

Endeavour House School

C/O Five Rivers Child Care Ltd, 47 Bedwin Street, Salisbury, Wiltshire
SP1 3UT

Inspection date

19 November 2020

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

All paragraphs

- The school's curriculum policy sets out the rationale and aims for what pupils will learn. Schemes of work and lesson plans are in place for each of the subjects offered. These plans are based largely on the national curriculum. In addition, the curriculum also incorporates different therapies and opportunities to support pupils' personal and social development.
- Leaders understand how to adapt schemes of work to meet the needs of individual pupils across the intended age range. Leaders know how to build pupils' personal targets into the curriculum, including targets in pupils' education, health and care plans.
- The personal, social, health and economic (PSHE) education curriculum provides pupils with opportunities to learn about themselves and the world around them. The scheme of work includes age-appropriate content about relationships. Leaders have developed a careers guidance policy. They understand how to provide pupils with appropriate, impartial careers advice.
- Leaders have established procedures to check the quality of education provided. They know how to use professional development opportunities, such as training within the organisation and beyond, to develop teachers' knowledge and skills. Leaders have developed an organised monitoring cycle to check consistently the quality of pupils' learning.
- Leaders and teachers know how to use the school's assessment procedures to check pupils' knowledge in each subject. Leaders plan to use 'individual pupil profiles' to bring together each pupil's targets, next steps and achievements. They know how to incorporate all aspects of pupils' learning and development into these profiles.
- Leaders have ensured that the standards in this part are likely to be met.

Part 2. Spiritual, moral, social and cultural development of pupils

All paragraphs

- Leaders understand how to promote pupils' spiritual, moral, social and cultural (SMSC) development through the school's curriculum. Leaders know how to make use of the assemblies, educational visits and enrichment activities to support pupils' all-round development.
- Leaders have developed procedures to work with a range of professionals, including therapists, to support pupils' ongoing personal and social development. Leaders know that pupils will join the school sometimes having had significant difficulties in the past. They know how to develop pupils' understanding of themselves and others, including the importance of respect, tolerance and how to manage their behaviours.
- The school's recruitment policy and the staff code of conduct preclude the promotion of partisan political views. Leaders have developed information for visitors, including those who deliver workshops or assemblies, which sets out their expectations. Procedures are in place to check that all teaching materials, including those used by visiting speakers, for example, are suitable for pupils.
- Leaders have ensured that the standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

All paragraphs

- The school's safeguarding policy is suitable and takes into account the current legislation. The arrangements for keeping pupils safe, including the safeguarding policy, are published on the school's website. All staff are trained in the latest child protection matters. Leaders have established procedures to report, record and monitor all concerns about pupils' welfare.
- The school's first-aid policy defines the roles and responsibilities of all staff in managing incidents and accidents. Leaders have developed procedures for administering medication to pupils, and have ensured that staff have suitable first-aid training, including paediatric first-aid qualifications.
- Leaders have established clear systems to manage the supervision of pupils. Staffing arrangements ensure that pupils are likely to be well supervised at all times, including breaktimes and at the start and end of each day.
- Leaders have developed health and safety policies and procedures which explain how they intend to keep pupils, staff and visitors safe. Leaders know how to ensure the premises are maintained appropriately. They have developed secure systems to check the school's compliance with the Regulatory Reform (Fire Safety) Order 2005. Staff are trained and understand their responsibilities in keeping the site safe.
- A suitable risk assessment policy is in place. Leaders know how to implement the policy to identify risks and hazards, both in school and when pupils are off site. All risk assessments consider the school's context. Leaders understand how to take into account the needs of individual pupils when writing or adjusting risk assessments.
- The school's behaviour policy demonstrates leaders' expectations for pupils' learning and behaviour. Leaders have established procedures to reward positive behaviours and pupils' individual and collective achievements. Staff are trained in behaviour

management, including trauma-informed practice. Staff understand how to use de-escalation strategies when necessary.

- Leaders understand how to maintain the school's attendance and admissions registers. Suitable systems are in place for recording pupils' attendance and absences.
- Leaders have ensured that the standards in this part are likely to be met.

Part 4. Suitability of staff, supply staff, and proprietors

All paragraphs

- Recruitment procedures, handled mainly at head office, are in place to check that staff are suitable to work in the school. The single central register of staff suitability includes all the required information. Checks on current staff have been undertaken and recorded appropriately.
- Leaders know how to ensure that supply staff, contractors and visitors are suitable. Arrangements to check their suitability are thorough and well organised.
- Leaders have ensured that the standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

All paragraphs

- The newly renovated school building is well maintained. It provides sufficient space for teaching and learning, both inside and in the outdoor area. Classrooms are bright and spacious with sufficient room to store resources.
- Leaders have ensured that the school has suitable toilet facilities for boys and girls. One of the toilets has space for pupils to get changed, and is fitted with a shower. Handwashing facilities are suitable, and toilet facilities have an adequate supply of hot and cold water. Drinking water is available and labelled as such.
- The school's procedures for dealing with injuries and medical needs are appropriate. Pupils who are unwell can be looked after in a space that has hot and cold water and is near to a toilet.
- The large outdoor garden provides sufficient space for pupils to play. Leaders intend for it to be used for some aspects of physical education (PE). Leaders plan to use a variety of off-site facilities in order to cover the full breadth of the PE curriculum.
- Internal and external lighting, including emergency evacuation lighting, is in place. Leaders have ensured that an appropriate fire safety audit and risk assessment has been completed. Evacuation plans are clear and suitable.
- Leaders understand the relevant health and safety checks that need to be completed at appropriate intervals throughout the year.
- Leaders have ensured that the standards in this part are likely to be met.

