

Endon Hall Primary School

Inspection report

Unique reference number	124146
Local authority	Staffordshire
Inspection number	380815
Inspection dates	21–22 June 2012
Lead inspector	Geof Timms

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	The governing body
Chair	Hayley Sullivan
Headteacher	Victoria Lewis
Date of previous school inspection	06 March 2008
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Age group	4–11
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Introduction

Inspection team

Geof Timms

Additional Inspector

Richard Kentish

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 16 lessons, taught by eight teachers, for a total of over eight hours, as well as spending other time looking at pupils' work. In addition, meetings were held with staff and members of the governing body, as well as pupils. The inspectors observed the school's work, and looked at a range of assessment data, policies, reports and planning documents. They analysed the responses to 102 parental questionnaires.

Information about the school

This is a smaller than average-sized primary school. A well below average proportion of the pupils are currently known to be eligible for free school meals. Most pupils are White British, and very few have minority ethnic heritage. The proportion of disabled pupils and those with special educational needs, including those at school action plus or with statements of special educational need, is below average.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school has Healthy Schools status, the Dyslexia Friendly School and ECO School awards. The headteacher had been in post for 18 months at the time of the inspection.

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

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

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It is rapidly improving under the headteacher’s excellent leadership. It is not yet outstanding because the progress pupils make is not yet consistently strong enough to help them achieve as well as they can in the key subjects of reading, writing and mathematics.
- Children’s progress in the Reception class is good. Pupils in Key Stages 1 and 2 make good progress overall although it has been inconsistent, largely due to staff changes or differences between the year groups. The school has worked successfully to raise standards in mathematics, which have been lower in the past. Current standards in reading, writing and mathematics have improved and are broadly average in Key Stage 1 and above average throughout Key Stage 2.
- Teaching and learning are good. Increasingly effective teaching is having a positive impact on the progress made by most pupils. Even so teachers do not yet provide pupils with sufficient opportunities to respond to marking and other feedback, thus improving their work by achieving their next steps. Teaching of mathematics has been weaker in the past but the school has made successful improvements through a range of training activities and expert input. Pupils do not have enough opportunities to use their literacy and numeracy skills in different subjects.
- Pupils’ behaviour is good. This has a good impact on their learning and on how safe they feel at school. Their behaviour is equally good in lessons and around the school. Pupils talk positively about the lack of bullying.
- The leadership of teaching and management of performance are good. The headteacher is providing excellent leadership and is well-supported by the governing body, senior leaders and other staff.

What does the school need to do to improve further?

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- Improve the consistency of the progress pupils make by:
 - giving pupils more opportunities to understand how well they are learning and what their next steps should be
 - allowing pupils time to reflect on this guidance and put it into practice
 - reviewing the curriculum to ensure it provides pupils with more opportunities to use their reading, writing, mathematics and communication skills in a range of different subjects.

Main report

Achievement of pupils

Progress across the school is good. Progress in Year 6 was weaker in 2011 due to staffing issues and the make up of the year group. Current progress throughout the school is above that expected. Standards are consistently well above average when pupils leave the school and the current Year 6 pupils are on track to maintain this from starting points that were broadly in line with those expected when the children started in the Reception class. Achievement is not yet outstanding because progress remains inconsistent in some year groups and progress in reading, writing and mathematics, although much improved, is not yet consistently sustained over time. Current Year 6 pupils have made good progress and the evidence in lessons and in pupils' books shows they are on track to achieve their targets, which are much more challenging than the levels achieved last year. They have achieved good standards in reading. A very large majority of the parents and carers are happy with the progress their children make in learning the basic skills. The inspection findings support this positive view.

The scrutiny of pupils' work and the evidence from observing teaching shows that progress is good in reading, writing and mathematics, where standards are rising. Pupils enjoy reading and do so with accuracy and a growing understanding of how to sound new words. For example, in Reception a girl very happily read a storybook to a row of toys while pretending to be a teacher. Year 1 pupils talk confidently about their books and use the links between sounds and letters accurately to read new words. The school has had a focus on improving pupils' writing and mathematical skills and this is beginning to have a positive impact.

Progress in the Early Years Foundation Stage is good. The good provision ensures children make rapid progress in learning basic skills. Role play and social skills are an early focus and the use of the outside area is effective in supporting good progress in all areas of learning. During the inspection children were learning a great deal about the life cycle of the butterfly through a range of imaginative activities. Throughout the school pupils' understanding of sounds and letters is good. In Key Stage 1 progress in reading, writing and mathematics is good and by the end of Year 2 attainment is now close to that expected. In one excellent lesson pupils used design software to design some very effective Mexican patterns.

Well-planned and effective interventions and one-to-one support ensure that

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disabled pupils and those who have special educational needs are fully included in lessons and are making good progress. There are no differences in the attainment of any other groups of pupils.

Quality of teaching

The teaching throughout the school is good. A small amount of the teaching is outstanding. A small number of lessons are satisfactory and do not fully promote consistent progress. The inspection evidence supports the school's own evaluation of the quality of teaching and of strengths and weaknesses. The vast majority of parents and carers who completed questionnaires said that their children were well taught and making good progress. The teaching of reading has a positive impact on pupils' standards. However, some groups learning to link sounds and letters are too large for teachers to match activities to all pupils' prior attainment.

