

# The Endeavour School

Hogarth Avenue, Brentwood, CM15 8BE

**Inspection dates** 19–20 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress throughout the school, and in some cases it is outstanding.
- Progress in mathematics is outstanding for the secondary-age pupils.
- The primary-age pupils' personal development is excellent.
- Pupils enjoy school and have excellent attitudes to learning in most lessons.
- Behaviour is always at least good, and usually outstanding.
- Pupils are kind to each other, thoughtful, and polite.
- Teaching in most lessons is lively and interesting. The work is mostly practical, so pupils concentrate and try hard.
- The school prepares pupils successfully for college, work or training.
- The staff are proud of the pupils and school, and are pleased to be working there.
- The staff's relationships, care and concern for pupils' well-being are outstanding.
- Good leadership and management mean that the school is steadily improving.
- The governing body understands the school and supports it very well.
- The outreach service provides outstanding support for parents of Endeavour pupils, and parents of pupils in other schools.
- The school has a strong reputation for providing valuable training and support for many other schools and organisations.

### It is not yet an outstanding school because

- In a few lessons, some pupils find the work too easy
- Pupils do better in some age groups and subjects than others
- Improvements in teaching are not recorded in enough detail to help the leaders sufficiently with planning for further improvement.

## Information about this inspection

- Eleven teachers were observed teaching 12 lessons. Six lessons were observed jointly with the headteacher.
- Discussions took place with the headteacher, two representatives of the governing body, members of the school leadership team, pupils, and a representative of the local authority.
- Inspectors reviewed many documents including those relating to pupils' progress, school self-evaluation, school improvement and pupils' safeguarding.
- Inspectors took account of nine responses to Parent View, the online questionnaire for parents, and 34 completed staff questionnaires.

## Inspection team

Judith Charlesworth, Lead inspector	Additional inspector
Fatiha Maitland	Additional inspector

## Full report

### Information about this school

- The Endeavour School provides for pupils with complex needs. The great majority have moderate learning difficulties and a few have severe learning difficulties.
- Forty percent of pupils have autistic spectrum disorder, and some have behavioural, emotional and social difficulties.
- Pupils may be admitted to Endeavour at any time in their school career.
- The complexity of pupils' needs in Key Stages 1 and 2 is increasing.
- All pupils have a statement of special educational needs.
- About one fifth of the pupils are girls, and four fifths are boys.
- Almost all pupils are from White British backgrounds, and none speak English as an additional language.
- About one third of the pupils are eligible for the pupil premium, which is an additional sum of money provided by the government to support looked after children, those eligible for free school meals and those from Forces families. This is about twice the national average.
- The number of pupils on roll is increasing steadily.
- Building work to create four extra classrooms is about to begin, after which the school's capacity will rise to 120 pupils.
- The school has an outreach service which provides support and training for parents, staff and pupils of other schools.

### What does the school need to do to improve further?

- Improve teaching by ensuring that:
  - work is always planned to build on each pupil's skills in all lessons, all the time
  - improvements made in teaching are more precisely measured and evaluated to check that support, training and developments are having a positive impact on individuals' performance and the quality of teaching as a whole.
- Improve pupils' progress by:
  - fully determining why there are variations in progress between different age groups and subjects
  - implementing changes to improve pupils' progress further in these areas
  - checking on the impact of these changes, and adjusting them further if necessary.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress from their starting points. They join the school with very wide-ranging abilities. However, the attainment of all pupils on starting at Endeavour is low for their age.
- A number of pupils make outstanding progress. This is often more than the best expected for their age and ability. Overall, records show that pupils make better progress at secondary age than at primary age. The school has begun to identify reasons for variations in progress between age groups and subjects.
- Younger pupils make good progress in mathematics, language and literacy. Their personal development is outstanding as they settle, learn to conform and develop their learning skills. Secondary-age pupils' progress is good in language and literacy, and outstanding in all aspects of mathematics.
- Throughout the school, progress is better in reading than in writing. Pupils' reading skills vary widely within any age group. Nevertheless, in the last year, a third of all pupils made more than one year's progress in reading, and a sixth made more than two years' progress. Progress in reading is particularly good in the secondary age groups.
- There are no significant differences in the progress of pupils with different disabilities and special educational needs. This is also the case for boys and girls, pupils from minority ethnic groups, and those whose circumstances put them at risk of not doing so well.
- Staff look carefully into reasons for any pupil's lack of progress. Additional support is provided, which might be academic or pastoral. Evaluations show, for example, that such support in reading and communication has improved those pupils' skills.
- Pupils in Years 10 and 11 follow examination courses at a level to suit their particular ability. Results over the past few years have shown an average of four to six passes per pupil. This prepares them well for moving on to college, employment or training.

### The quality of teaching is good

- Teaching is good, so pupils usually learn well in lessons. Some teaching is outstanding, leading to excellent learning. In these lessons, pupils are fully involved all the time and enjoy learning. Examples of such lessons were seen in literacy, where pupils enjoyed the teacher's humour and the freedom to work together, and in science, where the teacher's lively approach kept the pupils' interest.
- Some of the teaching observed in the inspection was less effective, although the school's records show little of this. This was generally because the work set was too easy for some pupils, which meant that they did not learn as much as they could. Very occasionally, the pace slowed so that pupils lost interest, and the teacher did not make sure that they were all involved and concentrating.
- Most lessons are planned well to take account of pupils' differing abilities. Different learning goals for small groups of pupils are clearly shown on the plans and whiteboard. Pupils are reminded of them during the lesson, and are pleased when they have been achieved.
- Staff are skilled at checking on pupils' understanding and providing help if needed. Strategies for this include good questioning which confirms and adds to pupils' understanding, on-the-spot marking, and helpful feedback so pupils know how to improve.

