

# Inspection of Endeavour House School

78 Goodmayes Lane, Ilford IG3 9QA

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Inspection dates: 17 to 19 May 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Not previously inspected

Does the school meet the independent school standards? **Yes**

## **What is it like to attend this school?**

This is a welcoming and friendly school where pupils feel valued and safe. Pupils are supported well by staff and as a result are happy to come to school.

Pupils behave well. Pupils say that bullying does not occur. Staff help pupils manage their emotions and guide them towards making positive decisions about how to behave. Pupils form strong relationships with staff, which they find helpful during lessons and out-of-school activities.

Most pupils have experienced regular periods of disruption to their learning before joining the school. Leaders have carefully considered how to develop the curriculum to meet pupils' individual needs, matching it to what pupils have remembered from their previous learning. This helps pupils enjoy their lessons and want to learn more.

Pupils enjoy the wider experiences provided for them. They excitedly talk about what they have learned. Leaders have worked hard to broaden learning for pupils outside the classroom through visits to museums and the farm, caving and local park walks. Staff expertly support pupils to learn new curriculum knowledge from the visits and also to acquire new skills. These skills benefit pupils in school and in their lives beyond school.

## **What does the school do well and what does it need to do better?**

Leaders, including the proprietor board, have a clear vision and strongly held values aimed at developing the independence of every pupil. They are determined that all pupils will succeed. Leaders have high expectations and ensure that each pupil is learning and remembering more. They make sure that the information from pupils' education, health and care plans is used effectively to deliver the support that pupils need.

Leaders have recently developed an ambitious curriculum that covers the scope and expectation of the national curriculum. Subject leaders are supported by specialists from other schools in the group. Leaders are appropriately skilled and have the level of knowledge needed to ensure that their subjects are planned cohesively. Some subjects are further on in their development than others. Where practice is strong, subject leaders have used their knowledge to sequence learning based on what they want pupils to remember. On occasion, this is not as well developed, and leaders have not set out clearly exactly what they want pupils to learn or the key vocabulary linked to each topic.

Staff deliver the intended curriculum effectively. Relationships between staff and pupils are strong. Teachers use praise well in order to support pupils to succeed and develop pride in their work and learning. Lessons are calm and orderly.

Leaders prioritise reading. Pupils have some catching up to do. Staff ensure that daily reading is valued. Storytelling plays an important role in the curriculum and is

helping pupils to re-engage with reading. Leaders have developed a systematic approach to the teaching of reading that is supporting pupils to become better readers. The programme matches books to pupils' phonic knowledge. However, not all staff are trained to teach the phonics programme, so there is some inconsistency in delivery.

In mathematics and English, leaders undertake detailed checks of pupils' knowledge when they join the school. Teachers use this information to ensure that teaching activities are well matched to what pupils already know. The checks that leaders make on pupils' learning are less precise in some other subjects. In these subjects, teachers sometimes plan activities that do not build on what pupils have learned before.

Leaders ensure that staff understand exactly how to support pupils to manage their behaviour. This skilful support helps pupils to transform their attitudes to learning. They concentrate and persevere in their work. They develop their social skills and enjoy spending time with staff.

The wider curriculum promotes pupils' character, independence and self-esteem effectively. Pupils learn about different faiths and cultures and visit different places of worship. They are encouraged to be responsible and active citizens. For example, they learn about climate change concerns, what healthy relationships look like and why it is good to live in a diverse community. Visits to, and activities in the community extend pupils' learning well. Pupils speak enthusiastically about visits to museums and the farm and caving expeditions. Pupils learn about the attributes needed to be successful in different walks of life.

Staff promote pupils' independence well. Staff have a very positive view of the school. Staff appreciate the efforts that leaders make to consider their well-being and to ensure that they have high-quality, current training. Parents and carers are full of praise for the difference the school has made to their children's lives, both academically and emotionally. The proprietor has ensured that the school meets the independent school standards and that it has a suitable accessibility plan. Leaders comply with schedule 10 of the Equality Act 2010. They have effectively planned and implemented the statutory guidance on relationships and sex education and health education.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders take safeguarding very seriously. Safeguarding leaders and the proprietors ensure that leaders fulfil their duties and implement their detailed policies effectively. Leaders have ensured that the government's requirements on providing relationships and sex education for pupils are met. Leaders have ensured that pupils understand how to stay safe when online, and a detailed personal, social and health education programme is in place. They prioritise pupils' well-being. Leaders check carefully that adults are suitable to work with children.

Staff are well trained and know how to spot safeguarding concerns. Staff follow school processes carefully. They are confident that any concerns raised are dealt with promptly and that leaders take appropriate action. Leaders have developed strong relationships with external agencies, which helps them to protect pupils. Parents and other interested parties can find the appropriate safeguarding documentation and policies on the school and company website.

## **What does the school need to do to improve? (Information for the school and proprietor)**

- In a few subjects, the content (including key vocabulary) and sequence of learning have not been clearly identified by leaders. This means that pupils sometimes do not build their knowledge on what they already know. Leaders should ensure that all subjects have clearly identified and sequenced content to enable pupils to develop their knowledge well across the whole curriculum.
- Some staff are not trained to teach the phonics programme. This means that they lack confidence and pupils do not learn to read as well as they should. Leaders should ensure that all staff have the knowledge and confidence to implement the new early reading strategy.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

<b>Unique reference number</b>	148071
<b>DfE registration number</b>	317/6012
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10204306
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	6 to 12
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	Below 5
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Five Rivers Childcare Ltd
<b>Chair</b>	David Howard
<b>Headteacher</b>	Ann Marie Allen
<b>Annual fees (day pupils)</b>	£85,000
<b>Telephone number</b>	0208 599 5950
<b>Website</b>	<a href="http://www.five-rivers.org/education/schools/endeavour">www.five-rivers.org/education/schools/endeavour</a>
<b>Email address</b>	<a href="mailto:education@five-rivers.org">education@five-rivers.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- This is the first standard inspection since the school was first registered on 12 December 2020.
- The school is for up to four pupils aged six to 12 years.
- The school caters for pupils with special educational needs and/or disabilities, including those with social, emotional and mental health needs.
- Endeavour House School is part of the Five Rivers Child Care Company.
- Endeavour House School's website is part of the Five Rivers website.
- The headteacher started working for the school in September 2020 and the first pupils enrolled in February 2022.
- The school does not make use of any alternative provision.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders, and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, members of staff and members of the senior leadership team and proprietor body.
- The inspector carried out deep dives in reading, mathematics and physical education. For each deep dive, he met with subject leaders to discuss the curriculum, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The inspector also visited some lessons.
- The inspector spoke with leaders about curriculum planning and looked at samples of pupils' work in some other subjects.
- During the inspection, the inspector spoke with pupils about school life.
- The inspector considered the responses to Ofsted Parent View. He also considered the responses to Ofsted's online questionnaire for staff.
- During the inspection, the inspector reviewed a range of documentation, including that relating to safeguarding and information relating to the independent school standards. He looked at records of pupils' behaviour and attendance.

## **Inspection team**

Phil Garnham, lead inspector

Her Majesty's Inspector

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