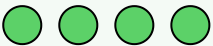


Eastbrook School

Address: Dagenham Road, RM10 7UR

Unique reference number (URN): 101243

Inspection report: 25 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders have done much to improve attendance and behaviour. The school works closely with families to understand and support any challenges to attending frequently and on time. Rates of attendance, including for pupils with special educational needs and/or disabilities and those who are disadvantaged, have improved. Similarly, attendance for those who have been persistently absent has also improved.

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. This begins in the early years, when children settle quickly into routines and are encouraged to show kindness to their friends.

Older pupils get on well with each other. They are clear that any form of discrimination or harassment, including online, is not tolerated. The school works closely with external agencies. For example, a school project with a specialist organisation helped to raise awareness of the harm caused by sexual harassment, sexist language and gender stereotyping.

Pupils understand what constitutes bullying. They know how to report any incidents that might occur and are confident that any concerns would be swiftly addressed.

Early years

Strong standard ●

Children get off to a flying start in early years. They settle quickly because routines are embedded. They learn to take turns, share with others and work well with their friends. As a result, behaviour and relationships are highly positive, and children thrive.

Across the different areas of learning, the curriculum is ambitious and well structured. Through focused teaching and continuous provision, children secure the knowledge and understanding they need to progress through the curriculum and be ready for Year 1.

There is a particular focus on children's early language and communication. Adults are well trained to engage in high-quality interactions with children. Staff use a range of effective techniques, including open-ended questions to encourage extended speech, narrating children's play and modelling language using the correct vocabulary. As a result, children are confident talking with visitors, answering questions and sharing their learning.

Children's early reading, writing and mathematics are well developed. The curriculum for these areas is suitably ambitious and well sequenced to enable children to practise, embed and apply their developing knowledge. As a result, children develop this important early knowledge swiftly.

The school has established very positive relationships with families. Communication has been prioritised. Through a range of systems, parents and carers are kept well informed

about their child's education and how they might provide helpful support at home.

Inclusion

Strong standard ●

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.

Leadership and governance

Strong standard ●

Following a period of leadership change, leaders and those responsible for governance have brought about significant improvements. They have a deep understanding of what is working well and have identified the right priorities moving forward. As a result, 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 is highly inclusive. The specialist provisions and the mainstream offer for pupils with special educational needs and/or disabilities (SEND) or other barriers to their learning demonstrate leaders' full commitment to acting in the best interest of pupils and their families. The school is a significant voice in the local authority when it comes to supporting pupils with SEND. They contribute positively to local discussions, systems and policies.

Throughout this period of change, staff, including those at the start of their careers, recognise that their wellbeing is prioritised. They feel very well supported to develop professionally and to manage their workload. Pupils and their families also recognise how the school has improved over time. They are highly supportive of leaders' work.

Those responsible for governance are knowledgeable about the school. They recognise the school's strengths, improvements and future priorities. They are well informed through meetings, documentation and visits to the school. Governors are well trained and offer both

support and challenge to school leaders. They are knowledgeable about their statutory duties, including safeguarding.

Expected standard

Achievement

Expected standard 

Pupils' achievement is improving. The changes to the curriculum and approach to teaching support pupils to develop a deeper understanding of the subjects they learn. Pupils' work is typically of high quality. Most pupils demonstrate understanding of what they have learned in different subjects. 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. Pupils who are disadvantaged or face other barriers to their learning generally achieve well.

By the end of key stage 2, pupils' achievement in reading and writing is higher than the national averages. Previously, secondary-age pupils have not benefited fully from the changes to the curriculum and teaching. As a result, key stage 4 published examination results do not fully reflect the achievements of current pupils.

Curriculum and teaching

Expected standard 

The curriculum is suitably broad and ambitious. It is carefully designed to ensure that pupils practise and embed important knowledge. For example, in science, pupils learn about the component parts of an electrical circuit. This helps them explain the effect of adding more power or a switch to the circuit. Similarly, pupils practise and secure their understanding of regular and irregular verbs in French and Spanish. This enables them to speak, read and write using more complex tenses.

The curriculum prioritises pupils securing important English and mathematical knowledge. Pupils learn to read effectively. Staff are well trained, and model sounds with precision. The books pupils read are well matched to the sounds they know. This helps them to read with increasing accuracy, fluency and confidence. Pupils who struggle to read are supported to catch up well.

Pupils' speaking is also promoted. This starts in the early years with high-quality interactions between children and staff. In the secondary phase, teachers focus on the correct use of subject-specific vocabulary and the depth of pupils' explanations.

