

Ormiston Endeavour Academy

Defoe Road, Ipswich, IP1 6SG

Inspection dates 29–30 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Actions taken by leaders and governors to address the areas for improvement identified in the previous inspection have only very recently started to have an impact on the achievement of the students.
- Students' achievement is inadequate. The proportion of students making or exceeding the progress they should is too low, particularly in English.
- The proportion of students attaining five or more GCSEs, at A* to C, including English and mathematics, is well below average and declined last year.
- Very few students attain the highest grades. The most-able students across the academy are rarely provided with the challenge necessary to attain these higher grades.
- Disadvantaged students are not helped to make the progress they should.
- There is not enough good teaching for students to catch up on past underachievement.
- Teachers do not always plan work that builds on the students' prior knowledge.
- The quality of marking is too variable and does not help students to improve their work.
- Teachers do not make the most effective use of support staff.
- In some lessons, students do not pay attention, and they chat when the teacher is speaking.
- Levels of attendance are below the national average.
- Too few subject leaders play a full enough part in improving the quality of teaching and checking students' progress.

The school has the following strengths

- Students say that they feel safe in the academy. The very large majority of parents support this view.
- The safety and well-being of students is given a high priority.
- The Principal and her newly appointed leadership team have taken action to improve the quality of teaching and students' attainment.
- The Academy Trust has recognised the need for additional support and is actively involved in driving the programme of improvement.

Information about this inspection

- The inspectors observed students’ learning in 19 lessons across the school. Four joint observations were undertaken with members of the senior leadership team. Inspectors also visited several classrooms to review students’ work. For some visits, a member of the senior leadership team accompanied them.
- The inspectors examined information about current students’ learning and progress, as well as information about their progress in recent years. The inspectors also looked at current work in students’ books.
- Meetings were held with the principal, vice principals and members of the senior leadership team, the subject leaders of English and mathematics, and other subject leaders.
- Meetings were held with the Chair and two other members of the Governing Body, and with the Director of the Eastern Region of the Ormiston Trust.
- A meeting was held with two groups of students. In addition, inspectors took many opportunities to talk to students in classes, at breaks and at lunchtimes.
- The inspectors looked at a range of documents, including those relating to safeguarding and child protection, the minutes of governing body meetings, the academy’s action plan for 2014–15, and a self-evaluation summary from January 2015.
- The inspectors scrutinised records of attendance and behaviour, as well as information about the arrangements for checking the performance of staff.
- The inspectors took account of the 32 responses to the online questionnaire, Parent View, and letters from parents. They also took account of the 26 responses from members of staff to a staff questionnaire.

Inspection team

Kathleen Griffin, Lead inspector	Additional Inspector
Jonathan Block	Additional Inspector
Lynn Lowery	Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

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.
- Most students are White British. The proportion of students from minority ethnic backgrounds and those who speak English as an additional language are well below average.
- The proportion of students eligible for the pupil premium is above average. Pupil premium is additional funding from the government for some groups of students, including those known to be eligible for free school meals and those in the care of the local authority.
- There are 21 students in Year 7 supported by 'catch-up' funding because they did not attain the expected Level 4 in English while at primary school.
- The proportion of disabled students and those who have special educational needs is above average.
- The academy meets the government's current floor standards, which set minimum expectations for students' attainment and progress.
- A small number of students attend part-time vocational courses at Suffolk One Further Education College.
- Over the past year, there have been a number of staffing changes. These include changes at leadership level.

What does the school need to do to improve further?

- Improve the quality of teaching throughout the academy, in order to raise students' attainment, by:
 - setting work that provides the right level of challenge for students and builds on their prior learning
 - improving the quality of marking across all subjects so that students are given clear guidance on what they need to do to improve
 - making more effective use of teaching assistants to support teachers in the classroom and to support students' learning
 - using questioning more effectively to challenge and engage students, develop their speaking and listening skills, and encourage them to develop their reasoning and extend their thinking
 - ensuring that students develop a pride in the presentation and quality of their work.
- Improve the effectiveness of leadership and management at all levels by ensuring that:
 - subject leaders all work effectively to improve the quality of teaching and raise students' achievement in their subject
 - the academy's policies are applied consistently throughout the academy
 - the impact of the support provided through the pupil premium is rigorously monitored.
- Improve the behaviour and safety of students by:
 - ensuring that all staff consistently follow the academy's behaviour policies and challenge infringements of the code of conduct
 - further reduce avoidable absence and stress to students the importance of regular attendance.

