

# Ormiston Endeavour Academy

Defoe Road, Ipswich, IP1 6SG

## Inspection dates

12–13 March 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Students' achievement varies too much between subjects. Not enough students attain the higher grades they are capable of.
- Not all teachers provide work that is pitched at the right level for everyone in the class, particularly the most-able students.
- Marking is not consistently helpful in providing students with clear guidance about how to improve their work.
- New school policies and procedures are not applied equally well by all staff. This includes inconsistent use of the academy's behaviour and rewards policies.
- In less stimulating lessons students lose interest and become distracted. Some miss lessons at critical times due to absences.
- The involvement of parents and carers is underdeveloped. There is currently no parent governor.

### The school has the following strengths

- The Principal's drive and ambition for the students is at the heart of the improvement seen in the academy over the past year.
- GCSE results in 2012 and students' current work show that standards are rising. Achievement in mathematics improved markedly.
- The progress made by different groups of students is closer than seen nationally. This includes students eligible for additional funding, disabled students and those with special educational needs.
- Staff are keen to improve the quality of their teaching. They have worked concertedly to make success criteria clearer to students. The proportion of good and outstanding lessons has increased.
- The governing board provides good support and are robust in holding leaders to account for the academy's performance.
- Students' spiritual, moral, social and cultural development is a strength, evident in students' lively and creative work displayed and their collaboration with the adjacent special school.

## Information about this inspection

- Inspectors observed 28 lessons, of which seven were joint observations with senior staff. In addition, inspectors observed an assembly and made a number of short visits to form periods.
- Meetings were held with senior and middle leaders, representatives of the Governing Board and Ormiston Trust, and with the headteacher of the adjoining special school. A telephone conversation was held with the Principal of an academy working in partnership with Endeavour.
- Inspectors talked to many students about their learning and life at the academy. They held meetings with three groups of students and scrutinised their work in a range of subjects.
- Inspectors took account of 25 responses to the online questionnaire (Parent View) received during the inspection and 53 questionnaires completed by staff.
- The inspection team observed the academy’s work; scrutinised current data about students’ achievement; examined records relating to safeguarding, behaviour and attendance; and looked at documents used by leaders in monitoring and evaluating the school’s work.

## Inspection team

Ian Middleton, Lead inspector

Her Majesty’s Inspector

Edwin Powell

Additional Inspector

Isobel Randall

Additional Inspector

## Full report

### Information about this school

- Ormiston Endeavour Academy is smaller than the average-sized secondary school.
- The academy is a member of the Ormiston group of academies that work collaboratively.
- The proportion of students eligible for the pupil premium (extra government funding to support particular groups of pupils) is above average.
- There are 22 students in Year 7 supported by catch-up funding because they did not achieve the expected level 4 in English while at primary school.
- The proportion of disabled students and those who have special educational needs is above that found nationally. An above-average proportion of students are supported through school action plus or have a statement of special educational needs.
- The proportions of students from minority ethnic backgrounds and those who speak English as an additional language are well below the national figures.
- The proportion of students who join or leave the school other than at usual transfer times is broadly average.
- The academy meets the government floor standards which set minimum expectations for students' attainment and progress.
- A small number of students access part-time vocational courses at Suffolk One Further Education College.

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

- Improve the quality of teaching so that lessons are consistently good or outstanding by making sure that all teachers:
  - stimulate and sustain students' interest by planning lessons closely matched to their needs
  - mark students' work thoroughly, explaining clearly what they need to do to improve.
- Raise students' achievement to at least national standards in all subjects by making sure that all teachers:
  - use students' progress information to set suitably challenging targets, including more-able students capable of GCSE A\* and A grades
  - learn from the good and outstanding achievement that exists in the academy and in other settings where high achievement in their subject is sustained.
- Improve students' behaviour and safety by making sure that:
  - all teachers apply the academy's behaviour policy consistently well
  - parents and carers are supported in reinforcing the academy's work to promote positive attitudes to learning, including independent study.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Students join the academy with below average standards in reading, writing and mathematics. In 2012, 52% of students left with five GCSE A\* to C grades including English and mathematics. Although below the national level this was a significant improvement on 37% in the last full year of the predecessor school. Boys did particularly well.
- Students' achievement in mathematics contributed to higher standards in 2012. The 62% that attained a GCSE A\* to C grade in mathematics was a significant increase on 42% previously. The academy is at an early stage of using early entry to encourage students, conscious that students should not settle for lower grades than they might have otherwise achieved.
- Fewer higher ability students than expected achieved the higher grades. This is due to inconsistencies in the quality of teaching.
- Disabled students and those who have special educational needs make progress at least in line with that of their peers. Good support provided by teaching assistants is a contributory factor.
- The progress made by students who are known to be eligible for pupil premium funding is better than that of such students nationally, and the gap between their progress and that of other students is closing in English and mathematics, as measured by their average GCSE point scores. Progress records indicate that students known to be eligible for free school meals and children who are looked after are on course to make the expected three levels of progress in English and mathematics while at the academy.
- Since additional catch-up funding was received in January additional support has been given to students who had not reached the expected level in English before starting at the academy. Progress records indicate that students receiving additional support are progressing well.
- Students' enjoyment of reading is improving. The academy has introduced special programmes to increase students' interest in reading. For example, younger students take part in 'accelerated reading' sessions in the library and use a reading record to reflect on their progress. Themed displays and book collections in the library are stimulating students' interest and motivation to read.
- Most parents who responded to Ofsted's on line questionnaire consider their children make good progress at the academy. Some students do make good progress but inspectors found inconsistencies between the progress made in different subjects. In science, art and physical education students consistently make good progress.
- Students who attended Suffolk One Further Education College in 2012 were successful. This was because the vocational courses they took were well matched to their needs.

