

Endeavour House School

Old Hall, Moor End, Halifax HX2 0TX

Inspection date

14 December 2021

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

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(f), 2(2)(g), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4

- The head of education has an example timetable which demonstrates that pupils will be able to study a wide range of subjects. Leaders also have plans to cater for the individual needs of pupils. For example, to encourage a love of learning, alternative provision may be used which closely links to pupils' interests.
- Leaders are intending to use a range of commercial schemes. These schemes have overviews and schemes of work to demonstrate exactly what will be learned. Leaders are acutely aware of the need to ensure that learning is sequential and well planned.
- An assessment system has been developed by leaders. They recognise the need to use a range of different assessment techniques to check what pupils have remembered. Documentation and discussions with leaders indicate that they intend to complete baseline assessments to check pupils' starting points. They also have plans to check what pupils have remembered in lessons alongside more formal end of term assessments. Leaders note the importance of identifying gaps in pupils' knowledge and returning to learning to address these if needed.
- Leaders expect the curriculum for pupils to be highly individualised. They are conscious that some pupils will have missed learning through extended absence from education. Curriculum plans will be adapted to ensure that pupils have a secure knowledge of any basics they may have missed.

Paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)

- Leaders have planned that all pupils will have weekly careers sessions. A well-organised plan shows the different activities that will help pupils prepare for future employment and possible college placements.
- Pupils will access an online programme to help them access information on a range of options available in their future careers. An independent company has been

commissioned to hold interviews with all pupils to help them consider future pathways.

Paragraph 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(c), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2), 2A(3)

- Leaders have carefully planned for pupils to study a relationship, sex and health education curriculum. This curriculum has been woven into the personal, social and health education curriculum (PSHE).
- These standards are likely to be met.

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

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- Leaders have created a PSHE and a spiritual, moral, social and cultural curriculum. Timetables show that a regular time is allocated to this subject.
- The documentation clearly identifies how pupils will cover the curriculum in the long- and short-term. Pupils will learn about, for example, different types of relationships and families. Leaders have planned the curriculum so it is age appropriate and considers individual needs.
- Pupils will have access to regular professional therapy to help them address any mental health needs, with a view to supporting positive personal development.
- This standard is likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b)

- The school staff will provide every parent and carer with a copy of the safeguarding policy and the school brochure.
- The safeguarding policy notes who the designated safeguarding lead (DSL) is and the procedures for reporting concerns. It also provides staff with guidance for identifying safeguarding issues.
- All staff will receive safeguarding training. The lead teacher and head of education, who are already employed, have completed DSL training.
- A range of professionals will work with each other and come together at weekly multi-disciplinary meetings. These meetings will consider how well the welfare and education needs of pupils are being met. Pupils will have the opportunity to have a voice at these meetings.

Paragraphs 9, 9(a), 9(b), 9(c), 10

- Leaders have a written behaviour management policy. This policy clearly indicates the expectations of behaviour and how they should be managed.
- Leaders have made clear in this policy that sanctions are a last resort and positive reinforcement should be used to address behavioural issues.

- The policy shows that logs that will be required to record staff training and to record any incidents of poor behaviour, including bullying and the use of racist or homophobic language.
- Leaders have written an anti-bullying policy. This policy intends to support staff in preventing, identifying and dealing with any bullying that may take place.

Paragraph 11

- Leaders have written a health and safety policy that identifies how the proprietor will ensure that the school adheres to legislation in this area. This policy indicates the checks that must be completed to ensure those on site are safe.

Paragraph 12

- An external company has completed a fire risk assessment. Other checks, such as ensuring that fire extinguishers are safe, are completed as required.

Paragraphs 13

- A first aid policy gives appropriate guidance and information about first aid. The lead teacher is already first aid trained. First aid training for all other staff, when employed, is being planned for February 2022.
- A medical room, with a sink and adjacent to a toilet, is available on the ground floor.

Paragraph 14

- The head of education anticipates that pupils will be supervised with a ratio ensuring that one adult is consistently supervising two pupils.

Paragraphs 15

- The head of education has an electronic system in place which will be used to record twice daily attendance and the admissions register. Leaders are aware of the legislative duties surrounding these documents.

