

The Endeavour School

Inspection report

Unique Reference Number	115462
Local Authority	Essex
Inspection number	338587
Inspection dates	14–15 January 2010
Reporting inspector	Alan Lemon

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

Type of school	Special
School category	Foundation special
Age range of pupils	6–16
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair	J Kirk
Headteacher	Michael Southgate
Date of previous school inspection	29 November 2006
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Introduction

This inspection was carried out by two additional inspectors. The majority of time was spent observing lessons. Ten lessons, taught by eight different teachers, were seen. Inspectors held meetings with governors, staff and students. They observed the school's work, and looked at safeguarding policies, the school development plan, the school's data on students' progress and 43 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent students are encouraged to concentrate and work independently, and the impact this has on their learning
- the impact of leadership and management on improving provision and outcomes for students
- the rigour with which assessment and the analysis of student performance data are carried out.

Information about the school

All students have a statement of special educational needs and the majority have complex learning needs. Although most students have moderate learning difficulties (MLD) and a few have severe learning difficulties (SLD), many also have additional needs. About 10% of the students have behavioural, emotional and social difficulties and 40% are on the autistic spectrum.

Since the school's last inspection, the number on roll has increased from 72 to 95. The school has the Healthy Schools award, Sportsmark award and is a member of the local Sports Partnership.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which is very caring towards all of its students. It is ambitious to improve what they can achieve in lessons and this is reflected in the increasingly effective collection and analysis of data on students' performance. Students' progress is assessed and tracked systematically, providing teachers with a detailed insight in order to plan learning effectively. Teaching is good and in some lessons it is outstanding. Assessment is used well by most teachers, but not consistently across the school, so in a few lessons students are not presented with an appropriate level of challenge.

Leaders are skilled and insightful in promoting students' self-confidence and independence which, together with good progress in lessons, mean that students receive a good preparation for the future. The provision for students' care, guidance and support is outstanding and the impact of this means their behaviour and their spiritual, moral, social and cultural development is outstanding. Students enjoy school and attendance is good. The relationships between students and staff and with each other are very strong. Students contribute enthusiastically and show concern for others, in school and beyond, especially by raising money for good causes at home and abroad. Leaders promote and maintain good relationships with parents, carers and partners beyond the school. This also involves the school working closely with its community, and staff use this engagement effectively so that students learn through first-hand experience to cope in the community as well as contributing to it.

Good leadership and management ensure students achieve well. Leaders demonstrate good skill in evaluating the work of the school and have an accurate view of its strengths and weaknesses. Governors are closely involved in supporting the school in important ways such as visiting, helping students, monitoring the budget and meeting their statutory requirements. Alongside school leaders, they act positively on the evaluation of the school's work, particularly students' achievement, to agree priorities for improvement. Together with the determined way in which leaders ensure students' good achievement, personal development and outstanding care, guidance and support, this provides the school with a good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve students' progress by raising further the level of challenge in students' work by taking full and effective account of assessment data.
- Improve the quality of learning by identifying the key components of the school's outstanding teaching and spreading this exemplary practice across the school.
-

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Outcomes for individuals and groups of pupils

2

In all lessons, students are willing learners who concentrate on their work and keep up their efforts. Over time, they make good progress as a result of effective teaching. The school's analysis of its data on students' performance during their time in school shows that by the end of Key Stage 4 there are no significant positive or negative variations for those with MLD or SLD. Overall, work in lessons is challenging, promoting rapid progress; although in a few lessons where work is less demanding, progress is slower. As a result of their efforts, students in Years 10 and 11 achieve a good number of Entry Level Certificates in subjects including English, mathematics, science and information and communication technology. A good proportion of these certificates are passed at the highest level.

Students have a good understanding of the risks they might encounter in school and beyond, and they are sensible in dealing with risks to their own and others' safety. Students' behaviour is outstanding as a result of their awareness of how to keep safe, the very good relationships they enjoy in school and the effective ways in which they are managed and supported. This includes the few students who have emotional and behavioural difficulties. Students respond positively to the school's active promotion of healthy lifestyles. This is reflected well in the several awards the school has achieved. Students make good choices in the food they eat and most take part enthusiastically in sports and other energetic activities. All of this has a positive effect on students' spiritual, moral and social development. Students' cultural development, including their awareness of the diversity of British cultures, is promoted extremely effectively through the curriculum which includes numerous visits to museums, art galleries and theatres.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	*
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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Please turn to the glossary for a description of the grades and inspection terms	
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is good overall and some outstanding lessons were observed during the inspection. In the lessons which promote learning and progress most successfully, the learning objective is precise and contributes to sharply focused planning, challenging work and, as a result, students make rapid progress. Teaching assistants are well-briefed to support the learning of individuals and small groups, which aids their progress. The strongest teaching gives students good opportunities to work independently and with each other, as was seen in a survey for a science investigation. This achieved a good level of engagement and led to good progress. In a few lessons teaching is not based on the rigorous use of assessment with the result that these lessons are less lively and work is not always challenging enough.

