

Eastbrook School

Dagenham Road, Dagenham, Essex RM10 7UR

Inspection dates

9, 10 January and 27 February 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and carers and pupils

This is a school that requires improvement

- Leaders and governors are over-generous in their self-evaluation of the school. There is too much variability in the quality of teaching and outcomes for pupils.
- The school's strategy to improve outcomes for the most able pupils is not effective enough. Teachers do not provide sufficient challenge and support. Most-able pupils do not make the progress of which they are capable.
- The new assessment system for monitoring pupils' progress is not embedded. It is not giving leaders accurate information about pupils' progress from their starting points, including that of the most able pupils.
- Teachers do not consistently apply school policies. This includes behaviour management and giving guidance to pupils on their work.
- Teachers do not have consistently high enough expectations of the quality and presentation of pupils' work.
- In the primary phase, the curriculum remains underdeveloped. As a result of weaknesses in teaching over time, pupils are not making good or better progress in a wide range of subjects.
- In the early years, children's work is not assessed thoroughly. Children are not achieving good outcomes in reading, writing and mathematics from their different starting points.
- The behaviour of pupils when unsupervised outside lessons is variable.
- Pupils' attendance and punctuality are not as good as they should be, especially in the secondary phase.

The school has the following strengths

- The sixth-form provision is good. Students achieve well and move on successfully to employment, training or higher education.
- Pupils who have complex special educational needs (SEN) and/or disabilities are cared for well in the specialist provision. They make good progress as a result.
- New leadership of the primary phase has brought about improvements which are beginning to have an impact on pupils' progress.
- More effective middle leaders are now driving improvements in the quality of teaching, particularly in English.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment in the primary phase so that pupils make good or better progress by:
 - continuing to improve the professional development of teachers so that they have the teaching skills and knowledge to enable them to meet the needs of pupils in their classes more effectively
 - strengthening the quality of the curriculum, particularly to ensure that there is high-quality teaching in science
 - developing pupils' mathematical skills and knowledge so that pupils make the progress of which they are capable
 - securing the improvements being made to the teaching of phonics.
- Improve the effectiveness of the early years provision so that children are better prepared for key stage 1 by:
 - consolidating the changes made to the curriculum for each of the areas of learning, including the use of outdoor space, so ensuring more effective support for pupils' language and mathematical development
 - teachers and adults using their assessment of children's work more effectively to adapt their planning so that teaching meets pupils' different needs
 - ensuring higher expectations for children's behaviour, particularly during whole-class teaching.
- Improve pupils' personal development, welfare and behaviour by:
 - reducing absence and persistent absence overall and for groups of pupils, particularly in the secondary phase
 - raising expectations for pupils' conduct, particularly at unstructured times, and challenging poor behaviour consistently.
- Improve the effectiveness of leadership and management by ensuring that:
 - all staff consistently apply school policies, particularly in relation to the management of behaviour and guidance to pupils on their work
 - strategies to improve outcomes for the most able pupils in the secondary phase have the intended impact
 - the system for tracking pupils' progress enables leaders to have an accurate overview of pupils' achievement
 - assessment information is used to evaluate the impact of actions to support particular groups of pupils, including the most able.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the previous inspection, senior leaders have not been effective in raising the quality of teaching and in ensuring consistently high expectations. Most-able pupils in the secondary phase, pupils in the primary phase and children in the early years have not made good progress over time.
- Leaders' self-evaluation of the school's provision is over-generous. To some extent, this is because their monitoring of the school's effectiveness and the robustness with which they insist on policies being followed lack rigour. Systems are in place, but are not fully effective. As a result, there is too much variability across several aspects of the school's work. For example, inspectors noted inconsistencies in the management of behaviour and in the expectations that teachers have of their pupils.
- Senior and subject leaders have not secured consistency in the quality of teaching, learning and assessment across the primary and secondary curriculum. There is effective teaching in subjects such as English and French. However, this is not consistently the case in other subjects, particularly mathematics and science. Leaders do not ensure that the good practice in teaching that is evident in some subject areas is shared widely enough.
- Leaders' strategy to improve the progress of the most able pupils has not been effective. The current tracking of the most able pupils' progress is not accurate or precise enough to give leaders the information they need.
- In the primary phase, assessment is at an early stage of development. Leaders have introduced a new assessment system in the secondary phase to help teachers to plan for pupils' future learning. However, it needs time to become embedded.
- Leaders offer teachers a range of suitable professional development opportunities through which to improve their practice. Teachers new to the profession feel well supported.
- Pupils who have complex special educational needs (SEN) and/or disabilities are well catered for by the two area resource provisions. The care and attention they receive enable them to make progress in their studies and in their personal development. The school works well to enable these pupils to follow a curriculum appropriate to their needs. Funding for these pupils is used effectively. However, there is some inconsistency in the quality of teaching for pupils who have SEN and/or disabilities who are not part of the two specialist provisions.
- Some areas of the primary curriculum remain underdeveloped. The newly appointed leader is taking action to ensure that an appropriate mathematics curriculum is in place. Leaders agree that the science curriculum is, as yet, not fully established. However, pupils have the opportunity to learn a broad range of subjects, including history, geography, Spanish and art.
- At key stages 3 and 4, leaders provide a broad and balanced curriculum. Although the proportion of the most able pupils who study the combination of subjects that make up the English Baccalaureate is below the national average, it is increasing.

