

Chingford Foundation School

Inspection report

Unique Reference Number	103108
Local Authority	Waltham Forest
Inspection number	355319
Inspection dates	22–23 June 2011
Reporting inspector	Beverley Perin

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

Type of school	Comprehensive
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1492
Of which, number on roll in the sixth form	302
Appropriate authority	The governing body
Chair	Henry Carruthers
Headteacher	Mark Morrall
Date of previous school inspection	31 October 2007
School address	Nevin Drive London E4 7LT
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Introduction

This inspection was carried out by six additional inspectors. They observed 52 lessons taught by 50 teachers and meetings were held with groups of students, members of the governing body, parents and staff. Inspectors observed the school's work and scrutinised policies, monitoring information, data about past performance and the school and departmental improvement plans. The team analysed 273 parent and carer questionnaires, 224 student questionnaires and 87 staff questionnaires.

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

- The quality of teaching and assessment across the school and how well it is contributing to progress in mathematics and for those students identified as 'school action'.
- How effectively leaders and managers at all levels are evaluating school performance and narrowing the gap between subjects and year-on-year variation.
- How effectively leaders and teachers in the sixth form are driving forward improvements.

Information about the school

Chingford Foundation School is larger than the average sized secondary school. It has specialist status in Humanities and the Arts. The proportion of students who do not speak English as their first language and those from minority ethnic backgrounds is above average and has risen in recent years. The proportion of students known to be eligible for free school meals is below average. The proportion of students having special educational needs and/or disabilities is below average, although the percentage of those with a statement of special educational needs is above average. Since April 2010, the school has been a designated resource for speech, language and communication difficulties. The school has a range of accreditations and, since the last inspection, has been awarded the Quality Mark in Study Support, Healthy School status, Arts Mark (Silver) and Arts Award Welcome Centre status.

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?

2

The school's capacity for sustained improvement

2

Main findings

Chingford Foundation School is a good and improving school. Improvements in the quality of teaching and assessment, the provision for students with special educational needs and/or disabilities including those at school action, and in all aspects of mathematics have led to improved achievement since the last inspection. Students make good progress through the school from their starting points and are particularly successful at GCSE, attaining results that are above the national average. The school is successfully narrowing the gap between subjects and there is a clear trend of improvement year-on-year. The school has robust systems in place for self-evaluation and accurately identifies its strengths and weaknesses. The commitment and success of leaders and managers at all levels, driven by an aspirational and passionate headteacher, and their success in securing improvements, demonstrate that the school has good capacity to improve further.

Students receive outstanding care, guidance and support. As a result, they behave well and told inspectors that they feel extremely safe at school. Attendance to school is high. As one parent stated, echoing the views of many, 'Chingford School has been the making of my son. They understand his needs and I couldn't be any happier.' The school treats each student as an individual and makes sure that they are able to make the best of opportunities offered, especially in the Arts and in sport.

Teaching and learning are good and, as a result, students make good progress. In a minority of lessons, however, there are inconsistencies in the quality of marking so that students do not always know how well they are doing and how they can improve. In the less successful lessons, teachers do not always ensure that students develop the skills they need to become independent learners and, consequently, their progress slows. Students with special educational needs and/or disabilities make good progress as they are well supported by adults who have high expectations of them and provide them with well-targeted support. The good curriculum which includes a range of vocational courses enables students to make good progress in learning and makes a good contribution to the students' personal development.

Attainment in the sixth form is satisfactory. Leaders in the sixth form do not sufficiently drive improvements in the quality of teaching and learning. In the majority of lessons, the pace of learning is slow and the level of work does not challenge all students. This, combined with the curriculum which does not meet the needs and aspirations of all students, means that progress is satisfactory overall.

What does the school need to do to improve further?

- Raise attainment in the sixth form to above the national average by July 2013 by:

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- ensuring that leaders consistently plan for and embed a vision for improved outcomes
- increasing pace and challenge in lessons so that the quality of teaching moves from satisfactory to consistently good or better
- developing the curricular provision so that it meets the needs of all students.
- Increase the proportion of good and outstanding teaching in the school by:
 - providing students with more specific guidance on how well they are doing and how to improve their work
 - using assessment data to plan activities that meet all students' needs, including opportunities for collaborative and independent learning.

Outcomes for individuals and groups of pupils**2**

Students join the school with attainment that is average. By the time they leave, the large majority attain above average standards at GCSE. There has been a steady improvement in the number of students gaining at least five GCSEs at grade C or above including English and mathematics since 2009. As a result, in 2010, the number of students gaining at least five GCSEs on this measure was significantly higher than the national average. The school's projections for 2011 indicate a continued trend of improvement and this was confirmed by inspection evidence, including standards observed in books and lessons. Students are now attaining well in mathematics and standards have risen considerably in a range of subjects because of improvements in leadership, teaching and staffing.

