

Serco Inspections  
Cedar House  
21 William Street  
Edgbaston  
Birmingham  
B15 1LH

**Ofsted**  
T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Serco**  
**Direct T** 0121 683 3888



18 November 2011

Mr P Thomas  
Headteacher  
President Kennedy School and Community College  
Rookery Lane  
Coventry  
CV6 4GL

Dear Mr Thomas

**Ofsted monitoring of Grade 3 schools: monitoring inspection of President Kennedy School and Community College**

Thank you for the help which you and your staff gave when I inspected your school on 17 November 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection.

The context of the school has not changed materially since the last inspection.

As a result of the inspection on 7 July 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time the school has made outstanding progress in making improvements and outstanding progress in demonstrating a better capacity for sustained improvement.

The achievement of students has improved substantially. The proportion of students gaining five GCSE passes A\* to C including mathematics and English has increased by 10% over two years to 53%. The proportion gaining five passes in any subject has increased by 18% to 88% and is now higher than the national average. The progress that students make during their time at the school has also improved sharply, so that students now make much better progress than would be expected given their attainment when they started at the school. Students enjoy their learning and behave well. In a Year 11 science lesson, selected students demonstrated their work to the class on the electrolysis of aluminium and this developed into highly focused whole-class discussion that was guided by the skilful questioning of the teacher. As a result, students made excellent progression through complex material.

The curriculum for the most able students now meets their needs and interests very well. The curriculum has been expanded so that, from Year 10, these students now have access to the separate sciences of biology, chemistry and physics as well as a



modern foreign language. The observation of lessons confirmed that this expanded curriculum is successfully enhancing the progress of these students. In particular, the most able students were twice observed making outstanding progress in science in Years 10 and 11.

Teachers have widened their styles of teaching so that students now have more opportunities for independent learning. In a Year 11 history lesson, students made outstanding progress as they researched and discussed the development of medicine in the Renaissance. The teacher guided students' learning expertly and created an ethos of high expectations. The students worked with total concentration and with great enthusiasm. In lessons observed, the quality of teachers' marking was good and students had a very good understanding of their attainment and what they needed to do to improve their work.

School leaders have been outstandingly successful in improving teaching and learning and disseminating good practice. Small group coaching of teachers by their colleagues is highly successful. The use of data to assess students' learning and progress is exemplary and permeates the school. It influences the rapid interventions when students fall behind, and also the way that teachers plan their lessons. Its significance is widely understood by teachers. It is a major reason for the rapid improvement in the attainment and progress of students.

The specialist humanities status of the school continues to have an impact with partner primary schools. In addition, the specialist status has been harnessed to contribute to a new initiative within the school itself. In September 2011, the school established a dedicated unit for the teaching of Year 7. There is already evidence that this is having a significant impact on students' learning. The curriculum in the unit is carefully designed to develop students' skills, and the progress of every student is closely monitored. The least able students have already made very good progress in their literacy skills. At the same time, the most able have also made rapid progress as their needs are also fully met. The unit is providing an effective bridge between primary school and secondary school environments.

The headteacher and his senior leaders have a clear understanding of the strengths and development needs of the school and plan effectively for further improvement. In addition, the quality of middle management is also improving rapidly and subject leaders have proved to be effective agents of change.

The school has received a range of high quality support from the local authority and this has made a material contribution to the rapid progress of the school.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Robert Barbour  
**Her Majesty's Inspector**



## Annex

### **The areas for improvement identified during the inspection which took place in July 2010**

- Raise standards and achievement further by:
  - ensuring that provision for higher-attaining students is extended to enable more of them to achieve the highest possible grades in their courses.
  
- Improve the quality of teaching by:
  - ensuring that all teachers consistently provide a high quality of written and oral feedback so that students know how to reach the next stage of their learning
  - sharing the very best examples of teaching throughout the school so that students regularly have the opportunity to take responsibility for their own learning through working independently.