

INSPECTION REPORT

THE ENDEAVOUR SCHOOL

Brentwood

LEA area: Essex

Unique reference number: 115462

Headteacher: Mr P L Pryke

Reporting inspector: Mr M G Whitehead
21061

Dates of inspection: 14th – 17th January 2002

Inspection number: 189984

Full inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Foundation special

School category: Foundation

Age range of pupils: 5 to 16 years

Gender of pupils: Mixed

School address: Hogarth Avenue
Brentwood
Essex

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Appropriate authority: The governing body

Name of chair of governors: Mr S Stone

Date of previous inspection: 14th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

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21061	M G Whitehead	Registered inspector	Design and technology Art and design Modern foreign language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19650	S Thomas	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
27243	I Tatchell	Team inspector	Science Geography History Religious education Equal opportunities English as an additional language	How good are the curricular and other opportunities offered to pupils?
32055	G Davies	Team inspector	Mathematics Music Physical education Special educational needs	
28106	M Majid	Team inspector	English Information and communication technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Endeavour School is a special school that caters for pupils who have moderate learning difficulties. Since the last inspection, the school has admitted a number of pupils with additional educational needs, such as severe learning difficulties, pupils with autistic spectrum disorder, speech and language disorder, hearing and visual impairment as well as pupils with emotional and behavioural difficulties. There are 77 pupils on roll, comprising 58 boys and 19 girls. Seventy-six are white and one is of Pakistani background and there are none for whom English is an additional language. The attainment of all pupils is low when they join the school and nine pupils receive free school meals. The school is situated in a residential area of Brentwood and has a small amount of land, on which there is an adventure playground, small heated outdoor swimming pool and a small playing field.

HOW GOOD THE SCHOOL IS

The Endeavour School is a very good school, which provides a very good quality of education for all its pupils. The excellent leadership of the headteacher and the very good management of the governing body and senior management team ensure that the school is very effective. All staff and pupils work very well together, they strive constantly for improvement and enjoy the trust and support of each other. The quality of teaching is very good; therefore, all the pupils make very good progress. The school provides very good value for money.

What the school does well

- The leadership of the headteacher is excellent. He and his deputy, with the governing body, provide very strong management for the school.
- The attitudes of pupils are excellent and they make an excellent effort in all aspects of their education.
- Pupils have an excellent understanding of their own progress and their learning is also excellent.
- The school provides excellent extra-curricular activities for the pupils.
- The school has developed excellent links with the community, which now makes an excellent contribution to the school, and has a very positive effect on the way in which pupils learn.
- The overall quality of teaching is very good and this results in all pupils making very good progress.

What could be improved

- French should be taught to pupils in Year 11, in line with statutory requirements.
- The school needs to further develop the use of information and communication technology (ICT) across all subjects being taught.
- The accommodation needs to be improved in order to provide separate teaching rooms for science and ICT.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996. Since then, the school has made good improvement overall. There has been satisfactory improvement in the curriculum concerning its breadth and balance and it is now very good. There is still room for further improvement, especially in the use of ICT across all subjects, and the inclusion of French for pupils in Year 11. There has been very good improvement in the quality of teaching and learning, especially

for pupils aged 7 to 12 years. There has also been very good improvement in the quality of individual education plans, the school's assessment procedures and their use to help the planning of teaching to ensure that pupils learn well.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

Progress in:	by Year 6	by Year 11	Key	
speaking and listening	A	A	very good	A
reading	B	B	good	B
writing	B	B	satisfactory	C
mathematics	A	A	unsatisfactory	D
personal, social and health education	A	A	poor	E
other personal targets set at annual reviews or in IEPs*	A	A		

* IEPs are individual education plans for pupils with special educational needs.

Although the levels of attainment are well below the national average, there are some pupils who reach levels that are in line with pupils in mainstream schools. Last year, two pupils took GCSE examinations and one was awarded a grade B whilst the other gained a Grade G.

It is clear from the results of the national tests taken over the last three years that standards are rising in line with the school targets. This is true of all subjects and there is now a wide range of opportunities for pupils to follow accredited courses as they work through their final two years in the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' excellent attitudes are a strength of the school. Pupils enjoy their work and there have been few exclusions.
Behaviour, in and out of classrooms	Behaviour in and out of the classrooms is very good; pupils move around the limited space in an orderly manner. They respect other people's property and the fabric of the building.
Personal development and relationships	Personal development and relationships are excellent. Staff take as many opportunities as possible to increase pupils' confidence and self-esteem. Relationships are excellent and all pupils are highly valued as individuals.
Attendance	Satisfactory.

Pupils are extremely enthusiastic about school, they show great initiative and are very respectful of each other. Pupils use their initiative, take responsibility during their lessons and make very good progress as they grow in confidence and self-esteem.

TEACHING AND LEARNING

Teaching of pupils:	Years 1 – 6	Years 7 – 11	Years 12 – 13
Quality of teaching	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of teaching in English is very good and teachers work according to the individual needs of the pupils; this ensures that all make very good progress. The quality of teaching in mathematics is very good and this shows very good improvement since the last inspection. The teaching of science is very good. It is challenging for the pupils, and teachers make very good use of the limited accommodation. Teaching of personal, social and health education (PSHE) is also very good, much of which is covered through discussion and incidental work in other subjects. PSHE pervades the curriculum and although it is not timetabled as a separate subject for pupils in Years 1 to 6, it is addressed very well indeed throughout each school day.

All teachers have high expectations of the pupils and there are major strengths in the teaching of science and physical education. Teachers use questioning very effectively to enable pupils to reply and develop their learning. Teachers are very efficient in their use of time and ensure that lessons begin promptly and that pupils work hard. Communication skills, literacy skills and mathematical skills are all taught very effectively. The school is very effective in meeting the individual needs of the pupils. Teachers are alert to the special requirements of individuals and make sure that their teaching is appropriate. During the inspection, 100 per cent of the teaching was satisfactory or better and 65 per cent was very good or better. A very significant 23 per cent of the teaching was excellent. This very high standard of teaching results in equally high levels of learning by the pupils. They are highly motivated, thoroughly enjoy coming to school and are pleased to celebrate their own achievements and those of other pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are very good. English, mathematics, science and PSHE are well developed. There is a weakness as French is not taught to pupils in Year 11. The provision for extra-curricular activities is excellent.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for personal development is very good. Pupils' spiritual and cultural development is very good. Excellent provision is made for pupils' moral and social development.
How well the school cares for its pupils	The school provides a very good standard of care for all the pupils.

The school works extremely well in partnership with parents. Parents think very highly of the school and the good work of all the staff. They feel that they are fully involved in the work of the school and that their children benefit greatly by attending. The school consults parents when development and initiatives arise. This is particularly true with the 'Healthy Schools Initiative' which has occurred recently. The school has a very good curriculum for the pupils. It has major strengths in the links with neighbouring schools and colleges, and in the excellent range of activities that are available to the pupils outside of ordinary lesson times. These include such activities as the karate club, the technology club, music club, reading club and the philosophy club. There is one area where the school does not meet statutory requirements; although the school teaches French to pupils up to and including Year 10, it does not teach any modern foreign language to pupils in Year 11. There is still a need to increase the teaching and use of ICT across all subjects taught. The school cares very well for its pupils and has very good procedures and practices, which staff apply consistently in all classes. Procedures for monitoring the personal development of pupils are excellent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership for the school, he is held in the highest esteem by all who work in the school or have connections with the school. The headteacher, governors and senior management team are very effective in their roles as managers.
How well the appropriate authority fulfils its responsibilities	The appropriate authority is very effective as it monitors the school's provision and works closely with the headteacher and parents to meet the needs of the pupils. However, statutory requirements are not met fully as the school has failed to recognise the one shortcoming in the curriculum concerning the teaching of French to Year 11 pupils.
The school's evaluation of its performance	The headteacher and governors set performance objectives and monitor closely the outcomes of the school. The evaluation of performance is very good.
The strategic use of resources	The strategic use of resources within the school is excellent. The highly skilled staff ensure that all monies are used very effectively for their designated purposes for the benefit of the school and the raising of standards.

There is good provision of staff in the school and they are appropriately skilled and qualified to meet the demands of the curriculum and the needs of the pupils. The accommodation is only satisfactory. It has strengths in its condition and appropriateness and yet it has weaknesses in its inadequate space for ICT. One room is shared for science and design and technology, which limits the time available for each subject. The school has worked hard to address these shortcomings and has plans to obtain two more classrooms in the near future. The resources available to staff and pupils are good in range and quality. The leadership of the headteacher is a major strength of the school, his commitment and enthusiasm seem to infect all who work in the school. The school has excellent procedures to ensure that principles of best value are applied to all developments.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school helps their children to become more mature and sensible.• Parents can approach the school with problems.• Their children make good progress.• Their children like school.• The school works closely with parents.	<ul style="list-style-type: none">• Homework.

The inspectors agree with the positive comments made by the parents. Inspectors do not agree with parents concerning issues of homework. The school makes very good use of homework; it is appropriate and carefully matched to the individual needs of the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment levels of pupils in The Endeavour School are well below those of pupils of the same age in mainstream schools. This is to be expected as the pupils at The Endeavour School have moderate learning difficulties. Some pupils have very specific learning difficulties connected with their hearing impairment or visual impairment. Other pupils have specific difficulties with speech and language development and there is also a special class for pupils with autistic spectrum disorders. Despite these learning difficulties, all pupils in the school make very good progress. They achieve very well because of the very good quality of teaching they receive.
2. As pupils pass through the school, they gain in confidence and maturity and for some of them, their attainment is almost in line with the national average. Last year, one pupil was awarded a Grade B in his GCSE mathematics examination. He sat the exam at a neighbouring mainstream secondary school where he had been receiving lessons as part of his integration programme. Another pupil was awarded a Grade G in design and technology.
3. On entry to the school, pupils are working well below the national average. However, the gap closes as they get older as all the pupils benefit from the very special provision that they receive. Pupils are now encouraged to enter for a large number, and wide selection of external examinations and assessments in the Certificate of Educational Achievement (COEA) of the Welsh Joint Education Committee. In these examinations, they gain a Pass, Merit or Distinction. The higher level awards equate with pass grades C to E in the GCSE examinations.
4. Last year the pupils were awarded the following grades:

SUBJECT	Number of entries	Distinctions	Merits	Passes
English	12	3	6	2
Mathematics	11	2	6	2
Science	11	2	4	3
Art and design	12	5	4	2
Design & technology	7	1	4	0
Food studies	5	0	4	0
ICT	11	3	4	3
Physical education	11	6	2	2

5. These results show the very good progress that pupils make during their time at The Endeavour School. The pupils also achieve very successfully in gaining life skills of self-confidence and maturity. They are proud to be pupils at the school and proud of their achievements. Pupils also have opportunities to take part in discussion groups in their philosophy club. This helps them to gain conversation skills and social skills which prove invaluable to them when they leave the school as young adults.