The school has done much to improve the quality of teaching. As a result, staff demonstrate secure subject knowledge and explain concepts with clarity. Adaptations for pupils with barriers to their learning are effective. However, there is some variability in how well the curriculum is taught. For example, checks on pupils' learning do not consistently identify or address misconceptions. Similarly, staff expectations of the quality of pupils' spoken responses vary.

Personal development and well-being

Expected standard 

The school's personal development provision is designed to help pupils understand important topics such as how to stay physically and emotionally safe, including when online. Pupils recognise what constitutes a respectful relationship and the importance of consent. However, there are some ideas that pupils do not understand as well. These include fundamental British values such as individual liberty and the rule of law, as well as different relationships and family structures.

There is a developing programme of enrichment activities through which pupils can develop their talents and interests. This largely consists of different sporting activities. These are popular, but across the school, there are several pupils who do not access these opportunities. Leaders have plans in place to broaden the offer, building on the enrichment week that happens each year. Pupils are encouraged to take on additional leadership responsibilities as members of the school council or the newly formed junior leadership team.

The school has updated its approach to careers education. There is now a programme of events that supports pupils to understand the study and career options available to them. Leaders recognise there is work to do to deepen this provision in the sixth form and to increase the opportunities for work experience. The school has started to work with a local employment provider to support this.

Pupils with special educational needs and/or disabilities and those who face barriers to their learning are fully included in the personal development programme. For example, these pupils receive additional support when choosing their study options or careers advice. This contributes well to pupils' engagement in the wider life of the school and has helped build positive relationships with families by involving them in conversations about their children's future career decisions.

Post 16 provision

Expected standard 

The sixth form is a developing provision. Leaders have prioritised the breadth of courses on offer and the quality of teaching. There is now a broader range of options. This means students are enrolled on courses that better reflect their interests and aspirations. They receive skilled and expert teaching in their chosen subjects. As a result, students progress well through the curriculum. Historically, students have not typically achieved in line with the national averages in their post-16 qualifications. However, pupils' knowledge and understanding, along with the work they produce, demonstrate an improving picture of achievement.

There is a limited range of wider opportunities and enrichment activities for students. While take up of these is improving, there are students who do not benefit as much as they could from the current offer. Students receive some helpful advice and guidance about their future study, training or careers. However, this provision is at an early stage. There are limited opportunities for work experience. Additionally, students' interests and aspirations are not used to inform which activities students participate in outside of their examined subjects.

Leaders recognise this and have plans in place to broaden the enrichment offer available to students.

What it's like to be a pupil at this school

Pupils and students in the sixth form enjoy attending a rapidly improving, calm and welcoming school. Relationships are warm and respectful. The large number of pupils who arrive throughout the year are supported to feel included and to settle quickly. Pupils with special educational needs and/or disabilities are swiftly identified. They are well supported to engage with and benefit from all the opportunities that the school has to offer.

Pupils are motivated, engage well in their learning and generally produce work of high quality. The curriculum pupils learn is ambitious. Over time, pupils develop a deepening body of knowledge and understanding about different subjects. Pupils' achievement is improving, meaning they are well prepared for the next stage of their education, employment or training.

Pupils enjoy the well-chosen programme of visits and visitors to the school. This contributes to pupils' appreciation of different faiths as well as to their cultural understanding. Pupils increasingly benefit from a developing programme of wider opportunities and careers guidance. In the primary phase, pupils are keen to complete the '50 things to achieve by the age of 11 3/4'. In the secondary phase, an enrichment week introduces activities that pupils might pursue later on, including cricket, badminton, volleyball, kickboxing and table tennis.

In lessons and around the school, pupils behave sensibly, showing care and courtesy towards adults and their peers. This is because there are clear expectations of behaviour that are consistently applied. Bullying is rare. Pupils are confident to report anything that concerns them and trust that adults will resolve any worries quickly. Pupils feel safe and are kept safe at school.

Next steps

- Leaders should ensure that teaching is used consistently well to develop pupils' spoken language and to identify and address misconceptions in pupils' learning.
 - Leaders should implement their plans to broaden the personal development offer, including in the sixth form. They should ensure that pupils and students in the sixth form participate fully in a range of activities and have a sufficiently wide range of opportunities to learn about their options for education, training and employment after school.
-

About this inspection

The co-chairs of the governing body in this school are Craig Gladden and Michela Pascucci.