An external review of governance, including the school's use of the pupil premium, should be undertaken in order to assess how these aspects of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- Leadership and management are inadequate because there have been sustained weaknesses in teaching that have led to students underachieving. Although leaders have accurately identified the academy's strengths and weaknesses, and can point to some recent improvements, too many weaknesses remain and leaders and governors have not done enough to demonstrate that they have the capacity to bring about necessary improvement.
- Leaders have not ensured the academy's policies are followed consistently by all staff. This is evident in behaviour management and the marking of pupils' work.
- There is wide variation in the effectiveness of middle leadership, including subject leaders. There are some effective leaders and the students perform well in the subjects they lead. However, others do not hold the teachers in their areas to account sufficiently for the quality of their teaching or the performance of their students.
- It is strongly recommended that newly qualified teachers should not be appointed.
- The Principal and governors are now managing the performance of staff more robustly. Teachers are set objectives that reflect the academy's values and aspirations. Where these are not met, pay progression is withheld.
- The development of students' spiritual, moral, social and cultural values supports the inclusive ethos that pervades the academy. Students are polite and show respect for one another. There are well-planned opportunities within the curriculum and in assemblies for students to reflect upon and discuss current issues, including an exploration of what is meant by British values.
- The curriculum offers students an appropriate range of courses. It is regularly reviewed to ensure that it caters for students' particular needs and prepares them for the next stage of their education, training or employment. Students speak positively about the activities associated with the career guidance programme as well as the wide range of extra-curricular activities.
- Safeguarding arrangements meet statutory requirements. Rigorous checks are undertaken when staff are appointed. Staff are well trained in child protection and referrals are managed effectively.
- The academy has received good support and advice from its sponsor, Ormiston Academies Trust, on ways to improve teaching and learning, but this has not been implemented swiftly enough to make a significant difference.
- **The governance of the school:**
 - Although governors have an accurate understanding of the strengths of the academy and what needs to be done to improve further, the governing body has not been effective in holding leaders and staff to account for the weaknesses in teaching and the underachievement of students.
 - Governors understand how senior leaders are beginning to tackle underperformance and they are aware of the difficulties caused by high staff turnover.
 - Governors know how many students are eligible for support through pupil premium funding and are aware of the activities funded. They acknowledge, however, that impact of this spending has not been monitored with sufficient rigour.

The behaviour and safety of pupils requires improvement

Behaviour

- The behaviour of students requires improvement. Although students and staff say that behaviour

is improving, students told inspectors that sometimes their learning was disrupted by a small minority of their peers. This was confirmed in some of the lessons seen during the inspection. Of the very small proportion of parents who responded to Parent View, only half thought that the academy makes sure that its students are well behaved.

- Students do not all take enough care over the presentation of their work.
- The behaviour in lessons is linked to the quality of the teaching. In lessons where the work challenges the students and they are motivated to do well, students behave well and are keen to learn. In lessons where the work takes insufficient account of the students' prior knowledge and skills, behaviour deteriorates.
- Academy leaders have set out a clear code for good behaviour but, when students do not conform to it, they are not consistently challenged by the staff.
- Fixed-period exclusions have reduced. This is because leaders use the detailed information in student behaviour logs to find out what causes poor behaviour and work with teachers and students to address this.
- The vast majority of students are polite and well mannered. The relationships among students and between students and adults are good.

Safety

- The academy's work to keep pupils safe and secure requires improvement.
- Students say they feel very safe because they are well cared for by their teachers. They have a clear understanding of different forms of bullying and report that when it does occur action is taken. However, a few students complain that leaders and staff do not take firm enough action.
- A comparison of the attendance records for the autumn term 2014 with those for autumn 2013 shows that attendance has improved. However, it is still below the national average.
- Students are not always punctual to lessons.

