

Kendall Church of England Primary School
Prospectus 2026 - 2027





Our School Vision

In Christ we have plans that our children should prosper and thrive, offering them hope and a future.

We nurture creativity and confidence, and develop knowledge and understanding through a curriculum designed to promote purposeful learning wrapped in awe, wonder and respect for one another and our treasured environment; that all can live together in peace.

Our relationships with one another and nature are born of kindness, compassion and friendship; they are cherished and dwell in our hearts through faith, and like the trees in our forest, are rooted and grounded in God's love.

Welcome to Kendall Church of England Primary School

We are set in our own woodland area in a quiet part of Colchester and provide a calm and positive environment for children to learn and develop the skills they need to be successful in the next stage of their education.

We hope that our prospectus gives you an insight into how we try to provide the best possible education that we can for our children. You will see from our vision that our aim is to develop the potential of every child academically, personally, socially, creatively, physically, morally and spiritually. To do this we work closely with parents and carers, our local church and diocese and the wider community.

Our November 2023 Statutory Inspection of Anglican and Methodist Schools said that at Kendall:

- The deeply embedded Christian vision enables pupils and adults to flourish.
- The Christian vision supports leaders in creating a culture in which everyone is valued and are able to live well together.
- Pupils thrive in the natural environment at Kendall where they have opportunities to develop their confidence, team building, resilience, and communication skills.

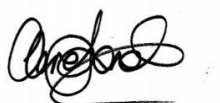
In June 2025 Ofsted found that:

- Pupils love coming to this warm and welcoming school. They are happy, safe and well supported.
- Pupils embody the school's values, including friendship and respect, in everything they do. Pupils' behaviour is exemplary. They rise to the very high expectations set by staff and are determined to do well.
- The school's curriculum is ambitious in every aspect. Its intention is to promote 'purposeful learning wrapped in awe, wonder and respect'. This ambition is fulfilled with pupils developing deep knowledge and understanding across all subject areas.

Since 2016 the school has managed a woodland adjacent to the site and this has sent the school on a new journey as a centre of excellence for outdoor learning. Our PTA work hard to run enjoyable events for our children and to improve facilities for them. For example, they raised money to buy our outdoor classroom to complement our commitment to outdoor learning and our Forest Schools provision. They have purchased climbing harnesses and helmets for our high ropes activities and are currently raising money to purchase resources for Learning Outside the Classroom.

You can find out more about us through our website: www.kendallprimary.co.uk. You are also invited to make an appointment to come and see us during our open days, if you have not already done so.

Kindest regards,



Mrs Clare French
(Headteacher)

Address:	Kendall CE Primary School Recreation Road, Colchester, CO1 2HH
Telephone Number:	Colchester (01206) 794634
e-mail:	admin@kendall.essex.sch.uk
Status & Character:	Church of England Primary School (Voluntary Controlled)
Published admission number:	210
Number intended to admit:	30
Headteacher:	Mrs C French
Deputy Headteacher:	Mr L Barrett-Rodger
Teachers:	Mrs J Van Evelingen (Mrs Van) Mrs A Porter Mrs R Mulvey Mrs O Surguy Miss A Johnson Mrs K Reeves-Rowe Mrs V Ward Miss J Spence
SENDCo and Pastoral Manager:	Mrs J Smith
Learning Support Assistants and Mid-day Supervisors:	Mrs E Goodchild (QTS), Miss G Ellis, Miss M Goodwin, Miss A Doohan, Miss C Hamilton, Miss L Mansfield, Ms J Thomas, Mrs J Edney (QTS), Miss S Chisnall, Miss A Harvey
Forest Schools Team:	Kelly Caterpillar, Lucia Lark and Matthew Magpie
Office Manager:	Mrs S Gloc
Office Assistant:	Mrs D Randall
Site Manager:	Mr A Goodman
Head of Kitchen:	Mr J Copp
Kitchen Assistants:	Mrs T Wilce and Mrs M Lane
Breakfast Club:	Mrs T Wilce and Mrs M Lane
Cleaning Staff:	Mr A Goodman (Site Manager) & Mrs M Lane

Admissions Arrangements

Essex County Council is responsible for handling all applications for admission to our school. You can find out whether you live in the school's 'priority admission' or 'catchment' area by entering your address into the following website: www.essex.gov.uk/admissions

Our admission policy is as follows:

There is no guarantee of a place for children living in the priority admission area. In the event of over subscription places will be allocated using the following criteria in the order given:

1. Looked After Children and previously looked after children (as defined the Primary Education in Essex booklet, see - www.essex.gov.uk/admissions
2. children with a sibling attending the school;
3. children living in the priority admission area;
4. remaining applications.

In the event of oversubscription within any of the above criteria, priority will be determined by straight line distance from home to school, those living closest being given the highest priority. Pupils who cannot be admitted to Kendall C E Primary School will be offered admission to the nearest available school, taking account of parental preference and the admission criteria for those schools.

Admission to Kendall Primary School is administered centrally and impartially by the Planning & Admissions Section of Essex County Council. Applications for places in Early Years Foundation Stage (EYFS) for the beginning of the new academic year are now usually made on-line. Essex County Council sends out information to parents in October of the preceding year. Provided families are registered with a local doctor the information will be transferred automatically from the Health Authority to Essex County Council and no action should be necessary on the part of the parents. Parents of children due to start school in September who do not receive the Common Entry Form by the previous October should contact the Planning and Admissions Section at PO Box 4261, County Hall, Chelmsford, CM1 1GS or telephone 0845 6032200.

Applications for admission other than to EYFS at the beginning of the academic year should be made on the Mid-Year Admission Form which is available through Essex County Council's website.

Parental Involvement

Arrangements for parents to visit the school

Parents are warmly welcomed to visit the school to meet the children and staff by appointment later in the autumn term. We also recommend visiting our website where there is lots of information hyperlinked in the welcome on the home page. If you have further questions once you have looked through our prospectus and website, then please email them to the admin address that you will also find on our homepage.

Parent Teacher Association

For many years now the PTA has been raising money for Kendall School by organising School Discos, bake sales and Christmas Fairs, Easter Egg hunts, School Quizzes and anything else we can think of that is fun for the children (and adults) and raises money. We have also built up a number of sponsors in the town that kindly donate prizes for our raffles.

The PTA has done an amazing job in raising over ten thousand pounds for an outside classroom for our children.

