

Endeavour Academy Bexley

Address: Woodside Road, Bexleyheath, Kent, DA7 6LB

Unique reference number (URN): 144405

Inspection report: 23 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Leaders have secured a clear and ambitious approach to achievement that enables pupils in this school to make rapid progress from their starting points. Across key stages, pupils build knowledge and skills securely through a well-sequenced curriculum and consistent teaching. Outcomes reflect this. All pupils leave with recognised qualifications, and every pupil achieves at least 5 qualifications.

Progress in English and mathematics remains positive, with improving outcomes at higher grades in English. Functional skills results, particularly at Level 2, show marked improvement and support pupils in everyday literacy. Pupil who are disadvantaged, including those known to children's social care, achieve well alongside their peers. This is because leaders provide flexible pathways and targeted support. Pupils develop confidence in their learning. They explain their thinking clearly and apply knowledge across subjects. They are well prepared for their next steps in education, employment or training.

Attendance and behaviour

Strong standard ●

Leaders take a determined and highly personalised approach to improving attendance in this school. They analyse patterns carefully and act quickly to support pupils who face the greatest challenges, including those experiencing emotionally based school avoidance. Staff work closely with families and external professionals to remove barriers and rebuild positive routines. Targeted strategies, including phased returns and tailored timetables, and initiatives such as the 'Bridge' project successfully help to re-engage pupils who struggle to attend regularly. In some pupils' cases, this has led to dramatic improvement, from non-attendance to almost full attendance. This transformation reflects highly effective, personalised support and effective partnership working. Persistent and severe absence is reducing, particularly for pupils with very complex and challenging needs. As a result, more pupils attend regularly, feel more settled and access learning with greater continuity. Pupils also re-engage with learning at a pace that meets their needs.

Relationships are central to the school's respectful and purposeful environment. Staff know pupils well and apply behaviour routines consistently, which builds trust and security. Pupils behave respectfully and engage positively in lessons. They understand expectations and respond well to structured support that helps them regulate their behaviour. Staff address any incidents of bullying or unkind behaviour quickly and effectively. Adjustments for pupils with special educational needs and/or disabilities are thoughtful and enable them to succeed. This consistent approach has reduced overall suspensions and incidents of physical intervention. Pupils feel safe, valued and ready to learn.

Curriculum and teaching

Strong standard ●

Leaders have a clear and accurate understanding of the quality of the curriculum and teaching. They use regular monitoring and focused professional discussion to identify where practice is most effective and where refinement is needed. This leads to thoughtful decisions that strengthen teaching and deepen pupils' learning across the school. The curriculum is

ambitious and well designed for this context. Leaders have sequenced key knowledge carefully so that pupils build understanding step by step across subjects. Teachers have secure subject knowledge and present new learning clearly. They use recap and retrieval effectively, which helps pupils remember important content and make connections over time.

Staff prioritise reading, writing and mathematics. They provide regular opportunities for pupils to speak, explain and write using key subject vocabulary. This develops pupils' confidence and supports their wider learning. The structured approach to reading, alongside precise assessment and targeted support, improves pupils' fluency, comprehension and independence.

Teachers know pupils individually and adapt learning carefully. They use questioning, scaffolds and visual supports to remove barriers for the range of needs within the school. Staff check understanding often and address misconceptions quickly. This ensures pupils remain on track and continue to make secure progress.

Inclusion

Strong standard ●

Leaders have established a highly coordinated approach to inclusion that meets the needs of this school community very well. Staff identify pupils' needs quickly and with care, including pupils who are disadvantaged and those known to children's social care. They use detailed assessment information to shape education, health and care plans, pupil profiles and personalised programmes. As a result, support aligns very closely to each pupil's needs.

Teachers apply practical strategies consistently effectively. They break learning into manageable steps, model thinking and use visual prompts. These approaches remove barriers. They help pupils take part confidently in lessons. Leaders make thoughtful adjustments and deploy resources carefully so that pupils can access learning and feel secure. Leaders track progress closely and review interventions regularly. They use this information to refine support and respond swiftly when needs change. Training equips staff to follow the graduated step-by-step approach to support and adaptations with confidence.

The school works in close partnership with families, external professionals, the virtual school and an alternative provider. This joined-up work improves attendance, wellbeing and engagement, particularly for vulnerable pupils, including looked-after children. Inclusive practice has a clear impact in this school: pupils feel valued, participate fully and achieve well.

Leadership and governance

Strong standard ●

Leaders set uncompromising high expectations. They unite staff around a shared drive to improve outcomes. Working closely with those responsible for governance, they provide clear and purposeful direction. This creates a stable and supportive environment where both staff and pupils feel secure and able to thrive.

Leaders have a precise and realistic understanding of the school's strengths and priorities. They use regular monitoring, clear evaluation and detailed knowledge of pupils' experiences to identify where improvement is needed. This leads to well-chosen actions that strengthen

provision, particularly for pupils who face the greatest barriers. Leaders remain focused on what will make the most difference for those who are disadvantaged and those known to children's social care. Decisions reflect a clear commitment to inclusion, stability, and improved outcomes and life chances for all their pupils.

Those responsible for governance know the school's context well and fulfil their statutory duties effectively. They review a wide range of evidence, including pupil voice and performance information, to hold leaders to account. They provide balanced support and challenge, ensuring that resources are used thoughtfully to benefit pupils. Governance contributes to sustained improvement by keeping leaders focused on key priorities while allowing flexibility to respond to emerging needs and the distinctive identity of the school.

