

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
enquiries@ofsted.gov.uk  
www.ofsted.gov.uk



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Mr John Chadwick  
Headteacher  
The Endeavour School  
Hogarth Avenue  
Brentwood  
Essex  
CM15 8BE

Dear Mr Chadwick

### **Short inspection of The Endeavour School**

Following my visit to your school with Prue Rayner HMI on 15 December 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in September 2012.

#### **This school continues to be good.**

You and other senior leaders have successfully raised expectations and embarked on an ambitious journey to improve the quality of teaching and the outcomes that pupils achieve. In the short time that the senior leadership team has been in place, you have created a school culture in which all staff and all pupils are expected to achieve their best. These ambitions are shared by teachers and support staff throughout the school. Parents and staff recognise the improvements that have already been made, and the momentum for further improvement is supported throughout the school community.

This increased sense of purpose is clear from the time that pupils arrive at the school. Leaders have worked hard to make the school site attractive, and staff warmly greet pupils as they arrive at school. The well-organised start to the day gives a clear message: this is a welcoming environment where pupils are expected to work hard. Pupils respond very well to this ethos and are positive about their experiences in school; they trust the adults who support them, and the positive relationships that exist between them are a significant strength of the school. Adults help pupils build and maintain friendships well. The sense of achievement in lessons when pupils make significant steps forward in their learning and behaviour is equally celebrated by both adults and pupils. For example, in one lesson a pupil demonstrated his increasing knowledge of sign language enthusiastically, and this was generously applauded by staff and pupils, as well as by the senior leader who had joined the lesson.

Inspectors who visited the school in September 2012 praised the good and sometimes outstanding progress made by pupils, and this strong achievement can be seen in pupils' work over time. Inspectors also commended the outstanding behaviour and provision for the care and welfare of your pupils, and this remains a strength. Similarly, teaching remains lively and interesting, and pupils work hard as a result. Other strengths noted at the last inspection, such as the way the school engages parents and makes them strong partners in their children's learning, are still clearly important factors in the school's success.

At the previous inspection, inspectors identified that some pupils required greater challenge, and that leaders needed to identify more accurately how teaching could be improved. They also noted the variation in outcomes for pupils in different key stages and subjects. The current leadership team has acted effectively to tackle the majority of these areas and this has had a positive impact:

- Good progress is being made by pupils of all ages. The weaker areas of achievement seen in individual subjects and in different key stages have been addressed since the last inspection, and there is less variation in pupils' progress across the curriculum. Disadvantaged pupils often make particularly rapid progress.
- Leaders have analysed the strengths and areas for development for individual teachers. They have provided tailored support and resources which have increased the consistency of teaching, learning and assessment; this consistency extends across the curriculum and through the different key stages. The proportions of good and outstanding teaching are increasing as a result.

Leaders at all levels are continuing to sustain these improvements, and further work is being undertaken to ensure that pupils are sufficiently challenged with tasks and activities which stretch them and accelerate progress further. Teachers are taking into account the different needs of pupils when they plan their lessons. Leaders recognise that more detailed evaluation of the progress made by individual pupils, particularly the more able, is needed to increase the challenge and accelerate their progress further.

### **Safeguarding is effective.**

The leadership team has ensured that all safeguarding arrangements are fit for purpose and that records are detailed and of high quality. Pupils are safe in school, and regular training ensures that staff understand how to identify and report any issues that may arise. The school's records show that any concerns are investigated quickly and effectively, using a range of approaches, including its own family support worker and external agencies where appropriate. Pupils explained to inspectors how the school has taught them how to keep themselves safe, particularly when they use social media.

## Inspection findings

- Senior leaders demonstrate enthusiasm and ambition for the school's continued success. They have achieved a great deal in a relatively short time, and have established more rigorous systems for evaluating the impact of the school's work. Although some of those systems are quite new, their view of the school's effectiveness is nevertheless accurate.
- Senior leaders have a clear understanding of the quality of teaching. This deep knowledge of the strengths and areas for development of individual teachers has led to bespoke training which helps and challenges each teacher to develop their classroom practice. As a result, the quality of teaching is now consistently good across the curriculum.
- Governors know the strengths of the school and its areas for further development well. They challenge senior leaders with rigour, holding them to account in relation to financial expenditure, pupils' achievement and future strategic development. Governors carry out their statutory duties well. They spend time with pupils in order to develop a good understanding of their school experiences, and use this information to confirm the reports they receive from school leaders.
- Middle leaders are increasingly held to account and have become more influential in their work. They support the vision of senior leaders for further improvement and acknowledge that expectations of them have increased. They now have the skills and the authority to fulfil their responsibilities. Middle leaders are effectively involved in monitoring the quality of teaching and achievement in their key stages. As a result, the capacity for further improvement has been strengthened.
- The local authority supports the school's leaders well. It has helped the school to become more effective in a short period of time through its robust evaluation of the school's work. It continues to provide effective support, sharing examples of outstanding practice which give further impetus and direction to improvement.
- A calm sense of purpose is a distinctive feature of lessons across the curriculum, and this is underpinned by positive behaviour management that meets the needs of individual pupils. There is a powerful ethos centred on adults and pupils learning, achieving and celebrating together; the constant reinforcement of pupils' social skills is contributing to rapid academic progress.
- Teachers devise activities which capture the imagination of pupils, who demonstrate intense levels of concentration as a result. Teaching assistants help pupils to sustain their focus with questions that deepen understanding, and reinforce vocabulary which is specific to the topic being studied.

- Plans for individual pupils' learning are linked to their annual reviews so that their key learning needs can be addressed. In some instances these plans lack the specific detail and timescales necessary to ensure that pupils make good progress.
- Although the school's provision for pupils supported by the pupil premium is having a positive impact on their achievement, the system for measuring the success of different activities is too new to show which ones are the most effective.
- The links between the school's evaluation of its work, its current information and its plans for further development are not sufficiently clear. Similarly, there are no interim points at which progress towards the objectives in its plans can be measured, so it is difficult for governors and leaders to ensure the current rate of improvement is being sustained.

### **Next steps for the school**

Leaders and governors should ensure that:

- teachers' assessment of pupils' work is more detailed and analytical, so that subsequent targets and lesson activities build more securely on previous learning
- leaders extend the use of the systems which monitor the expenditure of pupil premium, in order to evaluate the impact of individual activities and strategies
- development plans are securely linked to achievement information and other indicators of the school's effectiveness, so that progress towards improvement priorities can be regularly assessed.

Yours sincerely

Anthony Sharpe  
**Her Majesty's Inspector**

### **Information about the inspection**

During the inspection we met with you, your senior leaders, a group of key stage leaders, governors, and a representative of the local authority. We visited subject areas across the key stages with your senior leaders to observe teaching and look at pupils' work. We met two groups of pupils. We evaluated information about pupils' progress, and reviewed records relating to safeguarding, attendance and punctuality. We also examined a wide range of documentary evidence showing how the school monitors and evaluates its work. We considered the views of parents collected through Parent View, and analysed the views from 29 staff and 34 pupils who completed Ofsted's questionnaires.