If you feel you may be able to spare some time to support our PTA, help at events or have any ideas for raising much needed funds we would be very happy to hear from you.

We look forward to meeting you at the next event or at the PTA meeting (look out for dates on the school notice board or newsletter), or for more information please contact the school office.

Parent Helpers

Parental help is most welcome in school and is offered in many ways. Parents assist when extra supervision is required (e.g., on visits or swimming). Some parents enjoy hearing readers, others help out at Forest School. Some parent helpers come regularly, others volunteer their services as the need arises and others wait to be asked. If you fall into any category, please make us aware of your talents so that the children can benefit from your interest and support. Parents and other helpers who come into regular contact with children in the school will be required to undergo enhanced DBS checks.

Security and Safety

All visitors are requested to report to reception, which is clearly sign posted. We have CCTV on the school grounds which records 24 hours a day. A security badge system operates in the school. On the private road leading up to the school (part of Recreation Road) parking enforcement cameras operate. Please be aware of this and park away from this road and the school. **Parent's vehicles are not permitted on site at any time. There are also parking restrictions along the access road which are traffic camera controlled and cars stopping along this road at any time will receive a fixed penalty notice.**

The History of Kendall School

In 1890 Kendall School was founded to provide education according to the principles and practices of the Church of England in the New Town Area.

The school transferred to its current site in January 1976. Kendall's position is unique, sheltered and compact, with many mature trees, grassy banks and borders, which are well maintained.

Each class has their own well-resourced classroom. Children sometimes work individually or in small groups in other designated areas. Our school hall is well equipped and is used for PE, worship and dining. We have developed our grounds so that children benefit socially and educationally from our unique site.

Our position as a voluntary controlled church school is important to us and our families. Our Vision Values of Friendship, Compassion, Forgiveness, Peace, Thankfulness and Respect run through all that we try to do for our children and their families. Our local Church of England vicar takes assemblies each term and we have special celebrations in the C3 community church at Harvest, Christmas and Easter.

Kendall CE Primary School Governing Body

The Governing Body is made up as follows:

Name	
Clare French (Headteacher)	
Vacancy	
Louise Brown	
Anna Davis	
Vacancy	
Adrian Lyons	
Esther Feltham	
Jane Smith (Staff Governor)	
Adrian Lyons	
Eleanor Church	
Iris Goddard	

Clerk to the Governors: Mr P Freeman, 2 Mellis Road, Thrandeston, Diss, IP21 4BU

The Chair of Governors may be contacted via the school.

Our School Day

The structure of the typical school day is as follows:

08:35 to 8.45	Children enter school building
08:45 to 8.50	School Day begins with registration for all Year Groups
08.50 to 10:30	First Learning Session
10.30 to 10.45	Morning Break (KS1 and KS2)
10:45 to 12:00/12.10	Second Learning Session
12:00 to 13:00	Lunchtime, for KS2 this starts at 12.10
13:00 to 13:05	Afternoon registration
13:05 to 15:15	Third Learning Session
14:25 to 14:30	Afternoon break for KS1 if taken by class teacher
14:45 to 15:00	Collective Worship
15:15	School ends for all Year Groups.

We also run a 'Breakfast Club' starting at 8 o'clock in the morning for any children that wish to attend. The charge is £15.00 per week from 8.00am or £25.00 a week from 7.30am, which needs to be paid in advance or £7.50 for a 'one-off' day.

Children enter the school building from 8.35am and must be in the school building by 8.45am. Parents are requested not to allow their children on the premises before 8.35am, unless they are attending the Breakfast Club.

We ask all parents to ensure that children are at school in time for a prompt start to each session. If a child is late for a session, they must be taken to the school office to register.

If children have medical appointments during session times, parents are to collect them from the school office, however we would strongly encourage parents to make appointments outside of school hours wherever possible.

As parking is a continual problem, and parents' inconsiderate parking puts all of our children's safety at risk, we remind parents bringing their child to school by car, to park in the public section of Recreation Road or Port Lane, or the Recreation Carpark (for which we have free parking permits that can be collected from the office) and not to drive down to the school gates. The private road leading up to the school (the privately owned part of Recreation Road) has parking enforcement cameras in operation. Please be aware of this and park away from this road and the school to ensure you are not issued with a fixed penalty notice. This ensures that children arriving by foot or by bicycle can do so safely.

Parent's vehicles are not permitted on the school site at any time.

Once on the school pathways, all children must keep to the paved areas, and must not climb or walk on the grassy banks, as these can be slippery and dangerous. They must also not be permitted to climb on the blue railings or brick walls of the sloped paths.

The Teaching Organisation

Children are arranged in classes throughout the school according to their age. The teacher for each class is responsible for the children's work, although there may be times when children work with learning support assistants and other teachers in other parts of the school. Teaching is organised according to the nature of the activities and the needs and abilities of the children.

We have seven classes; one for Foundation Stage (Reception), two for Key Stage 1 (infants - years 1 and 2) and four for Key Stage 2 (juniors - years 3, 4, 5 and 6).

Parent/Teacher Consultation

A system of consultations for parents has been established. Parent consultations take place in the Autumn term and the Spring term. During these terms we offer consultations after school and in the evening. We will send letters home in advance to explain how you can book appointments for these parent consultations.

Teachers are happy to meet with parents who are unable to attend during normal school hours by prior appointment on evenings when the school is open.

If problems or queries arise making a further appointment necessary, please contact the school office for advice. The Headteacher is always happy to speak to parents, however quite often the class teacher for your child is the best person to contact in the first instance. Please telephone the school office for an appointment.

School Curriculum & Organisation

At Kendall we believe our exciting curriculum is broad and balanced and gives children many additional entitlements beyond the national curriculum, for example in Forest School and in our celebration of events such as Parliament Week and LGBT history month. Where relevant, we like to take as much learning outside the classroom as we possibly can. We make the most of our 2.6 hectares of woodland and outdoor space during lessons as we believe that giving children a holistic learning experience benefits children in multiple ways.

Our Curriculum is arranged over four quarters:

Q 1 – 10 weeks Q2 – 10 weeks Q3 – 10 weeks Q 4 – 9 weeks

From EYFS to Year 6, we have organised our curriculum topics into these quarters to give the children a balanced curriculum that also meets the statutory requirements of the National Curriculum. We have maths sessions daily and our Quarters allow us to give equal depth of coverage to each of the non-core subject areas. We teach English, most notably writing, through all of our different topic areas and cover each genre while linking content back to what the children are already learning across the curriculum. This means that the children are learning in context, they can make meaning and apply learned skills across multiple

subject areas. The children have opportunities to read with the class teacher each week, either individually, or usually in small groups, where they work on phonics or decoding skills, discussing new vocabulary and comprehension skills. The texts the children use are often linked to the topics being studied.