Pupils' attitudes, values and personal development

6. Pupils' attitudes, values and personal development are strengths of the school. The enthusiastic senior managers have an unwavering belief in the pupils' ability to reach their potential. Staff have high expectations and pupils respond well. Pupils are justifiably proud of their school and their achievements. Year 6 pupils spontaneously applauded a fellow pupil who did well in a catching session in physical education. Pupils take part enthusiastically in as many activities as possible. In class, children enjoy their work. They are attentive and, as far as possible, listen carefully to their teacher. This has a positive impact on their learning and progress.
7. The whole school functions as a community supportive of each other. Relationships are excellent. Staff provide excellent role models. All pupils are valued as individuals. Adults and pupils are respectful of each other. Achievements of all pupils are applauded and rewarded. Pupils are proud to receive their merits.
8. Attendance is satisfactory. There has been a marginal improvement in the annual attendance rate since the last inspection. The school works hard to promote good attendance. Despite this, the unauthorised absence of four pupils last year adversely affected the attendance rate.
9. Behaviour is very good both in and out of class. Ninety-five per cent of parents who returned the questionnaire feel that behaviour is good. Occasional instances of unacceptable behaviour are dealt with promptly. Despite the narrowness of the corridor and the restricted nature of some areas of the school, pupils move around in an orderly manner. At break-time, pupils play constructively. No incidents of bullying were observed during the inspection. Pupils are polite. Without prompting, they open doors for others. There have been few exclusions over the past year.
10. Pupils' personal development is excellent. The ethos of the school is such that all pupils, whatever their difficulties, are expected to aim high and do so. Since the last inspection, pupils' study skills have developed. Older pupils enjoy researching their subjects. A Year 9 pupil who enjoys poetry wrote poems with a mature sensitivity. Staff do not miss an opportunity to praise a pupil. Pupils grow in confidence and their self-esteem is enhanced. There are many opportunities within the school for the children to develop their potential. Pupils have developed an awareness of others which makes them naturally supportive when others have a problem. The school council debates maturely its nominations for the achievement award, given each month to the school by a local businessman.
11. Those with particular behavioural difficulties improve their attitudes to learning during their time at the school. The high quality of the teaching and the very positive relationships with pupils, create attitudes that are conducive to good learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The overall quality of teaching in the school is very good. This is a major strength of the school. There is a very significant proportion of excellent teaching from which all pupils benefit greatly; consequently, pupils make very good progress. During the inspection, 60 lessons were observed, all of them satisfactory or better. Seventeen lessons (28.3 per cent) were good, 25 (41.7 per cent) were very good and 14 (23.3 per cent) were excellent. This is very good improvement since the last inspection when there was a significant weakness in the teaching for pupils in the lower part of the school.

13. Some excellent lessons were observed in English, mathematics, science, music, design and technology and physical education. The overall quality of teaching is very good in English, mathematics, science, art and design, design and technology, music and physical education. The overall quality of teaching is good in religious education, ICT, geography and history. It is not possible to make a judgement on the direct teaching of French as none was observed during the inspection.
14. Since the last inspection, the school has admitted a number of pupils with additional special educational needs, such as severe learning difficulties, autistic spectrum disorders, speech and language disorders, hearing and visual impairment as well as pupils with emotional and behavioural difficulties. The quality of education for these pupils is of the same high standard as it is for the rest of the pupils of the school. Teaching for those with significantly different needs is sensitive, well planned and elicits understanding and progress. The very good teaching as well as the very positive relationships with pupils creates attitudes, which are conducive to good learning.
15. The learning opportunities for pupils with communication difficulties are enhanced by the use of signing, symbols and pictorial aids; consequently, pupils' skills in communicating improve rapidly. These are used consistently throughout the school by all the staff. Several members of staff and parents have attended in-service training courses provided by the school in order to develop their skills and communicate more effectively with the pupils. In this way, they provide consistency in signing and the use of symbols at each phase of the pupils' education. The school uses the 'Sign Along' system and one teacher and one teacher assistant have been trained in this system. Following their training, they have trained the staff of the school internally to use the system.
16. Lesson planning in all subjects involves good organisation of tasks to make sure that they are suitable for the mixture of ability. Teachers have identified different approaches for those with significantly different needs with encouraging outcomes.
17. The teaching of literacy skills is very good and plays a very important part in the whole-school curriculum. Lessons are based on the National Literacy Strategy and modified to meet the individual special needs of the pupils. Teaching of numeracy skills is carefully planned and effectively delivered by breaking them down into small steps. These are appropriate for the pupils and in line with the National Numeracy Strategy. Both strategies are very successful in enabling the pupils to learn effectively and make very good progress.
18. Excellent teaching takes place in many subjects. In the very best lessons, teachers have a clear and complete understanding of the wide range of special needs presented by the pupils. Knowing this, the teachers make sure that the language they use, the questions they ask and the demands that they make of the pupils, are totally appropriate. The work is clearly understood by the pupils and still presents a challenge to them which makes their achievements worthwhile and appreciated by pupils and their peers.
19. A major strength of the teaching in the school is the inclusive nature of the provision. Every pupil has equal access to all the lessons regardless of their difficulties. The staff are very effective in making sure that every pupil progresses and is totally involved in all activities, both in the classroom and in extra-curricular activities. The quality of teaching in the school is enhanced by the support that is given by the headteacher and his deputy. They monitor the teachers regularly and give support and guidance at all times. Teaching assistants play a very important part in the teaching within the school. They

are extremely professional and several have clearly planned their professional development in the direction of becoming fully qualified teachers. There has been a very successful and impressive record of staff development in the past.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

20. The school provides a very good, broad range of worthwhile learning opportunities. It is inclusive in its organisation, relevance and opportunities for accreditation. Pupils and students of all abilities benefit from a curriculum to which all have access, and which meets their social, intellectual, physical and personal needs extremely well. All pupils up to the age of 16 follow the National Curriculum and religious education.
21. There have been a number of significant improvements in the curriculum since the previous inspection. These include: initiatives for literacy and numeracy; improved curriculum planning and assessment procedures; opportunities to access a wider range of accreditation and equal and appropriate access for pupils who have additional special needs. There is a shortcoming in the school curriculum; French is taught to all secondary year groups until the end of Year 10. Year 11 pupils are not taught a modern foreign language and, therefore, the school is not meeting its statutory responsibilities in this respect.
22. A particular feature of the school's curriculum is the excellent provision of extra-curricular activities offered to meet the needs and interests of pupils of all ages, during lunchtimes and after school. The school justifiably promotes its expertise in sports and the expressive arts. The school also arranges an inclusion programme for more able pupils with local high schools, providing opportunities for these pupils to take GCSE courses in a number of subjects including mathematics, design and technology and English.
23. Since the last inspection, the school has introduced effective strategies for teaching the basic skills of literacy and numeracy, in line with requirements, and consequently, pupils achieve well and make very good progress in these subjects. Good assessment procedures have been used to group pupils by ability and to better target teaching, learning and resources. A whole-school literacy programme has been adopted along with staff training which are having a positive and consistent impact on standards.
24. The content and organisation of the curriculum provide equal opportunities for all pupils and students. Very good provision is made for their personal social and health education. There is a comprehensive programme in place, which includes sex education, drug misuse and aspects of citizenship. PSHE is sometimes taught as a separate subject, but many aspects are reinforced during the informal times, at break-times, at mealtimes, on educational outings and during residential activities.
25. The curricular needs of pupils with additional special educational needs are met well. The individual education plans comply with the recommendations of the Code of Practice. They contain appropriate targets for the next stage of learning and are used well on a day-to-day basis. Pupils, including those from mainstream schools, are successfully integrated and support is carefully managed to provide maximum benefit. Teaching assistants are used well to provide additional support and this works particularly well during science and design and technology lessons.
26. There is very good provision for careers education. Careers education within the school is now extending into Years 8 and 9, and involves outside speakers, business

enterprise and visits to local companies, in addition to the careers curriculum taught in school. As a result, pupils make well-informed choices about work experience and college courses. Resources are good and include the 'Career Wise' newsletter, which is produced at the school and circulated to parents and senior pupils. Work experience opportunities are very good and the school arranges placements through Trident with local companies. This has a positive effect on the pupils' confidence providing them with stimulating and enriching experiences.

27. Provision for inclusion is very good. There are links with the local high schools where more able pupils attend to follow GCSE courses. This has led to total integration for two secondary pupils during the past year. In turn, the school takes pupils from mainstream schools who are causing concern. There are mutually supportive links with the other partner schools in the Brentwood area. Excellent links are established with the local community and are very well used to enrich the curriculum through their work in classrooms and on a number of task groups such as the 'Healthy Schools Initiative'. In addition to the help the community gives in terms of work experience placements, a number of firms and clubs sponsor the school. In addition, the school makes effective use of visits to local museums, art galleries and places of worship to enrich the curriculum.
28. Wherever possible, pupils are integrated into mainstream schools. Their progress is documented in their records. Parents have also written to the school to express their appreciation of the progress made. Progress for those pupils who have significantly different needs is slower than for the general school cohort, but good social progress is seen in relation to the targets set for them. Overall, standards for those with significantly different needs are in line with expectations.
29. Activities provided outside lessons are excellent and considerably enhance the curriculum. There are lunchtime and after-school clubs which include sport, music, dancing, technology and philosophy. The school participates and achieves success in sports fixtures, notably football, swimming, hockey and athletics. The Endeavour School pupils are now champions of the Mid-Essex Special Schools Association (MESSA) at swimming and hockey. Residential trips provide opportunities for pupils to work together, show initiative and take personal and group responsibility.

Pupils' spiritual, moral, social and cultural development

30. The provision for pupils' spiritual development is very good. There is a very good pupil response to the school assemblies, which promote a set of values, principles and beliefs which inform their perspective on life and their patterns of behaviour. There is music on entering and the hymn is sung by the whole school, which acknowledges the presence of God through Jesus. Assembly closes with a moment of quiet reflection on a particular topic; during the inspection week, to think and send thoughts to others that are not as lucky as them and are having a hard time. The mission statement says that pupils should be 'able to express thoughts and feelings', and the pupils appear confident that adults will listen to them, as is evident by the excellent relationships in the school. The staff are also encouraged to express their feelings. The calm and caring environment of the school promotes in the pupils a respect for themselves and others. Pupils explore the religious beliefs of others in religious education (Buddhism, Shinto, Islam, Judaism); for example, in one lesson on Buddhism, the pupils talked about meditation and the meaning of respect. Class 1 celebrated Diwali and pupils have visited the Sikh temple in London. A philosophy club was started before Christmas where the four pupils involved are investigating and reflecting upon their senses. In a future session, they will practice 'just looking' at sunset, flowers, a painting.

