

Inspection of Eastbrook School

Dagenham Road, Dagenham, Essex RM10 7UR

Inspection dates:

7 and 8 December 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Leaders are determined to continually improve this successful community school. The school is a calm place where all staff are focused on success and aspiration. Leaders ensure that pupils are safe and happy.

Subject leaders have put a broad and ambitious curriculum in place. Staff consider carefully how to ensure that pupils learn and remember important knowledge. They know pupils well and work hard to support their academic development. Most pupils are positive about their learning.

Leaders and staff have embedded a culture of high expectations. Pupils get rewarded for behaving well. There is very little disruption to learning. Pupils behave sensibly around the school. They spoke positively about the improvements that leaders have made to the school.

Leaders provide many opportunities for pupils to take on responsibilities. For example, pupils lead focus groups on topical issues such as diversity. Leaders listen to pupils. They act quickly to address any concerns they raise. On the rare occasions when bullying occurs, staff deal with it effectively.

Leaders promote pupils' personal development. They have set up a 'character curriculum'. Through this, they aim for all pupils to be kind and resilient. They teach pupils about respecting other people.

What does the school do well and what does it need to do better?

Leaders have designed a curriculum that all pupils can access. Curriculum plans identify the important knowledge that pupils need to learn and remember. Teachers break this knowledge down and teach it in small, logical steps. Leaders ensure that teachers have strong subject knowledge.

Teachers use the school's phonics programme consistently to help pupils learn to read. They make sure that books match the sounds that pupils have learned. Leaders have embedded a positive culture of reading from the primary phase all the way through to the secondary school. Pupils enjoy their library lessons. In all parts of the school, staff identify and deliver reading sessions for pupils who need further help to catch up.

Throughout the school, pupils study a wide range of subjects. Leaders make sure that pupils study subjects in depth for as long as possible. They have put measures in place to encourage more pupils to continue their study of modern foreign languages, history and geography after Year 9.

Subject leaders use assessment effectively to check how well pupils have understood and remembered previous learning. Teachers address any gaps in pupils'

knowledge. For example, English lessons typically include an activity to check if pupils have remembered the important knowledge needed for each lesson. These checks support all pupils, particularly those who have joined the school at different points during the school year. Teachers expect a lot from pupils, regardless of their starting points. Teachers provide many opportunities for pupils to discuss the topics they are studying. The curriculum is planned to help pupils to know and use subject-specific vocabulary accurately. However, in some instances, teachers do not routinely encourage pupils to use this subject specific vocabulary when they answer questions or discuss their learning.

Leaders work together closely across the primary and secondary schools. They know pupils well. Leaders encourage teachers to share their expertise and resources. For example, in physical education, pupils at the primary school benefit from teaching and resources provided by teachers who work in both parts of the school. Science leaders work together across both schools to plan and deliver lessons. This way of working helps them to use their subject expertise to help pupils build up their learning securely.

Staff make sure that all pupils with special educational needs and/or disabilities access the full curriculum. Teachers know and support their individual needs. Pupils who use the resourced provisions achieve well. Staff provide these pupils with the help they need to learn effectively.

Staff follow the school's procedures for managing pupils' behaviour. Leaders react quickly to incidents. Pupils spoke positively about behaviour in the school. They said it has improved. Learning is rarely disrupted.

Teachers teach all pupils 'character education' through the personal, social, health and economic education curriculum and through other subjects. Pupils learn about differences, mutual respect and tolerance. Leaders encourage pupils to be kind and work together. For example, pupils in Year 11 volunteer to read with pupils in Year 7. At all stages, pupils receive helpful information about careers education and guidance about their next steps. Pupils appreciate this timely support.

Governors and representatives of the local authority work closely with leaders to further improve pupils' quality of education at all stages. Leaders engage with staff closely and take staff workload seriously. Staff feel well supported.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are alert to the potential risks pupils might face outside school, including the dangers related to gang and knife crime. Pupils feel safe and supported. They are taught how to stay safe online and are alert to the dangers they may face outside school. Through the curriculum, staff teach pupils how to understand and manage risks.

Staff are vigilant about pupils' needs. They care about pupils' well-being. Staff know how to report concerns. Where needed, leaders work effectively with external agencies to get pupils the help they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is planned effectively to develop pupils' knowledge and use of subject-specific vocabulary. However, sometimes, in Years 7 to 11, teachers do not routinely expect or encourage pupils to use this subject-specific vocabulary accurately. This sometimes limits pupils' subject knowledge and affects their ability to answer questions in detail. Leaders need to ensure that teachers make the most of opportunities to develop pupils' use of the subject-specific vocabulary that they have been taught.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can complain to Ofsted.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101243
Local authority	Barking and Dagenham
Inspection number	10200572
Type of school	All-through
School category	Community
Age range of pupils	3 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	1103
Appropriate authority	The governing body
Chair of governing body	Keith Coffey
Headteacher	Jill Baker
Website	www.eastbrookschoo.org
Date of previous inspection	1 July 2021, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, a new executive headteacher has been appointed. They are supported by a head of primary and head of secondary. There are currently no students in Years 12 and 13. The sixth form will reopen in September 2022. Therefore, there is no section on the sixth form in this report.
- The school has two sites, one for pupils aged four to 11 and one for pupils aged 11 to 19.
- The careers programme meets the requirement of the Baker Clause. This means that pupils in Years 8 to 13 receive information about the full range of education and training options open to them. This includes opportunities for a range of education and training providers to speak to pupils about technical education qualifications and apprenticeships.
- The school uses two registered alternative providers.
- The school has a specially resourced provision for primary-age pupils. This provision caters for 13 pupils with autism spectrum conditions.

- The school has a specially resourced provision for secondary-age pupils. This provision caters for 23 pupils with speech, language and communication needs.

Information about this inspection

- The inspectors carried out this inspection under section 5 of the Education Act 2005.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the executive headteacher, the heads of the primary and secondary schools, the chair of the governing body and a representative of the local authority.
- Inspectors did deep dives in these subjects: English, mathematics, art, history and early reading. For each deep dive, inspectors met with subject leaders in the primary and secondary phases, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, and looked at samples of pupils' work.
- Inspectors looked at curriculum plans and visited lessons in some other subjects. They also spoke to leaders of other subjects. They visited both specially resourced provisions.
- Inspectors looked at safeguarding records, including records of pre-employment checks for staff. Inspectors also spoke to leaders, staff and pupils about systems for reporting safeguarding concerns.
- Inspectors observed behaviour in lessons and at lunchtimes. Inspectors spoke to a range of staff to discuss the school's work, including their workload and well-being.
- Inspectors took into account the responses from parents, staff and pupils to Ofsted's surveys, including written comments.

Inspection team

Alice Clay, lead inspector	Her Majesty's Inspector
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Ian Morris	Ofsted Inspector
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