At Kendall we do not believe that different subjects should be taught in isolation to others. Other than French (which is taught discretely due to the nature of the subject), Coding, Music and PE (which have obvious timetabling restraints) and Maths, (which is taught both discretely and wherever possible in a cross-curricular way to re-enforce concepts) the curriculum is taught in 'blocks'. This means that a class may study the whole science topic for the quarter every day over the course of one or two weeks. Their 'Learning Journey' will then link to other subject areas and the class teacher may then choose to teach a week of geography, followed by a few days of art, or design technology, etc. By teaching in this way, the children can learn about a subject at great depth and their classroom can become an immersive space for that learning – materials, equipment and tools can be on hand for the whole block of study. When teaching to a restrictive timetable, once you have got all the resources for the lesson out, time is often short and before you know it, it is time to put them all away again! By teaching in blocks, we avoid this, while steering the learning towards what the children are really enjoying and interested in learning about.

An example of the way block teaching works particular well as a 'Learning Journey' can be seen for a Year 5 example of how Q1 might look below:

Science Topic > Human Body & the Circulatory System

Sparkling Start > Writing inspired by Rembrandt's 'The Anatomy Lesson of Dr Tulp' (Art history) studying characterisation and setting the scene by acting out the scene (Drama) and writing about what is happening from the characters in the painting's point of view (English fictional writing) > Introduce the concept of medicine and medical advance over time and introduce a timeline of key events (theme in British history) > Use of Bill Nye The Science Guy's episode on the heart and circulatory system (visual Literacy) to learn to take notes effectively (English writing) and about the circulatory system (Science) > write an information text about the circulatory system (non-fictional writing) > Plan and carry out an investigation on heart rates and the effect of exercise (science investigation, cross curricular maths data handling) > Design and make a revision t-shirt about this topic (Art, Science, DT) write the advert for this product (persuasive writing) > Health and the human body – the effect of drugs and alcohol on the body (Science , PD) healthy eating (Science, PD) > design two healthy eating dishes (Food technology) > send home with a survey for parents to complete > use survey results to conclude which is better (maths data handling) and design packaging for best product and advert using design software (Design technology, art and computing) > Darwinism, evolution and inheritance of humans (science) and the different moral and religious viewpoints of Christian and Hindu creation stories > compare parts of musical composition to the circulatory system (music, science) e.g. Beat of drum & heartbeat, exercise & tempo compose own music inspired by all that has been learnt (the circulatory system or creation stories for example, and perform to parents – fabulous finish!

By teaching all of these subjects in a fragmented way – an hour here and 30 minutes there – the learning would be disjointed and creativity and enjoyment restricted. Spending time moving from the ‘sparkling’ starting point to the ‘fabulous’ finishing point through a learning journey, supports children to understand key knowledge and practise key skills at length and depth across the range of subject areas. Not all subjects within each quarter on our curriculum map link as well as this example, but wherever possible, teachers will plan to make meaningful links and complete one subject block before moving pupils onto the next.

Our pupils record the majority of their learning in one ‘Learning Journey’ book. This is so that they can look back at previous work to make meaning, see what they have achieved before and what next steps they need to make progress, improve their attainment and celebrate their achievements (for example where learning targets have been met). It is a valuable learning tool to have the learning journey in one place, rather than spread across several unrelated books that do not get looked at one week to the next.

All the pupils at Kendall have a Forest School entitlement. While one half of the class are at Forest School, the rest of the class are taught by the class teacher who focuses in on this opportunity for small group teaching to move the children on in their learning. Meanwhile, the children at Forest School have access to activities that build their resilience, self-control, confidence and self-esteem. In all they do they are encouraged to take part as a team, which improves their collaborative learning skills and to be active outdoors, which promotes both physical and mental well-being.

We have designed our curriculum to give the children exciting opportunities to study at depth across the curriculum while developing a love of learning that will see them ready for secondary school and prepare them for a bright and wonderful future!

Homework

Reading: At least 5 reads at home each week, ideally with an adult. At KS1 parents/carers are expected to sign their child’s reading record. At KS2, parents/carers can sign the reading record or your child must write a sentence in the reading record each time they read summarising what they have read to demonstrate what they have understood. All children who complete 5 reads will be entered into our weekly reading raffle. The reading raffle runs Friday to Friday. All other homework is set on a Monday and needs to be completed by the following Monday.

Times Table Rockstars: The children are expected to complete 5x1min sessions per week from in Year 1 (Easter) to Year 6. Their login details can be found on the inside cover of their Home School Diary. Obviously, the more sessions they complete the more confident they will become in maths lessons at school and this will help with their statutory times table test in Year 4. There is no upper limit to what can be completed!

Weekly spellings: Set on a Monday and words will be tested the following Monday. It is *essential* that these words are practised throughout the week at home. These are stuck into your child’s reading record.

Documentation

All policies and documents relating to the curriculum and other aspects of school life can be seen on request to the Headteacher at the school. There is a publications scheme, a copy of which is available from the school office.

Pastoral Care & Discipline

Our school is a Christian community in which behaviour is based upon mutual respect, tolerance and consideration for others. The class teacher, who knows each child well, is responsible for the care of the children in class. **If parents do have a concern, then it is usually best to see the class teacher in the first instance.**

The school has a behaviour policy, which can be found on our school website, that outlines the standards of behaviour we expect to see in school. We have a variety of rewards the children can receive from positive praise through team points, stickers and to Golden Awards and Headteacher Cups.

In exceptional cases the Headteacher may suspend a child from the school for a fixed period of up to 45 days in an academic year or may propose permanent exclusion.

We expect children to respond positively to sensibly imposed discipline and encourage them to acquire an increasing degree of self-discipline as they mature.

Special Educational Needs & Disabilities

Some children may, at some time, have Special Educational Needs or a disability which may cause action to be taken which is solely appropriate for that child. It may be of an academic nature related to a child's studies or it may be related to matters which are affecting a child's performance in school, their health, or their behaviour.

