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7 February 2014

Principal  
Miss Samantha Penn  
Ormiston Endeavour Academy  
Defoe Road  
Ipswich  
Suffolk  
IP1 6SG

Dear Samantha

### **No formal designation monitoring inspection of Ormiston Endeavour Academy**

Following my visit to your academy on 7 February 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was a monitoring inspection carried out in accordance with no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because the Chief Inspector was concerned about behaviour at the academy.

### **Evidence**

Inspectors gathered a range of evidence including:

- observations of students' behaviour and their attitudes to learning in lessons
- observations of students' behaviour throughout the day, including discussion with students
- scrutiny of documentary evidence
- discussions with leaders and staff.

Having considered all the evidence I am of the opinion that at this time:

Behaviour and safety requires improvement.

## **Context**

Ormiston Endeavour Academy is a smaller than average-sized secondary school. The number of students eligible for the pupil premium (extra government funding to support particular groups of students) is above average. 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 proportion 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 academy other than at usual transfer times is broadly average.

## **Behaviour and safety of pupils**

Most students behave well around the academy, move around the site calmly, and arrive at lessons promptly. Almost all demonstrate respect for each other and for their teachers and other adults within lessons and during the break and lunch periods. Some students are not yet self-regulating in their behaviour, but they generally respond well when teachers and other adults reinforce expectations about punctuality, the academy's dress code, and conduct. However, some teachers are not following the academy's behaviour policy and this limits the effectiveness of their attempts to respond to misconduct.

Students say that they feel safe in all areas of the site during break and lunchtime, and that the academy's leaders follow up the rare incidents of bullying that do occur. During the inspection, a small number of students swore at their peers, or to teachers, during the break and lunch periods. The academy's records indicate that such behaviour is both rare and responded to robustly. Students and staff report that the use of racist or homophobic taunts is rare. This is supported by the academy's monitoring information. No such language was heard during the inspection.

Attitudes towards learning during the lessons visited varied. Students were attentive, keen to learn, and supportive of each other and their teachers when activities were stimulating. In a Year 11 French lesson, a carefully-planned sequence of activities together with teacher praise and encouragement helped all to develop complex and accurate responses to a topic for debate. In a few lessons, activities were not engaging enough and the level of challenge inappropriate. Consequently, a small number of students, often boys, disrupted the learning of others. Others engaged in off-task conversations and made limited progress themselves. In a number of lessons where the usual teacher was absent, some individuals completed little or no work and were defiant when given instructions. During one mathematics lesson, these difficulties prevented the teacher from being able to offer any help to those who were trying to work hard.

Students suggested that although behaviour in lessons remains 'variable', it has improved over time; this verdict is supported by the academy's monitoring data. Teachers and students alike attribute this improvement to better teaching over time and the support provided for those who find it difficult to manage their behaviour. Senior leaders respond calmly, sensitively and firmly to incidents of poor behaviour. They have worked hard to ensure that individuals who continue to misbehave stay at the academy and are helped to deal with the challenging circumstances they often face. This support is coupled with an insistence that behaviour must improve. New sanctions are acting as a deterrent to further misbehaviour. Rates of temporary exclusion from the academy, or from lessons, are continuing to decline, as is the frequency of less serious incidents.

### **Priorities for further improvement**

- ensure that all staff, including temporary teachers, understand the academy's rewards and sanctions policy and apply it consistently
- ensure that all teaching sustains students' interest
- work with students to develop reward systems that support good behaviour for learning.

I am copying this letter to the Director of Children's Services for Suffolk, to the Secretary of State for Education, the Chair of the Governing Body and the Academies Advisers Unit at the Department for Education. This letter will be published on the Ofsted website.

Yours sincerely

Jason Howard  
**Her Majesty's Inspector**

cc Chair of the Governing Body (or equivalent)