

# Endon High School

Leek Road, Endon, Stoke-on-Trent, ST9 9EE

**Inspection dates** 25–26 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher and senior leadership team set high standards and have worked effectively to bring about improvements in the quality of teaching and students' achievement.
- Governors visit the school regularly. They have a wide range of experience and knowledge which they use very effectively to support and challenge senior leaders to improve teaching and raise standards of achievement.
- Teaching is typically good. Teachers use good subject knowledge and questioning to engage and motivate students to do well.
- Over time, in GCSE examinations, students reach standards that are above the national average in a wide range of subjects, including English and mathematics. This represents good progress in relation to students' starting points.
- Disabled students and those who have special educational needs make good progress because of the well-planned, additional support that they receive from teachers and teaching assistants.
- Most able students make good progress in most lessons because of well-planned activities to extend their learning.
- The small numbers of disadvantaged students, and those who speak English as an additional language, are given extra support. As a result, the gaps in achievement between them and other students are narrowing.
- Students' spiritual, moral, social and cultural development is exceptionally well promoted through a wide range of activities in lessons, through many visits in this country and abroad, and through a variety of well-attended after-school clubs.
- Students behave well and show high levels of respect for staff and each other. Their attitudes to learning are positive and this contributes to the good progress that they make.
- Students celebrate and respect different cultures and religions and show a clear understanding and awareness of British values. They are well prepared for life in modern Britain.
- Students' attendance is well above average, and the number of students who are regularly absent is low.
- Students say they feel very well cared for. The school's work to keep them safe is outstanding.

### It is not yet an outstanding school because

- Not all teachers make use of assessment information to plan and set work that fully stretches and challenges students of different abilities.
- Not all teachers consistently apply the school's marking policy. They do not routinely ensure that students present work well, correct inaccuracies, or check that students have finished incomplete work.

## Information about this inspection

- Inspectors visited 31 lessons to observe the progress and engagement of students. Four of these observations were carried out jointly with members of the senior leadership team. A number of other lessons were visited briefly to look at students’ attitudes to learning.
- Inspectors reviewed the quality of the work in students’ books to judge the effectiveness of marking, the progress of students over time, and the accuracy of the school’s assessment data.
- Other aspects of the school day were observed, including tutor time, students’ behaviour at break, lunchtime and between lessons, and students’ arrival and departure from the school.
- Discussions were held with the headteacher, senior staff and subject leaders. A meeting took place with six governors, including the Chair of the Governing Body and a discussion was held with a representative from the local authority.
- Inspectors spoke with students formally in meetings and informally in lessons and at break and lunchtime.
- Inspectors took account of the views of the 135 parents and carers who responded to the Parent View online questionnaire and letters from parents. They also considered the 39 responses to the staff questionnaire.
- Inspectors reviewed a wide range of documents including: the school’s data on students’ progress; self-evaluation and improvement plans; training arrangements for teachers and other staff; checks on the quality of teaching; attendance records and behaviour logs; minutes of governing body meetings; documents relating to students’ safety; and documents relating to the management of teachers’ performance.

## Inspection team

Ann Behan, Lead inspector	Additional Inspector
Stuart Cleary	Additional Inspector
Shaun Dodds	Additional Inspector
Patrick Cook	Additional Inspector

## Full report

### Information about this school

- The school is a smaller than average-sized secondary school.
- Most students are from White British backgrounds with a small proportion from minority ethnic groups. A lower-than-average proportion of students speak English as an additional language.
- The proportion of disadvantaged students supported by the pupil premium is well below the national average. This is additional government funding for students who are known to be eligible for free school meals or looked after by the local authority.
- The proportion of disabled students and those who have special educational needs is below average.
- Fourteen students are educated away from the school site. Eleven attend part-time courses and three attend full-time courses. The providers are: Stoke-on-Trent College; Reaseheath College; The Barber Shop, Milton; Barlaston Golf Club, Stone; Cedars, Newcastle-under Lyme; and Cicely Haughton Special School, Staffordshire.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress in English and mathematics by the end of Year 11.

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

- Improve the overall quality of teaching, so that all students make more rapid progress, by making sure that all teachers:
  - use assessment information to plan and set learning activities that it is challenging for students of different abilities
  - insist that students present work to a high standard, correct inaccuracies and finish incomplete work.
- Improve the effectiveness and impact of leadership and management by making sure that all teachers consistently apply school policies, particularly for marking.