31. Provision for moral and social education is excellent and is a strength of the school. A clear moral code is provided as a basis for behaviour, which is promoted through all aspects of the school. Very good behaviour was seen on the pre-inspection visit, when the pupils behaved very well and were keen to speak and show the work they had been doing. There is a clear understanding of what is right and wrong. Good behaviour is acknowledged; there is a roll of honour on the hall wall. The pupils are given opportunities to explore and develop moral concepts and values in assemblies, in class reflection times and throughout the curriculum. For example, in physical education lessons, they learn not to cheat in games, and good sportsmanship. In one lesson, when all members of a team could not play, they did not choose the best but allowed the more disabled to play first without prompting from the adults. They model the good relationships among the staff and are tolerant and caring towards each other. Thus, social development is also excellent, as the pupils relate very well to each other and to the adults around them. They are extremely courteous to visitors, walk around the school quietly and open doors for adults. Pupils are encouraged to work co-operatively throughout the curriculum and the school provides positive, corporate experiences through assemblies, team activities, clubs and residential experiences and there is a school council. A significant contribution to the pupils' social development is made by the karate club, which is run after school. The pupils' enthusiasm and enjoyment are evident from their responses.
32. The school has very good provision for the pupils' cultural development. In the art room, there is a display of famous artists, and in music lessons, the pupils listen to the music of composers such as Tchaikovsky and Prokofiev. The school has a choir, which has sung in the MESSA Arts Festival, and the school has taken part in a major art exhibition in Chelmsford. The school has achieved the International School Award, which accredits work in the international dimension by producing evidence of international activities. These include a Japanese painting exchange where pupils looked at Japanese culture, an e-mail link with Finland, communicating with a former teacher and her new class and a sporting link with a junior school in Ghana as part of the Link Community Development Project. As a result of becoming involved with Brentwoods around the world, the pupils are now writing to a lady in Australia who has a friend in Brentwood, Australia. Each year, there is a residential visit to Paris.
33. The school has few ethnic minority pupils; however, the school aims to make the pupils aware of the multiracial society in which they live by providing practical activities which will enable them to develop tolerance and respect for others. An excellent display in Year 11 classroom defines multicultural and describes prejudice as 'disliking a person without really knowing why'. Included in the display are pictures of apartheid, ethnic cleansing in Kosovo, topical news stories on the UN conference and the truth about the slave trade. These are all well presented with pictures of Stephen Lawrence and Nelson Mandela. Recent local education authority posters on racism have been displayed throughout the school and brought to the notice of the pupils. In English, Year 11 pupils have written perceptive letters to Tony Blair as if from a victim of racism in inner London. Frank Bruno is a regular school visitor. In history, the teacher is considering bringing forward the planned unit on Islamic civilization in response to poor information in the press.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school continues to maintain a caring, supportive environment in which pupils can learn and achieve. Pupils feel secure. Parents are very pleased with the way the school supports their children and themselves. Procedures for monitoring pupils' attendance and behaviour are very good. The headteacher, staff and educational welfare officer monitor absences carefully. A daily list of absentees is prepared each morning. Where reasons for absence are unknown, pupils' parents are then telephoned on the first day of their absence. The reasons for good attendance are impressed on the pupils as often as possible. Since the last inspection, a written behaviour policy has been prepared. Pupils are aware of the boundaries of acceptable behaviour. Staff now handle any instance of unacceptable behaviour consistently.
35. Assessment in the school is now very good. The key issue from the previous report, 'to produce an effective assessment procedure, which focuses on pupil progress, is used consistently and is effectively monitored', has been addressed fully. The school now has very good arrangements for assessing how well pupils are doing. They are very regularly assessed in how well they are progressing in English and mathematics and how these relate to their individual education plans. Generally, the targets are clear and simple and some are displayed on the classroom walls. Good use is being made of Curriculum 2000, but in a few cases the evidence for achievement has not been recorded on the forms. In Year 2, there is detailed assessment of working towards Level 1, which will be improved further when the new scheme, 'B Squared', which uses 'P' scales and very small steps, is fully implemented. Another good aspect of assessment is the running of some Certificate of Educational Achievement courses in Key Stage 4 that are accredited by the Welsh Joint Examination Board. These include, for example, the core subjects of mathematics, English and science, as well as art and design, physical education, design and technology and ICT. In addition, two pupils successfully attended lessons in a local school in order to take a selected GCSE subject. A new personal development profile has been introduced. Assessment is well monitored by the co-ordinator, who has a clear vision of future development.
36. The annual review system is in order and generally supports development well in a range of targets for each pupil. The good practice seen of planning of individual targets appropriately in all subjects is consistent, thorough and well organised which ensures that all pupils continue to make progress.
37. Arrangements to ensure the wellbeing of the pupils are very good. Child protection procedures are in line with county guidelines and effectively implemented. All staff are aware of the arrangements and acknowledge their responsibility for child protection issues. Records are securely kept. Relevant staff attend appropriate training courses and update all staff on their return. Health and safety procedures are carefully implemented throughout the school.
38. The school is aware that many children have personal problems. Parents and pupils appreciate the pastoral care they receive and the opportunity to talk to trained counsellors. This helps the pupils to overcome or manage their difficulties well and consequently, has a positive effect upon the way in which they learn.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The school works hard to maintain a close partnership with parents. This has a positive effect on children's progress. The headteacher operates an open-door policy; he and the teachers are readily available to see parents. The parents appreciate this and make

good use of the service. All parents who returned the questionnaire feel comfortable about approaching the school with any problems. The quality of the information provided for parents is excellent. The school prospectus and parents' initial interview provide a comprehensive overview of the school and fully meet statutory requirements. During each school year, parents receive periodic newsletters. Curriculum evenings are arranged regularly. Appropriate advice about reading techniques and how parents can help their child at home is provided. Pupil reports give a clear indication of the progress made. The home/school book is a good means of communication between home and school. It is used well by most parents and teachers.

40. Parents are very supportive of the school and its aims. Most parents have signed the home/school agreement. Most are very good at notifying the school of reasons for absence. Parents' attendance at school events, including their child's annual review, is very good. All parents want their children to succeed and, where possible, they readily support their child in partnership with the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The leadership of the headteacher is excellent; he commands the highest respect from all his staff and governors. He provides a very clear direction for the work of the school. Together with the governors, the headteacher, his deputy headteacher and senior management team provide very good management for the school. There is very strong commitment to improvement by the headteacher, staff and governors. Since the last inspection, they have been successful in engineering significant improvements in the school's provision. The governing body is very effective in monitoring the provision within the school and taking effective action to improve standards. The aims of the school are very clearly reflected in its work as it provides a broad based, flexible curriculum that stimulates and extends each individual pupil.
42. There is very strong commitment to improvement as the staff work well together and are highly motivated thanks to the extremely strong leadership of the headteacher and his deputy. Teaching staff are well qualified and teaching assistants are given a wide range of responsibilities. Professional development plays an important role in the life of the school and makes sure that all staff are well trained in meeting the individual needs of the pupils. Staff also gain further professional qualifications which enable them to follow clearly planned career paths. A non-qualified teacher, who was taking part in the Graduate Teachers Scheme, has recently been awarded qualified teacher status, and two teaching assistants are also studying for teaching qualifications. All staff are highly valued and respected by each other and by the pupils and parents. The headteacher is very effective in monitoring the teaching throughout the school. Carefully arranged meetings take place to evaluate the performance of the school as a whole and the staff as individuals. Performance management takes a high priority in the work of the senior staff and governors. There are very effective procedures for the evaluation of the headteacher's performance, and appropriate goals are set.
43. Management responsibilities are very carefully delegated. The different skills and professions of the governors are used well to the benefit of the school. One governor who runs her own business, acts as responsible officer for the school and carries out independent checks on finances. The school has a part-time bursar who manages the day-to-day finances of the school and ensures that all the necessary documents are produced for management and governors' meetings. This is a very prudent appointment and ensures that the school's finances and record keeping are in excellent order. The school's accounts and systems were last audited in April 2001.

The recommendations made as a result of the audit have been fully implemented. Educational priorities are supported through the school's comprehensive development plan and great care is taken to ensure that best value is obtained for all financial transactions.

44. The school has been successful in its applications for grants in many areas of its work and also benefits from government grants for special education. These include: grants for the professional development of staff; money for improving the ICT provision within the school and the National Literacy and Numeracy Strategies. All of these grants are used effectively and appropriately for the benefit of the school and the raising of standards.
45. The school also buys the services of a public relations officer who is very successful in helping to raise the profile of the school in the eyes of the community. The school has ambitious but realistic plans for future development and these are a major part of the school's long-term development planning and the headteacher's vision for the future. The school has close links with the country's sporting heroes including Frank Bruno MBE, Fatima Whitbread, Trevor Brooking and the late Helen Rollason MBE. The involvement of such figures is of immense value to the school and is greatly appreciated by the staff and pupils alike. The self-esteem of the pupils is continuously rising and the school and its pupils are well respected in the community.
46. The management of provision for pupils with additional special educational needs is very good; pupil progress is now closely monitored and individual plans carefully reviewed. Staff training need is being addressed. However, the effectiveness of the staff, specialist skills, teaching methods and planning for different needs in classes needs to be continuously reviewed and monitored to secure optimum progress for every pupil.
47. The school has a very good level of staffing. Staff are suitably qualified to teach the wide age group, the differing abilities in each group and to meet the demands of the National Curriculum. There is an appropriate range of experience and expertise amongst the teachers and an adequate number of well-experienced teaching assistants to provide good support. Teaching assistants make an invaluable contribution to the quality of pupils' learning and progress. They are highly skilled, well trained and committed to their work.
48. There is a good partnership between all adults who work in the school. They work closely together as a team, co-operate well and share their expertise. All staff have job descriptions, which are regularly reviewed. Administrative, cleaning, and midday staff, together with the site manager, work effectively and contribute to the smooth running of the school. Arrangements for the induction of new staff are very good. The school provides very good professional development, which is linked to the priorities in the school improvement plan.
49. There are visiting specialists including speech therapists, physiotherapists and teachers of the sensory impaired, who support the work of the school and contribute significantly in helping pupils to access the curriculum and improve their skills. These visiting staff provide support and advice and help to ensure that the teaching is carefully matched to the individual needs of the pupils. They also help teachers to develop strategies for working with pupils with emotional and behavioural difficulties and other more complex learning difficulties. The work of the visiting staff enhances pupils' social development and communication skills. The school is planning to employ a speech and language therapist for two full days each week. This will be a great improvement on the present provision.