Part 6. Provision of information

All paragraphs

- The school's website contains links to a wide range of policies, including those related to safeguarding, health and safety, first aid, behaviour and admissions. Leaders have

also provided links to other documentation, including information about the curriculum.

- The website contains the contact details of the proprietor and headteacher.
- Most, if not all pupils, will have an education, health and care plan. Leaders have clear procedures for sharing key information, including pupils' annual reviews, with the local authority and other relevant parties.
- Leaders have suitable plans in place to provide a written report on pupils' learning and progress on an annual basis.
- Leaders have ensured that the standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

All paragraphs

- The school's written complaints policy meets the required standard. For example, it sets out timescales by which a complaint will be handled. The policy explains both the informal and formal stages of the procedure, including how leaders will, where necessary, make use of a complaints panel to hear the complaint.
- Leaders know to keep a written log of all complaints, including the outcomes of complaints.
- Leaders have ensured that the standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

All paragraphs

- Leaders have a thorough understanding of the independent school standards. Members of the body of proprietors bring a range of skills and expertise to the school. The head of education, together with education advisors to the board, are well placed to hold school leaders to account.
- Leaders have developed appropriate systems and procedures to monitor the school's work. The head of education and the education advisor plan regular audits and visits to the school. A 'quality assurance calendar' is in place, which sets out very clearly the school's monitoring arrangements.
- Leaders have appropriate expertise in supporting pupils with special educational needs and/or disabilities. Leaders and teachers are qualified and highly experienced.
- At all levels, leaders have established clear lines of accountability. This, together with their skills and expertise, will help to ensure that the independent school standards are met consistently.
- Leaders have ensured that the standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have written an accessibility plan for the current academic year. It includes detailed information about the arrangements for ensuring that all pupils can access the curriculum. The school is likely to fulfil its responsibilities under Schedule 10 of the Equality Act 2010.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	148071
DfE registration number	317/6012
Inspection number	10158445

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Other independent school
School status	Independent special school
Proprietor	Five Rivers Child Care Ltd
Chair	David Howard
Headteacher	Ann-Marie Allen
Annual fees (day pupils)	£42,900 – £52,650
Telephone number	020 8599 5950
Website	five-rivers.org/education/schools/endeavour-house/
Email address	education@five-rivers.org
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	6 to 12	Recommended
Number of pupils on the school roll	Not applicable	4	Recommended

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed

Number of full-time pupils of compulsory school age	Not applicable	4
Number of part-time pupils	Not applicable	None
Number of pupils with special educational needs and/or disabilities	Not applicable	Up to 4
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 4
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Up to 4

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	3
Number of part-time teaching staff	Not applicable	None
Number of staff in the welfare provision	Not applicable	2

Information about this proposed school

- Endeavour House School intends to provide education for up to four pupils. It is part of Five Rivers Child Care Ltd, which runs a range of residential homes, schools and fostering services. The school will cater for pupils with special educational needs and/or disabilities, including those with social, emotional and mental health needs.
- The proprietor also manages a children's home which is linked to the school. The school's education staff will work alongside residential and therapeutic staff in meeting pupils' needs.
- The school does not have a religious ethos.
- The school does not intend to make use of alternative provision.

Information about this inspection

- This inspection was commissioned by the Department for Education to assess whether the school is likely to meet all the independent school standards if it is registered as an independent school.
- This inspection was commissioned by the Department for Education during the COVID-19 (coronavirus) pandemic of 2020. Some of the inspection was conducted remotely. This was due to changes made to inspection activity during this period of the COVID-19 outbreak. In order to minimise risk, I spent only a short period of time on the school premises.
- This is the school's first pre-registration inspection.
- I held remote meetings online with the headteacher and the head of education for Five Rivers Child Care Ltd. I also held a remote meeting with the chair of the board and the education advisor to the board.
- I looked at documentation related to the curriculum, including schemes of work and curriculum plans. I spoke with leaders about how they intend to monitor the quality of education and assess pupils' progress.
- I looked at the school's SMSC policy and discussed with leaders how they intend to promote this aspect of the school's work.
- I reviewed documents, including policies, risk assessments and health and safety information. I held a meeting with leaders to discuss safeguarding and looked at the school's single central register of staff suitability checks.
- I undertook a short, on-site visit to check the school's compliance with Part 5 of the independent school standards.

Inspection team

Gary Rawlings, lead inspector

Her Majesty's Inspector

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