

Inspection of Endeavour House School

78 Goodmayes Lane, Ilford IG3 9QA

Inspection dates: 20 to 22 May 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

This is a school where pupils' well-being is at the heart of everything it does. All staff understand the role they play in helping pupils strengthen their self-esteem and confidence.

Staff determinedly get to understand each pupil's interests and strengths, and the challenges they face. They use this to build strong and impactful working relationships with pupils. Staff become acutely aware of the subtleties to changes in pupils' mood or presentation. Staff support pupils to recognise the signs that they may need help. Pupils are given personalised strategies that help them to manage their worries or frustrations. This helps pupils settle, feel safe and trust adults are there to help them. As a result, pupils say that they feel protected and enjoy coming to school. Furthermore, behaviour incidents in and outside of the classroom for many pupils reduce over time.

All staff have high aspirations for pupils. They encourage pupils to be ambitious for themselves. Pupils typically achieve well and are readied for their next steps. Pupils are provided with a range of opportunities and experiences to prepare them well for adulthood, such as work experience placements based on their interests, for example at a recording studio and in a car sales showroom.

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

The school is aspirational and ambitious. It thoughtfully personalises pupils' academic learning, together with their essential emotional and social development.

Subject curriculums sit alongside a robust personal and social development curriculum. These are well ordered and designed to help pupils to know and do more over time. In class, pupils have opportunities to practise and recall what they have learned before. Staff skilfully encourage and celebrate pupils' achievements. As a result, pupils generally become more confident in learning new knowledge and skills and become resilient learners.

Typically, teachers check that pupils have a secure understanding of key concepts before introducing new learning. This supports pupils to learn more-complex knowledge and skills. However, sometimes checks to identify what pupils know and remember are not as robust. In these instances, staff are not as clear about the gaps in pupils' knowledge. Consequently, they do not identify precisely what pupils need to learn next.

The school prioritises the teaching of reading. The staff team is tenacious in its efforts to help pupils understand that reading enables independence. Pupils' reading skills, including phonics knowledge, comprehension and inference, are checked regularly. Staff are trained to identify if pupils are falling behind or have gaps in their

reading skills. Pupils are helped to keep up through tailored reading sessions. This includes a systematic approach to teaching phonics.

Pupils follow personalised pathways that prepare them for adulthood and their next steps in education, employment or training. For example, pupils learn about budgeting and preparing healthy meals. The school works alongside local colleges and farms to enhance the broad curriculum offer with a range of vocational experiences. This includes computer game design, woodwork and animal care.

The school provides many opportunities for pupils to experience learning beyond the classroom. Pupils visit places of worship, collect donations for the homeless, and visit a range of museums and galleries. Pupils take part in sporting competitions and spelling bees, and can become members of the school council. Pupils also learn the importance of fundamental British values. These opportunities further develop pupils' character and self-esteem as well as ensuring they are well prepared for life in modern Britain.

The staff team receives regular training and guidance from a multi-agency team of teachers, therapists and health professionals. This provides staff with the knowledge and expertise needed to support pupils' behaviour and well-being needs. Staff creatively adapt learning, resources and approaches, which helps pupils to manage their emotions and maintain their focus. As a result, learning in classrooms happens with minimal interruption.

Many pupils have had a negative experience of education prior to joining this school. As a result, some pupils have missed significant amounts of learning. Fundamental to the school's success is how staff help pupils to re-engage with their education. Staff, together with pupils, parents and carers as a team, address pupils' personal challenges. For example, individualised transition plans help pupils to settle into school life. Pupils get to know their peers through team-building activities, such as raft building and rock climbing. This helps pupils settle quickly into school and encourages them to attend regularly. This also contributes to building pupils' confidence and social skills.

The proprietor, executive and school leaders, have strong knowledge and skills. They have robust systems in place to monitor the effectiveness of the school and carefully ensure that the independent school standards (the standards) are consistently met. They ensure the staff team benefits from extensive professional development that allows staff to carry out their roles effectively. This impacts on staff's well-being and workload positively. Leaders have ensured that the school meets the requirements of schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and proprietor)

- Occasionally the checks on what pupils know and can do are not robust. As a result, the feedback given to pupils does not routinely address pupils' gaps and misconceptions and precisely identify pupils' next steps for learning. The school should ensure all staff have the knowledge and expertise to precisely check pupils' understanding and adapt curriculum thinking accordingly.

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.

School details

Unique reference number	148071
DfE registration number	317/6012
Local authority	Redbridge
Inspection number	10375114
Type of school	Other independent special school
School category	Independent school
Age range of pupils	6 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	16
Number of part-time pupils	0
Proprietor	Five Rivers Childcare Ltd
Chair	Rachel Lambert
Headteacher	Dr Ann-Marie Allen
Annual fees (day pupils)	£85,000
Telephone number	0208 599 5950
Website	www.five-rivers.org/education/schools/endeavour-house
Email address	ann-marie.allen@five-rivers.org
Dates of previous inspection	17 to 19 May 2022

Information about this school

- This is an independent special school for pupils with social, emotional and mental health difficulties. All pupils have an education, health and care plan. Pupils are placed and funded by a wide range of local authorities. The proprietor, Five Rivers Child Care Limited, runs seven other schools.
- Material change inspections of the school took place in July 2022 and October 2024. The Department for Education (DfE) agreed to the school request to increase the number and age range of pupils on roll.
- The school is based at 78 Goodmayes Lane, Ilford, IG3 9QA.
- The school does not make use of any alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspector discussed any continued impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with representatives of the proprietor body, the headteacher and other school leaders.
- The inspector carried out deep dives in these subjects: early reading, English, mathematics and science. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum documentation, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also looked at curriculum plans and spoke to leaders about some other subjects.
- The inspector met with leaders to discuss SEND, assessment, pupils' behaviour and provision for pupils' wider development.
- The inspector reviewed a wide range of documentation, including that relating to the standards, leaders' evaluation of the school's strengths and areas for improvement and documents relating to pupils' attendance.
- As part of their checks on the standards, the inspector made a tour of the school premises, accompanied by leaders.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of the school, staff and pupils; and considered the extent to which the school has created an open and honest culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour in lessons and at lunchtime. They spoke with some pupils about their experiences of school life. The inspector considered responses to Ofsted's online survey for parents, Ofsted Parent View and Ofsted's survey for pupils.
- The inspector spoke with staff about their workload and well-being. They also considered the responses to Ofsted's online survey for staff.

Inspection team

Kieran Bird, lead inspector

His Majesty's Inspector

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