Leaders invest in a coherent programme of professional learning. This builds staff expertise over time. Staff at all stages and levels receive highly effective support. This ensures consistency and high-quality practice that benefits pupils every day. Leaders also take careful account of staff workload and wellbeing. Their open and supportive approach means staff feel valued.

Personal development and wellbeing

Strong standard ●

Leaders provide a carefully planned and responsive approach to personal development and wellbeing that reflects the specific needs of pupils in this school. The personal, social, health and economic education and relationships education curriculum is well structured. It is delivered by knowledgeable staff and reinforced through assemblies, tutor time and meaningful enrichment opportunities. Pupils explore values, relationships and decision-making in ways that connect directly to their own experiences. Pupils speak positively about the impact the school has had on their personal development. They describe becoming calmer, more socially confident and better able to manage their emotions. Positive relationships with staff are key. Staff take time to understand pupils' needs and support them to achieve their best. This personalised support helps pupils re-engage with learning and develop greater self-belief.

Pupils develop respect for others, consider different viewpoints and understand right and wrong. Trips, residential visits and work with external partners broaden pupils' cultural awareness and strengthen their confidence to engage in the wider community. Leaders remove barriers to participation and ensure all pupils access the same rich experiences. Therapeutic support, including counselling, helps pupils manage anxiety and build resilience. Pupils learn to regulate their emotions more effectively and engage more consistently in school life. Pupil voice is central and highly visible. Pupils contribute to decisions. They see their views acted upon and develop a deep sense of belonging and responsibility.

Careers education begins early and is tailored carefully to pupils' needs. Pupils develop independence, communication skills and ambition. They benefit from well-planned work placements, strong links with local colleges and continued support within the school's post-16 provision. This coordinated approach helps pupils move confidently into their next stage. They settle quickly, maintain their placements and continue their learning with purpose. As a

result of this extended ongoing support, pupils increasingly sustain engagement in education or training and achieve positive outcomes over time.

What it's like to be a pupil at this school

Pupils at this school achieve well. Staff understand pupils' needs and remove barriers to learning with care and precision. The curriculum is engaging because it connects learning clearly to pupils' needs, interests and future goals. Pupils, including those who are disadvantaged, those with special educational needs and/or disabilities and those known to children's social care, build knowledge steadily from their starting points. Pupils apply their knowledge through real experiences, such as practical work in science, discussion-based learning in subjects such as religious education, and projects in design and technology. They enjoy learning because lessons are clear and well structured. Learning is also engaging because it feels relevant. Staff break learning into manageable steps, use visual prompts and revisit key ideas. This helps pupils understand, remember and apply what they learn. Pupils gain recognised qualifications, including success in functional skills and GCSEs. They speak confidently about their learning and take pride in their achievements. Pupils leave prepared for adulthood and their next steps.

Pupils belong to a highly ambitious and purposeful community. Relationships are positive and respectful. Staff know pupils well. They build trust through consistent care and high expectations. Pupils feel valued and included in all aspects of school life. They contribute their views through pupil voice and see their ideas shape the school. The rich programme of educational and residential visits, as well as work with external partners, broadens their experiences. Work placements and well-established links with colleges help pupils understand future pathways and raise their aspirations.

Pupils thrive in a safe and supportive environment. They behave well, follow routines and engage positively in lessons. Staff address any concerns quickly, including bullying, so pupils feel secure. Staff work closely with families to improve attendance. They provide extremely personalised support. Pupils develop confidence, resilience and independence. They learn how to stay safe, respect others and participate in their community.

Next steps

- Leaders should continue to embed and sustain the high standards evident across all areas, ensuring that all students consistently benefit from the highest quality provision and are exceptionally well prepared for their next steps and future success.

About this inspection

The school is part of London South East Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive

officer (CEO), Dr Sam Parrett, and overseen by a board of trustees, chaired by Rama Venchard.

The chair of the board of governors (Academy Board) in this school is Henry Dixon.

The inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspectors spoke with the CEO, the deputy CEO, the chair and members of the governing body and trust, the headteacher, senior leaders and a range of staff during the inspection. They spoke with pupils to consider their experiences of school.

The inspectors confirmed the following information about the school:

All the pupils at the school have an education, health and care plan. The school has a specialism in social, emotional and mental health needs alongside autism. The school also serves a range of additional special needs.

Pupils are placed at the school by a range of local authorities.

The school serves a high proportion of pupils who are disadvantaged, including those experiencing emotionally based school avoidance and pupils who are looked after.

The school makes use of a registered alternative provision.

Headteacher: Margaret Rozario

Lead inspector:

Lascelles Haughton, His Majesty's Inspector

Team inspector:

Michelle Bernard, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 23 June 2026

School and pupil context

Total pupils

95

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

School capacity

96

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

Pupils eligible for free school meals (FSM)

74.74%

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

Pupils with an education, health and care (EHC) plan

98.95%

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

Pupils with special educational needs (SEN) support

1.05%

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SEMH - Social, Emotional and Mental Health

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school
2023 leavers (revised)	54%
2022 leavers (revised)	79%
2021 leavers (revised)	55%

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school
2024/25 (3 term)	22.1%
2023/24 (3 term)	19.9%
2022/23 (3 term)	20.6%

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school
2024/25 (3 term)	56.0%
2023/24 (3 term)	52.7%
2022/23 (3 term)	56.5%

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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