

# Endon High School

## Inspection report

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<b>Unique Reference Number</b>	124401
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	340559
<b>Inspection dates</b>	26–27 May 2010
<b>Reporting inspector</b>	Deborah James

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	716
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Stretch
<b>Headteacher</b>	Mrs Lynne Spedding
<b>Date of previous school inspection</b>	22 June 2007
<b>School address</b>	Leek Road Endon Stoke-on-Trent
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## Introduction

This inspection was carried out by four additional inspectors who visited 39 lessons, observed 39 teachers and held meetings with staff, groups of pupils and the Chair of the Governing Body. They observed the school's work and studied a range of documentation, including the school's development plan, minutes of governing body meetings, departmental monitoring evidence and records of students' progress. Inspectors also reviewed responses to questionnaires returned from students, staff and 154 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by students in English and mathematics
- the evidence held by the school to support their evaluation that all pupils, in particular girls, are making good progress
- the effectiveness of the school's actions in improving the quality of teaching and learning
- the extent to which all middle leaders are involved in self-evaluation and school improvement.

## Information about the school

This smaller than average secondary school gained specialist status for mathematics and computing in 2005. The proportion of pupils with special educational needs and/or disabilities is below average; however, there is a higher than average intake of pupils with a statement of special educational needs for physical disabilities as the school has developed specialist provision in this area. The majority of pupils are of White British heritage. The entitlement to free school meals is below average. The school has achieved a range of national awards including, most recently, the Customer Service Excellence standard, the BECTA ICT Award and the Geography Association Quality Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**1**

### Main findings

The school has a strongly inclusive ethos. This is immediately evident in its friendly and welcoming atmosphere and in the students' positive attitudes and good behaviour. There is a long established tradition of students making a considerable contribution to both the school and the wider community. Students give their time and talents for the benefit of others. The work of the school council is wide-reaching and develops students' participation in the broader life of the school. This includes the organisation of frequent charity events.

The headteacher, well supported by a strong senior leadership team and committed staff, has created a culture of high expectations and ambition for all students. Students are particularly successful at GCSE, attaining results well above the national average. Students' attendance is high and they leave school very well prepared for the transition to college or other training.

In 2009, overall progress was good but progress in English and mathematics was only satisfactory. In addition, a small group of girls made less progress than other students. Senior leaders have identified these issues and put in place a range of interventions, including curriculum changes, to improve progress in these areas. As a result, current Year 11 students are making good progress in English and mathematics and there is no discernable difference in the progress of boys and girls. Students with special educational needs and/or disabilities make outstanding progress as a result of rigorous tracking and additional support and intervention, both in and out of the classroom.

There has been a strong drive to further improve the quality of teaching since the last inspection. The majority of teaching is good and students have increased opportunities for independent learning. They are interested and enthusiastic when stimulated by good teaching resources. However, some lessons are not planned thoroughly enough to meet the needs of all students, and teacher questioning does not always fully challenge students. The quality of marking varies between teachers and subject areas, with the result that students do not always get clear guidance on how to improve their work.

The school makes highly effective use of a range of partnerships that have provided wider vocational learning opportunities, support to students and professional development opportunities for school staff.

Governors and leaders at all levels are fully aware of the school's strengths and areas for development. There has been tangible progress in tackling inconsistent practice across the lowest attaining departments, and the focus has now moved to ensure that all departments are at least good. The school has consolidated its areas of outstanding performance since the last inspection and made significant improvements in other

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respects, demonstrating its outstanding capacity for sustained improvement

## What does the school need to do to improve further?

- – Improve the quality of teaching to support the good progress of all learners, so that by December 2010 at least 80% of lessons are good or better and 20% are outstanding, by:
  - sharing the good and outstanding practice that already exists in the school
  - ensuring that planning in all lessons meets the needs of the full ability range of students within the class
  - strengthening teachers' questioning techniques so that they are better able to monitor and extend students' learning
  - providing more opportunities for students to engage in creative and imaginative learning activities
  - ensuring that all students receive regular feedback on their work through good quality marking so that they know how well they are doing and how to improve on their current performance.

