

Suite 22 West  
Lancs  
Investment Centre  
Maple View  
Skelmersdale  
WN8 9TG

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 01695 566930  
Direct F 01695 729320

12 March 2010

Mr Christopher Straker  
Headteacher  
Endeavour High School  
Beverley Road  
Kingston-upon-Hull  
HU3 1UR

Dear Mr Straker

Special measures: monitoring inspection of Endeavour High School

Following my visit with Joan McKenna, Jon Lovgreen and Pankaj Gulab, Additional inspectors to your school on 10 March 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The visit was the second monitoring inspection since the school became subject to special measures in June 2009. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – Inadequate

Progress since previous monitoring inspection - Inadequate

Newly qualified teachers: The lead HMI will continue to give consideration to requests made by the school to appoint newly qualified teachers, but this will be restricted to those departments which can demonstrate that they have the capacity to fully support the professional needs of any likely appointee.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Children's Services for Kingston upon Hull.

Yours sincerely  
Tom Grieveson  
Her Majesty's Inspector



Special measures: monitoring of Endeavour High School

Report from the second monitoring inspection on 2 and 3 December 2009

## Evidence

Inspectors observed the school's work, scrutinised documents and conducted an extensive scrutiny of students' work in English, mathematics and science. Inspectors met with the headteacher, associate headteacher, groups of students, the chair of governors, the Director of Children's Services for Kingston upon Hull, the National Leader in Education who is supporting the work of the school and held a telephone conversation with the school's National Challenge Adviser.

## Context

The school continues to experience very high levels of student mobility with many joining with identified special educational needs and/or disabilities and English as an additional language. The number of students on roll has risen to 704.

Delegated powers in relation to the school's budget have been handed back to the local authority with the agreement of governors and in accordance with the usual procedures in preparation for academy status. Daily management of the school's resources is, however, delegated to the headteacher and business manager. Prudent budget management has seen the large budget deficit continue to reduce.

The senior leadership team continues to be severely depleted through a combination of staff illness and secondment.

The school is linked through partnership arrangements with two other neighbouring high schools. Formal entry into trust arrangements has, however, been deferred by the Department for Children, Schools and Families pending the outcome of ongoing deliberations regarding academy status. Nonetheless, the school has established mutually beneficial and very constructive working arrangements with both other schools. In particular, Endeavour has offered restorative practice, behaviour management and financial management expertise.

## Pupils' achievement and the extent to which they enjoy their learning

Standards at both key stages are not rising quickly enough because too many students are making insufficient progress given their capabilities and starting points. Although progress in Year 11 is more positive, it remains limited. Intervention work such as through the National Challenge programme is keeping more students on track to achieve their targets than previously. Early GCSE examination results show that 26% of Year 11 students have achieved a grade C or above in mathematics, although in English this accounts for only 9.5%. The proportion of students who gained good passes at this level in both subjects, however, accounts for only 6.5%



of the current Year 11 cohort. The school's projections for GCSE examination performance in summer 2010 suggest that targets will be missed. In addition, results from recent mock GCSE examinations show that standards in other subjects are low and considerably below target.

At Key Stage 3, only a minority of students are making expected progress. Widespread underachievement is evident in students' books and in lessons and standards remain low. The progress of different groups of students at Key Stage 3 and Key Stage 4 is variable with the performance of students who speak English as an additional language being of most concern. The school does not have the resources to meet the needs of this expanding group well enough. This limits their engagement in lessons and the progress they are able to make.

The systems and processes established to assess and track students' progress at the time of the previous visit remain in place. Actions to help teachers become more proficient in the analysis and use of data as the basis for planning learning have been introduced. The use of assessment information by the majority of teachers to effectively promote learning is, however, inadequate. Its use is particularly weak at Key Stage 3. Only in the relatively few good lessons seen was data used well to ensure students' needs were met. Where this was the case, students made good progress.

Progress since the last visit on the areas for improvement:

- Raise standards in both key stages to enable students to achieve the outcomes of which they are capable – inadequate
- Use assessment and tracking information consistently across the school to ensure all students are sufficiently challenged – inadequate

Other relevant pupil outcomes

Effective leadership has sustained improvement in attendance despite the negative impact of inclement weather earlier in the term. Although below average, it is 3% above last year's level. The sharing of attendance information through tutor groups is allowing comparisons to be made in relation to students' targets. Reward systems build on this information and make a positive contribution to rising attendance levels.

Intervention work to improve the attendance of persistent absentees is also proving effective with persistent absence rates reduced by 50% since the beginning of the academic year. This trend is underpinned by successful work by pastoral and senior staff who now mentor individual students. Nonetheless, there has been a recent rise in the number of fixed term exclusions. Punctuality has also improved but the proportion of students arriving late at the beginning of the day and to lessons is still too high. Early morning punctuality is certainly not helped by the lack of any constructive activity during registration/tutor time in most year groups.



Students' behaviour remains broadly satisfactory and similar to that observed at the previous inspection visit. Some students can be boisterous when moving between lessons particularly in areas of the school which are unsupervised. In lessons, behaviour tends to reflect the quality of teaching. In good lessons, students are motivated, keen to learn and participate constructively. Where teaching is satisfactory or inadequate, low-level disruption occasionally occurs when students are not sufficiently interested in their studies. However, most students are cooperative and show regard for the safety and welfare of others. They speak constructively of how behaviour is improving. They know that staff members offer support when needed and express confidence about their safety and well-being.

