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Endon High School Prospectus

2017 - 2018

(Intake September 2018)



Contents

	Page
Headteacher's Introduction	3/4
Arrangements for Parental Visits	5
Ensuring Positive Progress and Achievement for all	6
Curriculum	7/8
Facilities	9
Sporting Provision	10/11
Special Educational Needs	12
Pupil Opportunities	13
Extra-curricular Opportunities	14
School Organisation	15
School Uniform	16/17
Home and School	18
Admissions Policy	19-29
Admissions Information	30
Examination Results 2016	31-32
School Term and Holiday Dates 2017/2018	33
General Information	34



September 2017

Dear Parent/Carer

As Headteacher, I am delighted to introduce you to Endon High School and hope that our prospectus gives you a flavour of our school ethos and what we can offer your child. Choosing the right school for the five years of compulsory secondary education is a very important decision. The information contained in our prospectus will provide many of the answers to your questions, but I would also encourage you to visit the school on our Open Evening, when you can meet and talk to the staff and current students. This will give you a real flavour of the atmosphere in school, along with a chance to see our resources and facilities.

Our Open Evening this year is to be held on Thursday 28th September. School will be open from 6.30pm until 8pm when you and your child are welcome to look around the departments, chat to staff and students and see some of the work that they produce. At 8pm there will be a brief formal meeting in the Main Hall where we will outline the key features of the school as well as the admissions and intake procedures.

You are also welcome to visit the school on an ordinary school day, when we can arrange for you to be taken around and see the school in action. If you wish to do this, please telephone to make an appointment by contacting Mrs Gibson (Headteacher), Mr Wood (Deputy Headteacher) or Miss Hill (Assistant Headteacher).

First impressions are always very important. I believe that when you visit our school, you will be struck by the really positive relationships between our staff and students. This is a very friendly school. Ofsted 2015 reported that "there is a warm and welcoming atmosphere around the school. Teaching is typically good with some that is outstanding. Students' spiritual, moral, social and cultural development is exceptionally well supported". Our school is a relatively small secondary school which helps us to build strong relationships and to get to know each student as an individual. There is an outstanding pastoral care system in place, recognised through national awards as well as by Ofsted.

Endon High School is proud of its record as an inclusive school. We have a strong track record of welcoming youngsters with a variety of backgrounds: some have physical disability; some have emotional or behavioural issues; some have learning difficulties. We believe that our ability to meet the needs of the individual enriches the whole school community.

As you will see from the data included in this prospectus, Endon High School is a high achieving school. Our academic results are excellent, not only for the more able students but for every child, including those who have learning difficulties or special



needs. The staff work exceptionally hard to try to get the best possible results for every student.

Central to the smooth running of a school are high standards of discipline. We believe that good behaviour and respect are essential and we work hard to maintain high standards, expecting and receiving support from parents.

One of the many strengths of this school is the opportunity for students to take part in a wide variety of enrichment activities. There are many residentials, both in the UK and abroad. Students take part in outdoor activities; musical opportunities are superb; sports teams enjoy success both locally and at County level; opportunities in art are fantastic; many exciting trips and activities relate to specific subject areas.

The school is proud of its rich extended schools programme called the Endzone with numerous clubs and activities available each day for an hour after school. We encourage all of our students to take part in at least one of these. However, the programme is so varied that many students stay for five sessions each week!

I feel very privileged indeed to be Headteacher at Endon High School. If you feel that this is the right school for your child, we will be happy to provide a place (if available) and look forward to working together over the next five years as your child develops into a young adult.

Mrs A Gibson
Headteacher



ARRANGEMENTS FOR PARENTAL VISITS

An Open Evening will be held in school on Thursday 28th September for the parents of children presently in Year 6. Parents will be able to visit all areas of the school from 6.30 p.m. observe pupils working and discuss any queries they may have.

There will be a brief formal meeting at 8.00 p.m. in the school hall, at which the main areas of the school's expectations, organisation and experiences are described, and the admissions process is explained. Senior students will also give a short presentation on their personal experiences of Endon High School. This meeting lasts usually 30 minutes, with an opportunity for individual questions at the end.

Mrs Gibson, Headteacher is happy to discuss personal enquiries from parents at any time, and a tour of the school during a normal school day is available for any prospective pupils and their parents in addition, or as an alternative to the Open Evening opportunities.

There will be a further meeting in July 2018 for those parents who have been offered and have accepted a place at the school for their child for September 2018.

Your child will have a full induction programme, meeting his/her Progress Manager personally, and coming into Endon High School for a taster day towards the end of their Year 6.



ENSURING POSITIVE PROGRESS AND ACHIEVEMENT FOR ALL

From the moment your child joins the school until the day that he or she leaves, their progress is monitored to ensure their success. Information from the previous school attended, plus our own assessments inform us. We use these sources of information to celebrate their successes and intervene where we feel there is a need. In addition to teachers' day to day assessments, and the care and guidance of Progress Managers, assessments are analysed on a termly basis. This information is communicated to pupils and parents in the Progress Day, Parents Evening, Gradesheets and reports, including through our Firefly learning platform.

As a school, we endeavour to provide our students with the support they need, particularly at crucial times in the school calendar. Form Tutors engage their students in Learning Conversations, and students can take part in specific mentoring and support programmes, to secure their progress.

In addition, the school offers innumerable opportunities for enjoyment and achievement out of the classroom through the successful sporting and music programmes, our excellent Extended Schools Provision, and a wide range of residential and day trips.

There is strong evidence that involvement in this sort of activity is linked with good academic achievement as the child engages positively with all the school offers, so we do encourage all to take part in at least one extra-curricular activity (many would like to be involved in all!).



CURRICULUM

Subjects studied by pupils

Year 7

English, Mathematics, Science, History, Geography, German, Philosophy & Ethics (RE), Art, Music, Physical Education, Information Technology and a Technology course embracing Food and Product Design. Year 7 pupils also have a fortnightly 'Learn to Learn' course which helps to develop effective learning skills.

Years 8 and 9

As for Year 7, but without the 'Learn to Learn' course. Some groups of students will take French as an additional language in Years 8 and 9.

Year 10 and 11

English, English Literature, English Language, Mathematics, Science (double or triple award) and Philosophy & Ethics (RE) are studied by all pupils to GCSE. In addition, pupils select optional subjects after careers advice from staff and consultation with their parents. P.E. is taught to all pupils.

