

Kendall Church of England Primary School

Inspection report

Unique Reference Number	115064
Local Authority	Essex
Inspection number	357688
Inspection dates	21–22 March 2011
Reporting inspector	Martin Beale

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	158
Appropriate authority	The governing body
Chair	Rev Brian Kyriacou
Headteacher	Mark Carter-Tufnell
Date of previous school inspection	29 November 2007
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Introduction

This inspection was carried out by three additional inspectors. They visited 14 lessons observing seven teachers. They held meetings with staff, groups of pupils, and members of the governing body, including the Chair. Informal discussions were held with parents and carers as they arrived with their children at the start of the day. Inspectors observed the school's work, and scrutinised assessment information, pupils' books, records of pupils' progress and school improvement plans. Inspectors analysed 34 parental questionnaires, 32 responses to the pupil survey and nine responses to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What evidence is there that the action taken to raise achievement in mathematics is having an impact?
- How effectively does the school improve the performance of its teachers?
- How well do teachers use assessment to inform lesson planning and support the learning of all pupils?
- How effectively does the school support the development of its more vulnerable pupils?

Information about the school

Pupil numbers are rising in this below-average-sized school. The headteacher and several teachers have been appointed since the last inspection. The very large majority of pupils are from White British backgrounds and just over one-fifth come from a wide variety of minority ethnic backgrounds. A few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals has risen sharply to well above average, and considerably more pupils than in most schools join or leave other than at the usual times. An above-average proportion of the pupils have been identified with special educational needs and/or disabilities. Their needs are mostly associated with learning difficulties related to literacy and to speech and language difficulties. Children in the Early Years Foundation Stage are taught in a Reception class. Pupils in Years 3 to 6 are taught in three mixed-age classes. The school has achieved Healthy Schools status and received the Activemark award. The school hosts a privately run pre-school, which is inspected separately.

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: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Under the headteacher's strong and effective leadership working closely with the deputy headteacher, the school has built on the progress identified at the last inspection and is on a path of sustained improvement.

Staff and governors clearly understand the school's qualities and where they can bring about improvements. This understanding is based on improved and rigorous monitoring and evaluation procedures. The school's record is one of carefully planned improvement in recent years, as a result of the headteacher's relentless focus on driving up the quality of teaching. Evidence shows that teaching is improving even if it has not yet reached a consistently good level. On this basis, the school is judged to have good capacity for further improvement.

Pupils make satisfactory and improving progress from their starting points. Attainment is broadly average and rising by the time they move onto secondary school. This is because of the successful efforts of staff under the headteacher's direction, to improve the quality of teaching and learning.

Teaching is satisfactory, improving and has become more consistent across the school. Several effective features are emerging. This has come about partly by teachers working together to help each other sharpen specific skills.

Pupils become quickly engrossed in the most effective lessons. However, opportunities are sometimes missed for them to discuss their ideas with each other, collaborate on tasks and take responsibility for areas of their learning.

Teachers give appropriate attention to developing basic skills and provide opportunities for the pupils to practise their writing in a range of styles and subjects. However, pupils do not always find the curriculum interesting because it lacks relevance by linking subjects and they have limited involvement in planning their work. Opportunities are also missed for them to apply their information and communication technology skills to support learning.

Having focused successfully on improving achievement in English, the school is now turning its attention to mathematics where the pupils' progress is slightly slower. The teaching of computational skills is secure, but pupils do not have sufficient opportunity to apply their skills to investigations and solving problems.

More effective use is being made of assessment to support learning. Pupils are clear about how well they are doing and what they should do to meet their targets. Assessment information is used well by teachers to plan activities to meet the needs of pupils with special educational needs and/or disabilities.

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Pupils are known well as individuals, enabling the school to tailor its support closely to each one's needs. This is particularly effective in supporting potentially vulnerable pupils and their families and is enhanced by the school's close links with outside agencies.

Pupils say how safe they feel in school and speak highly of the way adults including the 'Rainbow Room' mentor, deal with their worries. They understand how to keep themselves safe and understand the dangers associated with the use of the internet.