The school is part of a soft federation with Barking Abbey School.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive headteacher, the headteachers for the primary and secondary phases, and other senior and subject leaders during the inspection. Discussions were also held with representatives of the local authority and the co-chairs and vice-chair of the governing body.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school has three specially resourced provisions for pupils with special educational needs and/or disabilities. These support pupils with autism in the primary and secondary phase. A separate provision supports pupils in the secondary phase with speech, communication and language needs.

The school makes use of four registered alternative provisions.

A nursery provision with a separate registration number operates on the school's site. This provision was not in the scope of the inspection.

The school has undergone some significant changes since the last inspection. After a period of closure, the sixth form re-opened in September 2022. The executive head teacher and headteacher of the secondary phase were appointed in 2023. The co-chairs of governors took up their roles in September 2025.

Executive headteacher: Tony Roe

Lead inspector:

Nick Turvey, His Majesty's Inspector

Team inspectors:

Aliki Constantopoulou, His Majesty's Inspector

David Radomsky, His Majesty's Inspector

Simon Conway, His Majesty's Inspector

Lisa Smith, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 25 November 2025

School and pupil context

Total pupils

1,198

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

2,638

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,152

Pupils eligible for free school meals (FSM)

39.83%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

6.59%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with Special Educational Needs (SEN) support

5.59%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision and SEN unit

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Key stage 2

Pupils reaching the expected standard in reading, writing and maths

The percentage of pupils meeting the expected standards in a combined reading, writing and maths measure.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	61%	Close to average
2024/25	65%	62%	Close to average
2023/24	71%	61%	Above
2022/23	59%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	74%	Above
2024/25	84%	75%	Above
2023/24	71%	74%	Close to average
2022/23	86%	73%	Above

Pupils reaching the expected standard in teacher assessed writing

The percentage of pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25	77%	72%	Close to average
2023/24	71%	72%	Close to average
2022/23	79%	71%	Above

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	73%	Close to average
2024/25	68%	74%	Close to average
2023/24	77%	73%	Close to average
2022/23	62%	73%	Below

Key stage 4

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	30.6%	45.2%	Below
2023/24	23.0%	45.9%	Below
2022/23	32.3%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	36.9	45.9	Below
2023/24	35.2	45.9	Below
2022/23	36.3	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	-0.62	-0.03	Below
2022/23	-0.46	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Key stage 2

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	46%	Above
2024/25	60%	47%	Above
2023/24	65%	46%	Above

Year	This school	National average	Compared with national average
2022/23	64%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	62%	Above
2024/25	80%	63%	Above
2023/24	65%	62%	Close to average
2022/23	91%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	59%	Above
2024/25	70%	59%	Close to average
2023/24	65%	58%	Close to average
2022/23	91%	58%	Above

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	60%	Above
2024/25	70%	61%	Close to average
2023/24	76%	59%	Above
2022/23	64%	59%	Close to average

Key stage 4

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	28.3%	25.6%	Close to average
2023/24	16.1%	25.8%	Below
2022/23	31.4%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	33.9	34.9	Close to average
2023/24	29.9	34.6	Close to average
2022/23	34.1	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	-1.09	-0.57	Below
2022/23	-0.72	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	68%	-4 pp
2024/25	60%	69%	-9 pp
2023/24	65%	67%	-3 pp
2022/23	64%	66%	-3 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	76%	80%	-3 pp
2024/25	80%	81%	-1 pp
2023/24	65%	80%	-15 pp
2022/23	91%	78%	13 pp

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	74%	78%	-4 pp
2024/25	70%	78%	-8 pp
2023/24	65%	78%	-13 pp
2022/23	91%	77%	14 pp

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	80%	-9 pp
2024/25	70%	81%	-11 pp
2023/24	76%	79%	-3 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	64%	79%	-16 pp

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	28.3%	52.8%	-24.5 pp
2023/24	16.1%	53.1%	-37.0 pp
2022/23	31.4%	52.4%	-21.0 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	33.9	50.3	-16.4
2023/24	29.9	50.0	-20.1
2022/23	34.1	50.3	-16.2

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24	-1.09	0.16	-1.25
2022/23	-0.72	0.17	-0.88

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers	90%	91%	Average
2022 leavers	91%	93%	Average
2021 leavers	90%	94%	Below

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2023/24	16.80	34.38	Below

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2023/24	-0.92	0.00	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	7.9%	7.7%	Close to average
2023/24	10.8%	8.9%	Above
2022/23	11.0%	9.0%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	26.3%	21.1%	Above
2023/24	36.7%	25.6%	Above
2022/23	37.1%	26.5%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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