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13 June 2007

Mrs Sadler
The Headteacher
Kendall Church of England Primary School
Recreation Road
Colchester
Essex
CO1 2HH

Dear Mrs Sadler

Ofsted Monitoring of Schools with Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on 12 June 2007, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my thanks to the all staff, pupils and governors.

This letter will be posted on the Ofsted website.

As a result of the inspection on 7-8 November 2006, the school was asked to:

- raise standards for all pupils, and particularly for those who are more able;
- improve teachers' planning to provide a more accurate match of the work to pupils' needs;
- ensure teachers use marking more effectively to identify the regular, common errors in pupils' work which are creating barriers to progress;
- ensure that subject leaders have a clear understanding of what they need to do to improve achievement and standards in their subjects.

Having considered all the evidence I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievements.

The provisional results and teacher assessments of the 2007 national tests at Key Stage 2 indicate that good progress has been made in raising standards and the pupils' achievement. These provisional results also indicate that targets previously set for pupils at the end of Key Stage 2 are likely to be exceeded and this has been especially so in mathematics. The achievement of more able pupils is now much better and is particularly good for the older pupils where learning is vibrant and challenging. These pupils are increasingly encouraged to work more independently and solve problems for themselves. It is now very noticeable that pupils are

responding very well to the consistently good teaching observed in several classes and this is making a significant contribution to their overall level of achievement.

The quality of teaching and learning is now satisfactory, with an increased proportion of good or better teaching. There was no evidence of inadequate teaching and learning observed during my visit. However, some inconsistencies still remain where teachers do not make explicit links for pupils between the planned learning intentions and the outcomes expected by the end of the lesson. The overall quality and consistency of teachers' planning is now good and work is being effectively matched to the different needs of pupils. Teachers have higher expectations of what pupils can achieve and good levels of challenge are provided for more able pupils in most lessons. All staff use resources and the interactive whiteboards well to make lessons interesting and illustrate key teaching points. A very positive climate for learning has been established and displays around the school and teaching areas effectively celebrate the work of pupils and show them what can further be achieved.

The quality and consistency of teachers' marking is good overall, with examples of outstanding practice evident. Comments in books praise pupils' effort and carefully indicate what they need to do next to improve. In the best examples, pupils enter into written dialogue with the teacher and demonstrate clear improvement in their next piece of work. Procedures for assessing the pupil' progress are robust, thorough and applied consistently well across the school. Teachers tell pupils what is expected by the end of each lesson and many pupils have good knowledge of their targets in English and mathematics.

Subject leaders now demonstrate a clear understanding of their respective roles and responsibilities. They are playing an increasing role in monitoring their subjects and as a result are gaining a better understanding of pupils' achievements. The new senior management team shares a clear vision for the school. It knows what needs to be achieved next and the school has good capacity for further improvement. Governors have a good understanding of the school's strengths and areas for further improvement. They are playing an increasingly prominent role in effectively monitoring the work of the school.

Good levels of support from the local authority have been sustained and it has been effective in moving the school forward.

I hope that you have found the visit helpful in promoting improvement in your school.

I am copying this letter to the Secretary of State, the chair of the governing body and the Director of Children's Services for Essex.

Yours sincerely

Philip Mann
Her Majesty's Inspector