### The quality of teaching

### requires improvement

- There is some good and outstanding teaching at the academy but there is not enough consistently good teaching in every class and in each subject to make sure all students make equal progress.

- Where teaching requires improvement, teachers do not use information about students' progress sufficiently well to prepare activities that stimulate and challenge all abilities. In some lessons, the targets set for students are no higher than their current work.
- The quality of marking is widely variable. There are examples of helpful written feedback in English, French and religious education. However, not enough teachers provide comments about how work can be improved.
- The academy's behaviour policy is not applied consistently well. In lessons where lack of interest results in low level disruptive behaviour, not enough attention is given to the cause.
- The best lessons have good pace, challenge students through questioning and often engage them through practical or problem solving activities, individually or in groups. These are strong features of some art, history and religious education lessons at the academy. A lesson that focused on the death penalty challenged students to reflect deeply on their own views and those of other students because the discussion was handled expertly by an inspired teacher.
- Students make rapid progress when they are clear about what they are doing and why. A successful science lesson comparing the production and properties of x-rays and gamma rays used computer resources effectively to show how the topic is applied in the wider world.
- A recent focus of staff training on sharing success criteria with students is having a positive impact. The most effective teachers use good examples to illustrate the standards expected.
- Most subjects help promote students' literacy by explaining specialist words when talking to students, by labelling displays clearly or by involving students in reading. However, marking to improve grammar and presentation in the context of different subjects is inconsistent.

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

### **requires improvement**

- Students' behaviour is not consistently good. Students are too often passive in lessons because there are not enough opportunities to ask or answer questions, work independently or collaboratively, or lead the learning, for example by demonstrating to their peers. When tasks are engaging, students participate fully.
- In a small proportion of lessons students distract others, which slows the pace of learning for all. The concerns of several parents and carers about behaviour matched the results of the staff questionnaire. However, the students interviewed agreed that behaviour is improving, supported by new rewards and house systems that successfully draw students from different years together.
- Most students behave well around the academy at break and lunchtimes. This contributes to students feeling safe. Students are aware of different forms of bullying and feel confident that incidents of bullying are taken seriously by staff. Exclusions are rare.
- Attendance was below average last year but it is improving. The level of persistent absence is much lower than that found nationally. Although some students are absent at critical times which limits their achievement, their support for optional additional sessions is increasing.
- Students make a good contribution to the development of the academy as a caring community. They take responsibilities such as mentoring seriously. The integration of students from the

attached special school at lunchtimes and through some shared lessons is a strong feature. Assemblies are valued by students as opportunities to celebrate the achievements of others.

- Some of the pupil premium funding that the school receives is used strategically to develop positive attitudes to learning. This includes a counsellor working with vulnerable students one day each week. The new rewards system is starting to promote good study habits and sustained commitment to work in and out of the academy.

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

- Since joining the academy at the start of 2012, the Principal has made a significant difference. Her strong sense of purpose, high aspirations for staff and students, accurate evaluation of the academy's strengths and weaknesses and clear strategic planning, has motivated the academy and accelerated improvements. Staff, students and parents consider the academy very well led.
- The capacity of the academy to improve further is good because senior and middle leaders are clear about their roles and responsibilities, are sharply focused on raising standards and are effective in tackling the things that need to be done. Although leaders know that areas require further improvement, the quality of teaching, the curriculum, students' behaviour and achievement have all improved.
- A key issue in 2011 when the predecessor school was inspected was to raise standards in mathematics. This has been addressed systematically and effectively.
- The leadership of teaching is supported by good systems to ensure that staff reflect on the quality of learning opportunities they provide, get constructive feedback on their teaching skills and receive helpful training to become better still.
- The process of managing performance is being made more rigorous. Progression beyond the main pay scale is now more dependent upon meeting targets for students' performance.
- The range of subjects and courses provide good opportunities for students, including disabled students and those who have special educational needs. Where there are gaps, the curriculum is broadened to meet students' needs. For example, vocational courses have been increased at the academy and through alternative provision off-site.
- The academy receives approximately £100,000 for pupil premium funding, designed to ensure that disadvantaged students progress as well as others. Use of this funding is considered carefully. For example, a Year 11 study room has been provided to support students' access to computer technology and support with revision before and after academy hours. The gap in achievement between different groups is narrowing faster than that nationally.
- Students' spiritual, moral, social and cultural development is promoted well. Plans to increase the range of visits and improve provision in music are well informed. Otherwise, students' creative development is a strength, evident in the stunning displays of students' art work throughout the academy which is often inspired by multicultural stimuli.
- All aspects of safeguarding are managed well.
- The small proportion of parents and carers who responded to the questionnaire is very positive about the academy. However, although liaison between the academy and home is increasing, leaders know there is much more to do. For example, by improving the quality of marking and

use of homework planners to help parents and carers support their child's progress.

- The Ormiston Trust, the academy's sponsor, is effective in drawing together skills and expertise across academies in the region. Ormiston Endeavour contributes to and receives quality support that is highly valued.

■ **The governance of the school:**

- The academy's governing board has a good grasp of strengths, weaknesses and priorities for further improvement. They help to shape the development of the academy and hold its leaders to account. Governors are well aware of inconsistencies in teaching and the subjects in which students achieve well, or underachieve. They fully understand the procedures for performance management. They know how resources are allocated, including the pupil premium funding, and how to check the impact on students' achievement. Work to recruit parent governors has not yet succeeded.

## 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>	137674
<b>Local authority</b>	Not Applicable
<b>Inspection number</b>	399882

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

<b>Type of school</b>	Academy sponsor-led
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	506
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Nye
<b>Headteacher</b>	Samantha Penn (Principal)
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01473 464545
<b>Fax number</b>	01473 748723
<b>Email address</b>	office@oeacademy.co.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