Paragraphs 16, 16(a), 16(b)

- A risk assessment policy clearly indicates how risk assessments will be an integral part of each day. Risk assessments will be completed for activities, environments and for individual pupils to ensure hazards are identified, considered and minimised.
- These standards are likely to be met.

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

Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(2)(f), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(3), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)

- The head of education has completed safer recruitment training. It is the intention of the proprietor that all staff will complete safer recruitment training.

- An electronic single central record is already in place which shows that appropriate checks have been made on senior staff and the recently appointed lead teacher.
- These standards are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b), 30

- The proprietor has ensured that the school premises are maintained to a good standard.
- The three classrooms are large and well aired.
- Two separate toilet cubicles are available for pupils and one for adults. These have appropriate facilities and the water temperature is adjusted to ensure there is no risk of scalding.
- There is a large outside space for pupils to play and take part in physical education activities. Some physical education may take place off site. Shower facilities are available in the same building and on external sites.
- These standards are likely to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(e), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g), 32(4), 32(4)(a), 32(4)(b), 32(4)(c)

- School leaders intend that every parent and carer receives a school brochure. This brochure includes all the contact information required by the independent school standards.
- The brochure also makes a note of the other policies and information available on request. Leaders intend that this brochure will be accompanied by the safeguarding policy.
- These standards are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)

- The proprietor has ensured that the school brochure indicates that the complaints policy is available on request.
- The policy contains all the required information to ensure that any complaints will be dealt with appropriately in a reasonable time frame.
- These standards are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- The proprietor is fully aware of her responsibilities. She has planned for regular audits of the independent school standards to take place to ensure they are consistently met.
- School leaders have a comprehensive quality assurance framework in place. Responsibilities are clear so that there is accountability in leadership roles.
- Leaders compile regular reports which include information on all aspects of school life. The proprietor sets key performance indicators to ensure that expectations are high and that targets are met. These reports will include evidence from the range of professionals who will be working with the pupils.
- Staff training, for example first aid, safeguarding and safer recruitment, is expected to be part of the induction programme. The proprietor intends that, following induction, further staff training will be ongoing in order to enable staff to be knowledgeable and skilled at meeting the educational and care needs of pupils in the school.
- These standards are likely to be met.

Schedule 10 of the Equality Act 2010

- The proprietor ensures that through an accessibility policy, leaders have considered how they may make adaptations so that pupils with different needs may access the curriculum.

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	148894
DfE registration number	381/6027
Inspection number	10214572

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	Secondary independent school
School status	Independent special school
Proprietor	Care 4 Children Ltd
Chair	Virginia Perkins
Headteacher	Tayyaba Ahmed
Annual fees (day pupils)	£31,500
Telephone number	0161 483 1505
Website	www.care4children.co.uk
Email address	virginia.perkins@care4children.co.uk
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	11 to 18	11 to 18
Number of pupils on the school roll	Not applicable	6	6

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	6
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	6
Of which, number of pupils with an education, health and care plan	Not applicable	6
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	6

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	1	2
Number of part-time teaching staff	0	1
Number of staff in the welfare provision	0	0

Information about this proposed school

- A lead teacher has already been employed. They will have day-to-day responsibility of the school. A regional headteacher will line manage the lead teacher. The head of education oversees several schools.
- The proposed school does not intend to have a governing body. An education board has responsibility for the strategic vision of the school.
- The school has a company website but not a discrete school website.
- The proposed school intends to open on 1 April 2022 or before and accept up to six pupils aged between 11 and 18 years.
- The proprietor expects most pupils to have an education, health and care plan.
- School leaders intend to use alternative provision to enhance the curriculum if necessary.

Information about this inspection

- This inspection was commissioned by the Department for Education during the COVID-19 pandemic. The inspector therefore did not visit the premises while staff were on the premises. The inspector met with the head of education and the regional headteacher. All parties were socially distanced and wore face masks. The inspector toured the premises. All other evidence was gathered remotely.
- The inspection was commissioned by the DfE to consider if the school is likely to meet all of the independent school standards.
- This is the school's first pre-registration inspection.
- The inspector considered a range of documents to check if the independent school standards are likely to be met.
- The inspector toured the premises to consider if the premises met the standards in Part 5.
- The inspector met with the head of education and the regional headteacher.
- The inspector held a telephone conversation with the chief executive officer of Care4Children.

Inspection team

Jo Sharpe, lead inspector

Her Majesty's Inspector

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