

Inspection of a school judged good for overall effectiveness before September 2024: Dagenham Park CofE School

School Road, Dagenham, Essex RM10 9QH

Inspection dates:

23 and 24 April 2025

Outcome

Dagenham Park CofE School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils are happy here and appreciate the help and support that they receive from staff. All pupils, and students in the sixth form, are welcomed to this highly inclusive community. Pupils are encouraged to be the best version of themselves. Many take on leadership roles and support others in the school community. For example, the junior leadership team raise money for local charities and sports leaders support their younger peers to engage with different sports. The equalities group host events to celebrate the school's diversity.

Pupils follow a carefully considered curriculum, including in the sixth form. They make progress through the curriculum and produce work of high quality. Pupils are well prepared for the next stage of their learning. Tailored support is given to pupils depending on their individual pathways. Pupils behave well in lessons. They understand and follow the clear rules and behaviour systems in place.

Pupils, including students in the sixth form, take part in a broad range of additional activities that further enhance their learning. These include expeditions as part of the Duke of Edinburgh's award scheme, sewing and hip-hop club. Pupils enjoy a variety of educational visits, including to universities, art galleries, theatres and different places of worship.

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

The curriculum for all pupils matches what is expected nationally. In particular, sixth-form students are able to choose from a wide range of academic and vocational courses. The school has made substantial changes to what pupils study. As a result, pupils now learn a more varied and ambitious curriculum. Subjects are carefully sequenced to help pupils revisit and build on their prior learning. In English, for example, Year 7 pupils study an

'Introduction to Shakespeare' unit. Over time, they use their developing understanding of language structures to analyse plays in an increasingly sophisticated manner.

Teachers explain information clearly. They routinely use activities to help pupils recall previous learning. Teachers support pupils' literacy, for example, by using reading strategies and by emphasising subject-specific vocabulary. Students in the sixth form are particularly keen to share, discuss and debate their ideas. Teachers regularly check pupils' understanding. Where teachers identify misconceptions, they address these swiftly.

Previously, pupils have not fully benefitted from the changes made to the curriculum in different subjects. Published examination results, therefore, do not currently reflect the improved progress current pupils are making through the curriculum.

Systems are in place to identify pupils with additional needs. This includes pupils who may be at the earliest stages of learning English and those with special educational needs and/or disabilities (SEND). Leaders ensure appropriate information and strategies are shared with staff. This helps pupils to access the same ambitious curriculum as their peers, where possible. The school regularly reviews the learning of pupils with SEND. At times, the curriculum for a small number of pupils is not sufficiently adapted to meet their needs. This hinders these pupils' progress through the curriculum.

Leaders have high expectations of pupils' behaviour and attendance. As a result, they have made considerable changes to the behaviour expectations. Pupils and staff alike have a strong understanding of the current systems. These enable pupils to behave in a calm and orderly manner around the large school site. Disruption to lessons is rare. Pupils appreciate the school's approach to behaviour, which encourages positive relationships with staff. Similarly, the school builds close working relationships with families to understand and tackle any barriers to attendance. As a result, attendance is high.

The school prioritises pupils' broader development, including in the sixth form. Pupils follow a well-sequenced personal, social, health and economic education curriculum. This is sharply focused on the surrounding area and the needs of the pupils. The curriculum includes multiple partnerships with local organisations. Pupils, and students in the sixth form, have several opportunities to prepare for their next stage of education, employment or training. This includes an annual careers fair and independent careers advice, tailored to pupils' different pathways. Sixth-form students appreciate their range of university visits. Pupils with SEND are particularly well supported to carefully consider their next stage of education, employment or training. This support reflects the school's great care and knowledge of the individual.

Staff at all levels enjoy working at this school. They appreciate the multiple opportunities for their professional development and progression. Staff feel that their workload is well considered and managed. Leaders and those responsible for governance use their understanding of the strengths and context of the school to provide effective challenge and support. For example, when published outcomes did not match leaders' expectations, the school has undertaken careful and detailed analysis of contributory factors. As a result, changes have been made to the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, staff do not adapt the ways they teach the curriculum to address pupils' different needs and starting points, including those with SEND. As a result, a small number of pupils do not achieve as well as they should. The school should ensure that staff understand precisely how to adapt the curriculum to meet the different needs of pupils, especially those with SEND.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in May 2016.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	136028
Local authority	Barking and Dagenham
Inspection number	10366921
Type of school	Secondary Comprehensive
School category	Community
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1452
Of which, number on roll in the sixth form	236
Appropriate authority	The governing body
Chair of governing body	Keith Coffey
Headteacher	Chris Ash
Website	www.dagenhampark.org.uk
Dates of previous inspection	21 and 22 January 2020

Information about this school

- The school has a specialist SEND resource base for 50 pupils with moderate learning difficulties.
- The school is designated as having a religious character. The school's most recent section 48 inspection took place in September 2023.
- The school uses two registered and two unregistered alternative providers.
- 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.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the headteacher and other senior leaders. The inspectors met with members of the governing body and a representative from the local authority.
- The inspectors visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors gathered the views of pupils, parents and carers and staff through both discussions and responses to Ofsted's online surveys.

Inspection team

Hannah Glossop, lead inspector

His Majesty's Inspector

Tom Howells

Ofsted Inspector

Fiona Jatta

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025