Optional Subjects offered at GCSE and BTEC

Courses are available in Art & Design, Art Textiles, Business Studies, Child Development, Drama, Food & Nutrition, French, Geography, German, History, ICT, Music, Physical Education, Product Design.

Through our Pastoral programme, all students take part in weekly Learning for Life sessions covering a variety of personal, social, health and economics topics.

Some general notes:

Sex and Relationships Education

The school's policy regarding sex education is to provide pupils with the opportunity to develop both the knowledge and understanding required to make mature and informed decisions about their relationships. A programme of sex education is delivered throughout both key stages through the PSHE curriculum.

A copy of the full Sex Education Policy is available via the School Office, or from the school's website



Religious Education

It is a statutory requirement for all pupils to study Religious Studies throughout school, up to the age of 16. At Endon, at KS4 they follow the AQA GCSE syllabus in Religious Studies, leading to a full GCSE accreditation at the end of Year 11. The syllabus is highly relevant to the modern worldview, exploring two of the major world faiths; Christianity and Islam and also a range of moral and philosophical issues such as the environment, issues of birth and death, poverty and the disadvantaged, war, peace, crime and punishment etc.

Any parent has the right to ask for his or her child to be excused Religious Education or worship but, before exercising that right, we would ask the parent to examine the syllabus and discuss with us the full implications of withdrawal from this important part of the curriculum.

Careers

Careers guidance is given to all pupils from Year 7 to Year 11. Sessions cover such areas as self-awareness, decision making and a look at post-16 opportunities. In particular, guidance is given to pupils in Year 9 when selecting subjects for study in the upper school, and to pupils in Year 11 who are preparing for employment or further education. The programme is well supported by visits from outside speakers and agencies and visits to local colleges. During their final years, many pupils have the opportunity to consult with the careers adviser and parents can, if they wish, attend for consultation.

The Personal Development Curriculum

Personal Development covers all areas within the Personal, Social and Health Education programme.

PSHE is provided for all pupils from Year 7 to Year 11. Some aspects are covered cross-curricularly through other subjects, but most are covered in our Learning for Life (L4L) sessions, as well as through enrichment days when the whole school comes off their normal timetable to spend a half or full day on key topics (e.g. sex education, drugs awareness, democracy, financial education, etc.).

The school was awarded a National trophy in February 2014 in recognition of its outstanding contribution to PSHE.



FACILITIES

Endon High School has the facilities required to meet the demands of the National Curriculum in every subject. The school site is fairly small and the playing fields are detached, some 8 minutes' walk along the road. There have been on-going improvements to specialist teaching areas. The school has:

- a Music Technology suite
- a Drama studio
- a Business centre
- a Multi-agency room

The Learning Resource Centre (LRC) is used by pupils during the day under teacher supervision, and independently in the lunch-hour and after school. All pupils are allowed to borrow books. The LRC is equipped with a suite of PCs for research and completion of coursework and homework.

Pupils are encouraged to stay after school to use the LRC facilities for homework.

The school is able to encourage the use of computers across the curriculum because of the wide range of ICT facilities. In addition to the network of machines in our five computer rooms, there are additional computers in individual departments available for pupil use. We are able to allow access to the machines so that, as well as being available during timetabled lessons, pupils can use computers in their own time for the completion of classwork and coursework for GCSE.

All pupils, staff, parents and Governors have access to and use Firefly (Learning Platform).

All appropriate teaching areas now have interactive whiteboards and multimedia projector facilities to enhance the learning opportunities, the Technology Department has CadCam facilities and a router, and other digital technologies are used as appropriate throughout school.

Our Main Hall has a bespoke tiered seating unit which seats up to 290 people. This is a fabulous resource, providing a "theatre style" venue for our own concerts, shows, assemblies and sporting performances, as well as a facility that we can offer to community groups.



SPORTING PROVISION

P.E. Staff

The Physical Education department consists of four specialist teachers: Mr Legomski (Director of Teaching & Learning), Mrs Montifroy (Associate DTL) also working with our catchment primary schools as School Sports Coordinator, Mr Porteous, and Mrs Capewell. Details of the qualifications held by each of the staff are available on application to the school office.

Outdoor Facilities

The school has at its disposal:

- three soccer pitches;
- one cricket wicket;
- one athletics track;
- two hard court areas;
- three tennis/netball courts are situated on the top yard;
- one tennis/netball court is situated on the side yard;
- two five-a-side Football pitches are situated on the front yard and two netball courts.

Indoor Facilities

A good sized gymnasium is used extensively all year round.

The P.E. Department also uses the school's two halls. The Main Hall has two badminton courts. The Small Hall (dining hall) has one Badminton Court and five table tennis tables.

Sporting Provision

A wide variety of sports is offered at Endon High School, both on the formal curriculum and as extra-curricular activities.



Sporting Links

We enjoy links with local sports clubs:

Endon Tennis Club
Endon Cricket Club
Bagnall Cricket Club
Cosacss Swimming Club
Cheadle Swimming Club
Leek Swimming Club
Leek Rugby Club
Burslem P.E. Centre
City of Stoke Athletics Club
Northwood Leisure Centre for Trampolining
Potteries Orienteering Club (POTOC)
Newcastle Town Netball Club
Fenton Manor Netball Club
North Staffs Sailing Club
North Staffs Rowing Club

Physical Education: Curricular Time Allocation per Week

Pupil Time

Year 7	2 lessons	2 hours
Year 8	2 lessons	2 hours
Year 9	1 lesson	1 hour
Year 10	1 lesson	1 hour
Year 11	1 lesson	1 hour

(This does not include the time spent on PE by those following the GCSE PE course).



SPECIAL EDUCATIONAL NEEDS

The provision for special educational needs supports pupils who experience challenges with cognition and learning, communication and interaction, social and emotional wellbeing and sensory or physical difficulties. Pupils who may have special educational needs are identified through robust tracking of progress and attainment or through concerns raised by feeder schools, subject teachers, parents and carers or through pupils themselves.

Funding for pupils with special educational needs and disabilities allows us, in consultation with outside agencies, parents/carers and pupils to offer flexible support to meet the needs of the individual. The school works in partnership with a range of outside agencies including the Special Educational Needs Support Service, Autism Outreach, the Educational Psychologists Service, the Physical and Disability Support Service and the Child and Adolescent Mental Health Services.

Endon High School is a designated Pathway School and is, as such fully accessible to pupils with physical disabilities. We welcome such pupils and ensure that their inclusion in our school community enhances the experience of all, promoting understanding and recognition of the value and uniqueness of each individual.

