

Endon Hall Primary School

Address: Hillside Avenue, Endon, Stoke-on-Trent, Staffordshire, ST9 9HH

Unique reference number (URN): 124146

Inspection report: 27 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils gain the essential knowledge they need in reading, writing and mathematics by the time they leave the school. Therefore, overall, most pupils achieve well and in line with national standards in reading, writing and mathematics. Leaders recognise that further improvements to the writing curriculum are necessary so that more pupils achieve these outcomes.

In the early years, the school places a strong emphasis on securing children's basic knowledge in communication, as well as early reading, writing and mathematics. Most children leave the Reception Year with these essential skills in place. For those who do not, leaders make sure that they catch up with their peers in preparation for Year 1.

Pupils in school progress successfully through the curriculum, including those who are disadvantaged and those with special educational needs and/or disabilities. They make appropriate progress from their individual starting points, enabling them to build knowledge effectively across a wide range of subjects. Further work to develop provision for pupils with barriers to their learning is underway to meet pupils' needs in a more timely manner.

Attendance and behaviour

Expected standard 

Leaders ensure that pupils and families understand the importance of regular attendance at school. Leaders and staff work together effectively to promote positive attendance. Leaders closely track the attendance of individual pupils and groups to identify any specific barriers. Appropriate support is implemented to assist pupils and families when required. As a result of the school's work, the majority of pupils attend every day and on time.

The high expectations of leaders are evident across the school. Relationships between staff and pupils are positive. From the start of the day, children settle quickly into established routines. The learning environment is calm, safe and purposeful. Pupils move around the school sensibly, often holding doors open for others.

Staff maintain the leaders' high expectations for behaviour. Respectful interactions between staff and pupils are evident. Pupils listen attentively to adults and respond appropriately. In lessons, pupils generally concentrate well and follow adult direction. They develop positive attitudes to their learning. Pupils understand the behaviour expectations. Where appropriate, adaptations are in place to support pupils to behave well.

During lunchtimes and playtimes, pupils play cooperatively and get along with each other. Pupils are confident that staff will deal with any concerns, including any rare instances of bullying or unkind behaviour. Suspensions are used appropriately.

Leadership and governance

Expected standard 

Leaders have an ambitious vision for the school. They have a secure understanding of the school's context and its strengths. Leaders are astutely aware of aspects that require further

development. They have identified appropriate improvements and are taking swift action to these. Where changes have already been made, for example to the mathematics curriculum, this is positively impacting on pupils' achievement in mathematics.

An effective programme of professional learning has been established by leaders. This is based on recent research findings. Leaders ensure that staff have the necessary expertise to deliver essential aspects of the school's work, for example in their approach to upholding the high expectations for behaviour.

Leaders closely check the progress of pupils, including those who are disadvantaged, pupils with special educational needs and/or disabilities and those known or previously known to local authority social care. This oversight ensures that leaders are aware of how successfully pupils are progressing through the curriculum and what further improvements may be required.

Leaders work closely with governors and staff to establish a clear vision for the school. Governors have a secure understanding of their roles and responsibilities. They make well-considered decisions about the use of resources and provide a suitable balance of support and challenge. Governors understand the school's areas for improvement and the rationale behind them. Leaders prioritise staff workload and wellbeing, contributing to a positive working environment.

Leaders work closely with parents and carers, involving them in school life. Many parents value the work of the school.

Personal development and wellbeing

Expected standard 

The personal development programme is designed to respond to the school's context and incorporate the school's values. These include reflectiveness, resilience, and responsibility. This values-led approach supports pupils' positive behaviour, confidence and respect for others. Alongside this, through the personal, social and health education curriculum, pupils build appropriate knowledge of how to make healthy choices to successfully support their own health and wellbeing. Pupils learn how to stay safe online and in the local community using a range of effective strategies.

Staff prioritise pastoral support. They know pupils very well. Staff support pupils' wellbeing effectively. For example, some pupils are supported through a wellbeing plan that helps them to develop a sense of belonging and to thrive.

Pupils learn about fundamental British values. They show tolerance and respect for others. They learn about different places of worship through their study of different religions. This supports their appreciation of cultural diversity.

Pupils take part in a wide range of extra-curricular clubs including multi-sports, mindfulness, rugby and LEGO club. They take part in competitive sports, including football and cross country. These, along with other enrichment activities, help to broaden pupils' experiences. Educational visits, for example to the Staffordshire Regiment Museum and Jodrell Bank, help to enhance pupils' learning. Residential visits for pupils in key stage 2 build resilience and develop wider skills such as cooperation and teamwork. Leaders monitor pupils' participation in these wider experiences.

Pupils develop a sense of responsibility through roles they undertake in school, such as school councillors, subject ambassadors, sports crew members, team captains and playground leaders. Opportunities to engage with the local community, for example performing at a local church and community events, help pupils to develop their understanding of citizenship further. This prepares them well for life beyond school. Experiences to introduce pupils to the world of work are ambitious and are helping to raise pupils' aspirations.

Needs attention

Curriculum and teaching

Needs attention 

The curriculum for writing needs further improvement. It is not sequenced well enough to build effectively on pupils' prior learning. While pupils generally form letters accurately, gaps in their writing knowledge remain. Leaders are aware of this. Recent improvements in other curriculum subjects are having a positive impact. For example, in mathematics leaders have improved opportunities to strengthen pupils' reasoning and problem-solving skills.