Parents play an important part in these circumstances and are relied upon to work with the school in a partnership which most benefits the child. We offer parents, who have children with Special Educational Needs, regular review meetings.

Occasionally, we require additional guidance on how to meet a child's needs more effectively. In such cases parents are further consulted and with their consent help and advice is sought from an appropriate agency.

Our **Special Needs Co-ordinator** (SENCo) is Mrs Smith and she is able to give advice and guidance as well as expert help to class teachers and parents. There are a number of teaching assistants in school and they also give support to children under the guidance of the SENCo and the class teachers.

Record Keeping, Profiling & Assessment

Like all schools, Kendall has an efficient and effective method of curriculum planning to ensure that the delivery of the curriculum in the classroom is tailored to the needs of the pupils, and to ensure that the very best standards of teaching are applied. At Kendall, assessment is divided into 4 quarters for assessment purposes.

Each child is individually assessed to make sure that their progress and improvement, not only through each year stage but over the entire 7 years at the school, is on target and is relevant to that child. Every Quarter, teachers meet with Senior Leaders to discuss the progress and attainment of every child in their class and how this can be sustained and improved.

Statutory end of key stage test results are sent out to those parents of children in Key Stage 1 (Year 2) and Key Stage 2 (Year 6) that sit their assessments, and are published as a key indicator of the effectiveness of the school as a whole. SATs are government directed assessments. The Year 1 phonics check results are also reported, likewise the Early Learning Goals of the children at the end of the Foundation Stage.

Parents and carers are most welcome to view and discuss the targets set for their child, either with the class teacher or with the Headteacher.

General Data Protection Regulations (GDPR)

Guidance on GDPR is available on the school web site www.kendallprimary.co.uk or from the school office.

National Curriculum Assessment Data

Our most recent attainment data can be found at <https://kendallprimary.co.uk/ofsted-data/>

Charging Policy

The governors have agreed to adopt the County's advice on charging for school activities. The principle of the 1988 Education Reform Act is that activities that take place in the school session are free, with the exception of individual tuition on instruments. The school will ask for voluntary contributions when necessary. There is no obligation to pay but certain activities may be cancelled if insufficient contributions are made. Activities that this might include are theatre visits, class outings or performing groups visiting the school. The full policy is available for inspection in the school.

We believe that trips out and visitors to the school enhance children's education and hope that parents will continue to support educational visits and other activities.

Dealing with Your Concerns

Concerned or Worried?

We hope that all parents and carers will feel able to talk to their child's teacher at any time to discuss any matters of concern that they may have over the education or wellbeing of their child, whether that be inside or outside of school.

However, we understand that in some cases, it may not be possible, or practical, to talk to the teacher, in which case please feel free to contact the office to make an appointment to see the Headteacher who will be happy to talk to individuals and hopefully resolve any issues in a sensitive and timely fashion.

In the most serious cases, if the issue still has not been resolved, then parents and carers are most welcome to write to the Chair of Governors at the school, who will endeavour to respond as quickly as possible to the situation.

A full copy of the formal Complaints Policy can be obtained from the school website, although 24 hours' notice may be required if a hard copy needs to be provided.

School Meals

Hot School Meals

Hot school meals are provided from our school kitchen. Lunches are cooked on the premises. All children in Foundation Stage, Year 1 and Year 2 are entitled to a free hot school meal, for children in years 3, 4, 5 and 6, the cost of a school meal is £2.75. A menu is displayed in the entrance foyer. Vegetarians and special diets are catered for; please ask at the school office for details. In addition to the published menu, we also have special themed meals, often relevant to events in school.

We would ask that all dinner money be paid via School Gateway when due, or before 9:30am on the day the meal is required.

Free school meals are available for families in receipt of certain benefits, including Universal Credit at the qualifying rate. Please contact the School Office if you believe you may be eligible.

By registering for Free School Meals, even if your child is in EYFS/KS1 and has a universal free school meal, the school will receive a pupil premium grant to support your child's learning, so it is always worth applying for!

Homemade Packed Lunches

In preparing packed lunches parents are asked to provide **non-fizzy cold drinks** only in spill proof containers. Water is freely available in the dining room. **No glass bottles, hot drinks (or soup) or cans** are allowed in the packed lunches. **No food items containing nuts (including sesame seed products)** are allowed in school because for those children with allergies, allergic reactions including anaphylactic shock can be severe and life threatening. We also ask that **chocolate spread is not used in sandwiches as many of these have a nut**

content. Chocolate bars and sweets must be avoided. If children bring grapes or cherry tomatoes, please ensure that these are cut in half as they are a serious choking hazard when left whole. We encourage parents to only provide healthy homemade sandwich meals for their children and to talk to their children about this.

Break Time Snacks

Children in Years 1 to 6 may bring a mid-morning snack to school. **Parents must not send nuts, crisps and sweets (including chewing gum) and must avoid chocolate snacks.** Children in the Foundation class are provided with a snack and drink in “snack time”. Foundation, Key Stage 1 and Key Stage 2 children receive fruit or vegetables daily through the School Fruit & Vegetable Scheme that is supplemented by the school kitchen and there is no charge to parents for this.

Equipment

Children are provided with all the tools, equipment, materials and books they need.

No child at the school is required to have a ruck sack or back pack in any phase of their education. **We actually much prefer it if children do not bring ruck sacks into school at all.** This is because the children's coat pegs are mostly in corridors and with PE kits, packed lunch boxes, changes of clothes for forest school, coats, scarves, hats and on top of that ruck sacks or backpacks, quite often it all ends up on the floor where children pass through our busy corridors, accidentally and unavoidably knocking things off the pegs. This then gets kicked along the corridors, damaging property, getting lost and creating a trip hazard and blocking entrances/exits which is a fire hazard. The potential to have 210 rucksacks in our small school's narrow corridors is clearly something we would really rather not have for the safety of our staff and your children. We would be extremely grateful if you could support us with this and only allow your child to bring in their book bag and packed lunch boxes, both of which we have storage boxes for to keep the corridors as clear as possible, leaving the coat pegs for hanging coats and PE kit bags only. On Forest School days, children can bring in their change of clothes in a named carrier bag, so that if they get wet and muddy their soiled clothes can be taken back home in that, without any damage being done.

Book Bags

We would like to remind you that all school library books must come to school in your child's book bag and **not in a rucksack**. This is to prevent any damage that can be caused when they are not kept in their proper book bags. When your child started school, they were given a free book bag. If these have become worn or unusable, new book bags can be purchased online through School Trends.