Pupils are fully aware of the factors enabling them to stay healthy. They and their parents agree that the school encourages them to exercise regularly and recognise the features of a balanced diet. They demonstrate their commitment by participating in a wide range of sporting activities made possible by the expertise of specialist coaches and recognised by national awards.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate the pupils' progress by:
 - engaging and challenging the pupils' thinking through more skilled questioning
 - providing more opportunities for pupils to apply their mathematical skills to solving problems and undertaking investigations
- Develop the curriculum so that pupils improve their key skills including in information and communication technology, their creative thinking and enquiry skills across different subjects.

Outcomes for individuals and groups of pupils

3

Pupils enjoy school and are keen to learn. They respond well to their teachers and their good behaviour contributes to the calm atmosphere in classrooms. When learning is most effective, particularly in the higher age groups, pupils work with interest and a determination to do well. Most pupils concentrate well in lessons, and persevere with tasks even when they find them hard. Learning is less effective and the pupils lose interest when teachers do not involve them in lessons sufficiently by giving them the opportunity to work in groups or to discuss their ideas with each other.

All groups of pupils make similarly sound progress and there are no patterns to any differences in attainment. Inspection evidence shows that more pupils than in 2010 are on track to at least meet national expectations by the end of Year 6, particularly in mathematics. While there is some sharply focused individual support for pupils with special educational needs and/or disabilities, their learning is less effective when they become overly dependent on adults.

Pupils have a good knowledge of the main components of healthy living and appreciate the value of friendships in raising their self-esteem. They are proud of their school and their contribution to developing it as a harmonious community. They are starting to understand their place in the wider community and how they can make a positive contribution to the lives of others, such as by sponsoring the education of a boy in Kenya. Music and sport play a major part in the pupils' lives. Pupils are curious about others and

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are interested in learning about different religions and cultures. They are reflective and thoughtful about their actions and the impact these might have on others. The pupils' behaviour is good around the school and they are considerate towards each other. They are polite, show respect for adults and form trusting and lasting relationships with each other.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Learning is carefully structured to build on what has gone before. The team of additional adults is mostly deployed well to support individuals and groups of pupils in meeting their targets. This is of particular benefit for pupils with special educational needs and/or disabilities, but the individual targets for the more-able pupils are given less careful attention. The most effective teaching engages pupils through skilled and focused questions and provides opportunities for them to share ideas in discussion with others. However, this strategy is not adopted in all classrooms and pupils can lose concentration as a result.

Pupils are very aware of how well they are doing and the steps they can take to be more successful. Teachers make clear the purpose behind the activities they are doing and their marking not only gives clear steps for improvement but also time for the pupils to tackle their teachers' comments.

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The wide range of clubs are well-attended by pupils from across the school. Educational visits are becoming more frequent and those to museums are linked closely to learning in history. Visitors to school further enrich the pupils' experiences, including a mother with a newborn baby to show how we grow and change. The curriculum has not been adapted to make it more interesting for the pupils by strengthening links between subjects. Although teachers use new technology to enhance their teaching, pupils are not given enough opportunity to use their information and communication technology skills extensively and the potential of the investment in the new computer suite is not being fully realised.

The school provides a caring and supportive environment for pupils, particularly where circumstances make individual children vulnerable. The close relationships with families mean that appropriate members of staff have a good understanding of the circumstances of pupils and their families, using this to target guidance and support effectively to meet individual needs. The rigorous procedures to reduce absence have led to a considerable improvement in attendance over the last year, although only to an average level. This is partly because the school has not been successful in encouraging a small number of parents and carers to see the importance of regular attendance. Thoughtful transition arrangements enable pupils to settle in quickly, especially those joining mid-year, and to move smoothly through the school and into the next stage of their learning.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The staff team is pulling together in support of the headteacher's drive to break down barriers to learning so that pupils get the best possible start to their education. There is a strong and shared commitment to promoting equality of opportunity and improving the quality of teaching. There are many examples where monitoring and support have led to the improved performance of individual teachers. The variety of strategies to monitor performance gives senior leaders a clear picture of each teacher's qualities, from which to base further training including working together to share expertise and improve practice.

Governance is satisfactory. Governors support school developments but do not always challenge the school to do better. The governing body ensures that safeguarding arrangements are robust, implemented rigorously by staff and their impact carefully evaluated. Procedures include careful checks on staff and a regular scrutiny of the site.

Various actions are undertaken to promote wider community cohesion including reaching out to families, but their impact has not always been evaluated and the information used to plan the next steps to be taken. The school's cohesiveness is an indication of its success in tackling discrimination. By carefully evaluating assessment and other data, the school is

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able to identify any differences in the performance or participation of different groups of pupils and take effective action to close gaps.