Teachers' assessment of pupils' performance is largely accurate and based on first-hand knowledge and accurate data. The school has worked to improve the helpful feedback provided for pupils through good quality marking. However, pupils do not have sufficient opportunities to follow up this guidance so that they can respond to the next steps suggested for their learning. The quality of the support for disabled pupils and those who have special educational needs is improving and this is having a positive impact on their progress. The support is well coordinated and is the result of some good input from teaching assistants throughout the school.

Children's learning needs in the Reception classes are provided for well in a wide range of adult-led and child-initiated activities, often making good use of the outdoors. During the inspection, for example, children outside were developing writing skills by noting the names of dinosaurs and the habitats they might enjoy. The work on butterflies was very effective in creating interest and children's involvement, as well as extending their knowledge and appreciation of the natural world. The level of discussion between adults and children is effective and supports children's developing vocabulary and speaking skills well.

The curriculum is a focus for further development and currently teachers do not consistently provide sufficient opportunities for pupils to use their skills in a range of different subjects. Even so the curriculum makes a good contribution to the pupils' spiritual, moral, social and cultural development. Teachers use effective questioning skills which extend pupils' thinking and give them good opportunities to share ideas in pairs or small groups.

Behaviour and safety of pupils

The school is a very harmonious community. Pupils' behaviour in lessons and around the school is typically good, as is evident from school records and observations. Pupils' good behaviour in lessons helps their learning and they cooperate and collaborate effectively when the activities give them this opportunity. In many lessons they have a partner to whom they can talk and share their learning with. In Year 2, for example, pupils shared imaginative ideas for ways of breaking into Willy Wonka's chocolate factory. Throughout the school, pupils enjoy talking about and

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sharing their work. Their enthusiasm for school is not fully reflected in their attendance because too many parents and carers take children out of school during term time. The school has worked hard with the appropriate authorities and attendance is much improved.

Pupils say that behaviour is good in lessons, and usually at other times as well. They say they feel safe in school and have a good understanding of what constitutes different types of bullying, including through the use of new technology, and are confident that if there was any it would be dealt with well by adults. Parents and carers say that their children feel safe and agree that behaviour in school is good.

Leadership and management

The headteacher is rapidly improving the school by ensuring a common understanding of the school's strengths and weaknesses. Her excellent and strong leadership has had a very positive impact on the school over the last 18 months. Leadership is being devolved appropriately among senior and middle leaders and all staff have a much better understanding of the school's data. This means they can intervene more quickly to address any underachievement and to improve the challenge for the most-able pupils.

Significant changes to the provision and the leadership in the school have been put in place and there is a good team spirit. All staff are proud to be members of the school. The leadership of teaching is good and professional development has had a positive impact on the provision, for example, by raising standards in mathematics, and introducing an effective new writing scheme. These improvements show the school's capacity to continue improving. Self-evaluation is accurate and the school has a good understanding of its strengths and areas requiring further improvement.

The leadership of literacy and numeracy is effective, and the leadership and management of the provision for children in the Early Years Foundation Stage are good. At regular meetings with teachers, senior leaders check on individual pupils' progress and reinforce the need for further improvement. The governing body provides much improved support and challenge for the school and the headteacher has provided them with more detailed information about how well pupils are achieving. Visits to school are becoming more regular and, along with the detailed information made available, governors are able to understand the outcomes of their decision-making.

The curriculum meets pupils' needs and promotes their spiritual, moral and social development effectively. A wide range of visits and visitors are used to provide relevance to enhance pupils' learning using specific expertise. Residential visits are particularly popular and provide very good opportunities for pupils' personal and social development as well as their physical skills. The curriculum does not provide sufficient opportunities for pupils to use the skills learned in one subject in other ways. The school is aware of this and has plans to improve and develop it. The school is effective at promoting equality and tackling discrimination. The governing body ensures that safeguarding arrangements meet current government

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requirements.

Glossary

What inspection judgements mean

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

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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



25 June 2012

Dear Pupils

Inspection of Endon Hall Primary School, Stoke-on-Trent ST9 9HH

Thank you for the way you welcomed us to your school recently. We really enjoyed our visit and that we were able to talk to and have lunch with some of you. Your behaviour in lessons and around the school is good. This is important because it helps the teachers provide you with some interesting work, as well as keeping you safe and happy in school. Keep it up!

Endon Hall is a good school. We are sure that it will improve further in the future because you are all working hard together to make it successful. The teachers already provide you with lots of interesting activities to help you learn. You work well, and are reaching above average standards at the end of Year 6.

The teachers are working hard to help you learn. They give you some good ideas about how to improve your work but we have asked them to give you more time and opportunities to take note of and respond to their suggestions. We have also asked teachers to plan more opportunities in lessons for you to use your skills in different subjects. Your headteacher provides excellent leadership and the leadership of other staff and the governing body is good.

Thank you again for your friendliness and help. We hope that you continue to enjoy your time at Endon Hall and keep working hard.

Yours sincerely

Geof Timms
Lead inspector

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