Mobile phones and internet-enabled smart technology are not permitted in school.

We would discourage children from bringing valuable or precious items to school as we cannot be responsible for lost or damaged property.

School Uniform

All Pupils are expected to wear school uniform. Parents need to ensure their child/ren wear uniform as detailed below:

Grey trousers or Grey skirt/pinafore (not cycling shorts or leggings)

Gold polo shirt

Blue/white checked dress for summer

Royal blue school jumper or cardigan (with logo)

Black flat soled shoes

School uniform gives children pride in their school and their possessions. It also eases recognition in and out of school and can give the school a good name in the community. School uniform also avoids unfair discrimination between pupils and provides a practical outfit for everyday wear at school. High standards in dress help to promote high standards in other areas such as discipline. It can ease problems for parents regarding arguments about choice of clothes and gives them the opportunity to provide clothes at reasonable prices.

Logo embroidered uniform can be ordered via My Clothing:

<https://myclothing.com/kendall-church-of-england-primary-school/11347.school>

or School Trends:

<https://www.schooltrends.co.uk/uniform/KendallCEPrimarySchoolCO12HH>

We also keep royal blue PE shorts in stock that can be purchased directly from the office.

Children so not have to wear logo embroidered uniform; generic uniform is also acceptable. If you have any queries relating to uniform please do not hesitate to ask at the office where they will be happy to assist you.

Parents must ensure that ALL clothing is clearly marked with their child's name.

Shoes

In view of the many flights of steps in and around the building pupils should wear a sensible, flat style of shoe (**not trainers or open toed sandals**). In wet and snowy conditions children are welcome to wear wellington boots and change into their school shoes when inside the building. This helps us to maintain the high standards of cleanliness in the school.

P.E. Clothing

P.E., including swimming, is a statutory subject and all children must take part unless there is a genuine medical reason for not doing so.

P.E. clothing is needed in school each day. P.E. kit the children need to wear is detailed below:

Royal blue shorts, white t-shirt, white socks and black plimsolls.

Children can wear grey tracksuits with white trainers for outdoor sports in winter months.

All pupils need a change of footwear for P.E. Parents are asked to check from time to time that this footwear is adequate for the child's requirements. It is helpful if younger children are provided with PE shoes without laces.

A draw string bag is required for each child to store PE clothing, **all of which should be clearly named.**

Pupils with pierced ears may wear **plain studs or sleepers only. Ear rings must be removed for Forest School, PE and games. Staff cannot assist children with this. Earrings may NOT be taped. Children should not wear any other jewellery, with the exception of a watch.**

Forest School & LOTC clothing

Forest School is timetabled weekly for all children. Your child will need to wear: suitable old clothes, waterproofs and wellies, please do not wear the wellies into school. We keep the children's wellies in the class welly sheds on site. Your child will be able to change into these when they leave for the woodland. They will also need to bring their school uniform in to change into after their sessions in case they get wet or muddy. We also recommend that children have long trousers or leggings and a light, long sleeved top in school to wear during outdoor lessons in the woodland, especially in the summer months. This is to avoid bites, scratches and stings from insects/plants. **Jewellery must not be worn.**

Please note that Forest School is a compulsory part of the curriculum at Kendall and that if your child is well enough to be in school then they will be expected to attend their Forest School session.

Health & Safety

Parking

PARENTS MUST NOT USE THE SCHOOL DRIVE AT ANY TIME. The main driveway and areas next to the gates must be left perfectly clear at all times, as should the private land on Recreation Road. Please help maintain good relations with all our neighbours by refraining from using Scarlett's or Woodlands driveways for parking or turning as this is not permitted. Using these privately owned areas, including the school drive, could lead to a fixed penalty notice. **PLEASE PARK IN RECREATION ROAD OR PORT LANE, WELL AWAY FROM THE SCHOOL OR COLLECT A FREE PARKING PERMIT FOR THE RECREATION GROUND CAR PARK.**

Insurance of Pupils

The LA (Local Authority) is insured in respect of its legal liability but for a claim to succeed the authority has to be found to have been negligent and/or in breach of some statutory duty. The authority does not have personal accident insurance for pupils and parents should make their own arrangements if they feel it is necessary.

Medical Matters

School Nurse & Medicals

From time to time the school nurse visits us for routine checks on pupils' sight, hearing and general health. Permission for such checks is normally sought when the child enters school and parents are not usually informed of these visits.

Medicine

Medicine should not normally be sent to school except in cases of asthma or similar conditions which require constant care. All inhalers for asthma should be clearly marked with the child's name and are kept in the classrooms. A record is kept of when inhalers are administered and asthma cards should be completed for pupils requiring treatment. Parents need to fill in a form the first time their child is provided with an inhaler by a doctor.

Parents may request the school administers medicine via a form available at the office. Our policy outlines what medication we will and will not administer. All medicine administered in school is at the discretion of the Headteacher. Any queries regarding school health should be addressed in the first instance to the Headteacher. When a child is ill in school parents are contacted in the first instance to discuss any further action to be taken.

IT IS ESSENTIAL THAT THE SCHOOL HAS AT LEAST THREE EMERGENCY CONTACT TELEPHONE NUMBERS. Please notify the school immediately of any changes.

Attendance

Regulations state that parents must inform the school of any reason for absence. **This should be by telephone before 9.00am on the first day of absence.** In the event of no call being received by 9.30am, attempts will be made to contact parents by phone or text. Any unexplained absences will show as unauthorised on the child's report and the police may be called to the family home to carry out a welfare check.

Under the Education (Pupil Registration) Regulations 2006, only the school (and not parents/carers) can authorise an absence. Where the reason for a pupil's absence cannot be established at the time the register is taken, that absence shall be recorded as unauthorised. If an exceptional reason for absence is provided by the parent/carers, the school may decide to grant leave of absence which will be recorded as authorised using the appropriate national code. Time off for a family holiday is not a legal right. All references to family holidays and extended leave have been removed, together with the right for parents to apply for up to ten days holiday during term time. Headteachers are no longer permitted to grant leave of absence during term time, unless there are exceptional circumstances. If the absence is not authorised and the holiday is taken anyway, the case will be referred to the Education Welfare Service who may issue a Penalty Notice for £160 (or £80 if paid within 28 days) to each parent for each child taken out of school.