The curriculum, which is well-planned and adapted from the National Curriculum, effectively meets the needs of MLD and SLD students, including those with autism. The adaptation of the Early Years Foundation Stage curriculum for Years 1 and 2 and some lower Key Stage 2 pupils, linked to the expertise in teaching the Early Years Foundation Stage, provides an excellent start to learning for the youngest pupils. Provision for students in Key Stage 4, including good work experience opportunities, enterprise activities, access to college courses and accredited courses, is good. Students enjoy the enrichment of the curriculum with clubs, sports, trips and, in Key Stage 4, a residential experience.

Students are cared for and supported thoroughly, a feature highly praised by parents, carers and students. The school offers a warm, welcoming environment. Excellent relationships give students confidence and a strong sense of security. Safeguarding and students' well-being are actively promoted in the provision, enabling students to stay safe and keep healthy. The achievement of national awards for the promotion of healthy lifestyles and sports gives a strong boost to students' personal development. Behaviour, particularly that of students whose behaviour is occasionally challenging, is managed very effectively. There are good links with a multitude of agencies, supporting students and their families. These links also help to ensure a smooth transition for students from school to college, training or employment.

These are the grades for the quality of provision

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The quality of teaching Taking into account: The use of assessment to support learning	2
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leadership provides strong direction and momentum for a good rate of improvement. A broad range of the school's work is monitored and evaluated effectively, although there are some shortcomings in the use of assessment. Equality of opportunity is promoted well and discrimination tackled effectively because the school understands clearly the priority of nurturing and supporting every student, whatever their needs. Safeguarding arrangements are good. Leadership and management have a positive impact on the care, guidance and support of students and on the curriculum. Partnerships with other schools, support agencies and various community organisations strengthen the school's provision. The school maintains a good reputation among parents and carers, who hold it in high esteem, particularly for the support they and their children receive. The school has audited and planned its promotion of community cohesion, which is good at local, national and global levels.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Views of parents and carers

The very great majority of parents and carers who responded to the questionnaire used this to express positive views of the school. What impressed these parents and carers most, and inspectors agree, is that the school: keeps their children safe and promotes a healthy lifestyle; keeps parents well informed; helps them to support their children's learning, and leadership and management are good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Endeavour School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 43 completed questionnaires by the end of the on-site inspection. In total, there are 95 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	70	8	19	4	9	1	2
The school keeps my child safe	32	74	9	21	2	5	0	0
The school informs me about my child's progress	28	65	12	28	2	5	0	0
My child is making enough progress at this school	26	60	12	28	3	7	0	0
The teaching is good at this school	31	72	7	16	1	2	1	2
The school helps me to support my child's learning	25	58	15	35	2	5	1	2
The school helps my child to have a healthy lifestyle	25	58	14	33	4	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	56	11	26	1	2	0	0
The school meets my child's particular needs	32	74	6	14	3	7	2	5
The school deals effectively with unacceptable behaviour	26	60	12	28	1	2	2	5
The school takes account of my suggestions and concerns	28	65	10	23	4	9	1	2
The school is led and managed effectively	33	77	7	16	1	2	1	2
Overall, I am happy with my child's experience at this school	33	77	6	14	3	7	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 January 2010

Dear Students

Inspection of The Endeavour School, Brentwood, CM15 8BE

The inspectors thank you for your warm welcome and the friendliness shown to us during our visit to your school recently. We also thank the group of students who met with an inspector to share their views of the school.

We quickly found out that you enjoy school a lot and you said many good things about the staff, your work and activities. We were pleased to see your parents are of the same view as you about school.

There are many good things to celebrate about your school, such as the excellent way in which you grow up to be friendly, helpful to others and independent.

We found that The Endeavour is a good school and you do well in your lessons. The staff do much to help you to make good progress and they do an excellent job in supporting you in getting ready to leave school.

I have asked the headteacher to check that all your teachers make good use of information about your work in lessons to help increase your progress.

I have also asked him to work with your teachers to make all of your lessons as good as the outstanding ones we observed to also help you to make better progress.

This may mean you will have to work a little harder, and if you do, you will help the school achieve its ambition of becoming outstanding.

I wish you all the very best for the future.

Yours sincerely

Alan Lemon

Lead Inspector

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