

Eastlea Community School

Pretoria Road, London, E16 4ND

Inspection dates

27–28 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Attainment and progress are good in the majority of subjects throughout the school
- Although attainment in English dipped recently, school records show it has improved rapidly this year.
- Students learn well because they have very good relationships with teachers. They feel that teachers are always there to help them.
- Students are good at working together and helping each other to improve.
- The school offers a range of courses which meet students' interests well and help the students to be successful.
- Students feel safe. Students from different backgrounds get on well with, and look after, each other.
- Students behave well, take their learning seriously and are proud of their school. They have good manners and are welcoming to visitors.
- Leaders and managers are ambitious for the school. They enable improvements in teaching and achievement because they act very quickly to address any area of weakness.
- The governing body's work is good. Governors are very clear about what the school's strengths and weaknesses are.
- Students' social and cultural development is a priority for the school.

It is not yet an outstanding school because

- The most able students make better progress at Key Stage 4 than they do at Key Stage 3.
- In the arts subjects there is a new leader and some new teachers. As a result, although progress is now good overall, it is inconsistent.

Information about this inspection

- Inspectors observed 42 lessons or part lessons. Nineteen of these were observed jointly with members of the senior leadership team.
- Meetings were held with groups of students, governors, staff, and with a representative from the local authority.
- Inspectors looked at a range of evidence, including the school’s self-evaluation, its monitoring of teaching over time, and safeguarding arrangements. They observed the school’s work, looked at students’ books and the tracking system used to monitor students’ progress and behaviour.
- Inspectors took into consideration the 30 responses to the online Parent View questionnaire and the 19 responses to the staff questionnaire. They considered the responses to the school’s parent and student questionnaires.

Inspection team

Miranda Perry, Lead inspector

Additional Inspector

Zahid Aziz

Additional Inspector

Rosemarie McCarthy

Additional Inspector

Janice Williams

Additional Inspector

Full report

Information about this school

- Eastlea Community School is a smaller-than-average-sized secondary school.
- The proportion of students from minority ethnic groups and those who speak English as an additional language is above average.
- The proportion of disabled students and those who have special educational needs who are supported through school action is above average. The proportion of those at school action plus or who have a statement of special educational needs is below average.
- The proportion of students eligible for the additional pupil premium, funding for children in the care of the local authority, students known to be eligible for free school meals and those from service families, is above average. In this school, the additional funding provides for students known to be eligible for free school meals and those in care.
- The school meets the government's floor standards, which set the minimum expectations for students' attainment and progress in English and mathematics at the end of Year 11.
- The number of students who join or leave partway through the year is higher than in secondary schools nationally, and has risen recently.
- The school uses the alternative provision Education Links.
- The school has special resourced provision for students with profound and multiple learning difficulties. There are currently 13 students on role whose age range is the same as pupils from the main school.

What does the school need to do to improve further?

- Improve the progress of most able students at Key Stage 3, particularly in English, by:
 - developing the expertise and skills of teachers so they have appropriately high expectations, and set work that is challenging enough.
- Continue to implement the plans introduced by the new leader of the art and design subjects to ensure teaching is well planned and the progress students make is accurately measured so that their achievement is outstanding.

Inspection judgements

The achievement of pupils is good

- Students make good progress across a range of subjects. In mathematics the proportion of students making average or better progress at Key Stage 4 was above national rates in 2013, in English it was broadly in line with national rates. Progress and attainment in English have improved at Key Stage 4 since then. The school runs successful extra sessions in English for students at risk of falling behind.
- At both key stages, progress and attainment are improving in most subjects, particularly science, French, geography and history. This is because students are expected to achieve their aspirational targets.
- Students who have a disability or special educational needs make good progress from their starting points. They have positive relationships with staff and students feel confident to say if they do not understand anything and to ask for help.
- Students from ethnic minority groups achieve well. Students from these groups who were questioned felt this was because the school promotes their ambition to succeed exceptionally well. The progress of White British students has improved because they have benefited from a work-related programme which has inspired them.
- The majority of students who arrive midway through the year have a limited understanding of English. They make rapid progress because the school is good at measuring their skills and understanding on arrival, and putting programmes in place which target what they need to know.
- The school is good at choosing courses that help students reach their potential. For example, the students who were entered early for a new GCSE English course in 2013 made good and outstanding progress.
- Students who attend the resourced provision achieve well. Staff who work with them are well trained in understanding their learning difficulties, and support them to learn effectively along with their peers in the main school.
- Students' progress in work-related subjects is good because teachers have a good knowledge of examination requirements. Students who attend alternative provision do well because the courses suit their interests.
- In 2013 the attainment of students supported through additional funding, both in English and mathematics, was broadly equal to other students at GCSE. The school focuses carefully on eligible students. As a result of this, the attainment of these students has improved well.
- Students in English and mathematics are entered early for their GCSEs. This has been successful, particularly this year in English. The school had more students achieve grades A* and A in English than ever before.
- The most able students make better progress the longer they are at the school. In Key Stage 3, particularly in English, teachers do not always choose learning materials and activities to challenge them sufficiently. Their progress improves significantly and is good in Key Stage 4.
- Students' progress is improving in art and design subjects, but not always as rapidly as in some other subjects. Actions are being put into place to compensate for previous inaccurate measurement of students' progress in these subjects. For example, as a result of more regular testing, students are learning more quickly what it is they need to do to improve.