Parents are asked to ensure that children are at school in time for a prompt start to each session. If a child is late for a session, they must be taken to the school office to register.

Safeguarding

We have a very clear policy for dealing with safeguarding, or child protection issues which could arise at home or in school. This policy is in line with Essex County Council's. If you have any safeguarding concerns about any of our children you should make an appointment to speak to the Headteacher at the first available opportunity. If the Headteacher is unavailable, speak to the Deputy Headteacher or our SENCo. Likewise, if we have concerns about your child, we will contact you and take any action needed and in accordance with our policy. Every school has a 'designated' person for safeguarding and in our school, it is the Headteacher. If they are not on site, it is the Deputy Headteacher or SENCO.

Our Safeguarding Statement

Safeguarding

Kendall Church of England Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, volunteers, parents and children to share this commitment.

We have a number of policies and procedures in place that contribute to our safeguarding commitment, including our Child Protection Policy which can be viewed in the Policies section of our website.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with their parents or carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

We actively support the Government's Prevent Agenda to counter radicalism and extremism.

If you have any concerns regarding the safeguarding of children at our school please speak to Mrs French or Mr Barrett-Rodger.

Compliments and Complaints

At Kendall we work hard to foster good relationships with families and our school community. Compliments are always very welcome! Occasionally, there may be time when you find that you have grounds to complain. We take all complaints very seriously. Parents/carers are reminded to use existing structures when making any complaint about the school or a member of staff. They are advised not to discuss any matters on social networking sites. If, during your child's time at Kendall Primary School, you wish to make a complaint, then you are advised to follow the school's complaints procedure which can be found on the school website. We recommend that all parents and carers refrain from using social networking sites to discuss sensitive issues about the school.

School Absence

The school takes robust action to address poor levels of attendance, including fining and prosecuting parents who allow their children to be persistently absent from school.

Transfer to Secondary School

Pupils transfer to secondary school at the end of Year 6. The majority of our school leavers attend St Helena School. We undertake a range of activities with St Helena School to support their transition to secondary school. Essex County Council sends information to parents with children in year 6, during the Autumn term, outlining how parents can apply for a secondary school place for their child. These applications are made online.

Equality Vision Statement

We aim to ensure that all children, their families, our staff and visitors will feel equally welcomed, valued and respected.

We recognise that:

- staff, children, families and visitors come from a range of diverse backgrounds
- all families have need and values that arise from their social, economic, ethnic, cultural and spiritual backgrounds
- children grow up in a variety of different family structures
- some staff and children have needs that arise from disability or impairment or that of a parent or carer

We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued
- promote difference
- include and value the contribution of all staff and families to our understanding of equality and diversity
- provide positive, non-stereotypical information about gender roles, family structures, ethnic and cultural groups and disabled people
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- challenge and eliminate discriminatory actions
- make inclusion and respect threads that run through all of the school's activities
- foster good relations between all communities

Our Equality Targets

Our equality targets are to:

1. Break down the barriers for children eligible for the Pupil Premium Grant in terms of Cultural Capital and range of associated vocabulary.
2. Diminish the difference between the proportion of boys and girls attaining greater depth in all areas.
3. Continue our work in celebrating difference across the school so that all of our children see themselves represented and accepted in the wider school community.

GDPR: How we use pupil information

We collect and hold personal information relating to our pupils and may also receive information about them from their previous school, local authority and/or the Department for Education (DfE). We use this personal data to:

- support our pupils' learning
- monitor and report on their progress
- provide appropriate pastoral care; and
- assess the quality of our services

This information will include their contact details, national curriculum assessment results, attendance information, any exclusion information, where they go after they leave us and personal characteristics such as their ethnic group, any special educational needs they may have as well as relevant medical information.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so. If you want to receive a copy of the information about your son/daughter that we hold, please contact the School Business Manager.

We are required, by law, to pass certain information about our pupils to our local authority (LA) and the Department for Education (DfE).

DfE may also share pupil level personal data that we supply to them, with third parties. This will only take place where legislation allows it to do so and it is in compliance with GDPR.

Decisions on whether DfE releases this personal data to third parties are subject to a robust approval process and are based on a detailed assessment of who is requesting the data, the purpose for which it is required, the level and sensitivity of data requested and the arrangements in place to store and handle the data. To be granted access to pupil level data, requestors must comply with strict terms and conditions covering the confidentiality and handling of data, security arrangements and retention and use of the data.

For more information on how this sharing process works, please visit: <https://www.gov.uk/guidance/national-pupil-database-apply-for-a-data-extract>

For information on which third party organisations (and for which project) pupil level data has been provided to, please visit: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

If you need more information about how our local authority and/or DfE collect and use your information, please visit:

- our local authority at <https://www.essex.gov.uk/your-council/your-right-know/Pages/Your-Right-Know.aspx>
or
- the DfE website at <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

In July 2025, our Year 6 students took part in the Gazette's 'School Takeover'. Read our articles on the following pages that tell you what it is like to be a pupil at Kendall from the students who came here.

School Takeover

Failing is a blessing in disguise

By AYLA KLOBUCAR



HAVE you – or someone you know – ever failed a driving test? Chances are the answer is yes.

Driving tests are among the most common challenges people fail. Recent data shows that about one million people encounter this problem each year.

And while it might sting in the moment, failure in this context doesn't mean someone is incapable – it simply means they're learning. Each mistake made behind the wheel, from misjudging a turn to forgetting a shoulder check, offers valuable insight into areas that need improvement.

While disappointing, such setbacks often set the stage for personal growth.

Now I want you to think about the mistakes you have made today or in the past week. If nothing comes to mind, it's likely you've been sticking to routines you are familiar with. It's comfortable to stay in your lane, to do what you already know.

But when we only stick to the known, we limit our opportunities to grow.

On the other hand, if a few examples pop into your mind – maybe a wrong answer in class, a misstep in a social situation, or a task you didn't quite finish – you may have tried something outside your comfort zone.

Or perhaps you're just having a slightly off week. That's okay, too. Everyone has those days.

Think ahead: The next time you find yourself in a similar situation, will you act differently? Most likely.

That's the power of reflection and growth. Mistakes aren't just setbacks – they're stepping stones that help shape who we become.

The lessons you learn from trying, failing, and trying again are far more valuable than never attempting something at all. Growth doesn't come from perfection – it comes from effort, persistence, and self-awareness.

