catering, Health and Social Care, Media Studies, Religious Studies, Sociology or PE.

Subjects are not separated into 'Option Blocks' which facilitates pupils being able to study as many of their preferred subjects as possible.

We also offer an Alternative Pathway for pupils with SEND or EAL challenges, which include ASDAN, Life Skills or ESOL.



Our Sixth Form

We have a state of the art Sixth Form provision and offer a broad range of subjects; many of which can only be studied at Eastbrook School.

Eastbrook is the fastest growing Sixth Form in the Local Authority and our roll has increased by 200% in the last two years.

Pupils are given the choice to pursue A Levels, Vocational Subjects, or a Dual Pathway; where they can study a combination of A Levels and Vocational Subjects.

As part of our Sixth Form Programme, all pupils will take part in a timetabled enrichment activity, which could be sports based, creative or academic, as well as a timetabled Personal Development lesson.

We have a high retention rate, with many pupils choosing to stay with us from Year 7 all the way through to Year 13. We have consistently recorded improved results at GCSE and A Level, so not only do pupils keep a sense of belonging, but they are also accessing high quality provisions of teaching and learning which supports transition into further education or work.

Our KS5 Curriculum

Option Block 1	Option Block 2	Option Block 3
A Level Art & Design and Graphic Communication	A Level Psychology	A Level Film Studies
A Level Psychology	A Level Chemistry	A Level Maths
A Level Biology	A Level English Literature	A Level Sociology
Business Extended Certificate	AAQ in IT	AAQ in Health and Social Care
Applied Science Extended Certificate	CTEC Sport and Physical Activity	Applied Diploma Criminology



School Uniform and Equipment

School uniform is an important part of belonging to the Eastbrook community. We believe that the smart appearance of pupils is an important part of their schooling. This is because education is the preparation for life beyond school and the world of work. We expect pupils not only to adhere to the full uniform requirements, but also to be concerned about, and take pride in their general appearance, conforming to the standards expected by the school. Pupils should remember that correct uniform must be worn to and from school, as well as whilst in school.

Our badge and uniform is recognised within the local and wider community. Pupils are expected to uphold the Eastbrook character values in school and within our community.

Eastbrook School Uniform can be purchased through Khalsa School wear: khalaschoolwear.co.uk

Item	Compulsory	Banned Items
Footwear	Plain black, polishable, no sports branded school shoes.	Trainers, sports shoes, flip flops, Crocs, sliders, Ugg Boots or similar casual footwear.
Trousers & Skirts	Plain black smart trousers or knee length pleated or ankle length skirt.	Leggings or jeans.
Tops	White school shirt (long or short-sleeved).	Vest tops, t-shirts, polo shirts.
Tie	Eastbrook School Tie.	Other ties or scarves in place of the school tie.
Blazer	Black school blazer with the school badge on pocket.	
Outerwear	Warm plain coats, scarves and hats.	Hoodies, hats, or caps, non-religious headwear
Jewelry	Studded earrings only and one nose stud	Rings and bracelets are not allowed.
PE Kit	White Polo top, plain black shorts or tracksuit bottoms, sports Socks.	

Mobile Phones are not allowed in school; if seen or heard they will be confiscated in line with school policy. We advocate the use of 'brick' or 'dumbphones' if confiscation of mobile phone presents an issue for you or your child.

Equipment

Pupils are expected to be equipped for school each and every day. The equipment required is as follows: **Black Pen, Green Pen, Pencil, Ruler, Highlighter and KO Pack with Blue Book.**

Equipment checks will be carried out in form time each morning. Pupils without the correct equipment will be provided with replacement items and may be sanctioned in line with school behaviour policy.



Attendance and Punctuality

As a school we know the importance that attendance has on a pupils' achievement and attainment. Research suggests that pupils whose attendance drops below 90% significantly underachieve when compared with pupils whose attendance is 95% or above.

All pupils have an attendance target of 95%

We will work in partnership with parents and carers to ensure that every pupil can meet their potential. It is crucial therefore that pupils attend school **each and every day**. Your support in ensuring this happens is greatly appreciated. Medical and dental appointments should be made **outside of school hours** unless it is a medical / dental emergency. We require evidence of **ALL** medical / dental appointments and pupils should present these to the school reception.

Please note that if your child is absent this should be reported to the school office before **8:30am** by calling **020 3780 3609**.