Leaders have an accurate understanding of the quality of the curriculum and teaching. They have constructed a curriculum that is broad and balanced. Staff receive professional development based on recent research. Most use their expertise effectively. However, the wider curriculum is not taught as leaders expect in all classes. On occasion, staff miss pupils' misconceptions. This creates gaps in their knowledge, particularly for previously high attaining pupils. For those pupils who need some further support to access the curriculum, adaptations are put in place. However, these are not as effective as they could be.

Teaching pupils to read is a priority. Phonics is taught every day as soon as children start school. Lessons are generally taught well. Leaders consider carefully how to deploy staff to support with phonics groups and interventions. This extra support helps most pupils to successfully catch up with their peers.

Early years

Needs attention 

In the early years, interactions between staff and children are not consistently of a high quality. Although leaders ensure staff receive the necessary training to support children's learning, interactions do not successfully build on children's knowledge, language and vocabulary.

The curriculum is well structured. It takes account of children's starting points and appropriately prioritises the development of communication and language, physical skills, and early reading.

Children benefit from warm, nurturing relationships and clear routines. Partnerships with parents and carers are valued. This helps children feel safe and settled. The learning environment provides opportunities for children to develop their social skills as they play and learn cooperatively alongside each other. Staff provide targeted support and adapt provision to meet individual needs, including for disadvantaged children and those with special

educational needs and/or disabilities. Regular checks on children's understanding ensure that staff are able to quickly identify gaps in children's learning. Despite this, support to address these gaps is not effective at meeting some children's needs in a timely way.

By the end of Reception, most children use their knowledge of phonics to read accurately and with increasingly fluency. Across the wider areas of learning, some children still require support to catch up with their peers. However, most children are generally well prepared for Year 1.

Inclusion

Needs attention 

The support some pupils receive in lessons and the adaptations made to their learning are not well matched to their needs. As a result, these pupils are not successfully supported to address their gaps in learning or barriers to achievement quickly enough. Although leaders identify pupils' needs quickly and accurately, including those with special educational needs and/or disabilities (SEND), disadvantaged pupils and those previously known to local authority social care, the needs of some pupils are not effectively met.

Staff know pupils well and have received the appropriate training. All pupils are made to feel welcome and helped to develop a sense of belonging.

Leaders work in close partnership with families and external agencies. They ensure that pupils who need additional outside or bespoke support, including pupils with SEND, disadvantaged pupils and those needing help with their wellbeing, receive this. Staff are adept at providing caring, nurturing pastoral support for these pupils.

Additional funding the school receives to support disadvantaged pupils is carefully considered. Leaders identify the barriers faced by disadvantaged pupils who attend the school. They put appropriate plans in place for individuals where these are needed. In addition, a range of wider opportunities are on offer. Leaders closely check the impact of this work.

What it's like to be a pupil at this school

Pupils receive a warm welcome into school each day. They feel safe and secure here. Pupils, including children in the early years, are well cared for. They learn how to build positive relationships and get along with others. Pupils are committed to their learning in lessons and show respect to staff and their peers. Social times are calm and enjoyable. Bullying is rare. It is dealt with promptly if it does happen. Pupils feel valued. They enjoy coming to school and attend regularly.

The school quickly identifies any barriers to learning that pupils may face. However, the support that some pupils receive to address these challenges, or gaps in their learning, is not as effective. This impacts how well some groups of pupils, including pupils with special educational needs and/or disabilities and those who are disadvantaged, can access the curriculum.

Published outcomes highlight that most pupils are prepared well for their next stage of education. In writing, while many do achieve well, some pupils do not achieve as well as they could. The curriculum for this subject does not support pupils well enough to build on what they already know and can do.

Pupils benefit from a broad and varied curriculum. They take part in a wide range of enrichment and extra-curricular opportunities. These include sports, music and the arts. Visits are planned to enhance pupils' knowledge across the subjects they are learning. Pupils learn about life beyond their local community. They develop their knowledge of world events, different cultures and the world of work. This helps pupils to be well prepared for life in modern Britain.

Next steps

- Leaders must ensure that the support pupils receive in lessons and through interventions effectively addresses any gaps in learning or barriers to achievement.
 - Leaders should ensure that the writing curriculum is well sequenced to build on pupils' prior knowledge, and that this is taught effectively and consistently across school.
 - Leaders should ensure that staff interactions with children in the early years are consistently of a high quality to successfully build on children's knowledge, language and vocabulary.
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About this inspection

The chair of the board of governors in this school is Adrian Hall.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, including the headteacher, deputy headteacher, assistant headteacher and other school staff. They also spoke with a representative of the local authority and members of the governing body, including the chair of the governors.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Victoria Lewis

Lead inspector:

Emma Titchener, His Majesty's Inspector

Team inspectors:

Adam Montague-Clewes, Ofsted Inspector

Andrew Madden, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 27 January 2026

School and pupil context

Total pupils

187

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

7.49%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.74%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

9.09%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	61%	Close to average
2024/25 (revised)	73%	62%	Above
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	69%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	74%	Close to average
2024/25 (revised)	80%	75%	Close to average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	78%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25 (revised)	73%	72%	Close to average
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	78%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	73%	Close to average
2024/25 (revised)	77%	74%	Close to average
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	72%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	11%	46%	Below
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	62%	Below
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	11%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	22%	60%	Below
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	11%	68%	-57 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	80%	-46 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	11%	78%	-67 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	22%	80%	-57 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.9%	5.2%	Below
2023/24 (3 term)	4.3%	5.5%	Below
2022/23 (3 term)	4.8%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.1%	13.3%	Below
2023/24 (3 term)	7.8%	14.6%	Below
2022/23 (3 term)	9.9%	16.2%	Below

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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