### Judgement

Progress since the last visit on the areas for improvement:

- Build on present strategies to improve attendance further – satisfactory

### The effectiveness of provision

Inspection evidence confirms that teaching remains mostly satisfactory with just under one third being good and a small proportion being inadequate. The amount of good teaching remains insufficient, however, if standards are to rise and improvements in students' learning are to occur at a fast enough rate. Teaching is now monitored more routinely and this work is identifying those teachers, and unqualified staff, who require additional support and coaching. Specific individual customised help to promote improvement is being introduced.

Few teachers make use of the school's assessment information when preparing lessons. Too often, activities do not meet the needs of all students and this continues to represent a significant weakness to improving rates of progress. Lesson planning remains of variable quality. It is particularly good, for example, in physical education and geography where its primary focus is to drive learning forward but in most other subjects too little account is taken of what students will learn concentrating instead on organisation and lesson structure.

Although classrooms remain calm and orderly, too many lessons lack pace and challenge and do not engage students sufficiently or inspire them to learn. In good lessons such as physical education, the creative arts, media studies and in geography, teachers are taking time to explain clearly their expectations of students and what they will learn. These teachers provide clarity by outlining relevant success criteria and show how students can demonstrate progress. They are engaging students with their enthusiasm and good subject knowledge and this is leading to effective learning. Good use is being made in these lessons of probing and challenging questioning to deepen students' thinking and extend their understanding of the subject. This is rare, however, for while most teachers are keen to discuss



and question students about their work, this is often superficial and lacking in challenge. It is doing little to move students' learning forward.

The marking of students' work remains a weakness. It is inconsistent both in quality and accuracy. This is a particular problem in English where teachers' assessments are overly generous giving students a false impression of their achievements. Teachers are beginning to provide students with targets but these often lack the specific focus which would help students to know precisely how to improve.

The school is making appropriate progress in developing the curriculum around the needs and interest of students. Particularly effective steps are being taken to amend the Key Stage 3 curriculum to make better use of specialist teachers rather than retaining an over-reliance on unqualified and supply staff. At Key Stage 4, three clear curriculum pathways have been established. Students appreciate the broader range of course choices, including for instance, three sciences and vocational and diploma options. A clear attempt is being made to cater for the very wide ability range and to address inadequacies in students' study and basic skills but not enough is being done to develop students' literacy and numeracy skills in other subjects. The proposals for the 2010/ 2011 curriculum will present a challenge to the school given its current staffing base and level of resources.

Learning coordinators are making an improved use of attendance data to target persistent absentees and with some success. Reward systems are used to acknowledge improved attendance and regular meetings with education welfare personnel are supporting the school to help vulnerable students more effectively. A new initiative involving local agencies, including the connexions service, the health authority and social services, will see them based in the school and has the potential to improve further the support for these students. The recording of behavioural incidents on the school's computer systems is also providing a fuller picture of individual students' performance and is allowing more focused and effective interventions to occur.

### The effectiveness of leadership and management

The headteacher and associate headteacher continue to work diligently and with purpose to address the school's weaknesses and effect improvement. Their work is seriously undermined, however, by a significant lack of other senior leadership capacity and this is severely curtailing their attempts to build upon the systems and procedures which had been instigated by the time of the previous visit. In particular, the lack of staff with sufficient expertise to drive forward improvements in teaching and learning, and in the use of performance information is hampering the school's efforts to improve. There is little discernable evidence that progress in these areas has been made. Where there has been sustained progress, in the areas of attendance, curriculum and budget management for example, it is because the school is well served by experienced and knowledgeable staff who demonstrate effective leadership by making informed decisions which are leading to improvement. While subject leaders are rightly expected to take greater



responsibility and accountability for improving subject area performance, the manner in which this is being tackled is inconsistent and the impact on the standards attained by students is limited.

### Judgement

Progress since the last visit on the areas for improvement:

- Ensure that leaders at all levels are fully focused on coherent well coordinated strategies which will lead to rapid improvement in students' achievement – inadequate
- Ensure the monitoring of teaching and learning is more robust so that a much higher proportion of teaching is good or outstanding – inadequate

### External support

The school continues to receive accurate and reliable evaluations of its performance from the National Challenge Adviser and the National Leader for Education. However, the school continues to experience very high levels of student mobility and particularly in relation to children who speak English as an additional language. The school lacks enough resources to meet the needs of these students and this is placing severe limitations on the progress which they make. Furthermore, the lack of senior leadership capacity at the level below that of headteacher and associate headteacher requires urgent review with local authority colleagues.

### Priorities for further improvement

- Develop the leadership capacity to drive improvements in the quality of teaching and learning.
- Develop the leadership capacity to drive improvements in the use of performance data in order to:
  - achieve greater accuracy in the assessment of students' work
  - deepen teachers' understanding of students' prior learning and their current learning needs
  - use assessment information effectively to underpin better learning and improved rates of student progress
  - actively engage students in assessing their own learning and in setting targets for improvement.
- Increase the level of support for students who speak English as an additional language so that their needs are effectively met and they make progress in line with their capabilities.