The quality of teaching is inadequate

- Teachers do not always plan activities that build on the knowledge and skills of their students. As a result, the work is too hard for some and too easy for others, and students do not always find the work interesting and engaging. Some students then lose concentration and their progress slows.
- Teachers marking does not always help students to improve their work. When good, the marking provides clear written comments that inform students and teachers ensure that any advice is acted upon. However, this good practice is not consistently applied by all teachers.
- Across the academy, teachers do not provide enough opportunities for students to develop their speaking skills so that they can talk about their learning and share their ideas. As a result, some students lack confidence in the use of standard English.
- Teaching assistants are not always used effectively in lessons to support teachers and help ensure that students learn well.
- Some teachers' expectations for their students are too low. Poorly presented work is not always commented upon. When it is identified, there is a lack of follow-up to make sure that the teachers'

expectations have been acted upon.

- The actions taken by the recently appointed senior leadership team to improve the quality of teaching are beginning to show better practice in classrooms. The teaching of reading and literacy is improving. There have been similar improvements in the teaching of numeracy. However, students do not make as much progress as they should in mathematics because teachers do not give them enough opportunities to apply their numeracy skills to practical situations so that the theory relates to practice.
- In those lessons where students learn well, teachers demonstrate good subject knowledge and encourage students to develop their understanding. In such lessons, students focus on their work and make good progress. In a Year 10 mathematics lesson, a wide range of approaches were used and the students made good progress because the tasks set were based on their prior knowledge.
- The targets set for students are appropriately demanding. This has contributed to the faster progress seen this year.

The achievement of pupils

is inadequate

- Achievement is inadequate because too many students have failed to make the progress expected from their individual starting points, particularly in English and mathematics.
- Attainment on entry to the academy was below the national average for students currently in Years 11, 9 and 8. Students who entered GCSE in 2014 were broadly in line with national average when they started in Year 7. The proportion of these students gaining five or more GCSE passes at grades A* to C including English and mathematics was below the national average, and the gap with students nationally widened slightly from the previous year.
- In English and in mathematics, almost two fifths of the students did not achieve their expected grade.
- The academy enters some students for GCSE earlier than is usual. This has not helped to raise attainment.
- Very few students attain the highest grades. A legacy of poor teaching over a period of time has left too many students poorly equipped to tackle higher-level work with confidence.
- The attainment of disadvantaged students was behind that of classmates and of students nationally. Less than a third of the disadvantaged students attained five good GCSEs including English and mathematics, as compared with almost half of their classmates and around 55% of students nationally. The progress of disadvantaged students showed little improvement in 2014, with particularly marked underachievement at GCSE among those disadvantaged students who were working at average levels in their primary schools.
- The academy has identified concerns over boys' achievement and progress. Leaders have introduced support programmes to address this.
- The systems previously in place to check students' progress did not give an accurate picture of their performance. The academy's assessment data has now been externally checked to confirm its accuracy, and it shows that the progress of students across a number of subjects, including English and mathematics, is beginning to improve.
- The academy's new systems for checking progress are now being used to identify, at an early stage, those falling behind in their learning and who need additional support. These systems are highlighting where particular groups of students need extra support, including the most able and disadvantaged students.
- The additional funding available for Year 7 'catch up' is now being used effectively to develop students'

reading and numeracy skills.

- The most-able students do not all make as much progress as they should because they are often set work that is too easy for them. More is being done this year to improve these students' examination technique and to raise their aspirations. For example, a group visited Cambridge University to encourage them to aim high.
- The very small number of students who study off site are registered at the academy before they leave and detailed records are kept of their attendance, behaviour and progress.

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

Unique reference number	137674
Local authority	Suffolk
Inspection number	453491

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

Type of school	Secondary
School category	Academy
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	460
Appropriate authority	The Academy Trust
Chair	Stephen Fisher
Headteacher	Samantha Penn
Date of previous school inspection	12 March 2013
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