The designated Special Educational Needs Coordinator is Mrs Rowley, supported by our Assistant SENCO, Mrs Watt; who manages the provision on a day to day basis.

A copy of the full SEND Policy and School Information Report is available on request or from the school's website.



PUPIL OPPORTUNITIES

We believe in pupils developing their leadership and teamwork skills by getting involved in the wider school community. We have many different positions that pupils can apply for to enhance their skills and make a positive contribution.

Examples are: Eco Buddies, Endzone Co-ordinators, Sports Leaders, Form Captains, House Captains, Esafety Ambassadors, Endzone Support Pupils, Junior Orchestra Helpers, Reading Buddies, Handwriting Helpers, Librarians, Sports Captains.

Buddies

These are students from our current Year 10 who have undertaken a tough interview process and specific training to work with our Year 7 pupils during transition. They visit primary schools, accompany pupils on their visits to Endon High School, and help them to settle in when they arrive in September. They spend time with them at break and lunchtime, as well as in forms. We are always massively oversubscribed with students wanting to take on this role, and they do a fabulous job.

Student Council

Two representatives from each form group sit on the Year Council to discuss students' issues and raise topics to go forward to the Student Council, which is made up of students from all years.

The Council members discuss issues which pupils would like the school's Leadership Team to address, it provides the staff with the pupils' perspective on policies and initiatives planned in the school. They attend Governors meetings and co-ordinate the charity work undertaken by pupils at the school.

Subject Ambassadors

Pupils are invited to become ambassadors for subjects. These are usually pupils who have a real passion for a subject area and they assist the department in bridging the gap between the teachers and pupils, along with promoting the subject amongst their peers.

Prefect System

The school selects a number of prefects from Year 11 pupils each year. Selection is based on such characteristics as a responsible attitude, maturity, punctuality, reliability, initiative and communications skills. The school relies heavily on the prefect system to ensure the smooth running of the organisation.

In addition, we have a Head Boy and Head Girl, each supported by two Deputy Heads (boys and girls) who are appointed following a formal selection procedure. These six senior students take on a wide variety of whole school responsibilities within Endon High School.



EXTRA-CURRICULAR OPPORTUNITIES

At Endon we believe in offering our pupils a wide range of opportunities to experience new activities and to develop all their skills and talents.

Music

We enjoy a thriving musical tradition and up to 100 pupils receive individual or small group lessons from visiting specialist teachers in the playing of string, woodwind and brass instruments. The highlights in the school's musical year are the concerts given by orchestra, choir, groups of instrumentalists and soloists covering a wide range of musical styles at Presentations Night, Christmas, Easter and in the Summer Term. Our stage productions enable large numbers of pupils to develop and display their talents as actors, singers, dancers or musicians. The exceptionally high standards reached have built up a well-respected reputation throughout the area. Several pupils have progressed to playing roles with the New Victoria Theatre at Newcastle. Every year the orchestra enjoys a week's "residential" to learn new music, work with a professional conductor and have lots of fun!

Sport

In sport Endon enjoys a good reputation both for the scope of activities offered and for the high standards achieved. Coaching and practices take place at lunch time and after school. A wide range of summer, winter and indoor sports are followed competitively in the schools' league. Pupils have outstanding records in competition and regularly gain representative honours at area, county and national levels.

Study

Every day pupils are able to make full use of the LRC and computer facilities at lunch time and after school when they can extend their classroom studies or develop their own interests.

Modern Foreign Languages

The Modern Foreign Languages Department has developed a range of trips abroad to cater for pupils' needs, interests and purses! There is an annual 4-day trip to Paris each summer for Year 8. Year 10 and year 11 students can take part in visits to Berlin and the Black Forest.

Other Residential

Each year we offer a wide range of residential and travel opportunities where pupils can broaden their experience, enjoy living as part of a larger community and gain independence and self-reliance. The History and Modern Languages Departments offer a joint residential to Berlin, the History and RE Departments offer a joint residential to Krakow and Auschwitz. The Geography Department offers a residential to Iceland.



SCHOOL ORGANISATION

On arrival, pupils are placed in mixed ability Tutor Groups and for the purpose of most academic work they are placed in teaching groups which, in Y7, are based on broad ability ranges. Some subjects will be able to re-group pupils, so your child may not stay with one established teaching group for all subjects.

Pupils who require support in basic language and number skills receive specialist help and individual attention in a small class, usually comprising about 15 pupils. Many other pupils require support from time to time in their school career and this will be provided according to individual needs, either by school staff or in conjunction with the County's agencies.

House System

There are five Houses – Wedgwood, Spode, Minton, Doulton and Cliff. Every pupil is a member of a House. Various sporting competitions are organised on an inter-house basis.

Rewards and Sanctions

Students are rewarded for their outstanding effort, behaviour and work in class and with homework with Achievement Points. These are also issued for other reasons including acts of kindness or special help around the school. Every half-term, students who have gained a high number of Achievement Points have a special reward. Behaviour Points are issued when students do not behave or work as expected or who turn up late to school or do not follow our expected standards with their uniform. A range of sanctions are in place following the issue of Behaviour Points.

School Uniform

The school operates a formal uniform policy, revised and drawn up in consultation with parents, pupils, staff and governors. We believe good uniform standards are important because;

- ❖ uniform helps to avoid distinctions based on wealth and social background
- ❖ uniform helps to develop a sense of community and shared responsibility
- ❖ uniform/appropriate dress is part of working life generally
- ❖ uniform helps to instil a sense of pride in appearance.

We work hard to maintain high standards in implementing our uniform policy and hope that we can rely on parents to support us in our efforts. Certain items of uniform must be purchased from one of our two nominated stockists.

For in-coming Year 7 students some financial assistance for uniform purchase is available from school for those whose children are eligible for free school meals. Further financial assistance may be available as children move up through the school. Please contact the Headteacher personally for further information.



SCHOOL UNIFORM

We believe that we have an outstanding school and we want an outstanding image. A neat and tidy school uniform, worn correctly, helps to instil a sense of pride in the school and contributes to a strong sense of community. Parents are asked to co-operate with the school in helping to maintain high standards of uniform. Please note: for certain items of uniform there are two named stockists. (See below.)