Overall, failing is perfectly okay. In fact, failure is one of life's best teachers. Failure can help you succeed, but only if you use it effectively – by figuring out what went wrong, adjusting your approach, and persisting. This mindset doesn't just apply to driving tests; it applies to everything – academics, sports, relationships, and even how you view yourself. It's not about avoiding failure – it's about learning how to bounce back and do better.

Before I go, I just want you to always keep this in mind: Reflect. Learn. Grow. These three simple words can change the way you see challenges, mistakes, and the road ahead.

Clubs at Kendall – there's something for everyone

By ISAAC BROWN



AT Kendall Primary School, there's a club for just about every interest – and the best part is, everyone is welcome to join.

One of the most popular clubs is basketball, which is run by a specialist coach.

It's full of fast-paced fun and skill-building.

Aiden Alcani, a budding basketball star, said: "I love the fun warm-up games we play alongside the matches and tournaments."

If performing arts are more your thing, Drama Club might be perfect for you. Led by Miss Johnson, it includes singing, improvisation, and acting games.

Imogen Whitehead, a regular at the club, said: "I like all the drama games and how you can build your stage presence."

For those interested in design and technology, Computer Aided Design (CAD) club is a great choice.

This term, with guidance from Mrs Ward, students have been using TinkerCAD to create their own 3D-printed products—from key rings to bubble wands.

Aben Biben, in Year 6, said: "I really enjoy how you can create and print anything you like."

Chess Club, run by Mrs Crick,

challenges students to think strategically, while Spanish Club, also led by Mrs Crick, gives pupils the chance to practise everyday conversations with our partner school in Chile – ¡Qué emocionante!

Football is another big favourite at Kendall, with multiple teams and a dedicated girls' football team for our future Lionesses.

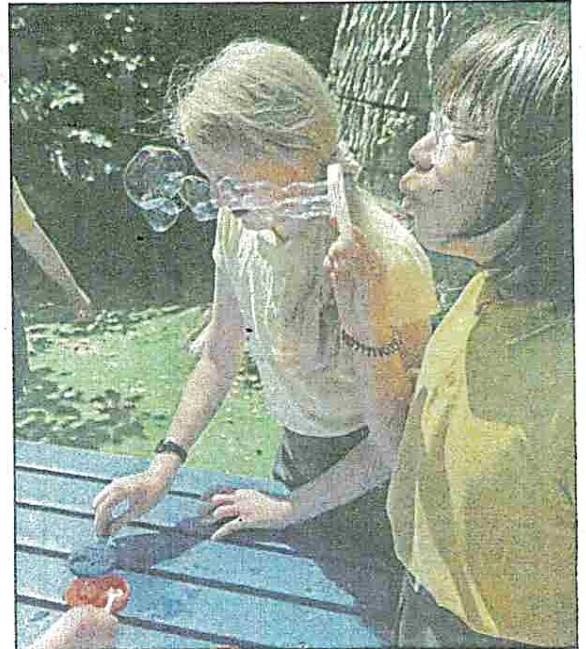
And if music is your passion, Band Club with Mr Bosche is not to be missed. Students learn to play a variety of instruments in jazz and blues styles.

It's a vibrant and creative club – one I attend myself!

Sadly, Mr Bosche will be moving to Germany at the end of the year, and we'll all miss his incredible trumpet solos and enthusiastic leadership.

We're so grateful for the amazing range of clubs at Kendall and for the dedicated teachers who give up their time after school to run them.

Whether you're into sports, performance, technology, or music – there truly is something for everyone!



■ Fun – Ayla Klobucar and Georgia Borg test their 3D printed bubble wands
Image: Kendall Church of England Primary School

Learning adventure and creativity at Forest School

By JASMINE MITCHELL



OVER the past few years, Kendall Primary School has proudly embraced its journey to become an outdoor learning school.

Our Forest School approach was born out of a simple observation: Children love being outdoors – breathing in the fresh air, getting their hands dirty, and discovering the natural world through exciting, hands-on activities.

Whether it's whittling wood, lighting fires, or swinging from trees, Forest School gives pupils the chance to grow their confidence, build resilience, and have fun while learning.

A highlight of the Forest School experience is our termly visits to the high ropes course, where Key Stage 2 pupils face exciting (and sometimes nerve-wracking!) challenges like the Pirate Challenge, Cargo Net, the infamous Leap of Faith, and the towering Josie Tree – named after the first teacher brave enough to reach the top.

"My favourite thing about For-



■ Climb – children compete to get to the top of the cargo net

est School is making things out of wood," says Georgia Borg. "The Christmas decorations and the butter knife I made were my favourites."

For adrenaline seekers, the Leap of Faith is an unforgettable experience. As one pupil said: "The

greatest thrill is jumping from the Leap of Faith."

"I love the feeling of swinging sideways through the canopy before you hit the ground."

Even if you don't make it to the top, the challenge of climbing up is all part of the fun.

"At any point, you can push off and be gently lowered to the forest floor."

Aiden Alcani shares that his favourite Forest School activities are den building and bug hunting.

He said: "My favourite high ropes challenge is the Pirate Challenge, because you have to use all of your strength and energy to reach the top – and then it gets even harder."

This tough but rewarding course includes three stages – a rope ladder, wooden climbing poles, and finally a tricky web of ropes resembling a pirate ship's rigging.

But not all moments in Forest School are high-energy. Imogen Whitehead finds calm in the peaceful stillness of the woods.

She said: "I really enjoy the sit spots, where we just listen to the forest sounds and reflect. It's something peaceful to do on a chaotic Monday morning. It's just so relaxing."

From thrilling climbs to quiet reflection, Kendall's Forest School offers something for everyone.

It's a wonderful reminder that learning doesn't always happen inside four walls – sometimes the best classroom has a canopy for a ceiling and the earth beneath your feet.

School Takeover

Pupils and their parents take over Recreation Ground for end-of-year event

Sun, sweat, and smiles at Kendall's Sports Day

Welcome to the Gazette's inaugural school takeover which gives pupils the opportunity to showcase their journalistic talents through the pages of our newspaper. To kick us off, we would like to introduce the budding reporters from Kendall Church of England School in Colchester, who have produced articles on a range of topics, including sports day and their end-of-term show. If you would like your school to take part, email laura.michael@newsquest.co.uk.

EVERY summer, during the sunny month of June, Kendall Primary School gathers on the Recreation Ground for our much-anticipated annual Sports Day.