When pupils attend,
they...

- ✓ Can achieve their full potential.
- ✓ Have better career prospects.
- ✓ Develop character and resilience.
- ✓ Improve their mental wellbeing.



If you require further information regarding Attendance, please refer to the school Attendance Policy, found by clicking [here](#). pupils and families experiencing difficulties with attendance matters should contact the school at the earliest opportunity to talk to their child's Head of Year.

The school gates are open between **8:25am and 8:35am**. If your child arrives after this, **they are late**.

If your child arrives late to school, without a valid reason from home, they will be sanctioned with an **after school detention that day**. This will be communicated with families. If your child arrives after **9:30am**, they will remain in reception until a family member has been spoken to, to provide us with a reason for their absence. This will be recorded as an unauthorised absence, which could lead to Local Authority intervention.

Pupils are expected to arrive on time for all lessons. Arriving late to lesson means that pupils miss out on the 'Connect' phase of the lesson, which is integral for promoting memory and retention.

We expect learners to be responsible for their own time keeping and management. **If you are not on time, you are late**. These habits will help promote positive work and learnings habits through pupil's time at Eastbrook School, but also, into the wider world when they leave.

We teach pupils that **Attendance and Punctuality Matters!**



A School of Character

The school places character at the heart of what we do. While pupils are encouraged to excel academically, equal importance is given to developing them into skilled, global citizens with strong personal character. The pastoral and academic programme is built around the school's PROUD habits, which guide pupils in demonstrating positive character every day:

- **Principled** – Acting with honesty, integrity and doing the right thing for the right reasons.
- **Resilient** – Developing adaptability and strength when facing challenges.
- **Open** – Contributing positively to the school and wider community.
- **Understanding** – Cultivating curiosity and a love of learning
- **Disciplined** – Being thoughtful, responsible and taking ownership of one's actions.

Together, these habits aim to shape well-rounded, independent pupils who succeed personally, academically, and socially.

The House System

When you join Eastbrook, you will be assigned to one of our four Houses.

Throughout your time with us you will take part in a variety of physical, academic, creative and scholarly activities that will contribute towards the success of your House.

We believe that a House system is essential in developing a sense of belonging, building a sense of community, and encouraging ownership and accountability of our actions. All members of the school community, including teaching and support staff, are assigned to a House.

pupils from Years 7 to 10 can apply to be House leaders and form part of our pupil Leadership team.



Enrichment at Eastbrook

Our enrichment programme offers pupils a wide range of opportunities that support their personal development, well-being, and wider learning.

Our Debate Club has helped pupils strengthen their communication and critical thinking skills through structured discussions on current topics. The choir has continued to provide an inclusive musical environment, with pupils preparing for performances in the school and local community. Drama sessions have supported creativity, confidence, and teamwork through improvisation and performance-based activities. History Club has encouraged pupils to extend their curiosity beyond the curriculum, engaging in themed projects and historical investigations. Sports enrichment continues to grow as we add more clubs and activities. Netball and football sessions develop teamwork, fitness, and resilience, with pupils taking part in local fixtures. Badminton has offered the option for pupils to develop coordination and confidence in a relaxed setting. Our cricket teams keeps going from strength to strength.

Enrichment plays a valuable role in broadening pupils' experiences, and our staff are committed to ensuring activities are inclusive, well-organised, and aligned with the school's wider aims. For a full programme of clubs and activities, please see the school website for 'pupil Enrichment'.

Enrichment Week

Enrichment Week takes place during the final week of the academic year. This programme has been designed to provide all pupils with a broad range of experiences beyond their regular curriculum. The week will start with whole-school Sports Day, providing an inclusive and enjoyable opportunity for all pupils to take part in physical activity and contribute to their House. Pupils also take part in a dedicated Culture and Identity Day, during which they will explore themes relating to heritage, diversity, and self-expression through a series of structured activities.

The week will conclude with each year group taking part in two organised trips, selected to enhance learning, support personal development, enjoyment, and offer valuable opportunities for pupils to engage with the wider community. It is an enriching and rewarding week that reflects the school's commitment to offering high-quality experiences for all pupils.



Teaching and Learning

At Eastbrook we focus on a broad, knowledge rich curriculum, that meets the needs of all pupils. Pupils study a range of subjects that develop the cultural capital and intellectual skills necessary to succeed in further education, employment and life itself.