50. Very good use is made of the space available in school. Areas are developed for science, design and technology, including food technology, and ICT. Unfortunately, the area for science has also to be used for design and technology. This means that the two subjects have to share the time available for that room and this has a limiting effect upon the progress that pupils can make in the subjects. The area used for the separate teaching of ICT is small and cramped. The excellent accommodation for physical education includes an outdoor heated swimming pool with changing rooms, which is used for six months a year, as well as a playing field. The building is very well cared for and very well maintained by the very capable site manager.
51. Despite these difficulties, the very good use of the accommodation makes an important contribution to the welcoming ethos of the school and the good quality of the education it provides. All rooms, in particular the gymnasium, are used very well to deliver the normal curriculum and the many extra-curricular activities. There is an adequate room for the library. The school has an environmental garden that provides many opportunities for the pupils to appreciate the riches of nature and the environment.
52. The overall provision of resources is good. Many resources are of high quality and are used effectively to support all areas of the curriculum. Resources are very good in physical education. Most classroom areas have attractive and informative displays to celebrate pupils' work and promote concepts that have been taught. All the subject co-ordinators have a budget to renew their resources and to purchase new ones that they consider valuable in their subject. Many of the resources are centrally stored, and available to all teachers, and others are classroom based. All are easily accessible and used well throughout the school to reinforce pupils' learning. Good use is made of specialist ICT devices such as switches and keyboard overlays to support those pupils who experience difficulty in using the normal keyboard. The school is at present awaiting the delivery of four concept keyboards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to improve the quality of education provided by The Endeavour School, the headteacher and governors should:
- ensure that a modern foreign language is taught to pupils in Year 11 in order to meet statutory requirements; (Paragraphs 21, 119)
 - further develop the use of ICT in the teaching of all subjects in the school, where it is appropriate and beneficial; (Paragraph 115)
 - improve the accommodation to allow a separate area for the teaching of science and the teaching of ICT. ** (Paragraphs 50, 96)
- ** The school already has plans to address this difficulty and has obtained planning permission for two demountable classrooms to be installed on the school site.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	14	25	17	4	0	0	0
Percentage	23.3	41.7	28.3	6.7	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	77
Number of full-time pupils known to be eligible for free school meals	9

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	7.9

Unauthorised absence

	%
School data	2.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	76
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	1
Other minority ethnic groups	0	0

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y1 – Y11

Total number of qualified teachers (FTE)	8.85
Number of pupils per qualified teacher	8.7
Average class size	11

Education support staff: Y1 – Y11

Total number of education support staff	9
Total aggregate hours worked per week	264.8

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	604,777
Total expenditure	586,956
Expenditure per pupil	7,623
Balance brought forward from previous year	47,412
Balance carried forward to next year	65,233

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	7.35
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	76
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	21	2	0	0
My child is making good progress in school.	74	21	2	2	0
Behaviour in the school is good.	74	21	2	0	2
My child gets the right amount of work to do at home.	51	44	5	0	0
The teaching is good.	91	7	2	0	0
I am kept well informed about how my child is getting on.	60	35	2	2	0
I would feel comfortable about approaching the school with questions or a problem.	91	9	0	0	0
The school expects my child to work hard and achieve his or her best.	88	9	0	2	0
The school works closely with parents.	67	30	0	2	0
The school is well led and managed.	98	2	0	0	0
The school is helping my child become mature and responsible.	81	19	0	0	0
The school provides an interesting range of activities outside lessons.	65	28	2	0	0

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

Overall, the quality of provision in English is **very good**.

Strengths

- Very good teaching leading to very good progress.
- Speaking and listening throughout the school.
- Very good use of improved resources, including the library.

Areas for improvement

- Not enough use made of ICT in some parts, to enhance progress in literacy.
- 'P' scales not yet used for assessment, but school is aware of this and it is in hand.

54. The school's provision for English is very good. Progress in English has improved since the last inspection and attainment continues to be satisfactory and broadly commensurate with the capabilities of the pupils. Teaching is very good, ranging from satisfactory to excellent. This very good teaching takes careful account of individual needs and of the English National Curriculum Programmes of Study. It engages pupils' interest well and increases their confidence in what they can do and their ability to achieve their full potential.
55. Pupils make very good progress and achieve very well in all aspects of English. This is owing to the very good quality of teaching, the improvement in resources and the emphasis on English in the curriculum. Pupils make much better progress now than at the time of the previous inspection, especially in Years 3 to 6. The work of Year 11 pupils is now accredited through the Welsh Joint Education Committee. Last year, eleven pupils out of twelve were successful, three with distinction and six with credit. The improvement in standards is in line with the attention that has been paid to developing teachers' skills and knowledge.
56. The very good quality of teaching, especially in Years 1, 2 10 and 11, this is particularly impressive because so many teachers are involved. The consistently high standards are a product of the importance given to literacy in the school, the very good guidance and support provided by the co-ordinator and the headteacher and the way in which the National Literacy Strategy has been modified very effectively to meet the needs of all pupils. Because teachers are so well informed about how pupils learn literacy skills, they are able to apply this knowledge to their teaching in other subjects and so provide additional opportunities for pupils to make progress.
57. There was very good teaching in a Year 2 group, with skilled handling of a difficult group with a wide range of abilities resulting in good progress in the pupils' speaking and listening skills. The skilled use of resources and pupil management skills led to very good learning in Year 6. During a Year 9 lesson on punctuation, firmness, clear explanations, humour and good management of pupils enabled them to add speech marks to sentences written on the whiteboard. There was exceptional teaching in Year 11, where the delivery of the lesson was positive and concepts were comprehensively explained. An excellent use of questioning involved the whole class as, due to high quality and positive relationships, the pupils were not afraid to volunteer information, thus extending their use of language; the teacher made sure that all pupils were involved by thoughtful, direct questioning of quieter pupils.

58. During Years 1 to 2, many pupils are still developing the skills they need in order to learn and are working below Level 1. They become more able to listen carefully and communicate their ideas because the teacher and support staff help them to follow classroom routines and encourage them to interact with others. For the pupils with autism, this is a very great challenge and they are sometimes reluctant to co-operate; however, they are encouraged by praise from the teacher, such as congratulating a child for saying, 'yes' instead of the usual 'no'. In a very good lesson with this year group, the children were encouraged to say something about their own library book, either to retell a little of the story or show a picture they liked. When they have a drink and biscuits after the lesson, the support staff ask each by name if they would like a biscuit and the children reply, using the staff's name, thus encouraging them to use language as social communication. Years 3 to 6 pupils are working at Level 1. The quality of learning was very good in a Year 5 lesson, where the pupils were building up a story about the work of a zoo keeper. Pupils could express themselves orally and showed understanding of the words in the story. During this lesson, the teacher asked the pupils to say words that rhyme, enhancing their language skills. In Years 7 to 9, most pupils are working at Level 2 and are following a well-planned literacy programme. An excellent discussion in Year 11 resulted in most pupils being able to express themselves clearly on the meaning of responsibility. The response from pupils in another Year 11 lesson was impressive, as the excellent relationship with the teacher enabled pupils to ask questions freely thus enhancing their speech and gaining confidence in the spoken language.
59. There is good, and some very good, progress made in reading, as the school provides opportunities to enjoy and develop an interest in reading. In Years 1 and 2, children are introduced to reading with a variety of activities and choose a suitable book to borrow from the library on a weekly basis. As they progress through the school, they read to an adult every day and are encouraged to take their books home every evening to read to a parent. Their reading is recorded in the 'reading record', which details books read with comments on skill and learning strategies and each pupil has three reading tests prior to the annual review. In a Year 7 lesson, pupils enjoyed reading the dialogue reinforcing their work on contractions and they were encouraged to add expression to their reading. During a Year 9 literacy lesson, the pupils, using a commercial reading scheme, were eager to read to the teaching assistant. By Years 10 and 11, the pupils have been encouraged to read a variety of relevant literature. For instance, in a Year 10 lesson on Shakespeare's Romeo and Juliet, the pupils were eager to read from the play and all made a good effort. The less able readers and those with speech problems were given careful prompts from the teacher and their success was recognised by the other pupils. The more able readers used expression appropriately. A Year 11 group were very proud of their reading books which they had on their desks and included 'The Hobbit' and 'Mister Tom'. One of the pupils said that she loved reading and was reading 'Matilda' by Roald Dahl at home.
60. Very good use is made of the library facility, where a small area is used to advantage. Reference books are displayed in interest areas and reading books are colour coded from stage 0 to 12. There is an author of the week displayed (Philip Pullman) with a poster and books. There is a separate area for younger pupils with cushions on the floor and a computer in the corner with an optical reader. In a Year 2 lesson, the children moved into the library to return their books and choose new ones. The children treated the library with respect and showed excitement and enjoyment when looking at the books. One pupil was shown how to return his book on the computer. During an after-school reading club, involving mostly younger pupils, there was a very good atmosphere and the pupils were well behaved and content, some using audio tapes,

some looking at books and some listening to a story read by a teaching assistant. At other times, the reading club has a visiting storyteller, circle time, introduction to play reading and they are writing their own book. Future plans are to enrol more senior pupils and to publish their own book. The library co-ordinator sees her role as raising standards and improving resources. The school has strong links with the school library service and will be using it to the full by exchanging books termly to maintain resources to a high standard.

61. Pupils make very good progress in writing; skills are taught and then pupils are provided with opportunities to apply them, in enjoyable and useful ways. For example, higher attaining pupils in Year 9 were very well motivated reading a fable and then writing their own ending to a fable; some enjoyed reading their story endings to the rest of the class. Pupils are able to draft and redraft their work; in Year 10, the pupils wrote a booklet on 'Brentwood', drafting their work until the final booklet was produced on the wordprocessor. Some excellent examples of creative writing were displayed on the wall in the Year 11 classrooms, when the pupils had imagined that they were a black person living in inner London and wrote a letter to Tony Blair. Good handwriting is encouraged throughout the school and evidence of improvement can be seen in the pupils' books; for example, one Year 6 pupil showed very good progress in his ability to write neatly on the line and in an appropriate size.
62. The curriculum in English is very good with detailed schemes of work. A Year 6 lesson was very well planned incorporating individual, group and whole-class tasks, which are linked to individual education plans. Good planning in Year 7 gave clear assessment opportunities and differentiation and aspects of the National Literacy Strategy have been drawn on appropriately. Very good planning in Year 11 resulted in excellent learning and progress. For example, in a lesson on the basic rules in poetry, the word rule was highlighted and comprehensively explained and reinforced in different contexts and as a result, the pupils understood the concept involved. Equality of access and opportunity was ensured by the use of carefully selected tasks and support; tasks were simplified for one pupil with severe learning difficulties and were supplemented by the support given by the teacher's assistant. Assessment procedures for English are very good and relate to the pupils' individual education plans. Teachers make good use of these procedures. Parts of individual targets are on display, for example in the Year 9 classroom, there is the target, 'To progress to Stage 8 of the reading scheme'. Individual files containing literacy levels ensure that all staff are informed of each pupil's standards. The school is using Curriculum 2000, but at the present time, 'P' scales are not being used throughout the school. The school is in the process of purchasing a suitable programme, 'B Squared', which is being modified specially for the school and breaks learning down into small, manageable steps that can be clearly assessed.
63. The use of ICT is not used fully in order to support progress in literacy. There was some appropriate use of ICT in a Year 2 class, which motivated the pupils to read the text on the screen. Two computers were used in a Year 6 class to reinforce letter recognition, while in Year 11, one less able pupil typed sentence completion work into the wordprocessor. Booklets have been made in Year 10 using the Internet to find information on Brentwood. However, ICT was not an integral part of all planning and this area needs to be improved.
64. The management of English is very good. The co-ordinator sees her main role as supporting other staff and improving standards. Although all staff teach literacy and write their own schemes, this is done with consultation in order to ensure that pupils can build progressively on past learning. The co-ordinator has liaised with the special educational needs co-ordinator (SENCO) in a local school and they have part-

exchanged ideas. The headteacher appraises and monitors progress as a support to staff. Literacy is an ongoing item on the school development plan.