This year was no different, with parents arriving early, buzzing with excitement and ready to cheer on the children.

The day's events were thoughtfully designed to be inclusive yet competitive, with six round robin-style activities that tested a wide range of sporting skills.

Points were awarded for first, second, third and fourth place finishes, contributing to the final scores for our four house teams - Elm, Ash, Birch and Yew.

It was a hot day, so activities were set up as much as possible in the shade.

Dressed in our PE kits and wearing coloured sashes to represent our house teams, we were organised into groups and began the day

By AIDEN
ALCANI



with a warm-up to get us ready for action.

Among the favourite events were the egg and spoon race, javelin, and shuttle sprints - all of which brought out great team spirit and determination.

Once the round robin events were complete, it was time for the flat races, starting with our youngest athletes in EYFS and finishing with the confident, speedy Year 6s.

To everyone's delight, there were also races for toddlers, mums and dads, giving them the chance to win bonus points for their child's house team.

In fact, some of the grown-ups were even more competitive than



■ Champs - Birch team captains Archie Burgess and Leo Moyce lift the winner's cup Image: Kendall Church of England Primary School

the children. The moment of truth came when our headteacher, Mrs French, announced the winning team.

With cheers erupting across the field, Birch was revealed as the overall winner - for the second year in a row - and proudly took home the Team Cup.

After all the excitement, we headed back to school for a relaxed family picnic on the playground, bringing a perfect end to a brilliant day of sunshine, sports, and smiles.

It was a fun-filled, energetic day that we'll all remember - until next year's Sports Day, when the competition begins again.

Why blooms deserve all of our love

By ESME
EMERSON



TODAY, I want to tell you about something truly blooming amazing...flowers!

I've loved flowers since I was three years old. While other kids played with toy cars or superheroes, I was out in the garden, planting daffodils and chatting to the tulips. Ever since then, I've been totally petal-powered.

You might think flowers are just pretty things to put in vases or admire in gardens - but they're often underestimated. Flowers are nature's smile. They don't just look good - they do good, too.

Here's why flowers are fantastic:

1. They help us breathe. Flowers (and the plants they grow on) are part of nature's air-cleaning team. Through photosynthesis, they absorb carbon dioxide and release oxygen. So in a way, every sniff of a sunflower helps us stay alive!

2. They feed the world. Many of the foods we eat start out as flowers. Apples, strawberries, even broccoli - they all began as blossoms. Flowers also attract bees, and bees are essential pollinators. No bees, no food. No flowers, no bees.

3. They make us feel better. Studies show that just looking at



■ Bloom - a day lily grown by Kendall's Gardening Club

flowers can lift our mood, reduce stress, and help us feel more relaxed. Think about it - have you ever seen someone frown at a sunflower?

Flowers even have healing powers. For instance, the rosy periwinkle has helped scientists develop treatments for cancer. Now that's real flower power!

Growing flowers costs almost nothing - a packet of seeds is cheaper than a chocolate bar. With a bit of soil, some water, and sunshine, you can turn the dull patch of ground into a burst of colour.

When I give flowers to someone, it's like handing them a tiny explosion of happiness. Flowers say things like "I care," "I'm sorry," or even just "I'm thinking of you."

So why should we all care about flowers? Because they remind us that even the smallest things can make the biggest difference. They teach us patience, hope, and beauty.

Imagine a world where everyone planted just one flower. Picture your walk to school with flowers in every garden, every windowill, every grassy verge. Wouldn't that be blooming brilliant?

PUPILS WHISK YOU AWAY TO AGRABAH FOR MAGICAL ALADDIN



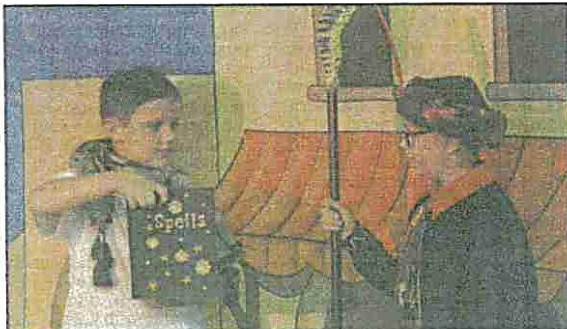
By ROSA RICKMAN,
BELLA PERRETT
and ELSIE RATCLIFFE

THIS year's highly-anticipated Key Stage 2 production at Kendall Primary School is none other than Disney's enchanting stage adaptation of Aladdin.

Directed by our talented Year 6 teacher, Mr Barrett-Rodger, the show promises magic, music, and memorable moments for all who attend.

The vibrant set design, painted by the Year 6 class, brings the fictional city of Agrabah to life, while pupils from across the Key Stage have been rehearsing tirelessly to create a dazzling performance for parents and families.

Stealing the spotlight is the Genie - played by Aiden Alcani - whose hilarious one-liners, clever magic tricks,



■ Cast - Isaac Brown (Jafar) and Archie Burgess (Babkak) Image: Kendall Church of England Primary School

and boundless energy keep the audience laughing and engaged. His performance truly lights up the stage.

The fearless Princess Jasmine is portrayed with grace and spirit by Esme Emerson. Her performance captures Jasmine's sharp wit and longing for independence, delivering an empowering and heartfelt portrayal of a princess

determined to make her own choices.

Isaac Brown delivers a standout performance as Jafar, the show's cunning and power-hungry villain. With sly expressions and a commanding presence, Isaac masterfully weaves Jafar's dark schemes throughout the story.

At the heart of the tale is Aladdin himself, played by

Charlie Round. He captures the role of the kind-hearted, clever, and courageous young hero perfectly. Despite his humble beginnings as a diamond in the rough, Aladdin shines with strong morals and a heroic spirit. Audiences will be especially wowed by Charlie's soaring singing voice, transporting them right into the heart of Agrabah.

One of the highlights of the production is undoubtedly the music. From toe-tapping ensemble numbers to the unforgettable ballad "A Whole New World", the songs - paired with impressive choreography by pupils from Years 3 to 6 - bring excitement and energy to the stage. Weeks of dedicated rehearsals have truly paid off.

The children are performing to a sell-out audience this week, and it's shaping up to be another unforgettable production at Kendall.

With magic carpets, mischievous genies, and a whole lot of heart, Aladdin is sure to leave everyone wishing for just one more wish!