- Lessons include good support for the development of pupils' reading, writing, speaking, listening and mathematical skills. Teaching assistants contribute well in most lessons, where they play an important part in helping pupils to learn, concentrate and behave well.
- Staff manage behaviour very well. As a result pupils enjoy working together, discussing their tasks and giving each other help. These qualities are encouraged by staff and they contribute very well to pupils' personal development.

### **The behaviour and safety of pupils are outstanding**

- Pupils say they enjoy school. They are keen to do well and to receive feedback and praise. Pupils' behaviour and attitudes to learning in lessons are generally excellent due to the staff's high expectations and very good behaviour management.
- Pupils' attendance is above that typically found in special schools. They arrive in the mornings keen and ready for school, and arrive punctually to lessons. Those who were excluded from their previous schools for challenging behaviour quickly settle and show little of their former behaviour.
- Pupils are polite and courteous to one another, staff and visitors – for example, smiling and holding doors open for adults to pass through without prompting. They show concern for each other's well-being. One pupil, for example, explained to the inspector that her friend hadn't been very well that day, and said, 'I hope he is alright'.
- Pupils who have particular behaviours associated with their difficulties are very well managed. Staff devise clear, well-understood management strategies that are followed carefully. For example, younger pupils with autistic spectrum disorder who find assemblies difficult are allowed some time out to calm before returning to the group.
- The school keeps various records of pupils' behaviour and attitudes to learning. These are frequently reviewed to identify any patterns so that support can be given. Exclusions and incidents of bullying, discrimination and anti-social behaviour are uncommon.
- Pupils confirm that there are few anti-social incidents. The school visits the topic frequently, for example in assemblies, social skills lessons and as the need arises. As far as they can, pupils understand the different types of bullying and discriminatory behaviour that they need to look out for.
- The school places great importance on the safety and well-being of pupils. Policies and practices to keep pupils safe are consistently implemented, and pupils say they feel safe and well cared for. Absence is followed up quickly and professionals, such as social services and health workers are involved whenever it is felt necessary.

### **The leadership and management are good**

- Leaders and managers are ambitious for the school. They are keen that it should provide high-quality education that prepares pupils well for their future lives. At the moment, for example, they are working hard to improve the school's accommodation and pupils' educational opportunities after they leave Endeavour at sixteen.
- All pupils, regardless of their ability, disability, circumstances, gender or ethnicity, are given equal opportunities for learning. Additional funds are used thoughtfully to improve underachievement and support equal opportunities.

- Staff work actively in school and in the community to counteract discrimination. For example, the outreach service provides support and education for pupils and others in the community to help them deal with possible bullying and disability-based discrimination.
- Senior leaders and managers have a good understanding of the school's strengths and areas for development. The school has improved steadily over the years and continues to do so. Improvement planning takes account of national guidance and changes so that it remains up to date.
- **The governance of the school:**
  - puts pupils' achievement first
  - evaluates its own performance regularly, and is fully involved in school self-evaluation
  - has an excellent understanding of which improvements should take priority
  - provides strong, challenging support and guidance for the headteacher
  - ensures statutory requirements, including those for safeguarding, are met, and that resources are used effectively.
- The school's relationship with the local authority is good. It is viewed as a valuable source of expertise. The local authority has provided minimal support for the school's academic work in the past few years, although it has supported premises developments. Recent restructuring means that the school, once again, has its own local authority adviser.
- The management of staff's performance, including that of the headteacher, is well established. Resulting support and guidance, including the sharing of expertise, have had good results and feed into the school's programme of staff training. Recently, for example, the need for whole-school training in teaching new reading methods was identified.
- The analysis of the results of performance management is a weaker area. The improvement in individual staff members' skills, and of teaching as a whole, is not evaluated clearly enough to be fully effective in supporting further improvement planning.
- Individual pupils' progress is thoroughly reviewed. This identifies any who are not making enough progress so that extra help can be quickly organised. Work has recently begun to investigate why progress varies between subjects and age groups, and to remedy this.
- The curriculum meets the needs and interests of the different age groups well. It emphasises personal and social development, literacy and mathematics. The curriculum is enriched in all age groups by a wide range of interesting lunchtime and after-school activities, visitors and visits, including residential journeys.
- The curriculum and school values promote pupils' spiritual, moral, social and cultural development effectively. Pupils are prepared well for moving on to college, work or training and for adult life in the 21st century.
- Only a small number of parents responded to Parent View. Most of these replies showed parents are happy with Endeavour. This corresponds with the school's own surveys and information-gathering processes.
- The school has outstanding partnerships within the local community. Many of these are due to the outreach service. This service includes many advisory visits to, and training for, other schools' staff, newly qualified teachers, parents, pupils and community workers. Such events include a lunchtime friendship group for pupils who find socialising difficult. In addition, other schools' staff visit Endeavour to learn from its good practice and expertise.

## 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

<b>Unique reference number</b>	115462
<b>Local authority</b>	Essex
<b>Inspection number</b>	401513

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

<b>Type of school</b>	Special
<b>School category</b>	Foundation
<b>Age range of pupils</b>	5–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	109
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David White
<b>Headteacher</b>	Michael Southgate
<b>Date of previous school inspection</b>	14 January 2010
<b>Telephone number</b>	01277 217330
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