MATHEMATICS

Overall, the quality of teaching of mathematics is **very good** throughout the school.

Strengths

- The school implements the National Numeracy Strategy successfully.
- The high quality of teaching and the high commitment of the staff.
- The very good results achieved for the Certificate of Educational Achievement (COEA).
- Very good lesson planning and a clear direction from the co-ordinator.

Areas for improvement

- Review the policy and scheme of work to meet the increasing number of pupils with severe learning difficulties.

65. The quality of teaching is very good overall and this represents a very good improvement since the last inspection. Teaching was at least good in all the lessons observed and very good in the majority of lessons. All the mathematics groups were observed with two good lessons and six very good lessons. Teaching reflects achievement and this is particularly the case at the end of the pupils' school career by the age of 16. Very good results in the COEA were achieved in 2001 with two distinctions, six merits and one pass. Progress of many pupils in Years 1 to 6 is restricted by the severity of their difficulties in communication.
66. Good progress is made in Years 1 and 2. Pupils learn about number and its notation, and in a number of cases, match numbers and objects to five and beyond, and add up to ten. They learn the language of comparison, such as 'less than' or 'longer' and 'shorter'. They experience mathematics in the context of their topic work and in discrete lessons. At this stage, mathematical concepts are reinforced in other lessons in groups and individually as the occasion arises. The quality of teaching was good and the teacher used evidence of the pupils' present attainment as a basis for their future lesson planning. Good use is made of the pupils' individual education plans. By the end of Year 2, they have acquired a sound knowledge of the basis concepts of number up to ten. The more able add and take away up to ten and beyond.
67. Pupils continue to make very good progress in Years 3 to 6. At this stage, they learn to consolidate their number concepts and gradually acquire new elements of mathematics. Targets set in mathematics reflect small steps that pupils can make in knowledge, understanding and skill. Over time, these targets are achieved, and pupils' confidence in their knowledge of number and in using operations to manipulate number increases, particularly in addition and subtraction. By the end of Year 4, about half of the pupils 'count on' from a given number to ten or beyond. A minority remember number facts to ten. The most able in Year 6, are able to carry out number operations to 100. They use standard measures and know about shape and space and the names of plane figures. The application of mathematics is beginning to feature. The lessons observed were very good. In these lessons, pupils were stimulated with the best pupils making fast progress and the less able given appropriate reinforcement.
68. Mathematical elements are well integrated into teaching in topic based work up to the end of Year 6. The curriculum at these stages has been broken down into 'small steps', which the children may achieve in a reasonable time. The pupils work towards individual targets drawn from the National Curriculum Programmes of Study.

69. Progress accelerates during Years 7 to 9. Pupils address targets in the Programmes of Study to a varying degree, though appropriately. Material for their work is selected from earlier year groups. Pupils learn data and are able to draw graphs to represent the data. Certain pupils are able to draw up football league tables from raw scores. Scrutiny of their work shows that higher attaining pupils are able to understand paper constructions. They follow directions in moving across space and trace a path using directed numbers and vertical and horizontal axes. They recognise a right angle and know that it has 90 degrees. They know the names of solid shapes and they can then identify their features. They have increasing confidence and accuracy in number operations. Teaching varies during these year groups from good to one excellent lesson in Year 9.
70. Very good progress is made in Years 10 and 11 with pupils preparing for accredited qualifications. They use standard measures and know about shape and size. In order to achieve good results, they supplement their schoolwork with homework. All the pupils complete their tasks both at school and at home to the best of their ability. Pupils are introduced to practical mathematics; for instance, they have to use weights and measures. They learn the vocabulary appertaining to the tasks and have to use it to purchase certain goods with a specified sum of money. This has proved successful and of educational benefit for the pupils in extending their use of mathematical concepts and in the use of real money. This makes a valuable contribution to the social and personal development of the pupils, not only in their ability to handle money, but also in their language development. The quality of teaching in these year groups is very good.
71. Pupils almost always respond well to their mathematics lessons. Pupils concentrate well, stick to their tasks and enjoy their work. They are polite, helpful and willing to contribute their ideas in lessons to other pupils and work co-operatively. Pupils are increasing in confidence and accuracy in number operations.
72. Across the year groups, assessment is good or better and enables teachers to have sufficient information on which to base learning targets and individual work. This is also an improvement since the last inspection. At every stage, there is concise and good record keeping of each pupil's progress. This is used to plan individual work involving repetition, where necessary, to strengthen his or her understanding of the concept involved. The improved assessment procedures have an important impact on the quality of teaching provided in that they stimulate the pupils, enhance their understanding of the mathematical concepts and promote their self-esteem and confidence.
73. The co-ordination of mathematics is very good and the co-ordinator provides very good leadership in the subject. She has trained in the National Numeracy Strategy and provides regular meetings to discuss progress, provides school-based in-service training and plans future programmes of study. She monitors all the classes on a regular basis. In this way, she has been able to identify good practice and extend it to all teachers of the subject. The policy is in need of review in order to reflect fully the changing practice that has been adopted in order to meet the increasing demands of the pupils. The special educational needs are changing. There are now more pupils with severe learning difficulties and there are many more pupils with autistic spectrum disorder.
74. Resources are good and the co-ordinator has an annual budget to renew resources and also to purchase new apparatus and books as required. ICT is used in many

cases to supplement the teaching. This is an area that can be extended to improve the delivery of the subject.

SCIENCE

The science provision is **very good** overall because of the very good teaching, which is challenging and makes the very best use of the present accommodation and time allocated, and also takes account of the pupils' differing levels of ability.

Strengths

- Specialist teaching to all pupils from Years 6 to 11.
- Very good subject leadership.
- Very good range of learning opportunities, including the opportunity for pupils to take the externally accredited Certificate of Educational Achievement in science.

Areas for improvement

- Improve accommodation and technical support to enable science to be taught to secondary age pupils in a well-equipped science laboratory.
- Make fuller use of ICT to support science.
- Improve the provision for pupils in Key Stages 1 and 2 to include a review of programmes of study.
- Increase the time allocation for science for Years 7 to 11.

75. Pupils are achieving very well overall, and some pupils between the ages of 11 and 16 years occasionally reach a level of excellence in what they achieve in lessons because of the excellent teaching they receive. Pupils make very good progress over time and they gain good results in the Certificate of Educational Achievement at the age of 16. These results match those of similar schools. Pupils with additional special needs make good progress overall because of the commitment of their teachers and teaching assistants.

76. Year 2 pupils learn about life and living processes from the handling and care of animals and plants, and through discussions about people and animals. Higher attaining pupils identify and name body parts correctly. Pupils learn to identify objects that do or do not use electricity and maintain their interest and concentration because of the good selection of objects. Good use is made of the school environment to identify and record the variety of sounds. Between the ages of 7 and 11, pupils become familiar with a range of materials and their properties. Year 4 pupils identify the materials used to make toys as part of the topic on toys. Year 6 pupils build on earlier work describing movement of objects by identifying groups of objects that are pushed or pulled. They are beginning to record the results of their investigations with materials to see which will conduct electricity. They also investigate the ways in which different substances dissolve in liquids and the effect that heat has on this process. By Year 9, pupils construct electrical circuits and test their effectiveness, using the correct symbols to record their results. They enjoy experimental and investigative work and are learning a range of skills such as predicting and fair testing. They then record their results. Year 9 pupils use a voltmeter to measure the voltage at different points on their electrical circuits containing batteries and bulbs. More able pupils make predictions about the effectiveness of different circuits and construct simple tests to check their predictions. Pupils with additional special needs have full access to the opportunities provided and, with support, make good progress. Wherever possible, pupils' individual education plan targets are included in the teachers' lesson plans. Year 11 pupils make very good progress in all aspects of science and pursue their Certificate of Educational

Achievement course with confidence. They know how to use Newton meters to measure force and record the results of their investigations in the form of tables and graphs. However, although ICT is used for recording information, insufficient use is made to support other areas of the curriculum.

77. The teaching and learning of science throughout the school are very good overall and never less than good. This is an improvement on the findings of the last inspection. Teaching is very good overall and often excellent for the older pupils. In the best lessons, pupils are fully involved because teachers have high expectations, use interesting resources and challenge pupils to make predictions before carrying out their investigations. Very good use is made of question and answer sessions to check on pupils' learning, which is recorded during these sessions by the classroom assistants. Pupils respond well to the challenging teaching which makes these sessions enjoyable and effective. For example, in a Year 11 class, pupils work well in groups measuring and recording the forces produced by 'athletes' in Newtons as they push against a starting block.
78. Teachers use a range of appropriate methods and encourage all pupils to carry out fair tests to check out their predictions. Scientific terms are used well to develop pupils' scientific knowledge when discussing the results of their observations and experiments. For example, Year 9 pupils can create and describe 'series' and 'parallel' electrical circuits. The very good relationships between staff and pupils are a feature of lessons, keeping the pupils focused on the planned tasks and ensuring that very good progress is made in lessons; although there are occasions when higher attaining pupils are not challenged sufficiently or given the opportunity to carry out their own tests to prove or otherwise an initial hypothesis. Teachers improve the pupils' understanding of literacy and numeracy by emphasising the use of the correct scientific words and encouraging accuracy when measuring and recording the results of their investigations.
79. Overall, the co-ordination of science is very good. Five lessons were observed during the period of the inspection. Two were excellent, two very good and one good. Since the last inspection, there has been a significant improvement in teaching and curriculum development. Accreditation in science is now well established, providing a two-year Certificate of Educational Achievement course for all older pupils. The limitations of the present accommodation for science and the shortage of time for pupils in Years 7 to 11, which were reported at the last inspection, still remain. However, as part of the school's development plans, two new classrooms should soon be available, one of which will provide a separate science area and an opportunity to review the time for science. Planning is a strength of the science teaching for Years 7 to 11, thanks to the expertise of the co-ordinator. The assessment of pupils' everyday work and scientific understanding through regular testing is developing well. This is having a positive impact on learning. However, planning of science for pupils at the lower end of the school in Classes 1 and 2, to deliver a cohesive and balanced science curriculum through a topic-based approach, is an area for development. The availability of very good resources and use of the local environment promote an effective learning environment. However, the time available for science is less than recommended and, therefore, insufficient to ensure that the planned curriculum can be fully taught.

ART AND DESIGN

Overall, the quality of provision in art and design is **very good**.

Strengths

- Very good standard of teaching, high expectations and high achievements.
- Very well-planned curriculum to meet the needs of the pupils and provide an inclusive experience for all.
- The development of pupils' independence skills and increased self-respect.
- The very good progress that pupils make.

Areas for improvement

- Review the art and design policy. Ensure that the good practice is reflected in the policy.
- Revise the scheme of work to meet the changing needs of the pupils who are now attending the school.