Across subjects ranging from English to Computing and Performing Arts, a pupil will learn about Medieval Africa, Algebra, French culture, programming languages, musical theatre, woodwork, epic Greek poetry, powerlifting, and a great deal more, by the time they reach Christmas!

Our teachers ensure that pupils become scholars; developing a healthy appetite for self-improvement, and study, through setting excellent standards for all, and using their experience, along with evidence-based pedagogy, to structure and deliver lessons.

Assessment at Eastbrook

Research indicates that frequent low stakes testing is the most effective way to deliver positive outcomes and minimise the stress around assessment. This is because it ensures that pupils receive rapid feedback, practice retrieval often (which makes memory), and are never too far away from another opportunity, to make progress on their previous result.

All pupils sit a Mid Term and End of Term Assessment in each six-week period, in each subject. Mid Terms are short multiple-choice tests, which are peer marked and not reported on centrally, to develop pupil knowledge. End of Term Assessments are marked by staff and given a 0-9 grade which allows pupils and parents to track a pupil's progress against their GCSE target grades, on a termly basis. These assessments focus on longer, independent work, for example, essay writing in English, still life drawing in Art, or problem solving in maths.

Knowledge Organisers

We don't do 'homework' at Eastbrook, instead we call it 'independent study'.

Families are not asked to complete a range of new learning or project related tasks, outside of the classroom. Instead, our curriculum is published in the form of a knowledge organiser booklet. Each pupil receives a booklet at the beginning of the year, which contains key vocabulary, visual aids, curricular summaries and 'self-study' questions, for a given half term.

Your role as a pupil is to use this booklet to quiz and test yourself both in school and out of it, on the knowledge you have been taught. You will complete one question per subject, per week, from the booklet, in your dedicated independent learning book. Your pack and equipment will be checked daily by your form tutor and each exercise weekly, by your classroom teacher.



How we teach...

We teach like champions

We are at threshold before and after every lesson we teach.



We start with 3-5 recall Connect questions, PROUD points follow.



We use our powerful resources, including booklets.



We model independent practice, every lesson, using visualisation.



We use 'I say, you say,' every lesson, to teach terminology.



We target all questions and demand audibility and quality of responses.



We use a visible timer for all our activities.



We support each other

We keep; seating plans, pupil passports & this cover sheet, in our blue folders



We keep rooms and desks clear and tidy always.



We follow the behaviour policy first time, every time, without exception.



We include all of our students, using our SEND non-negotiables.



We ensure blue books and assessments books are maintained.



Rewards and PROUD Points

As a school we cultivate a climate of recognition, built around our character education and our rewards and achievement systems. We recognise positive behaviour and use this as a tool to model and shape pupil expectations. Our achievement system is built around the PROUD Habits, which encourages growth mindset, self-reflection and self-development.

PROUD Points are awarded to pupils who display excellent efforts in lesson or through schoolwork, contributions to the school community and demonstration of excellent character.

PROUD Points and Achievement

PROUD Points are awarded to pupils for positive conduct and behaviour.

These points are accumulated and measured against key milestones which are recognised and celebrated during end of term celebrations.

Rewards and Reward Trips

As part of our celebration assemblies, we recognise pupils who obtain the following thresholds.

150 PROUD Points. **Bronze** Award.

300 PROUD Points. **Silver** Award.

500 PROUD Points. **Gold** Award.

1000 PROUD Points. **Platinum** Award.

100% Attendance in a Term / Year.

There is a reward trip for every year group at the end of every term. These are for pupils who consistently demonstrate outstanding behaviour, character, conduct, progress, attendance and behaviour. This may include trips to the theatre, cinema, bowling and other cultural capital opportunities.

PROUD to be Headteacher Awards

At the end of each half term the Pastoral Teams identify and nominate pupils of the Half term within their Year Groups. Pupils are recognised for demonstration of the **PROUD** Habits in the school community. Pupils are awarded in celebrations assemblies by the Headteacher with a certificate and a badge for the relevant habit.



Behaviour Expectations

At Eastbrook School we believe that behaviour is an act of character and as such we have the highest possible standards. Our school creates an environment that is friendly, caring and supportive, so pupils feel safe, happy and where learning can flourish. We expect for pupils to conduct themselves in a responsible and respectful way, where lessons have a relentless focus of learning. The learning and progress of pupils will not be affected by poor behaviour.