BOYS

- Black school blazer with embroidered school badge available from the two named stockists only.
- Black school trousers.
- White shirt and school tie. Clip-on ties are compulsory in all years, unless they are a buddy or a prefect. Ties are available from school or Motif marketing.
- (Optional item) Black V-neck school pullover with embroidered badge available from the two named stockists only.
- Plain black shoes with black laces where required (**not** boots, trainers or canvas pumps and no coloured logos).
- Plain black, white or grey socks.
- No unnatural hair colour.
- No rings or jewellery except a watch and one pair of studs/sleepers (one only in the bottom of each ear).
- No nose-studs, eyebrow studs or other piercings.
- No shaven heads, or 'extreme' hair styles (eg 'tram lines' etc)
- No ear stretchers

GIRLS

- Black school blazer with embroidered badge available from the two named stockists only. Please note both stockists have an option of a more tailored girls' blazer.
- Black school skirt with EHS embroidered on the waistband, available from the two named stockists only. Skirts must be of an appropriate length.
- Black school trousers with EHS embroidered on the waistband, available from the two named stockists only.
- White traditional collar school shirt (no rever collars) and school tie. Clip-on ties are compulsory in all years unless they are a buddy or a prefect. Ties available from school or Motif Marketing.
- (Optional item) Black V-neck school pullover with embroidered badge available from the two named stockists only.
- Plain black shoes (**not** high heels, sling backs, platforms, canvas pumps, boots or trainers and no coloured logos).
- Plain black, white or grey socks, flesh-coloured or plain black tights.
- No unnatural hair colour.
- No rings or jewellery except a watch and one pair of studs/sleepers (one only in the bottom of each ear).
- No nose-studs, eyebrow studs or other piercings.
- No nail varnish and no visible make-up.
- No ear stretchers

Named Stockists

Motif Marketing
19&21 Millrise
Road
Milton
ST2 7NB
Tel: 01782 534849

Clive Mark
Schoolwear Ltd
25 High Street
Newcastle-under-
Lyme
ST5 1QZ
Tel: 01782 621721

Shirts must be tucked into trousers or skirts and ties must be worn correctly.
Parents will be asked to replace inappropriate items of uniform including footwear



ENDON HIGH SCHOOL PE KIT

Most items in our PE kit feature the Endon High School PE logo and are available from our named stockist (see below). Black socks, trainers, shin pads and black tracksuit bottoms can be purchased from any retailer.

Compulsory items

- Royal blue polo shirt with EHS PE logo
- Black sweatshirt with EHS PE logo
- Black shorts with EHS PE logo
- Black sports socks
- Trainers (not canvas pumps)
- Shin pads

Optional items

- Black tracksuit top with EHS PE logo
- Black tracksuit bottoms/black shorts
- Black rain jacket with EHS PE logo
- Black hoodie with EHS PE logo

For health and safety reasons, long hair must be tied back in PE lessons and all jewellery, including earrings, must be removed. It would, therefore, be advisable for ear piercings to be done at the beginning of the 6 week holidays.

It is important that all items of uniform, including PE kit, are clearly named. If any items are lost, students should inform the Main Office immediately.



HOME AND SCHOOL

Our school is proud of the partnership which has developed over the years between staff, pupils and their parents.

Throughout the year, there are a number of formal and informal occasions for parents and teachers to discuss progress. These include written reports and grade sheets.

Year 7 parents are invited to an individual review meeting with Form Tutors in November, to discuss how well their child has settled into Endon High School.

Half way through the year parents are invited in to school for an appointment at our whole school Progress Day where they will meet their child's Form Tutor to discuss progress in the academic curriculum as well as other important matters such as behaviour, attendance and contribution to school life. We also hold Parents' Evenings to discuss progress.

Within school, pupils' progress and development are carefully monitored. Central to this system is the Form Tutor, who usually remains with the form throughout their five years in school and gets to know each form member well. Supporting our form tutors are Progress Managers, one for each year group, who have responsibility for reviewing pupils' social and academic progress and development.

The school has a member of staff who acts as a Student Mentor, working in a variety of ways to support youngsters, through mentoring, one-to-one counselling; anger management; developing self-esteem, etc.

To assist with the transition of our Year 7 pupils from their feeder schools, Miss Hill (Assistant Head: Student Support) and the relevant Progress Manager arrange visits, liaise with staff and help new pupils to settle in. If any problems develop, or any matters give cause for concern, staff will contact home and parents will be invited into school to discuss the situation.

We aim to work with our parents for the benefit of our pupils, and welcome visits to school.



ADMISSIONS POLICY

Principles

School Governors, in conjunction with Staffordshire LA, determine and operate the admission arrangements for maintained schools. It is, therefore, necessary for Endon High School to outline clearly the admissions arrangements and criteria by which applicants are offered places. Legislation on parental choice requires an Admissions Authority to have a good reason to deny a child admission to the school of her/his parents' preference. Endon High School is a popular and oversubscribed school, thus increasing the pressure for clarity in admissions policy and practice.

Statement

1. To publish information regarding the Published Admission Number (PAN), and admissions policy and procedure in the school prospectus for prospective parents.
2. To adhere to the Local Authority Admission Arrangements as detailed below.
3. To abide by the code of practice concerning admissions and appeals, as laid down by the DfE

Local Authority Admission Arrangements for Community High Schools (Academic Year 2017/18)

Practice

Although parents have the right to express a preference for the school that they wish their child to attend, there is no guarantee of a place being offered at their preferred school.

It is the County Council's policy to try and meet parents' wishes where possible, however in some cases there may be more applications for a particular school than there are places available.

Admission to oversubscribed community and voluntary controlled schools is determined by the oversubscription criteria given below.

Oversubscription Criteria

If the total number of preferences for admission to a school exceeds the school's Published Admission Number (PAN), the following order of priority is used to allocate the available places. (N.B., after applying the oversubscription criteria, where an applicant can be offered a place at more than one preferred school then they will be offered a place at the school ranked highest on their application.)

- 1) Children in Care and children who ceased to be in care because they were adopted (or became subject to a residence order or special guardianship order).
- 2) Children who satisfy both of the following tests:

Test 1: the child is distinguished from the great majority of applicants either on their own medical grounds or by other exceptional circumstances.

Medical grounds must be supported by a medical report (obtained by the applicant and provided at the point of application). This report must clearly justify, for health reasons only,



why it is better for the child's health to attend the preferred school rather than any other school.

Exceptional circumstances must relate to the choice of school and the individual child, i.e. the circumstances of the child, not the economic or social circumstances of the parent/carer. It should be supported by a professional report (obtained by the applicant and provided at the point of application), e.g. social worker. This report must clearly justify why it is better for the child to attend the preferred school rather than any other school.