80. All pupils benefit greatly from the very high standard of teaching that they receive at The Endeavour School. All staff are fully aware of the individual differences and special needs of all the pupils. The totally inclusive nature of the subject and the way in which it is taught is reflected clearly in the high achievements made by all pupils.
81. The youngest pupils produce some very exciting work which shows that they have done finger painting and made attractive handprint and footprint patterns. These are carefully displayed in the classrooms. Pupils also produce some very good paintings of figures, using paint brushes and water-based paints. The work of the pupils is carefully displayed around the school and their achievements are celebrated.
82. As the pupils get older, they combine their painting skills with their craft skills and make some very attractive presentation cases for home-made sweets. These are made from egg boxes, which are cut, stuck and decorated to form very impressive presentation boxes. Their work was so good that it was presented before the school assembly for all the other pupils to see. Their work was received with spontaneous applause. Pupils in Year 8 have visited the London exhibition of Salvador Dali's work and followed this with a project in which they designed and produced an impressive display of crockery in the 'Dali' style. Pupils in Years 10 and 11 have made some excellent printed T-shirts. There is an excellent display of their work that shows a variety of different techniques that they have used.
83. The very good teaching results in very good learning and progress by all pupils, regardless of their initial confidence or ability. Lessons begin promptly and there are clearly established routines, which are closely followed in the art room. The teacher presents an excellent role model, and as she respects deeply all works of art, so do the pupils. They respect each other's work and effort and are ready to help and support each other when necessary.
84. Pupils take part in very mature discussions concerning the work of famous artists and the techniques that they have used to represent form and texture. The pupils are very successful in copying the work and styles of famous artists. They are keen to investigate by looking through books and the very good selection of prints that are available. The teacher gives them responsibility and trusts them to take care of the books and prints, many of which are her own personal property. The pupils respond extremely well and behave in a very mature manner. They take the responsibility and embrace it in all its facets. They take great care of the materials and equipment, knowing exactly where they are kept and to where they should be returned at the end of the lesson. Through these very positive experiences, pupils gain greatly in self-esteem and in their personal and social development.

85. Art and design is also a subject which, at this school, provides a platform for social and cultural development. The work of different artists from different countries and cultures is carefully examined and discussed. In one lesson, pupils watched a video concerning the Australian Aboriginal art and how they decorated their own bodies with patterns of brightly coloured dots. Pupils went on to experiment and produce patterns of coloured dots on paper, in the style of the Aboriginal art. Their work was of a very good standard. All pupils made very good progress during the lesson. The pupils who were experiencing most difficulty and needed the greatest amount of help were as successful as those who were able to grasp the concept quickly and move on to independent work. This allowed pupils who were more able to reach their potential and maintain their enthusiasm and interest.
86. Other pupils in Year 9 carried out some very careful portrait studies and experiments using different drawing techniques. They scrutinised closely the work of portrait painters and artists, then worked extremely well to produce similar portraits. The very good planning of the lesson enabled all pupils to work to the best of their different abilities. Some worked with different grades of pencils to produce different effects. Others selected pictures from magazines to show different facial expressions. All were very successful, each at his or her own level.
87. The curriculum is well planned to meet the needs of the pupils and provides a wide variety of learning and experience for the pupils. However, the school takes pupils with increasingly complex and varied needs and the over-arching policy for the subject has not been reviewed recently. It does not reflect fully the good practice that takes place. A talented and knowledgeable teaching assistant, who is studying for a teaching qualification, manages the subject extremely well. The junior and senior pupils in the school use the separate art room, which is ideal for them. It is well managed and carefully organised to ensure that all pupils are able to try many different techniques. Pupils develop skills in working with clay, papier-mâché and other modelling materials. They are also successful in two-dimensional art using pencils and paints. ICT is also used well to support pupils in their work. Particularly good use is made of the Internet and CD-Roms to investigate the work of famous artists.
88. The school supports the co-ordinator in her professional development and values highly the work that she does in the school. She supports other teachers who teach art and design to younger pupils and makes sure that there are sufficient suitable resources available. She monitors the work of the pupils throughout the school and also the work of the teachers, enabling them to share each other's skills and knowledge. She is very effective in keeping the artwork well displayed in the school and enriching the environment for all who work at or visit the school.

DESIGN AND TECHNOLOGY

Overall, the quality of provision in design and technology is **very good**.

Strengths

- The very high quality of teaching in resistant materials and food technology.
- The breadth of experience for the pupils despite the restrictions imposed by the accommodation.
- The appropriateness of the curriculum.
- The very high expectations of the teachers and the very good progress that the pupils make.

Areas for improvement

- The accommodation needs to be separate for technology and also needs to encompass space and facilities for the teaching of more electronics, pneumatics and computer-aided design.
- Develop the curriculum to enable greater depth of study in some areas of the curriculum.

89. The quality of teaching in design and technology is a strength of the school. Four of the seven lessons observed were excellent whilst the remaining three were very good. The younger pupils learned to cut and shape card to form models. They concentrated well as they learned the appropriate vocabulary and began to understand the strong connections that there are between technology and science.
90. The excellent teaching that they receive in the workshop enables them to make excellent progress. They acquire skills that enable them to cut accurately using the power scroll saws. In one lesson observed, the pupils worked extremely well together. The most able pupil produced work of a very high standard and also gave a great deal of help to the less able pupils in the group. All made excellent progress and they clearly gained in confidence in using the machine. Pupils also used simple hand tools, including files and glass-paper blocks, to produce a smooth surface on the Victorian puppet toys that they were making. The lesson was well planned to make sure that it was appropriate for all the members of the class. In this way, the education was inclusive of all pupils and their needs.
91. The teacher gives pupils responsibilities and encourages them to help each other. They also have very good knowledge and understanding of the health and safety procedures necessary when working with machinery. Pupils wear goggles and masks when necessary. They also take responsibility for their own work, its organisation and its management. Pupils are rightly proud of their achievements and were delighted to show their work to the inspectors. Pupils make good use of computers to present their ideas and process their schedules of work and lists of materials.
92. As pupils move into Years 10 and 11, they begin to follow the course for the Certificate of Educational Achievement. They then produce cutting lists and procedure schedules as their work takes on a more formal approach. The teaching is very good and pupils are presented with a design brief. They are given challenging work in which they are expected to produce initial ideas and sketches, followed by developmental drawings which lead to the preferred solution. By the time they are in Year 11, they work on separate projects which they design themselves.
93. Pupils' behaviour is exemplary; they waste no time at all and thoroughly enjoy their work. They speak politely to staff and to each other and are ready to help whenever it is needed. Year 11 pupils behave like mature adults. On arrival at the workshop, they ask politely 'May we come in sir?'
94. When they have food technology lessons, pupils benefit from excellent teaching from either the teacher or teaching assistant. Very careful attention is paid to all health and safety issues. Pupils are so well taught that they are totally conversant with the need to disinfect tabletops and aprons before they put them on. They know and understand clearly that aprons are to protect the food from them and not to protect them from the food. This difficult concept, when dealing with food, presented no problems to the pupils as far as their understanding and compliance was concerned. As the pupils made vegetable soup, they prepared and cut, sliced and grated the ingredients very carefully. Some pupils needed a significant amount of help, whilst others managed more easily. Those who were able gave support to the less able in a totally caring manner.

95. There are excellent relationships between staff and pupils. This enables them to take part fully in discussions concerning their work. Pupils also take initiative and share the responsibilities involved in cleaning up the food technology area at the end of a lesson. Their work is assessed during the sessions and recorded carefully. At the end of the lesson, the teacher manages a plenary session well, in which pupils discuss the lesson and what they have learned.
96. There are some very talented staff who teach technology; some are qualified teachers and others are teaching assistants who are training to become teachers. Whatever the situation, the school has sufficient skilled staff to teach the subject very successfully. The accommodation is not yet adequate, as there is an area which is shared between science and technology, and there is not enough space to allow the teaching of electronics, computer-aided design and pneumatics. Although the pupils are unable to experience first hand much of the work in electronics, computer-aided design and pneumatics, they do receive good teaching about these areas of the curriculum. Despite these shortcomings, the curriculum is appropriate to the needs of the pupils and is enjoyed by all pupils. Excellent use is made of the limited space available for the teaching of food technology.
97. The resources that are used for the subject are of good quality and there is a good supply, which is available as appropriate. The subject is well monitored and the school development planning acknowledges the shortcomings concerning the accommodation and plans to address them in the very near future.

GEOGRAPHY

The quality of provision in geography is **good**.

Strengths

- Good standards of teaching providing good learning opportunities.
- Good use of resources, including the school's environmental area and the local community.
- Good subject leadership.

Areas for improvement

- Further use of ICT including use of the Internet.
- Continued development of the school's environmental area.

98. It was possible to observe only four lessons; however, evidence from these lessons, scrutiny of pupils' work and teachers' planning and discussions with pupils and teachers, indicate that standards of achievement over time are good.
99. Between the ages of five and seven, pupils have to find their way around the school and contribute to a large map of the school by adding places and people. By the age of seven, pupils explore the places food comes from and discuss how it is transported to Brentwood. They begin to explore the differences between towns like Brentwood and the surrounding villages, recording differences in their diaries. By the time pupils are eleven, their local knowledge has improved and the more able pupils describe features contrasting with their school locality using correct geographical terminology. Years 4 and 5 pupils create simple maps of their school and a 'Treasure Island', and can use two-figure map references to locate places on these maps. Pupils in Year 6 extend their knowledge of maps to make good progress in using different types of maps. For example, an atlas to locate places using the index, knowledge of symbols and the

names of places. By the age of 14, pupils study the water cycle and the impact of the weather on the environment, linking these studies to the contrasting localities such as France and Peru. They also study the difference between political and physical features on maps. Pupils in Year 7 were able to locate the Grampian Mountains in Scotland and the Brecon Beacons in Wales. Year 9 pupils succeeded in naming the six countries bordering on to France, a country they hope to visit later this year. Pupils are directly involved in their learning and listen and concentrate on their work. They are able to locate places on maps, use books and photographs to find out and record in their folders specific information about places and the lives of people around the world. Pupils with additional special educational needs also make good progress because of the support they receive.

100. The teaching observed during the period of the inspection was good overall. The best lessons motivate pupils and are taught from a basis of good subject knowledge and previous information which pupils have learned. Pupils are managed well so that all can get on with their work. Activities stimulate pupils to ask questions and work is well matched to individual needs. They ask interesting questions and are keen to find out more about the people and places they are studying. In the lessons seen, pupils were very well behaved, interested in the topic and keen to take part in discussions and tasks. Pupils' learning is good because of the good use of resources, classroom assistants and the good pace of lessons. However, there is need for more opportunities for pupils to research and investigate using the Internet for themselves.
101. There has been good improvement since the last inspection. The curriculum has been updated and resources renewed to support the new curriculum. A new environmental area at the rear of the school enables pupils to have hands-on experience of the outdoor world. This area is having a positive influence on the learning, and its continued development should be encouraged.
102. The geography co-ordinator has a good knowledge of geography and leads the subject well. She has produced a new policy and programmes of study and has a subject development plan. She monitors learning through a scrutiny of teachers' planning. However, at present, she is not allocated the time to monitor and evaluate the teaching of geography across the school. She is aware of the need to develop the use of ICT to support pupils' geographical knowledge and understanding.

HISTORY

The quality of provision in history is **good**.