Argumentative, challenging or disruptive behaviour will not be tolerated, and pupils will be sanctioned in line with the school [Behaviour-Policy.pdf](#).

Warn, Move Remove

The school does not tolerate or accept behaviour that affects the learning of others. We use a three-stage warning system to correct behaviour. The purpose of this system is to encourage self-regulation, de-escalate classroom confrontations, and provide pupils with time to change their behaviour choices. If a pupil continues to make poor behaviour choices, despite teacher intervention, they will be sent to the Relocation Room and issued with an after-school detention.

Relocation Room

The Relocation Room is a supervised space for pupils who have been relocated to self-regulate, reflect and correct any behaviour issues, it may also be used if a pupil needs to be kept out of circulation. Pupils remain in the Relocation Room for as long as is appropriate; however, the school makes every effort to return pupils into lessons as soon as it is safe and right to do so.

Standards Room

If a pupil arrives late to school, without equipment or in incorrect uniform, they will be sent to the Standards Room, where communication will be made with home and any issues can be addressed or corrected.

Mobile Phones

Eastbrook School has a no mobile phone policy. Any mobile phones that are seen are confiscated in line with school policy and kept for a period of five days. A parent / carer will be required to come and collect the phone.

Banned Items

If a pupil is found in possession of a banned item, it may lead to a suspension and permanent exclusion from school. A full list of banned items can be found within the School Behaviour Policy; however, these are generally considered to be any item that could cause harm to oneself or others.



Safeguarding at Eastbrook

Eastbrook School aims to ensure that:

Appropriate action is taken in a timely manner to safeguard and promote children's welfare. All staff are aware of their statutory responsibilities with respect to safeguarding. Staff are properly trained in recognising and reporting safeguarding issues.

Safeguarding and promoting the welfare of the children means:

Protecting children from maltreatment.

Preventing impairment of children's health or development.

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

Taking action to enable all children to have the best outcomes.

Safeguarding and child protection is everyone's responsibility.

The Designated Safeguarding Lead

The DSL is a member of the Senior Leadership Team. The DSL is the nominated member of staff who oversees all aspects of Safeguarding and Child Protection.

Within the Safeguarding Team there are Deputy Designated Safeguard Leads, who support pupils, staff, families and the DSL. During term time, the DSL and DDSLs will be available during school hours for staff to discuss any safeguarding concerns.

If the DSL's and DDSL's are not available, the Headteacher of Secondary **Mr Jamie Gibson** will be available to support.

The Safeguarding and Child Protection Policy

Full details regarding the school's procedures for dealing with Safeguarding concerns can be found within the [Safeguarding and Child Protection Policy](#).

If a parent or adult feels that a child is suffering or likely to suffer from harm, or in immediate danger, contact the police on **999**. Alternatively, the Multi Agency Safeguarding Hub (MASH) can be contacted to request further advice or direction: **020 8227 3811**.

LLBD have an online referral system, allowing anyone to contact the MASH team, this is known as a Multi-Agency Referral Form (MARF):

www.lbbd.gov.uk/children-young-people-and-families/report-serious-concern-about-child-marf-professionals



Personal Development

At our school, personal development is at the heart of our vision. We aim to ensure every Pupil becomes a confident, responsible, and well-rounded young person. Our offer brings together careers guidance, cultural experiences, PSHE education and character development to prepare Pupils for success in school and beyond.

Careers Education

Our careers programme provides Pupils with the knowledge and confidence to plan for their future. It includes:

- Careers lessons and assemblies, One-to-one guidance (in Years 11, 12 and 13) with a qualified adviser, Employer encounters, College, university and apprenticeship pathways information, Careers fairs and workplace visits, Access to Unifrog careers platform

We follow the Gatsby Benchmarks to ensure a high-quality, impartial careers offer.

Cultural Capital

We broaden Pupils' horizons through a wide range of enriching experiences, such as:

- Educational visits and cultural trips, Guest speakers and workshops, A wide variety of clubs, Recognition and celebration of diversity, Outdoor learning and residential experiences

These opportunities help Pupils grow curiosity, confidence, and an understanding of the wider world.

PSHE Education

Our PSHE curriculum supports Pupils to stay safe, healthy, and informed. It covers:

- Physical and mental wellbeing, Healthy and respectful relationships, Online safety and media awareness, Citizenship, values, and financial literacy

Lessons are age-appropriate, inclusive, and designed to support personal and social development.