Test 2: the child would suffer hardship if they were unable to attend the preferred school.

Hardship means severe suffering of any kind, not merely difficulty or inconvenience, which is likely to be experienced as a result of the child attending a different school. Applicants must provide detailed information about both the type and severity of any likely hardship at the time of application.

3) Children who have an elder sibling in attendance at the preferred school and who will still be attending the school at the proposed admission date; (For admission purposes, a brother or sister is a child who lives at the same address and either: have one or both natural parents in common; are related by a parents marriage; are adopted or fostered by a common parent or are unrelated children who live at the same address, whose parents live as partners.)

4) Children living within the catchment area of the preferred school

5) Children who attend certain primary schools defined as major contributory primary schools. (See Additional Notes below.)

6) Other children arranged in order of priority according to how near their home addresses are to the main gate of the school, determined by a straight-line measurement as calculated by the Local Authority's Geographical Information System.

Where it is not possible to accommodate all children applying for places within a particular category then the Local Authority will allocate the available places in accordance with the remaining criteria. If for instance, all the children with an older sibling cannot be accommodated at a school, children who have an older sibling at the school and satisfy category (4) will receive offers of a place, followed by children who satisfy category (5), etc.

Additional Notes

Copies of school catchment area maps are available from the Local Authority or individual schools.

There is no charge or cost related to the admission of a child to a school.

Admissions are administered through a coordinated admission scheme and preferences for community, controlled, aided and foundation schools will be processed centrally by the School Admissions and Transport Service. Each pupil will receive one offer of a place at a maintained school.

In accordance with legislation, children who have a statutory statement of special educational need that names a particular school as being the most appropriate to meet the child's needs must be admitted to that school. This will reduce the amount of places available to other applicants.



Children in Care means children who are in the care of, or provided with accommodation by a local authority in accordance with section 22(1) of the Children Act 1989 at the time of making the application.

It is the applicant's responsibility to provide any supportive information required in order for the application to be assessed against the published admissions criteria, the Local Authority will not seek to obtain this information on behalf of the applicant.

The Local Authority uses a Geographical Information System (GIS) to calculate home to school distances in miles. The measurement is calculated using Ordnance Survey (OS) data from an applicant's home address to the main front gate of the school. The coordinates of an applicant's home address are determined using the Local Land and Property Gazetteer (LLPG) and OS Address Point data.

The home address is considered to be the child's along with their parent's main and genuine principal place of residence at the time of the allocation of places i.e. where they are normally and regularly living. If a child is resident with friends or relatives (for reasons other than legal guardianship) the friends or relatives address will not be considered for allocation purposes.

Where parents have shared responsibility for a child, and the child lives with both parents for part of the school week, parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes. If a place is offered on the basis of an address that is subsequently found to be different from a child's normal and permanent home address then that place is likely to be withdrawn.

If a child's home address changes during the admissions process it is the responsibility of the parent/carer to inform the Local Authority immediately. Where there is a proposed house move taking place during the admissions process the Local Authority will only accept the revised address for purposes of allocation where parents/carers can provide documentary evidence of the move by 31 January 2016.

If there are a limited number of spaces available and we cannot distinguish between applicants using the criteria listed, such as in the case of children who live in the same block of flats, then the child or children who will be offered the available spaces will be randomly selected. This process will be independently verified.

Any Staffordshire child not obtaining a place at any of their parents preferred schools will be allocated a place at their catchment area school (if places remain available) or the next nearest school with a space available and advised about the independent appeals process.

Category (5), major contributory schools, can only be used by prior agreement with the Local Admission Forum and are relevant to the following schools:

Secondary or Middle School	Major Contributory Schools
Cheslyn Hay Sport and Community High School	Cheslyn Hay Primary Glenthorpe Primary Havergal CE (VC) Primary St John's CE (C) Primary, Essington Whitgreave Primary



Codsall Community High School	Bilbrook CE (C) Middle Codsall Middle Perton Middle
Endon High School	Endon Hall Primary St Anne's CE (C) Primary St Luke's CE (C) Primary
Great Wyrley Performing Arts High School	Landywood Primary Moat Hall Primary
Moorside High School	St John's CE (C) Primary, Wetley Rocks Werrington Primary
Oldfields Hall Middle School	Picknalls First Richard Clarke First St Augustine's First St Peter's First, Marchington The Talbot First
Thomas Alleyne's High School	Oldfields Hall Middle Ryecroft CE (C) Middle Windsor Park CE Middle
Walton High School	All Saint's CE (VA) Primary Barnfields Primary Berkswich Primary Leasowes Primary Oakridge Primary
Windsor Park CE Middle School	All Saint's First, Leigh Hutchinson Memorial First St Mary's First, Uttoxeter Tynsel Parkes First, Uttoxeter

Waiting lists

Unsuccessful applicants will be placed on a waiting list in accordance with the oversubscription criteria stated above and not based on the date their application was received. If places become available after the offer date they will be offered according to the child at the top of the waiting list.

Waiting Lists will be kept until the end of the autumn term of admission. No other waiting lists will be maintained. Inclusion on a school's waiting list does not mean that a place will eventually become available at the preferred school.

A child's position on a waiting list is not fixed and is subject to change during the year i.e. they can go up or down the list since each added child will require the list to be ranked again in line with the oversubscription criteria listed above. Children who are subject of a direction by a local authority to admit or who are allocated to a school in accordance with the Fair Access Protocol will take precedence over those on the waiting list.



Late Applications

Application forms received after the closing date will be considered alongside those applicants who applied on time wherever possible. Where it is not practicable because places have already been allocated, or are shortly to be allocated, then late applicants will be considered only after those applicants who applied by the published closing date. A late application does not affect the right of appeal or the right to be placed on a school's waiting list.

Repeat Applications

Parents do not have the right to a second appeal in respect of the same school for the same academic year unless, in exceptional circumstances, the local authority has accepted a second application from the appellant because of a significant and material change in the circumstances of the parent, child or school but still refused admission.

Admission Outside of the Normal Age Group

Parents may seek to apply for their child's admission to school outside of their normal age group, for example if the child is exceptionally gifted and talented or has experienced problems such as ill health. These parents will need to make an application alongside children applying at the normal age which should explain why it is in the child's best interest to be admitted outside of their normal age which may include information such as professional evidence as to why this is the case and why an exception should be made in the case of the child. A decision as to whether this is an appropriate course of action will be made by the Local Authority who will take into account the circumstances of the case and views of the Headteacher of the community or voluntary controlled school concerned. Parents do not have the right to insist that their child is admitted to a particular year group.