## Outcomes for individuals and groups of pupils

**1**

Students join the school with above average attainment. By the time they leave, the majority have attained high standards in their final examinations. The school is rightly proud of its success in ensuring that every student leaves school with at least one GCSE. Most students enjoy their learning and make good progress. Students work diligently in lessons, seeking to produce their best work. Students' self-discipline and willingness to follow instructions result in their good behaviour. They collaborate very well in lessons and in other activities, demonstrating positive relationships and mature attitudes towards each other and staff.

Students are polite and welcoming. Their mature and thoughtful conduct around a restricted site contributes to a sense of calmness and purpose in the work of the school. Students are supported very effectively in making the right choices and developing positive and confident attitudes to learning and life. Students enjoy school and participate well in a wide range of extra-curricular opportunities. The school provides an extensive range of activities which enable students to develop a good understanding of what constitutes a healthy lifestyle in terms of diet, physical activity and emotional health. However, some students still need to take more responsibility for adopting a healthy lifestyle. Students' spiritual, moral, social and cultural development is outstanding. There are very good opportunities for students to celebrate their own cultural heritage and broaden their cultural experience through contact with visiting speakers, artists and musicians. Students spoke very positively about the impact of a recent theatre company visit which addressed racism. Students are encouraged to reflect upon and explore controversial issues and different beliefs.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Lessons are well planned and make effective use of starters and plenaries. Teachers have high expectations of their students and set a good pace to lessons. Students respond well to a range of activities within lessons and enjoy opportunities to work collaboratively. For example, an exercise on global warming in geography provided excellent opportunities for students to work in pairs and small groups in developing their own understanding about how different ideas linked together. Teachers make effective use of information and communication technology (ICT), for example through the use of interactive whiteboards to enthuse, motivate and promote discussion, and by encouraging students to use computers for research, analysis or expression of ideas. Students learn well when teachers adjust planning to accelerate or revisit coverage of ideas in response to students' understanding. Teachers give helpful individual guidance in lessons, although occasionally there is a tendency for teachers to give the answer or do the task, rather than develop students' understanding through questioning. Where teaching is satisfactory, opportunities for students to actively participate in learning were limited and extended periods of teacher talk slowed the pace of learning. Tasks were

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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too often set for whole class and not matched to the needs of individual students. The school uses an effective tracking system that monitors students' progress against suitably challenging targets. Students that are making insufficient progress are identified and appropriate support strategies are put in place. The majority of students are aware of their current performance and their target grades.

The curriculum effectively provides a broad range of learning opportunities to meet the needs of all students. The use of ICT across the curriculum is particularly strong as a result of training and resources provided through the specialism. Further curriculum development is planned to give students in Key Stage 4 a broader range of pathways and to introduce more drama into Key Stage 3. A Personal Learning and Thinking Skills programme runs alongside the curriculum in some subjects and encourages students to develop the wider skills that will support their learning. There is a wide range of partnerships in place to support the curriculum and the school has worked hard to ensure that a significant minority of students have personalised, tailored programmes involving work-related learning placements and vocational courses at colleges and other training providers. Students talk convincingly of how these courses have improved their self-esteem and skills, and prepared them for transition to work or college. The school day has been adjusted to create an EndZone programme of extended school provision with over 40 after school clubs and study support sessions available each week.

Students and their parents and carers are confident that the school is preparing them well for their future. Staff know students as individuals and a strong pastoral structure supports intervention when necessary. Evidence was seen of the excellent provision made for students who had diverse and challenging needs. The school is vigilant in identifying individual students who need additional support and who face barriers to their learning. Working closely with a broad range of agencies, the school offers individualised programmes of support to students who are at risk of failing at school. Students testify to the success of these strategies. Very effective transition arrangements ensure that students who join Year 7 settle into their new school quickly and smoothly. Parents and carers were very aware of the supportive pastoral structure which had developed the confidence and interpersonal skills of their children. For example, one parent commented: 'My child is confident and secure at the school and is thriving and making improvements academically.'

