

# Inspection of Endon High School

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

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Inspection dates: 4 and 5 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Andrew Skelding. This school is part of Shaw Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jo Morgan, and overseen by a board of trustees, chaired by Andrew Meehan.

## **What is it like to attend this school?**

Endon High School is inclusive, warm and welcoming. The school is relentless in supporting pupils to be the best they can be. There are high expectations for pupils' achievement. Pupils welcome the wide range of subjects on offer. There is very effective support for pupils with special educational needs and/or disabilities (SEND).

The values of curiosity, determination and kindness underpin the school's culture. These values ensure that all pupils achieve well academically and are well-rounded individuals ready to face the future with confidence. Pupils treat each other with respect. Staff care about all pupils and strive to live by the school's motto of 'There is more in you'.

Behaviour in classrooms is calm and orderly. Pupils display positive attitudes towards their learning. Low-level disruption in lessons is rare. At times, a small minority of pupils do not always meet leaders' high expectations of behaviour in social time.

The way in which the school prepares pupils for life in modern Britain is exemplary. The exceptional personal development programme provides pupils with important information, including on healthy relationships, being tolerant and respectful, and keeping themselves safe. Many pupils take on a wide range of roles, such as mentors, reading buddies and mental health ambassadors.

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

The headteacher and senior leaders have an accurate view of the school. Leaders have designed an ambitious and broad curriculum. The school has thought carefully about the important knowledge that it wants pupils to know. Teachers plan thoughtfully the order in which they teach subject content so that pupils can build on previous knowledge. This means that pupils know more and remember more of their learning.

Pupils enjoy lessons. Teachers have strong subject expertise and use this well to help pupils understand new concepts. The school's use of technology in lessons is embedded well. Pupils and staff use it confidently, alongside other resources, to support effective learning in the classroom. The school uses assessment intelligently to find out what pupils know and can do. However, at times, some teachers do not always adapt their lessons to meet the needs of all pupils. This means that in some lessons, the work that pupils have to complete is either too difficult or too easy for them. The school has identified this as a key area to work on.

Pupils have a very positive attitude towards their learning. The school insists on high standards of behaviour in and around the school. Leaders have designed a behaviour policy rooted in pupils being ready, respectful and responsible. The vast majority of pupils rise to this challenge and realise that this is important for them to

be able to learn effectively. In social times, however, a small minority of pupils do not meet the school's high standards of conduct.

Pupils with SEND are extremely well cared for. They enjoy school and receive high-quality support for their needs. The school is ambitious for pupils with SEND, and they follow the same broad and balanced curriculum as their peers. This includes taking part in many activities beyond the classroom.

The school prioritises reading. Pupils understand the importance of reading for meaning to support their learning, as well as reading for pleasure. The school promotes reading in lessons and in form time. There is a clear and effective programme of support for those pupils who are at the early stages of reading.

The school's programme to promote all aspects of pupils' wider development is exceptional. All pupils have many opportunities to learn beyond the classroom. Pupils talk confidently about how they show respect and tolerance and understand the rule of law. Through dedicated 'learning for life' lessons, pupils gain important knowledge on a range of topics, including consent, keeping themselves safe, and money and finance. Pupils value these opportunities. Leaders have built strong relationships with local employers and other agencies and use these to provide pupils with high-quality and meaningful experiences of the world of work.

Leaders responsible for governance know their school well. They provide challenge and support to staff. Staff appreciate that expectations around workload are taken into consideration at all times.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- At times, teachers do not adapt learning to meet the individual needs of pupils as well as they could. This means that some of these pupils do not have a consistent learning experience to enable them to be as successful as they could be. The school should ensure that the individual learning needs of all pupils are consistently met so that they make the progress of which they are capable.
- The school's expectations of behaviour are not consistently met by pupils at social times. A small minority of pupils behave inappropriately. Leaders should ensure that their high expectations of behaviour outside lessons are clearly understood by all pupils.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	148002
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10290671
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	705
<b>Appropriate authority</b>	The board of trustees
<b>Chair of trust</b>	Andrew Meehan
<b>CEO of the trust</b>	Jo Morgan
<b>Headteacher</b>	Andrew Skelding
<b>Website</b>	<a href="http://www.endon.staffs.sch.uk">www.endon.staffs.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is a member of The Shaw Education Trust.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held discussions with the headteacher, members of the senior and extended leadership teams, curriculum leaders, the chief executive officer of the trust and other trust leaders, and the chair of the academy council.
- Inspectors carried out deep dives in English, mathematics, history and technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. This involved looking at exercise books as well as electronic tablets, which are routinely used by pupils.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to the online survey, Ofsted Parent View, including free-text comments. Inspectors also viewed the responses to the pupil survey and the staff survey.

### Inspection team

Neil Warner, lead inspector	Ofsted Inspector
Ed Leighton	Ofsted Inspector
David Buckle	Ofsted Inspector
Geoff Renwick	Ofsted Inspector

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