"In-Year Transfer" Arrangements

Parents or carers seeking to transfer to a Community or Voluntary Controlled School may make an application using the appropriate application form. This application will be processed in line with the procedure outlined in the determined admission arrangements and parents and carers need to be aware that any date set for joining the new school may be after the next term or half term holiday and those parents/carers are responsible for ensuring that their child continues to receive appropriate education in the interim.



In-Year Fair Access Protocol

Why is a Fair Access Protocol Required?

All admission authorities must have Fair Access Protocols in place and all schools must participate in the protocol in order to ensure that unplaced children are offered a place at a suitable school as quickly as possible. This includes admitting children to schools that are already full.

Admission authorities are asked to ensure that no school, including those with places available, is asked to take an excessive or unreasonable number of children who have been excluded from other schools or have challenging behaviour. They must also ensure that all children who arrive outside the normal admission round who may have difficulty securing a place are covered by a protocol.

Agreement was reached with the Secondary Headteachers Forum during November 2005 that the way forward was to develop the role of the Headteachers' Panels (District Inclusion Partnerships) to take overall charge of the placement of children where a school place could not be found quickly. These partnerships deal successfully with a significant number of difficult issues, particularly with regard to excluded or children who are close to permanent exclusion.

Along with devolved funding and responsibility for alternative provision, an agreed protocol can encourage schools to work together in partnership to improve behaviour and tackle persistent absence.

Aims of the Fair Access Protocol

The Fair Access Protocol is designed to:

- Be fair and transparent.
- Acknowledge the need of young people who are not on the roll of any school to be dealt with quickly and sympathetically.
- Recognise the success of proactive work already being undertaken cooperatively between schools to prevent exclusion, and to support children, e.g. through managed moves.
- Reduce the time that these children spend out of school.
- Ensure that schools admit children with challenging educational needs in a manner which takes account of the proportion of children they have already admitted through the District Inclusion Partnership (DIP) process.

Who is covered by the Fair Access Protocol?

It is a legal requirement that "looked after children and previously looked after children" be given first priority for admission to all schools within their oversubscription criteria. It is expected that all schools will act without delay when approached to admit a child who is presently looked after.

Looked After Children, previously looked after children, children with an Education, Health and Care Plan or Statutory Statement of Special Educational Need are not covered by this Protocol as their needs are considered separately.

Although there is some evidence that at times other children not listed above experience difficulties in attaining a school place, there is already an agreed procedure for dealing with their applications that should be adhered to in all cases including an independent admission appeals system. Guidance in relation to individual school and admitting authority's



responsibilities in relation to the in-year application for school process can be found at <http://education.staffordshire.gov.uk/Pupil-Support/SchoolAdmissions/Admissions.aspx> The children covered by the Protocol will be the ones who are vulnerable and for whom it is even more important that they be admitted to a school quickly.

The Fair Access Protocol in Staffordshire covers children who fall into one of the following categories:

- they have been permanently excluded from their previous school;
- they are 'children in care or were previously in care;
- they are returning to maintained education from secure units; or
- they are deemed vulnerable due to their circumstances
- e.g. history of poor attendance or fixed term exclusions, new arrivals to the UK
- they are attending PRUs and need to be reintegrated back into mainstream education;
- they have been out of education for longer than two months;
- they are children whose parents have been unable to find them a place after moving to the area, because of a shortage of places;
- they have been withdrawn from schools by their family, following fixed term exclusions and unable to find another place;
- they are children of refugees and asylum seekers;
- they are homeless children;
- they have unsupportive family backgrounds, where a place has not been sought;
- they are known to the police or other agencies;
- they are without a school place and with a history of serious attendance problems;
- they are traveller children;
- they are carers;
- they have special educational needs (but without a statement);
- they have disabilities or medical conditions;
- they are returning from the criminal justice system; and
- they are children of UK Service personnel and other Crown Servants.

Main Principles of the Fair Access Protocol

- All schools take part in the Fair Access Protocol.
- There is a general expectation that if a child moves into an area, he/she is admitted to the local catchment area school unless there are very exceptional reasons as to why this should not be the case. Exceptional reasons would not include having EAL. Having reached the admission number is not usually considered to be very exceptional unless other circumstances apply.
- Schools cannot cite oversubscription as a reason for not admitting pupils under the protocol.
- Children considered under this protocol have priority for admission over others on a waiting list or awaiting an appeal.
- Schools cannot refuse to admit a child who has been denied a place at that school at appeal, if the protocol identifies that school as the one to admit the child.
- It is essential that all children are found places quickly. All parts of the Local Authority should be prepared to deal with school admission requests as a matter of urgency.

How will the Fair Access Protocol Operate?

The majority of pupils are already admitted through routine admission procedures operated by the School Admissions and Transport Service. If parents approach the Local Authority for a school place and there appear to be issues that could make the school reluctant to admit, then the procedure is set out in the action table included within this document.



Each case will be considered on an individual basis and where appropriate may be referred to the District Inclusion Partnership (DIP), which will make a recommendation. In exceptional circumstances, District Inclusion Partnership's may consider that particular pupils would be better placed in an alternative to a school placement, such as a short-stay school (PRU), a local FE College, or a place provided by a voluntary organisation.

Where Partnership's work well, shared ownership at local level means all services share information and take joint responsibility for placing children in the District. There are now eight District Inclusion Partnerships operating across the county whose function is the prevention of permanent exclusions, managed moves and other strategies to support fair access for young people. These Partnerships also play a strategic role in developing and supporting ways of working in each district regarding Inclusion. It is not necessary for all the areas to have identical practice however, there does need to be common outcomes for the children involved. It is expected that schools will organise a meeting with District Support Staff to discuss the arrangements for the child's admission if necessary.

What happens where no panel exists?

Where there is no DIP then a procedure exists for ensuring admission of children within a reasonably short time scale as follows:

Voluntary Aided and Foundation Schools

Where a foundation or voluntary aided school has been approached by the Local Authority and has refused to admit the child concerned, parents must be advised of their decision and provided with a right of appeal to an independent appeals panel. Details of the appeal hearing and the outcome afterwards must be provided to the School Admissions and Transport Service. An officer of the School Admissions and Transport Service will then liaise with the Inclusion Manager over the appropriate course of action. This will either be the issuing of a direction letter or an alternative placement found.