## Inspection judgements

### The leadership and management are good

- The school is well led by the headteacher and the senior leadership team. They have a clear view of the strengths and weaknesses of the school and have high expectations for school improvement. They are working effectively to raise achievement and improve teaching. They are very well supported by staff at all levels.
- Leadership of teaching is focused on raising quality and standards. The regular checks on the quality of teaching, supported by well-targeted training, have led to improvements in teaching and learning. Subject leaders manage their areas of responsibility rigorously by checking the quality of teaching and students' progress in their departments and challenging staff underperformance quickly and robustly.
- The system for teachers' performance management has recently been revised and is now more closely linked to the checks on the quality of teaching and the tracking of students' progress. Teaching staff now have to meet exacting targets in order to be rewarded financially.
- The school has recently revised the type of examinations and the entry policy for English and mathematics. Previously, it entered students early for these subjects and, in many cases, students were entered twice. In 2014, when the value of second entry results was discounted, this had a detrimental effect on the proportion of students gaining five A\* to C GCSE grades including English and mathematics. The school no longer enters students early for examinations. Currently, the school offers a wide range of courses that are well suited to the interests and abilities of all students.
- Students' spiritual, moral, social and cultural development is exceptionally well supported through a variety of activities in assemblies, lessons and through many after-school clubs and educational visits. Students are helped to develop their leadership roles by being encouraged to take on responsibilities through the school council; the prefect system; mentoring of younger students, particularly through anti-bullying ambassadors and reading buddies; and various charity fundraising events. The school celebrates a wide range of cultures and religions very well. As a result, students have a good understanding of British values and are well prepared for life in modern Britain.
- There are a small number of disadvantaged students in each year group, and additional funding is used to make sure that they get the help that they need. The funding has been used to provide extra teaching, one-to-one tuition and access to alternative courses for those disadvantaged students whose abilities and interests are better met through work-related courses. It also has been used for students to take part in singing lessons or learn a musical instrument, and to give them extra support. As a result, the gap of achievement between disadvantaged students and others is narrowing.
- The school makes sure that all students have the same opportunities to take part in all aspects of school life. There is no evidence of discrimination in the school.
- There is a strong emphasis on improving literacy and numeracy skills which prepares students for the next stage in their education. The partnerships that the school has with local primary schools and further education colleges, links with universities, and good careers advice, aid students' progression at different times in their education. Almost all students are successful in moving to education, training or work at the end of Year 11.
- There is a very positive working relationship between the school and the local authority. The local authority has given the school support on better use of assessment data; improving teaching, particularly in science; and developing newly qualified teachers. It has also provided governors with a variety of training to help them effectively fulfil their roles.
- Parents are very supportive of the school and most of those responding to Parent View were positive about the education it provides for students, and would recommend the school to other parents.

**■ The governance of the school:**

- Governors have a wide range of skills through their backgrounds in education and business. They have received extensive training, are well informed about the school's strengths and weaknesses, and provide very effective support and challenge for senior leaders.
- Governors have a good understanding of the quality of teaching in the school. They visit regularly, talk to staff and students and look at students' work. They have a good knowledge of data and are able to compare how well students achieve compared with others nationally.
- Governors are fully involved in the performance management of staff. They make sure that teachers' performance and pay are closely linked to the quality of teaching and students' achievement. They tackle staff underperformance and take appropriate action when necessary.
- Governors manage the finances of the school well. They have clear plans for maintaining and improving the fabric of the building, and are rigorous in ensuring that the school gets best value for money. They look closely at how additional government funding is spent and have a good overview of the impact this has on the achievement of disadvantaged students and those who are behind when they start in Year 7.
- Governors make sure that all statutory child protection and safeguarding policies and procedures are in place and adhered to. They make sure that the school promotes British values of tolerance and respect, so that students are well prepared for life in modern Britain.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of students is good. There is a warm and welcoming atmosphere around the school. Students are polite and considerate towards adults and towards one another. They are prompt to school and wear their uniform with pride. They respect their learning environment and take care of the building and equipment. There is little evidence of litter or graffiti around the school.
- Students are positive about the relationships that they have with staff. They say that incidents of poor behaviour rarely happen, in or out of class, and, when they do, rules are applied consistently and fairly by staff. The school's tracker systems show that incidents of poor behaviour are rare. The number of students excluded from school is low.
- Students enjoy coming to school. Attendance is well above average and the proportion of students who are regularly absent is low.
- The behaviour and attendance of students who are educated off-site for part or for the whole of the week are checked carefully by the school. These students' attendance is very good and they typically behave very well.
- In lessons where high expectations are set, students are eager to take part, respond well to challenges and are thoroughly engaged in their learning. When work is less challenging, students are not always focused fully on their work and lose concentration. However, learning is rarely disrupted by inappropriate behaviour.
- Most students take a pride in their work and present it well. However, there are a few who are careless in their presentation, or who do not always respond to teachers' advice to correct inaccuracies or finish incomplete work.

**Safety**

- The school's work to keep students safe and secure is outstanding. Systems for health and safety and child protection are very thorough, including checks on the suitability of adults applying to work in the school. Procedures are rigorously monitored by governors and senior leaders, and diligently applied by all staff. The school works closely with providers of off-site courses to check the safety of the students who attend them.
- Students say they feel safe and well cared for. They are very positive about the support that they receive from all of the staff. Students told inspectors that if they have problems they are confident to approach any member of staff for help. Almost all of the parents who responded to Parent View felt students were

safe, well cared for and happy at the school.