Strengths

- Good management of the subject to provide good learning opportunities.
- Good use of assessment to inform future planning.
- Good attitudes and behaviour of pupils.

Areas for improvement

- Further use of ICT including use of the Internet.
- Audit of resources.

103. It was possible to observe only three lessons during the period of the inspection. Evidence from these lessons, a scrutiny of pupils' work and teachers' planning and discussions with pupils and teachers indicate that pupils' achievements and progress in history are satisfactory and improving across the school.

104. Between the ages of five and seven, most pupils develop a basic awareness of chronology. As part of their topic work, they develop an understanding of the passage of time, recognising their own 'timeline'. Pupils enjoy the stories about famous people from the past such as Jesus. They explore items from the past such as old toys but there is little evidence that they develop an understanding of time over a longer period than the recent past. They use words like 'old' and 'a long time ago' and most understand the sequence of time when discussing their 'news' and the day's timetable. Teachers use artefacts and story telling skills to capture pupils' imagination and interest when they talk about events in the past. So by the age of eleven, pupils are familiar with some of the significant figures and events in British history such as Queen Victoria and some of the conditions experienced by Victorian school children.
105. They use books and pictures to discover and compare what it was like to be at school then and what it is like now. Years 4 and 5 pupils make a 'timeline' of the toys they have played with since birth. With the support of parents, they have brought photographs from home showing them playing with toys at different ages. Then, with support, they place them on a large 'timeline' beginning with baby toys – toddler toys to their present favourites, providing a lot of discussion about past toys and their position on the class 'timeline'. Older pupils from Years 7 to 9 have studied a range of history units as part of a three-year long-term plan. This term, pupils are studying World War Two and using a variety of secondary resources in their enquiries about the war. During the period of the inspection, three older members of the local community who could remember the war brought some of the things they had kept from that time such as identity cards. Pupils in Year 9 asked the questions they had prepared for this session. They were keen to show the inspector the work they had compiled on the Tudors and Stuarts. They had made good use of books and CD-Rom to research some of the major events of the time including the Plague and the Great Fire of London. These aspects of the curriculum are, however, underdeveloped. There is insufficient use of ICT to support the curriculum.
106. The three history lessons seen during the inspection were good overall. One was very good due to the interest shown by pupils to three members of the community who shared their experiences of the Second World War. In the other lessons, there were good links to the pupils' own experience, which encouraged empathy and the comparison between different periods of time. Support staff, when available, are well informed and usually make a good contribution to discussions, extending pupils' knowledge with effective questions. Teachers made good use of resources to maintain pupils' interest and make good use of pictures and photographs. Teachers manage pupils well and the pupils enjoy the well-planned lessons, taking good care of pictures or items they are using as part of their historical enquiries.
107. There has been good improvement since the last inspection. The history curriculum has been revised to include some of the recommended topics in the QCA history guide, providing a degree of consistency and continuity for pupils joining and leaving the school. Assessment procedures have been revised to embrace new 'P' scales published last year, enabling pupils who are working below the National Curriculum Level 1 to be assessed against national criteria.
108. The new history co-ordinator provides good leadership and management of the subject. He is aware of the need to audit resources and has already revised the scheme of work to provide a balanced programme of study for all pupils up to and including Year 9. He has produced a development plan to include further use of the Internet, and plans to monitor history teaching in order to evaluate standards and learning across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Overall, the quality of provision in information and communication technology is **good**.

Strengths

- Good teaching.
- Good management of the subject, including present and future planning.
- Accreditation at Year 11.

Areas for improvement

- Use of ICT throughout the curriculum.
- Little use of desktop publishing and presentation software.

109. ICT has improved since the last inspection. Pupils are progressing well through Key Stages 3 and 4, and are achieving in line with what might be expected. The rate of learning in lessons during the inspection was good. In discrete lessons, pupils learn ICT skills; in these lessons, pupils have learned good keyboard skills, how to access programs and how to manipulate screen displays.
110. The teaching of ICT as separate lessons is good overall. This, along with the creation of the information technology suite and having lessons specifically for the teaching of information skills, has led to good learning in lessons. Skills are taught within the framework of a good, basic level scheme leading to accreditation in Years 10 and 11. Lessons are well focused on specific skills, and are well planned and organised. One good lesson, taught by the support assistant, saw Year 10 pupils being able to understand that a database is a collection of information and that this information is divided into fields and then records. The whole lesson was well planned and fitted well into the overall scheme of work. There was effective management of behaviour, ensuring equality of opportunity and access, keeping all pupils engaged and creating a productive learning environment. Another equally good lesson with Year 7 pupils, which included good use of questioning, precise explanations and clear expectations, resulted in the pupils being highly motivated and eager to learn. As a result, they were able to enter the network with their names and password, access 'Word' and type out a menu with a view to altering the fonts and layout in the next lesson. Sensitive intervention enabled pupils to improve skills and extend their knowledge and understanding, while the autonomous use of ICT is encouraged. Each pupil had an assessment sheet on which to record each small achievement, such as 'open new document' and 'change font size'. In all lessons, good use was made of the overhead projector so that pupils could understand the tasks set.
111. By Year 11, the pupils have experienced wordprocessing, spreadsheets, databases and Logo. They understand the merits of particular applications, for instance the spell checker on a wordprocessing package. They are aware of the uses of ICT in everyday life, such as in offices, police records and supermarkets. They understand the requirements of the examination and are involved in the assessment process as they tick off and date each achievement. They are very proud of their achievements and are confident users of the computers. At this stage, the pupils would benefit further from the use of desktop publishing and presentation software.
112. Assessment of ICT is good and is based on 'Curriculum 2000' and, in Years 10 and 11, on the criteria for assessment of the Welsh Joint Education Committee Certificate of Educational Achievement. It will be improved when the school completes its intended purchase of 'B Squared', which breaks Levels 1 to 3, plus 'P' scales, into small steps. In Years 10 and 11, assessment informs about the pupils' capability with regard to suitability for entry for the Welsh Joint Education Committee examinations. In Year 11,

the final assessments result in the pupils working towards improving their marks.

113. The school plans to develop use of e-mail and the Internet when all classes can access the World Wide Web and the staff have all completed appropriate training. Pupils are taking part in an e-mail link with Finland and in the 'Brentwoods around the world' project. An inter-school communication system is being developed through the Internet which links The Endeavour with schools all over the world.
114. Teachers will be undertaking intensive training with 'mPowerNet' as part of the New Opportunities Fund programme. The school is funding the training for the teaching assistants. This will give teachers the confidence to use ICT throughout the curriculum so that pupils can transfer skills learned in discrete lessons. At present, at least one staff meeting a term is arranged to give in-service training on ICT.
115. The resources for ICT throughout the school are very good with computers in each classroom and a computer suite in one room, which is effective in raising standards. Facilities could be improved if the computer suite was housed separately. Although the best possible use is being made of the available accommodation, at the moment, there is no space for papers etc beside the keyboards and some pupils were holding sheets in one hand and entering text with the other. The school has identified this need and it is part of its future planning.
116. The management of ICT is good. There is a detailed policy including an Internet Code of Conduct. The co-ordinator has a clear view of future development of the subject. Each class has a very good ICT handbook, which includes a copy of the policy, plus general information, such as logging on details and saving work routines. There is also information on wordprocessing, database, spreadsheet and presentation programs. The appendix includes National Curriculum level descriptions, including 'P' scales. ICT has been a priority in the school development plan and is always on the agenda. The school is involved with the special educational needs support group.
117. The school has not addressed fully the key issue from the previous inspection, 'to ensure that the teaching and learning of ICT is more consistently developed across the curriculum'. The use of ICT in other subjects ranges from very good to insufficient. Evidence of very good practice was seen in the English scheme of work, where Year 10 pupils produced a booklet about Brentwood, using, among other sources, the Internet. Ongoing drafts were entered into a wordprocessor, and a map and pictures were inserted into the text. The final booklet was printed in colour. In a Year 11 mathematics lesson on weights and measures, ICT was used appropriately to improve skills. A CD-Rom on the Parables was used to reinforce the story and maintain interest in a Year 6 religious education lesson. In history and some literacy lessons, there were missed opportunities to use ICT. In some subjects, such as geography and science, it is identified by the co-ordinator as an area that needs development. Appropriate software has been purchased and the co-ordinator has identified appropriate programs for the wider curriculum. The planned staff training should help to address this issue. The subject co-ordinator is aware of what needs to be achieved.

MODERN FOREIGN LANGUAGE (French)

Overall, the quality of provision in French is **good**.

Strengths

- The appropriateness of the curriculum.
- The overlap into other subjects.

Areas for improvement

- The teaching of French to pupils in Year 11 in order to meet statutory requirements.

118. It was not possible to observe any teaching of French during the days of the inspection. However, from discussion with staff and pupils it is possible to make judgements on the provision and its appropriateness.
119. French is taught to pupils in Years 7, 8, 9 and 10. Unfortunately the school does not teach French to pupils in Year 11 which is now a statutory requirement. The school acknowledges this shortcoming and plans to address the issue immediately.
120. The French that is taught is conversational French. Pupils learn basic vocabulary, they count correctly to ten and often more. They learn polite greeting which they can use when they take part in the many role-play sessions. These include 'shopping' trips and a visit to a café to buy drinks and food. Pupils are able to describe their family composition, parents, grandparents, brothers and sisters. They also tell how old they are and where they live. Pupils speak of their hobbies, likes and dislikes. For example, 'Elle joue du saxophone' (She plays the saxophone), 'Je joue le cricket' (I play cricket) and 'Je joue de la fanfare' (I play in the brass band).
121. Teachers have very good knowledge of the subject and plan the lessons very effectively in order to meet the wide-ranging needs and abilities of the pupils. Expectations are high and pupils rise to those expectations, as is shown clearly through the work they have done. The assessment procedures are good and give a clear indication of the good progress that the pupils make. The resources are good and appropriate for the pupils. The teachers and pupils make good use of ICT to develop the subject and help with their knowledge and understanding of France and the French language.
122. The curriculum is appropriate to the needs of the pupils and enables them to gain a basic understanding of conversational French which they use when they take part in the school's annual residential trip to Paris.

MUSIC

The provision for music is **very good**.

Strengths

- The broad, balanced and appropriate curriculum.
- The high quality of teaching for pupils with varying degrees of disability.
- The very good lesson planning.
- The extent and variety of extra-curricular activities in music.
- The increasing resources made available to the department.

Areas for improvement

- Develop accreditation for pupils in Years 10 and 11.