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

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The headteacher and senior leaders provide the school with clear and effective strategic leadership and direction. Their vision to improve achievement for all students through improved teaching, a more appropriate curriculum and high quality individual support and intervention is shared by staff and governors. There are clearly defined roles and responsibilities throughout the school, and subject leaders are held accountable for the performance of their departments. There is a well-established subject self-review process that provides governors and senior leaders with detailed analyses of departmental performance. Governors have been proactive in working with senior leaders to improve the quality of subject leadership through a school review sub-committee.

All requirements for the safeguarding of students were in place at the time of the inspection. The school has appropriate systems for assessing risk and ensuring the health and safety of staff and students. Equality policies are in place and effective: the school has accurately identified the inequality between the achievement of boys and girls and put in place effective action to address this issue. The school is a cohesive community and has a good understanding of its context. Students from different backgrounds get on well together and the school is developing its outreach work in the local community. Opportunities for foreign travel are promoted and well supported, and the school has developing links with schools in other countries.

The school effectively communicates with parents and carers through reports, comments in planners and opportunities for informal contact with senior staff. It uses its website and emails to supplement and improve communication.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>



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## **Views of parents and carers**

Just under a quarter of parents and carers returned the inspection questionnaire. Of these parents and carers, the overwhelming majority are happy with their children's experiences at school. They agree that their children enjoy school and feel safe. A few specific concerns were raised about poor behaviour but inspectors found that behaviour around the school and in lessons was good and the occasional instances of poor behaviour were dealt with effectively. Parents and carers expressed confidence with the way that the school is led, the quality of the teaching and the progress being made by their children.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Endon High School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 154 completed questionnaires by the end of the on-site inspection. In total, there are 716 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	31	95	62	11	7	0	0
The school keeps my child safe	56	36	94	61	3	2	0	0
The school informs me about my child's progress	56	36	91	59	6	4	1	1
My child is making enough progress at this school	55	36	90	58	7	5	1	1
The teaching is good at this school	41	27	104	68	6	4	1	1
The school helps me to support my child's learning	35	23	104	68	13	8	0	0
The school helps my child to have a healthy lifestyle	26	17	107	69	15	10	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	40	26	96	62	4	3	0	0
The school meets my child's particular needs	42	27	98	64	10	6	1	1
The school deals effectively with unacceptable behaviour	37	24	91	59	15	10	2	1
The school takes account of my suggestions and concerns	24	16	104	68	11	7	2	1
The school is led and managed effectively	42	27	96	62	8	5	0	0
Overall, I am happy with my child's experience at this school	53	34	93	60	7	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Friday 28 May 2010

Dear Students

Inspection of Endon High School, Stoke-on-Trent, ST9 9EE

Thank you for the warm welcome you gave the inspection team when we visited your school recently. We enjoyed being in your lessons and talking to you: we were impressed with the maturity with which you answered our questions. Yours is a good school and you are rightly proud of it.

These are the main findings of the inspection.

The standards you reach at the end of Year 11 are high and prepare you well to move onto further education or training.

Staff have high expectations for you and take considerable care to make sure you are well supported.

The majority of you make good progress. The school has taken action to improve your progress in the key subjects of mathematics and English.

Most teaching is good and you enjoy your learning.

The school supports you well in developing excellent social and moral skills and you use these skills to make an outstanding contribution to your school and wider community.

Your school is led and managed well.

We have asked the school to work with your teachers to make sure that more of your lessons are good or outstanding to help you make faster progress and make your school even better.

We would like you to help your school by continuing to work hard and behave well.

Thank you again for helping us with the inspection of your school. We wish you every success in the future.

Yours sincerely

Deborah James

Lead Inspector

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