Students' attitudes to learning and their ability to apply themselves in lessons are good. This is reflected in the good progress they make in lessons and over time. For example, in a Year 9 music lesson, students were seen working collaboratively in pairs to compose a chord sequence and learning to apply newly acquired musical theory in a practical context. The progress of individual groups of students, including all students with special educational needs and/or disabilities, is good.

Students' personal development is good. They demonstrate excellent understanding of how to be safe, a view which was supported by parents and carers. Bullying incidents are rare and students are confident that there is always a member of staff to talk to should the need arise. Behaviour is good and the number of exclusions has reduced. Students' successful adoption of healthy lifestyles is reflected in their high participation levels in extra-curricular activities and the school was awarded Healthy School status in 2010 in recognition of its work.

Students have good awareness of spiritual, moral, social and cultural issues. They contribute well to the school community and are actively involved in the wider community, for example through dance, music and sporting events, including performing at a local residential care home. The specialist Arts status has contributed well to strengthening students' links with local primary school pupils. The number of students who progress to employment, further education or training on leaving school has increased rapidly and is well above the national average.

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These are the grades for pupils' outcomes

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

Teaching is good in the majority of lessons, enabling students to make good progress. Good relationships between students and teachers are evident, creating a positive environment for learning. Teachers are knowledgeable and enthusiastic. In the best lessons, which account for the large majority seen during the inspection, teachers use a range of learning styles to engage and motivate students and use questioning effectively to engage students and check their understanding. For example, in a modern foreign languages lesson, a teacher used new technology creatively so that students could demonstrate their understanding of complex language and assess each other's work. Despite the strengths in teaching observed during the inspection, there are some inconsistencies. In a small minority of lessons, students do not learn as well as they might because opportunities are missed to promote their independence and teachers speak for too long. Teachers do not always tell students what they need to do to improve and do not use assessment data systematically to plan learning activities to meet the needs of all students.

The good curriculum effectively meets the needs of all groups of students. The school has used the specialist status in Humanities and Arts to enhance opportunities for the students during and beyond the school day. There is a broad range of enrichment and extra-curricular activities that are particularly appreciated by the students. These include the badminton club, rowing club, chess club, Samba band and the Saturday College which

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provides a range of study support to the students and their families and is well attended. This work has been recognised in the awards that the school has received.

Students and their parents and carers are full of praise for the excellent care and support provided by the school. Evidence confirmed the outstanding provision made for students who have challenging needs through the integrated groups and the designated resource for speech, language and communication difficulties. Students with special educational needs and/or disabilities make at least good progress because of the care and support they receive. Very effective transition arrangements ensure that students who join Year 7 settle into their new school quickly and smoothly.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The determination and commitment of the headteacher and senior and middle leaders have brought about improvements across the school. This is demonstrated in the improvements in the leadership and teaching of mathematics, the provision for students with special educational needs and/or disabilities and the use of performance data by middle leaders to target interventions for particular groups of students and individuals. There are clearly defined roles and responsibilities to ensure that all members of staff are held accountable for their performance. The school continuously strives to develop its work to ensure that students achieve as well as they can. However, there is still some variation in the quality of teaching and learning across the school and the progress made by students in the sixth form remains no better than satisfactory. The school's self-evaluation is accurate and has identified appropriate areas for improvement and suitable plans are in place to address the remaining weaknesses in the quality of teaching and assessment. The school's Arts specialism is managed well and used to enhance partnerships with the community. The Humanities specialism is at an early stage of development.

The views of parents and carers indicate a high degree of satisfaction with the school. It provides regular reports to parents and carers about their children's progress and consults them on issues regarding improvements to the school via the Parents' Forum. Good partnerships enhance the school's support for the achievement and well-being of students. Its promotion of equal opportunities is good and, for example, no groups of students underperform to any significant extent. The school's approach to community cohesion is good and there is a range of established links with the local and international community. The governing body knows the school well and provides good support. It is increasingly challenging the school to explain actions and outcomes. Safeguarding procedures are

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outstanding and involve effective record keeping and practices which are constantly reviewed and closely monitored.

