

Inspection of a good school: Ormiston Endeavour Academy

Defoe Road, Ipswich, Suffolk IP1 6SG

Inspection dates:

16 and 17 March 2022

Outcome

Ormiston Endeavour Academy continues to be a good school.

What is it like to attend this school?

Ormiston Endeavour Academy is a harmonious and safe place where pupils trust the staff to look after them. Pupils told inspectors that they enjoy coming to school. They enjoy positive relationships with adults who know them well. Pupils appreciate and live up to the staff's high expectations of behaviour and achievement.

Pupils are attentive in their lessons and work well. Pupils interact with each other respectfully during social times. They enjoy positive relationships with their peers. Pupils are comfortable to report any concerns they have, including any related to bullying. They are confident that staff will resolve such issues quickly and effectively.

Pupils benefit from a broad and ambitious curriculum. Pupils access a good-quality curriculum that allows them to learn well, including pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils.

The 'Endeavour Experience' provides pupils with a wide range of clubs and activities. For example, pupils talked positively about the recent trip to the theatre in London. Others talked about their involvement in reopening a local swimming pool.

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

Leaders, including governors, have created a new, ambitious curriculum. Subject leaders have defined the essential knowledge and order of learning that pupils need to cover through their subject curriculum. The curriculum is well organised in each subject. Teachers plan opportunities for pupils to remember, practise and build on what they already know. Pupils progress well through the curriculum.

Teachers have good subject knowledge. In lessons, teachers routinely check what pupils know and understand. Teachers address misconceptions quickly. They ensure that pupils' learning is secure before moving on to new topics. Pupils are taught the essential

knowledge well. This helps them to remember and apply their knowledge to more complex tasks or in other topics.

Teachers' use of assessment strategies during lessons is effective. Teachers use this information about what pupils know and can do to support pupils on a day-to-day basis, including those pupils with SEND. Teachers adapt their teaching well to ensure that pupils with SEND access the same high-quality curriculum as their peers. Leaders also accurately identify pupils who find reading more difficult. Pupils, including those new to English, receive appropriate support to develop reading fluency and to access the curriculum more effectively.

However, leaders' monitoring of how pupils are faring in the curriculum and the assessment systems in some subjects are still in development. Pupils are not always clear about how well they are progressing in these curriculum areas.

Pupils self-manage their behaviours well, and in doing so they show maturity and respect for one another. These positive attitudes mean that they can learn without disruption. They listen and contribute well in lessons.

Pupils develop ideas of citizenship with the knowledge that they gain from the school's well-planned personal development curriculum. Pupils talk positively about their understanding of different lifestyle choices. This includes age-appropriate relationships and sex education and health education.

Pupils benefit from a strong careers education, information, advice and guidance programme. Leaders ensure that pupils in key stage 3 have appropriate information when considering which subjects to study in key stage 4. Pupils also have good-quality opportunities for work experience and support for applications for post-16 education, training or employment.

The trust, leaders and governors know their school well and how to fulfil their roles. In turn, staff share high expectations for pupils' academic achievement. Staff are proud to work at Ormiston Endeavour Academy. They, like many pupils, consider it a friendly place with a family feel. The trust provides appropriate capacity and expertise to support the school's development plan. Together, they have identified the right priorities to bring about further improvement.

Safeguarding

The arrangements for safeguarding are effective.

The culture of safeguarding is strong. Staff are clear about the risks that pupils may face in or outside school. This includes county lines and peer-on-peer abuse. Staff are vigilant and know what to do to keep pupils safe.

Pupils are confident to seek help from staff when they need it. Staff report concerns about pupils in a timely manner. Leaders quickly identify whether pupils require additional

support from external agencies. They also work with vulnerable pupils and their families to get the help that they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have undertaken extensive work on planning and delivering an ambitious curriculum. Leaders are still working on determining how they will assess and monitor pupils against the intended learning in some subjects. As a result, pupils are not always clear about the progress that they are making in each subject. Leaders should refine their approaches to assessment so that leaders, pupils and parents and carers are clear about the progress that pupils are making in all subjects within the well-planned curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in December 2016.

How can I feed back my views?

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

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

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

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137674
Local authority	Suffolk
Inspection number	10211077
Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	504
Appropriate authority	Board of trustees
Chair of trust	Paul Hann
Principal	Jamie Daniels
Website	http://ormistonendeavouracademy.co.uk
Date of previous inspection	8 and 9 December 2016, under section 5 of the Education Act 2005

Information about this school

- The school makes use of alternative provision through Raedwald Trust.
- The headteacher joined the school in September 2018.
- The chair of governors changed in September 2019.
- The school facilitates a breakfast club for pupils.
- The school is a member of the Ormiston Academies Trust family of schools.

Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the principal, senior leaders and subject leaders.
- The lead inspector met with the chair of governors and two members of the governing body, along with a trust representative.

- Inspectors reviewed the school's records of safeguarding checks and referrals to the local authority.
- Inspectors spoke with staff about how they keep pupils safe.
- Inspectors also asked the pupils how they learn how to keep themselves safe and what they would do if they had any concerns.
- Inspectors held discussions with staff.
- Inspectors spoke with pupils from all year groups.
- Inspectors considered the views of the 52 parents who responded to Ofsted Parent View, including 38 free-text comments.
- Inspectors carried out deep dives in English, mathematics, history and science. They met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.

Inspection team

Ahson Mohammed, lead inspector Ofsted Inspector

Kay Leach Ofsted Inspector

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