The quality of teaching is good

- Teaching is good and sometimes outstanding. Students get on very well with their teachers, so they work hard because they want to please them.
- Students questioned felt very confident about the progress they make. They understand that learning does not happen just in lessons. They appreciate the teaching they get in after-school

clubs, residential programmes, and at Saturday schools. One Year 7 student said, 'When you come here, we do well because they show us learning is everywhere.'

- Students learn well because they automatically help each other. In a Year 9 French lesson, students improved their accents rapidly because they listened hard to their partners' pronunciation and corrected each other.
- The teaching of English has improved, particularly at Key Stage 4. Students are organised into groups where they feel the work is both interesting and hard enough. In a series of Year 10 English lessons, students made good progress analysing a book's characters. One student said, 'I want to get to the bottom of what this character is like. We check everything the writer says. We don't take anything for granted.'
- Students with disabilities or special educational needs are taught well. For example, in a Year 8 mathematics lesson, teachers and other staff worked very closely together to make sure all students understood the instructions so they could get on with the tasks quickly.
- Students who attend the resourced provision learn well. Staff who work with them make sure they understand how well they are doing, and mark their work in a way that means they know how to get better.
- Students are able to discuss how marking helps them to improve, particularly in science. They say that homework is set regularly and they appreciate the school's homework clubs, where they can discuss work if they find it difficult.
- Students are taught well for work-related learning. In a Year 11 physical education lesson on improving local facilities, students' achievement was good because the students researched on their own which facilities at a leisure centre would be most cost effective.
- At Key Stage 3, in English particularly, the most able students sometimes find work too easy. The school is reviewing whether the books studied are difficult enough, and whether the teachers' expectations are high enough.
- Teaching in art and design subjects is improving, especially since the arrival of a new department leader, and some new teachers. However, teaching is better at Key Stage 4 than Key Stage 3. For example, at Key Stage 3, teachers do not always plan in response to what the students already know, and need to know.

The behaviour and safety of pupils are good

- The behaviour of students is good. In a recent school questionnaire, the overwhelming majority of students said that their work is very important to them, and this is demonstrated by their positive attitudes to learning in lessons.
- In discussion, students felt that last year they were less engaged in some lessons than others. They believe that because of some new teachers arriving, and more exciting activities, their behaviour has improved in these lessons so it is now never less than good, but not yet outstanding.
- Students automatically ask for each other's help, and help each other. In a Year 10 mathematics class, a group of boys kept engaged in their learning by explaining to each other why answers to equations were true or false.
- Attendance has improved over the last year, and is now at the national average. The school works closely with parents to explain the link between achievement and attendance, and resolve problems students have with getting to school.
- Fixed term exclusions have reduced. Students questioned feel that their organisation into tutor groups made up of students of different ages really helps with their behaviour. They describe these groups as their family, and say the behaviour of older students is a good role model for the younger ones.
- The school is very successful at improving the behaviour of students who arrive midway through the year from other schools for a fresh start. Year 7 and Year 8 students explained that the school never gives up on anybody.
- The school's work to keep students safe and secure is good. Students feel very strongly that

bullying is not tolerated at Eastlea. They are extremely proud of the resourced unit. They make it a priority to ensure all students feel included and equal. One Key Stage 4 student said, 'If you can't see that everybody has a right to do well, then this is not the school for you.' Students are trained to protect each other from the risks of bullying related to internet and mobile phone use.

The leadership and management are good

- Staff, students and governors questioned are totally committed to what they described as 'the headteacher's uncompromising drive for excellence'. One Year 8 student said, 'She is kind and she listens, but she won't put up with it if you don't do your best.'
- Senior leaders lead by example. They never expect teachers to do anything they cannot do themselves. They check the quality of teaching regularly and accurately. The support they provide to teachers means that staff who need to improve their teaching do so rapidly.
- Senior managers measure students' progress very thoroughly to make sure they always know how students are doing. If a weakness in teaching or students' performance comes to light, senior managers act extremely quickly to address the weakness.
- Senior staff have ensured that there is a good match between how well teachers are paid and how well students achieve. Teachers' targets are demanding and closely linked to their analysis of the school's current strengths and weaknesses.
- The leadership and management of the resourced provision are good. Parents of students commented on how welcoming the provision is, how well the staff understand their children, and how high the expectations of the staff are for the students in their care.
- The school works well in partnership with the local authority. For example, the local authority has recently helped to fund a programme for White British students, which has had a dramatic impact on their attendance, behaviour and achievement.
- Students benefit from activities which promote their social, moral, spiritual and cultural development well. For example, in a mentoring session for students from different year groups, students discussed maturely and sensitively what the responsibilities were of being an exemplary role model.
- Subject leaders have a good understanding of the strengths and weaknesses of their department. They work very hard to provide students with programmes and activities that improve their performance. The new leader of the arts subjects knows what needs to be done to bring about rapid improvement. Her action plan is working, but its impact in raising achievement is in its early stages.
- **The governance of the school:**
 - Governors understand the demands placed on the school by its locality and community. They are entirely clear about the progress different groups of students make, and hold the school to account for the impact of additional funding. They work closely with the headteacher to deploy staff so they have the best chance to bring about improvement. They are clear about how Eastlea performs compared to other schools, and are clear about what the school needs to do to make its teaching outstanding.
 - The governing body supports the headteacher in her management of staff performance. The governors understand that poor performance is tackled straight away, and that performance has to be exceptional to be financially rewarded. The governing body ensures that all statutory safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102784
Local authority	Newham
Inspection number	440969

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	920
Appropriate authority	The governing body
Chair	Anne French
Headteacher	Chinye Jibunoh
Date of previous school inspection	9 June 2011
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