Character Development

We nurture values and skills that help Pupils thrive. Character development is strengthened through:

- Pupils leadership roles, Celebrations of positive behaviour and achievement, Community service and volunteering, Teamwork through sport, arts, and enrichment, Challenges such as the Duke of Edinburgh Award

Our aim is for Pupils to leave us with ambition, integrity, and a keen sense of responsibility.



Pupils with SEND

Our School approach to pupils with educational challenges is simple. We have the same high expectations for all pupils but recognise that that pupil's journeys may differ.

Some Pupils may need more support and guidance; we have been identified as a Beacon of Inclusion for the Local Authority. Reinforced by our 'Strong' grading for Inclusion by Ofsted.

We have an embedded Paragon programme for Pupils who are identified with EAL; as well as a Pre KS3 Curriculum Pathway which supports pupils transition from Primary to Secondary.

Our 'Den' is a safe space for pupils to access our intensive and targeted support and interventions. Delivered by our highly qualified, caring, and empathetic SEND Team.

We offer ELSA, Thrive, one to one interventions, groups interventions, Literacy Interventions and Zones of Regulation support for pupils who need it.

The following is taken directly out of our Ofsted Report.

'There is high ambition for pupils with special educational needs and/or disabilities and those who face other barriers to their learning. The decisions the school makes are in the best interests of pupils and their families. This includes the effective and targeted use of pupil premium funding and alternative provision. Interventions support pupils with additional needs to engage fully in school life and achieve well from their different starting points.'

'Pupils' needs are accurately identified. Pupils receive timely and highly effective support to access the curriculum and make progress from their different starting points. For example, pupils who speak English as an additional language attend the 'Paragon' provision for additional support. They develop the spoken and written language they need to communicate confidently. This enables them to access the broader curriculum and achieve well. Similarly, pupils with multiple and complex needs receive high-quality education through specialist provision. Staff are well trained to provide personalised support. Pupils develop greater independence in readiness for their lives beyond school.'

'The school has secured deep and collaborative relationships with families, the local authority and external agencies. Leaders readily share the advice and guidance they receive about pupils' needs. This helps staff to ensure that pupils get the support they need to access their learning. There are well-thought-through systems in place to check pupils' progress and the effectiveness of any additional support. Information gathered is used well to adapt interventions and amend the curriculum where necessary.'



Pupil Voice

Pupil Voice give pupils **purposeful** and **meaningful** ways to **contribute**, **communicate** and **collaborate** in decisions that affect their **school's culture** and their **learning environment**. At Eastbrook, we recognise that pupils have valuable perspectives on how their school operates and our pupil voice opportunities empower them to share ideas, raise concerns, and help shape future developments. By giving pupils structured opportunities to be **heard**, we create a more inclusive, respectful, and cohesive community where young people feel a sense of ownership and pride.

House Leaders represent their house within the school's wider house system. They play a pivotal role in organising events, building team spirit and encouraging participation in competitions. House leaders act as role models, communicate feedback from peers and ensure perspectives from all cohorts are represented. Their leadership strengthens and shapes our community, identity, as well as promoting positive competition across the school. All Pupils in Years 7 to 10 have an opportunity to apply to be a House Leader. There is an interview process after which House Leaders are elected.

The **Junior Leadership Team (JLT)** provides another important platform for Pupils voice. JLT is made up of Pupils from Years 7 to 13, selected through an application and interview process. The JLT gives Pupils an opportunity to learn leadership skills early on. They may take part in meetings, discuss school priorities, and work on projects such as improving wellbeing initiatives, environmental actions, or lunchtime activities. In doing so, they learn how to express ideas confidently, collaborate with others, and contribute to meaningful changes within the school.

Prefects hold an essential leadership role. Prefects help support behaviour expectations, assist staff with duties, and act as approachable representatives for younger Pupils. They often gather feedback from peers, help welcome new Pupils, and model positive attitudes. As senior members of the Pupils community, prefects play a vital part in ensuring Pupils' views are shared respectfully and communicated to school leaders. Prefects are elected from our Year 11 cohort.

Together, these roles create a strong and structured approach to Pupils Voice. Through House Leaders, the Junior Leadership Team, and prefects, pupils are given real responsibilities and opportunities to help shape their school's culture—building confidence, leadership, and a sense of belonging for everyone.



School Information

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