123. Music is a strength of the school and adds an important dimension to its work and life. The subject plays an important role in building the pupils' confidence and self-esteem.
124. The music co-ordinator teaches all the lessons. Progress is closely linked to a positive attitude to learning, which is evident in the lessons. Pupils enjoy their music lessons and respond well in all the activities. They display a positive and enthusiastic attitude and join in with singing and action rhymes and play tuned and untuned percussion instruments with confidence.
125. They alter the tempo and volume of their music to suit suggested moods. Pupils gain much satisfaction from learning musical skills. All pupils have experience in using the wide range of musical instruments made available. They all have opportunities to explore sounds and to respond to a wide range of music. By the age of 14, they are taught and understand the concepts of dynamics, tempo, pitch and tone.
126. The quality of teaching and learning was very good in all the lessons observed and excellent in a Year Group 9 class. In this lesson the pupils listened to the work of two composers and were asked to compare and contrast them. Lessons are very well prepared and maintain an appropriate pace according to the needs of the pupils. The teaching assistants play a prominent role in supporting the teacher. Planning for the subject ensures that pupils are given every opportunity in performing and composing as well as listening and appraising.
127. The expertise of the co-ordinator is very good, allowing pupils the opportunity to extend their musical abilities as well as generating an enthusiasm in the subject. She has only been in post for just over a year and has not yet formulated a policy, but there is a scheme for all the year groups. It aims to meet the needs of pupils in the school and to follow the content of the National Curriculum, appropriately modified. However, there is no accreditation for pupils in Years 10 and 11.
128. Other proposals include making provision for pupils who could benefit from instrumental provision and extra-curricular activities. Resources for the subject are good with an allocated room and a range of both tuned and untuned instruments. The enthusiasm for music noted in the last inspection has been maintained, even though there was a period when the school did not have a specialist music teacher. Music makes a significant contribution to the social and cultural development of the pupils in various ways. There are many valuable opportunities to work in groups or pairs, performing in public and participating in community activities. The music department played an important role in the successful school production of 'The Christmas Story'. These experiences boost the pupils' confidence and self-esteem.
129. There are a number of extra-curricular activities in the subject like the choir, the keyboard club and free tuition to individual pupils to learn the violin. A school band will start this term. The musical instruments have already been purchased. This is a very good improvement since the last inspection.

PHYSICAL EDUCATION

The provision for physical education is **excellent**.

Strengths

- The very high quality of teaching.
- The enthusiasm of the co-ordinator and his contact with a wide range of sports activities.
- The number of physical education extra activities organised during the lunch break and after school.
- Excellent use made of the wide variety of facilities in the school.
- There is a policy and scheme of work that give clear direction.

Areas for improvement

- Use of a video camera to provide pupils with feedback on their performance.
- Contact with mainstream schools for physical education activities.

130. Pupils achieve very high standards in physical education. They achieve very well and make very good progress across the school. This is because teaching is mainly by a specialist, who brings quality, enthusiasm and rigour to the subject. Those few lessons that are not taught by a specialist are given clear direction and guidance by the co-ordinator. His leadership and expertise are supported by the work of committed and highly effective teacher assistants. As a result, pupils work hard during lessons, think carefully about the activities and show high levels of participation, play well in pairs and groups and above all, enjoy the lessons.
131. Since the last inspection, there have been very good improvements in physical education on what was already judged to be an effective subject. Teaching and learning across the school have improved, partly as a result of the co-ordinator's role in monitoring teaching and partly due to the enthusiasm that he generates among all the staff. Teaching overall is now very good with many excellent features. There have also been improvements in curriculum breadth and recording of assessments of pupils' achievements. The very good resources and accommodation noted in the last inspection have been maintained at the same high level. An area for improvement is the use of a video camera to provide pupils with feedback on their performance, as this does not happen at present.
132. All the groups make good to excellent progress, including pupils with more complex and severe learning difficulties. In Years 1 and 2, pupils are taught co-ordination skills, to gain confidence in their own ability, and to control movements of their own body. These lessons also enhanced the pupils' use of space. In Years 1 to 6, the subject is taught partly by the class teacher and the co-ordinator following an agreed scheme of work. Arrangements for the teaching of games, however, include a wide age-range. This enables the pupils to have experience of playing in competitive teams. As a result, pupils' progress is excellent; the element of competition is of a very good quality and pupils progress very well. Pupils do not have the opportunity to link with mainstream schools for any sporting activities; this is an area that is underdeveloped.
133. The scheme of work for Years 3 to 6 includes acquiring and developing skills, knowledge and understanding of fitness and health, gymnastics, dance activities and swimming. In swimming, pupils' progress is monitored and awarded by certificates accredited within the school. One of the most prominent features of the subject is the teachers' determination that all pupils, including those with severe learning difficulties, have equal access to all opportunities and experience the excitement and challenge associated with physical education.

134. Gymnastic lessons in Years 7 to 11 enhance pupils' skills in stretching, rolling and climbing. At the beginning of the lesson observed, emphasis was made of the dangers involved and the pupils heeded this safety advice. They work in teams encouraging corporate activities. In all the activities, pupils' attitudes and behaviour were excellent. It was evident that they enjoyed the activities and competed vigorously. Certain pupils have achieved levels equal to, and in, certain cases better than their peers in mainstream schools. Good questioning confirms understanding and reinforces speaking and listening skills. Very good resources motivate pupils to learn and provide them with a safe and appropriate challenge.
135. The school has its own outside heated swimming pool that is used for six months of the year and this enables all the pupils in the school to have the opportunity to learn to swim. The school holds an annual swimming gala and the pupils also take part in the MESSA swimming gala that is shared with other special schools in the area.
136. In Years 10 and 11, pupils follow 'work related studies' incorporating 'leisure in the community', and pupils are encouraged to use their local facilities. Pupils achieve accreditation at this stage through the Certificate of Education Achievement (COEA) where they have obtained very good results. In the 2001 examinations, there were six distinctions, two merits and two passes. The school plays a prominent part in the Mid-Essex Special Schools Association (MESSA) and this has a significant effect on improving pupils' skills and on their achievement overall through organised galas and other competitions in different sports. Progress is not only measured by their physical education achievement, but also by the development of team spirit, for example playing as a member of a team in netball as well as developing a spirit of good sportsmanship if you lose the game.
137. Pupils' achievement in physical education overall is excellent. Pupils in all the year groups are learning a range of physical activities, which include individual and team sports. The areas of activity are gymnastics, dance, karate, swimming and games. Pupils are given the opportunity to improve and develop their personal experiences and performance levels. In swimming, there is accreditation for pupils in the distances they can swim. Pupils are aware of the warm-up and cool-down routines. The pace of lessons is excellent in every year group with appropriate challenges to improve skill and confidence in a variety of tasks. This opportunity to compete enhances their confidence and self-esteem. Relationships between the teachers and pupils are excellent during the lessons.
138. Teachers pay good attention to safety issues, for example, in gymnastics the teacher demonstrates the dangers of activities and the need to concentrate at all times. In rugby coaching, they are taught the importance of playing the ball and not too much body tackling. They demonstrate safe tackling and the importance of the head and arm positions. Staff set high expectations, and as a result, pupils' achievements are excellent. Techniques of good performance are emphasised. The skill levels expected are appropriate both to challenge individuals and to develop the self-esteem of the low attaining pupils. A feature of the teaching by all teachers is the good relationship built on humour, high expectations and positive encouragement between coach and pupils. Good records are kept of the pupils' achievements and these are included in the annual report for the pupils' annual review meeting.
139. A number of clubs held during lunchtime or after school supplements the teaching of physical education. These include netball, hockey, basketball, football, badminton, trampoline and karate. Physical education makes a significant contribution to pupils' moral, personal and social development. An excellent example of this was observed in

a netball lesson when pupils with severe learning difficulties were chosen to play in teams with their peers in a competitive game. At all times, emphasis was made on good sportsmanship.

RELIGIOUS EDUCATION

The school makes **good** provision for religious education. The subject endorses the aims of the school particularly well, notably in respect of the excellent personal and social development shown by the pupils. This is due to the following:

Strengths

- Good quality teaching.
- Good range of highly relevant learning opportunities.
- The pupils' good behaviour and their positive attitudes.

Areas for improvement

- None.

140. Achievements in religious education are good and sometimes very good. The subject has developed well since the last inspection. Long-term plans for the subject are effective and provide a thoughtful interpretation of a locally agreed syllabus to match the needs of pupils. This includes a very helpful planning framework, which enables class teachers to include a good balance of religious topics in cross-curricular or discrete religious education lessons. Pupils make good progress because the quality of teaching is good and the curriculum is planned carefully.
141. By Year 6, pupils listen to stories about Jesus that are illustrated by the good use of video and CD-Rom, providing pictures and sounds which reinforce the main aspects of the story. Pupils in Year 2 discuss their responsibilities as pupils and are pleased to talk about and share their individual learning targets with the rest of the class, some demonstrating their progress, for example reading their names or copying particular letters. Pupils with autism in Years 1 and 2 look at photographs of people around the school 'who help us' and with support, can identify them and say what they are doing, for example the cook, caretaker and secretary. Year 6 pupils recognise possible connections between their own and other people's experience, they understand that Jesus grew up to be a teacher, healer and story teller and compare their experiences of sharing and caring for others with those of Jesus. For example, they compare the story of the little boy who gave his lunch of fishes and loaves to feed a large crowd of people to their experiences of sharing sweets etc. They visit a church and talk about the names and uses of the different objects they see, including pews, lectern, pulpit and altar.
142. Between the ages of 11 and 16, pupils become aware of aspects of Christianity and other faiths such as Buddhism. Through very skilful teaching, they begin to link the topics they learn about to their own lives and this helps them understand complex ideas better. For example, pupils in Year 7 learn to understand that Christians believe that God and Jesus could do things, which are normally impossible. Pictures and music are used effectively to help pupils focus their thoughts and concentrate on what they are trying to communicate. As a result, they become more aware of how the lives of people are influenced by their faith. The teachers have a detailed knowledge of the subject and are able to communicate their enthusiasm very well. Lessons are often challenging. The teachers structure pupils' learning very well so that they are led gradually to think about a variety of issues. During the inspection, Year 11 pupils discussed the beliefs and values associated with Christianity and showed they had achieved a good level of understanding of this particular faith.

143. By the age of 16, pupils have acquired a basic knowledge of a number of religions, for example some of the beliefs of Buddhism. They appreciate that symbols have significance in religion. Pupils rise to the challenge posed by the abstract nature of some of the lesson content because the teacher's high expectations are transferred to the pupils. Lessons involve a variety of activities such as questions and answers, artwork and writing. Opportunities for discussion, reading, writing and listening ensure that pupils remain involved and interested. Support assistants make particularly good contributions to the progress made by less able pupils by encouraging them to listen, think and speak.
144. Teaching is good overall and makes good use of artefacts, music and art to stimulate pupils' interest. Pupils are familiar with words and names such as 'church', 'Jesus' and 'Christianity' and the teachers' high expectations lead to good discussions on the various religious celebrations and beliefs. Good teaching, supported by the effective use of resources, including appropriate music, provides a good contribution to the spiritual development of these pupils. The range of work in pupils' folders and the stock of books in the library on the major religions make a good contribution to pupils' understanding of religious ideas through literature, art and music. Religious education makes a very positive contribution to the spiritual, moral, social and cultural development of pupils.
145. The subject is soundly led by the headteacher with the support of a classroom assistant acting as interim co-ordinators. Since the previous inspection, planning has developed well; however, assessment procedures are an area for further development. Daily acts of collective worship contribute well to the school's religious education programmes. The extensive resources are well organised.