Community and Voluntary Controlled Schools

In all cases the decision as to whether or not a child can be admitted to a community or voluntary controlled school will be made by the Local Authority who is the admitting authority. If a school feel unable to admit a child, the school will need to provide full reasons for this refusal to the School Admissions and Transport Service. An officer of the School Admissions and Transport Service will then liaise with the Inclusion Manager over the appropriate course of action. This will either be the issuing of an instruction to admit letter or a refusal letter to parent advising them of their statutory right of appeal. Where the local authority refuses to admit the child an alternative placement must be found.

Academies

Where an academy has been approached by the Local Authority and has refused to admit the child concerned, parents must be advised of their decision and provided with a right of appeal to an independent appeals panel. Details must be provided to the School Admissions and Transport Service of the appeal hearing and the outcome afterwards. An officer of the School Admissions and Transport Service will then liaise with the Inclusion Manager over the appropriate course of action. This will either be a referral to the Secretary of State or the issuing of a direction letter or an alternative placement found.



Fair Access Protocol - Table of Actions

Actions Notes

1	<p>If parents approach a school requesting a place, they should be given an application form to complete.</p> <p>The school must: admit the child, or - community and voluntary controlled schools: indicate in writing, detailed reasons why they feel unable to accommodate the child - academies, foundation and aided schools: refuse in writing and provide a right of appeal with copy to School Admissions and Transport Service, or refer the child to the DIP (where available)</p>	<p>An application form for use by parents is available from the School Admissions and Transport Service or via the intranet / internet. If a school considers that they have admitted a vulnerable child outside of this protocol they should inform the District Inclusion Partnership (DIP) / Inclusion Officer so that this may be recorded. On arrival of the application form/letter of notification to refuse, the number of days for the admission of the child begins to be counted.</p>
2	<p>An officer of the School Admissions and Transport Service consults the Inclusion Manager to determine if the case should be covered under the protocol.</p>	<p>It may be decided that a referral should be made to the DIP through the Fair Access Protocol or to the Chair of DIP for power to act between meetings. If it is decided that the case is not covered under the protocol then the normal admissions procedure will apply.</p>
3	<p>The DIP should decide which school is to admit, a meeting should then be arranged between school, parent and others to agree an admission plan. If the child cannot be placed within 10 days, go to step 4.</p>	<p>If case is referred to the DIP a decision should be reached within 10 school days. The DIP may recommend that alternative provision is required (this would usually be in a short-stay school (PRU) but this will usually require entry onto a school roll with a reintegration planned in most cases.</p>
4	<p>If the school does not admit following the recommendation of the DIP, the school will be asked to make a detailed written case for not admitting if they have not already done so.</p>	<p>Officers will consider the case, including the reasons for the schools refusal and make a recommendation. A decision will then be taken as to whether or not it is appropriate to direct admission or refer back to the District Inclusion Panel for an alternative placement.</p>
5	<p>If it becomes clear within the operation of the procedure at any stage that a place is not to be offered at a school requested by the parents, parents must be notified and given a right of appeal to an independent admission appeal panel.</p>	<p>Officers will consider the case, including the reasons for the schools refusal and make a recommendation. A decision will then be taken as to whether or not it is appropriate to direct admission.</p>
6	<p>If no DIP exists.</p>	<p>Officers will consider the case, including the reasons for the schools refusal and make recommendations. A decision will then be taken as to whether or not it is appropriate to direct admission or identify an alternative placement.</p>



Rules Governing Directions

CHILDREN IN CARE

Power: In relation to a Child in their care, a Local Authority may direct the child's admission into the school of another Admission Authority, provided the child was not permanently excluded from the school.

Legal Authority: Section 97A of the School Standards and Framework Act 1998 (SSAFA 1998).

NB: If their circumstances comply with the Education (Infant Class Size) (England) Regulations 1998, a child in care can be admitted to an infant class, above the class size limit.

Procedure: Before deciding to give a direction, the Local Authority must:

- consult with Admission Authority of the school that it is proposing to specify; and
- consider representations from the Admission Authority, supplied within seven (7) days of consultation.

If the Local Authority wishes to proceed with the direction, it must:

- give written notice of its intention on the school's:
 - Admission Authority;
 - Local Education Authority, if it is not also the school's Admission Authority;
 - headteacher; and
 - governing body, if it is a community or voluntary controlled school.
- wait seven (7) days from day on which the written notice was served, to enable any of the above to refer the matter to the Schools Adjudicator; and
- only issue the direction to those listed above:
 - at the end of that period; or
 - once the referral to the Schools Adjudicator has been resolved.

Legal Authority: Section 97A to 97C of the SSAFA 1998 and Section 25(3A) of the SSAFA 1998.

OTHER CHILDREN

Power: In relation to any child within their area, a Local Authority may direct that the child is admitted into the school of another Admission Authority, where:

- the child has been refused admission to the school;
- the child was not permanently excluded from the school;
- their admission would not cause class size prejudice;
- the school is a reasonable distance from the child's home; and
- the school provides a suitable education.

Legal Authority: Sections 96 and 86(3) of the SSAFA 1998.

Procedure: Before deciding to give a direction, the Local Authority must consult with:



- the parent of the child; and
- the governing body of the school that it is proposing to specify.

If the Local Authority wishes to proceed with the direction, it must:

- give written notice of its intention on the school's:
 - headteacher; and
 - governing body.

wait fifteen (15) days from the day on which the written notice was served, to enable either of the above to refer the matter to the Schools Adjudicator; and

- only issue the direction to those listed above:
 - at the end of that period; or
 - once the referral to the Schools Adjudicator has been resolved.

Legal Authority: Section 97 of the SSAFA 1998.

COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS

Duty: The governing body of a community or voluntary controlled school must implement any decision relating to the admission of pupils to their school, taken by or on behalf of the school's Admission Authority; this includes a decision to admit in order to comply with parental preference.

Legal Authority: Sections 86(2) and 88(1) (A) of the SSAFA 1998.

Complaints: If the governing body of a community or voluntary controlled school does not wish to implement the decision of the Admission Authority, a complaint about the matter can be referred to the Secretary of State by either the Admission Authority or the governing body.

Legal Authority: Sections 495 and 496 of the Education Act 1996.

ACADEMIES

The Secretary of State has the power under an Academy's Funding Agreement to direct an Academy to admit a child, and can seek advice from the Adjudicator in reaching a decision.