The headteacher is strongly committed to partnership working by bringing in expertise not otherwise available to extend the opportunities provided for the pupils and to support their welfare. He has also committed the school to forging an ever stronger partnership with home, by reaching out to all groups represented in the school. The partnership between school and home is strong and productive, particularly in helping parents and carers to support their children's learning.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enjoy the wide range of activities provided in the Reception class and make good progress across nearly all areas of learning from skills below those expected for their age on entry. They work well together and are also developing the capacity to make their own decisions and initiate aspects of their learning. Children understand the class routines and by their actions, show how very safe they feel when working inside or outdoors. They enjoy constructive relationships with the adults.

Children's needs are carefully assessed and, along with their interests, are taken into account when planning activities for the inside area. Adults work closely with individuals and groups to teach basic skills and extend their personal development. There is an appropriate balance between activities led by the adults and opportunities for the children to plan their own activities. Improved use is being made of the outside area.

Unfortunately, restrictions because of building work reduce its effectiveness and currently limit the opportunity for learning to flow smoothly between inside and out. In addition, activities provided outside do not always have a clear purpose and so limit their impact on the children's learning and physical development.

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The well-qualified team works together to support the children's development and to pay rigorous attention to safeguarding their well-being. Considerable improvements have been made to the indoor classroom, by providing more interesting and well-resourced activities. Self-evaluation increasingly takes into account the views of parents and children in helping to identify priorities for the further development of provision. Because of the close links with home, the adults have a clear understanding of the children and their circumstances, which accounts in part for the smooth and untroubled start the children make to their time in Reception.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A smaller proportion of parents and carers responded to the questionnaire than is usual, although the level of satisfaction is above average in response to most questions. The inspection evidence supports their positive views particularly that their children are helped to adopt a safe and healthy lifestyle. Inspectors investigated concerns about how well the school is led and managed, concluding that this has improved and is now good. The concerns of a small number of parents about how well the school manages behaviour were also investigated through discussions with staff and pupils. Inspectors concluded that behaviour is good. This reflects the views of the majority of parents and carers who responded to the questionnaire.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kendall Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 34 completed questionnaires by the end of the on-site inspection. In total, there are 158 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	56	15	44	0	0	0	0
The school keeps my child safe	17	50	17	50	0	0	0	0
My school informs me about my child's progress	18	53	13	38	3	9	0	0
My child is making enough progress at this school	17	50	14	41	3	9	0	0
The teaching is good at this school	17	50	12	35	5	15	0	0
The school helps me to support my child's learning	15	44	18	53	1	3	0	0
The school helps my child to have a healthy lifestyle	15	44	19	56	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	35	17	50	3	9	0	0
The school meets my child's particular needs	10	29	20	59	3	9	0	0
The school deals effectively with unacceptable behaviour	17	50	10	29	6	18	0	0
The school takes account of my suggestions and concerns	14	41	13	38	6	18	0	0
The school is led and managed effectively	18	53	9	26	4	12	0	0
Overall, I am happy with my child's experience at this school	19	56	12	35	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



23 March 2011

Dear Pupils

Inspection of Kendall Church of England Primary School, Colchester, CO1 2HH

Thank you all very much for your friendliness and help when we visited your school recently. We judge that Kendall Church of England Primary is a satisfactory and improving school. You clearly enjoy school and your teachers take good care of you and keep you safe. Your behaviour is good and we were impressed by the way you try hard to stay fit and healthy. You make a valuable contribution to the life of the school and help newcomers to settle in quickly. You are also very aware of how to stay safe.

The youngest children get off to a good start in Reception. The rest of you make satisfactory progress during your time in school, learning the skills you need for the future. The majority of you reach the levels expected of you by the time you leave Year 6. Those of you who find learning more difficult also make satisfactory progress because of the support you receive.

The three things in particular we have asked the teachers and other adults to do in order to make the school better are to:

- improve the way their questions challenge you to think more
- provide you with more investigations and problems to solve in mathematics
- provide more interesting learning experiences so that you can develop your enquiry skills and give you more opportunities to use computers in lessons.

You can play your part in helping the school to get even better by continuing to work hard and improving your attendance further. Well done for showing such pride in your school and in your achievements.

Yours sincerely

Martin Beale

Lead inspector

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