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	2
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	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

Standards on entry to the sixth form are broadly average. By the end of Year 13, students reach average standards and make satisfactory progress. Attendance is high; students have good and mature attitudes to learning and most are on track to achieve their targets. Progress is best in product and design, drama, physical education and applied business. Variation, however, remains between different subjects and higher attaining students, in particular, do not make sufficient progress. The number of students who do not enter employment, training or further education is very low. Students' personal development is good. Sixth formers play an important part in school life. They act as good role models for younger students and support their development, for example, by acting as mentors, counsellors and prefects.

Teachers generally have good subject knowledge. The most effective lessons are characterised by teachers' enthusiasm for their subjects and the interesting range of activities they provide to engage and motivate students. However, students' progress in lessons overall is satisfactory. This is because in some lessons students' progress slows when time is not used appropriately and teachers do not question students rigorously to check their progress and understanding. The curriculum is satisfactory overall. It contributes well to students' personal development but it does not meet the academic needs of all students and, as a result, their progress remains satisfactory. There is a wide range of extra-curricular opportunities that contribute well to students' learning and good personal development. Students were keen to tell the inspectors that they enjoy school,

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feel very safe and appreciate the good relationships they have with teachers and the support and commitment they receive from them.

Leadership and management are satisfactory. The school has not used data effectively enough to know about the progress being made by students and there are inconsistencies in the quality of monitoring by subject leaders that result in unresolved variation between subjects and mean that not all students do as well as they might. The school recognises this and is taking steps to improve the monitoring of performance data and the quality of teaching, which are beginning to have a positive impact on students' learning experiences and outcomes.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Views of parents and carers

Almost all of the parents and carers who responded were overwhelmingly positive about the school. They were particularly positive about how their children enjoyed school and the school's due regard for their children's safety. Inspection evidence confirmed this. A few parents and carers raised concerns about the management of behaviour and the quality of teaching in some lessons. Inspectors found that pupils' behaviour was good in lessons and around the school and judged that teaching and learning were good. A few parents and carers raised concerns about inconsistencies in the quality of marking and inspectors endorsed this view.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chingford Foundation 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 273 completed questionnaires by the end of the on-site inspection. In total, there are 1492 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	30	174	64	14	5	2	1
The school keeps my child safe	91	33	174	64	6	2	1	0
My school informs me about my child's progress	89	33	152	56	23	8	5	2
My child is making enough progress at this school	96	35	152	56	18	7	3	1
The teaching is good at this school	74	27	176	64	15	5	1	0
The school helps me to support my child's learning	65	24	157	58	38	14	6	2
The school helps my child to have a healthy lifestyle	45	16	171	63	41	15	5	2
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)	90	33	159	58	13	5	1	0
The school meets my child's particular needs	72	26	171	63	18	7	4	1
The school deals effectively with unacceptable behaviour	78	29	159	58	25	9	4	1
The school takes account of my suggestions and concerns	48	18	168	62	33	12	3	1
The school is led and managed effectively	82	30	162	59	16	6	2	1
Overall, I am happy with my child's experience at this school	107	39	151	55	8	3	3	1

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



24 June 2011

Dear Students

Inspection of Chingford Foundation School, Waltham Forest E4 7LT

Thank you for the warm welcome that you gave us when we visited Chingford Foundation School. We greatly enjoyed talking to many of you and wish we had had more time to meet all of you. Yours is a good school and these are some of the reasons why it is so.

- Your headteacher, staff and governing body are very committed to helping you achieve your potential in all that you do.
- The curriculum and extended opportunities that the school provides for you ensure that you have a good range of choices in the main part of the school that give you many enjoyable learning opportunities.
- You willingly take on a broad range of responsibilities in the school and in the community. Your charitable work is extensive and you have a real sense of what it means to be upright and responsible citizens.
- The majority of teachers prepare good quality lessons and work with you to make your learning enjoyable. You confirmed that those teachers who give you helpful feedback enable you to make good progress.
- You agreed that you are extremely well cared for and supported and that you feel very safe.
- Your attendance is excellent.
- You are confident and polite, and you appreciate and celebrate difference so that everyone feels part of the Chingford school community.

We have asked the school to ensure that in all of your lessons you have more time for independent and group learning so that in even more lessons you can make good progress. You can contribute to this by continuing to engage in all the activities and group work that your teachers set you. We have also asked all teachers to inform you in greater detail about how to improve your work. You can contribute to this by doing your best to study well at home and by acting on your teachers' advice to improve continually.

Your school is also going to ensure that all students in the sixth form make faster progress by challenging you more in lessons and by speeding up your pace of learning. The school is also going to develop the sixth form curriculum to ensure that it meets all of your needs and enables you to reach the highest standards. You can contribute to this by continuing to work your hardest.

We wish you every success in the future.

Yours sincerely

Beverley Perin

Lead inspector

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