Reviewed by Governors: September 2017



ADMISSIONS INFORMATION

The school's Published Admissions Number is 140

Admissions for September 2017 can be broken down as follows:

<u>Catchment Area Admissions</u>	33
Non-Catchment	109
<i>Special Educational Needs</i>	2
<i>Siblings</i>	47
<i>Major Contributory schools</i>	26
<i>Children in Care</i>	2
<i>Medical exception</i>	0
<i>Distance</i>	30
<i>Agreed at appeal</i>	2
Total Admissions	<hr/> 142

*Information from the Staffordshire County Council
Secondary Information for Parents – 2018*



GCSE EXAMINATIONS RESULTS 2017

Pupils on roll in Year 11 January 2017: 140 (Boys 70, Girls 70)

Summary of GCSE Results

		Endon High School Results 2017 (%)
Percentage of pupils at the end of KS4 Achieving 5 or more grades A*-C at GCSE and equivalent (including English & Maths) at grade 4 or above	All pupils	71.0
Percentage of pupils at the end of KS4 Achieving grades 4-9 in Maths	All pupils	78.0
Percentage of pupils at the end of KS4 Achieving grades 4-9 in English	All pupils	89.0



GCSE EXAMINATION RESULTS 2017

NUMBER OF CANDIDATES IN EACH GRADE

Course		9	8	7	6	5	4	3	2	1	TOTAL ENTRY	(%) 9-4	(%) 9-1
ENGLISH	Total	4	12	22	31	28	21	18	3	0	139	85.0	100
ENGLISH LITERATURE	Total	4	9	17	29	24	30	19	4	3	139	81.0	100
MATHS	Total	7	11	23	19	23	26	24	4	2	139	78.0	100

Course		A*	A	B	C	D	E	F	G	U	TOTAL ENTRY	(%) A*-C	(%) A*-G
ADDITIONAL SCIENCE	Total	3	18	32	18	9	2	0	0	0	82	87.0	100
ART & DESIGN	Total	2	3	5	10	2	0	0	0	0	22	91.0	100
BIOLOGY	Total	4	10	12	1	0	0	0	0	0	27	100	100
BUSINESS STUDIES	Total	0	3	4	2	2	2	0	0	0	13	69.0	100
CHEMISTRY	Total	6	6	13	2	0	0	0	0	0	27	100	100
CHILD DEVELOPMENT	Total	0	3	1	6	5	0	1	0	0	16	63.0	100
DRAMA	Total	0	0	2	6	7	2	1	1	0	19	42.0	100
FOOD	Total	6	1	7	9	1	2	0	0	0	26	88.0	100
FRENCH	Total	0	1	2	9	2	0	0	0	0	14	86.0	100
GEOGRAPHY	Total	13	27	17	21	10	3	0	0	0	91	86.0	100
GERMAN	Total	4	14	18	16	7	3	0	0	0	62	84.0	100
HISTORY	Total	6	12	14	15	9	5	2	0	1	64	73.0	98.0
ICT	Total	18	40	37	22	16	1	1	1	0	136	86.0	100
MEDIA	Total	0	0	10	14	9	6	1	0	0	40	60.0	100
MUSIC	Total	0	2	4	1	1	1	0	0	0	9	78.0	100
PE	Total	0	4	8	2	5	2	1	0	0	22	64.0	100
PHYSICS	Total	7	10	6	4	0	0	0	0	0	27	100	100
PRODUCT DESIGN	Total	2	1	6	5	1	0	0	0	0	15	93.0	100
RE	Total	7	25	40	18	18	10	11	7	0	136	66.0	100
SCIENCE	Total	0	0	0	4	18	6	0	0	0	28	14.0	100
TEXTILES	Total	0	1	1	5	4	1	0	0	0	12	58.0	100



STAFFORDSHIRE COUNTY COUNCIL SCHOOL TERMS AND HOLIDAYS DATES 2018-2019

Autumn Term 2018

Inset Day: Monday 3 September
Term starts: Tuesday 4 September
Holiday: Monday 29 October - Friday 2 November
Term ends: Friday 21 December
Holiday: Monday 24 December - Friday 4 January

Spring Term 2019

Term starts: Monday 7 January
Half term: Monday 18 February - Friday 22 February
Term ends: Friday 12 April
Holiday: Monday 15 April - Friday 26 April
Easter Sunday: Sunday 21 April

Summer Term 2019

Term starts: Monday 29 April
May Day: Monday 6 May
Half term: Monday 27 May - Friday 31 May
Term ends: Monday 22 July
Holiday: Tuesday 23 July - Friday 30 August

Staff Total: 195 days

Pupil Total: 194 days (pupils are required to attend for 190 days)

(Term dates are set on the basis of 195 days and inset days should be allocated from within the agreed dates. Monday, 3 September 2018 is already fixed as an inset day and the other four days are to be identified by schools).



GENERAL INFORMATION

Endon High School is a co-educational, comprehensive day school administered by Staffordshire Local Authority for pupils between the ages of 11-16. It serves Endon, Brown Edge, Bagnall and surrounding country areas. Further information on admissions can be found on Staffordshire County Council's website <https://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions> or telephone 0300 111 8007.

School starts each day at 8.45 a.m. and closes at 3.00 p.m. There is a 45-minute lunch break. There are five lessons each day, each of approximately one hour's duration.

Address	Leek Road Endon Stoke on Trent ST9 9EE
Telephone Number	Stoke-on-Trent (01782) 502240
E-Mail Addresses:	
Headteacher	headteacher@endon.staffs.sch.uk (Mrs Gibson)
Support Services Manager	secretary@endon.staffs.sch.uk (Mrs Sawyer)
Business and Facilities Manager	office@endon.staffs.sch.uk (Mrs Latham)
Office Manager	s.cummings@endon.staffs.sch.uk (Mrs Cummings)
SENCO	t.rowley@endon.staffs.sch.uk (Mrs Rowley)
Assistant SENCO	d.watt@endon.staffs.sch.uk (Mrs Watt)
Headteacher	Mrs A Gibson BSc, PGCE, NPQH
Chair of the Governors	Mr C Hassall
Deputy Headteacher	Mr R Wood BSc, PGCE
Assistant Headteacher	Mr A Skelding (Staff Support) Miss T Hill (Student Support) Mrs T Rowley (Data & Assessment)
Child Protection: named member of Staff	Miss T Hill

Awards Achieved:

Silver Level Kitemark Accreditation – 2013
First Aid Charter Mark – 2013
Secondary Geography Quality Mark – 2015
Dyslexia Friendly Healthy Futures - 2015