- Staff give students a good understanding of how to stay safe through assemblies; the learning for life programme, which covers a wide range of subjects to help students become mature citizens; and through themed days. Staff stress the importance of healthy lifestyles, the dangers and adverse effects of drugs and substance abuse, the problems associated with gangs and knife crime, and how to stay safe on the internet. Students told inspectors they value the advice that they receive.
- Students know about the different forms that bullying can take, including racist and homophobic behaviour, and cyber-bullying. They say that bullying rarely happens and, on the few occasions that it does, it is dealt with swiftly and effectively by staff. Students talk positively about the role of the anti-bullying ambassadors who help other students who may be having difficulties. They are very proud of the way different cultures are celebrated and valued in the school. One student said, 'We are one, big happy family.'
- Students understand what constitutes extremist behaviour. They are very positive about the themed days that the school holds to celebrate different cultures and faiths and were keen to tell inspectors of one held recently to celebrate Britishness and the British values of tolerance and respect.

### The quality of teaching

is good

- Teaching is typically good with some that is outstanding. Teachers' good subject knowledge helps them to plan work that captures students' interest and enthusiasm. They give clear explanations and skilfully question students to gauge their understanding and adapt their teaching to respond to different students' learning and progress.
- Disabled students and those who have special educational needs make good progress because of the well-planned support that they receive. Teaching assistants work effectively alongside teachers giving in-class support to individual students. They provide students with good one-to-one support and work with small groups of students outside the classroom.
- There are low numbers of disadvantaged students and students for whom English is an additional language in each year group. These students receive high-quality support in lessons and through one-to-one tuition. As a consequence, they make at least good progress so that the gap in attainment between them and other students in the school is narrowing.
- The school has effective school policies to promote literacy and numeracy which are used well by staff. The whole-school focus on reading across subjects has encouraged students to read widely in registration periods, lessons, and at home. The school has introduced a new reading programme into Year 7 and Year 8 which, in a short time, has raised students' reading ages considerably. The school has invested in improving the quality and quantity of books in the library, and there has been a significant increase in its use by students. This initiative is having a positive effect across all subjects, particularly in raising standards in reading, speaking and listening.
- Most teachers use homework well to support and extend students' knowledge and understanding.
- The quality of marking has improved considerably since the previous inspection. A new marking policy was introduced in September 2014 and students are often now given good advice on how to improve their work. However, there are staff who do not consistently apply the policy, particularly in making sure that students present their work well, correct inaccuracies, or finish incomplete work.
- Most teachers plan work that builds on students' prior learning so that it is at the right level for different abilities. However, in a few lessons, the work that is set is not pitched at the right level; it is either too hard for some or too easy for others. This lack of accurate pitch sometimes leads to students' lack of focus on their work; they lose concentration and do not move quickly enough on to the next stage of learning.

**The achievement of pupils is good**

- Students' achievement over time is good. In 2013, and for the two previous years, the proportion of students gaining five A\* to C GCSE grades including English and mathematics were well above the national average. This represents good progress in relation to students' starting points.
- Students' assessments, and work seen in books, show that the proportion of students set to gain five A\* to C GCSE grades, including English and mathematics, is above average and is expected to exceed the results attained in 2013. Current assessments and work seen in books also show that students make good progress in English and mathematics, and across many other subjects; particularly art, geography and history.
- In 2014, national changes meant that second entry results were discounted when comparing schools' GCSE results. This change resulted in a sharp fall in this school's GCSE results in comparison with schools nationally because many students were entered early for the examinations. Leaders have changed the entry policy for examinations from this year so that students are no longer entered early. In addition, the type of examinations that the school follows in English and mathematics has changed.
- The attainment of disadvantaged students is below that of others in the school and nationally, although caution needs to be taken when making comparisons as the number of disadvantaged students is low. In 2014, in English they were a GCSE grade behind their classmates and close to a grade and a quarter behind students nationally. In mathematics, they were just under a grade and a half behind their classmates and just under a grade and two-thirds behind students nationally. School assessments and work seen in books show that the gaps in both subjects in the current Year 11 are narrowing. The progress of disadvantaged students is improving because these students receive well-targeted support. School data show that the gaps in attainment are also narrowing across all other years.
- Apart from GCSE results in 2014, the achievement of the most able pupils is good and is continuing to improve. In most lessons and set homework, staff plan more challenging tasks for this group of students. Current information shows that their attainment is improving strongly across all subjects and the numbers in Year 11 expected to gain the highest grades is set to rise.
- Students eligible for Year 7 catch-up funding make good progress in developing their basic skills, particularly in literacy, because of the whole school focus on reading, effective teaching and additional one-to-one support.
- Students who attend work-related courses off-site for part of their education, and the few students who study full-time courses in other schools, make good progress because of the good quality, well-tailored provision.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	124401
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	448543

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

<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>	705
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Hassall
<b>Headteacher</b>	Alison Gibson
<b>Date of previous school inspection</b>	26 May 2010
<b>Telephone number</b>	01782 502240
<b>Email address</b>	secretary@endon.staffs.sch.uk

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