

# Inspection of a good school: South Chingford Foundation School

Stadium Close, Chingford, London E4 8SG

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Inspection dates:

14 and 15 September 2021

## **Outcome**

South Chingford Foundation School continues to be a good school.

## **What is it like to attend this school?**

Pupils are proud of their school. They feel it is a very close community. Parents and carers, and pupils said it is like a big family. It is friendly and 'everyone knows everyone'. They feel that they are very well looked after and are well supported by adults in the school. Pupils are safe and happy.

Pupils know that adults will respond quickly to problems that may come up. They recognised that bullying and disruptive behaviour can happen, but it is dealt with swiftly. Pupils are clear about the school's behaviour expectations.

Leaders are ambitious for all pupils; they have high expectations. They have planned a rich and detailed curriculum for pupils, in the classroom and beyond. Pupils appreciate the opportunities at school with different clubs. They are encouraged to 'try out everything'. Pupils are looking forward to enrichment activities starting again after the COVID-19 (coronavirus) pandemic.

Pupils frequently mention the help they receive from teachers. For instance, one pupil commented, 'Teachers are really helpful; they give you advice and support.' Adults know pupils well, which means that pupils feel treated as individuals. Pupils value the recognition they receive for positive behaviour. They appreciate the certificates, special awards, and the stars for their blazers.

## **What does the school do well and what does it need to do better?**

Leaders have reorganised their curriculum in Years 7 to 9 to strengthen the breadth and depth of provision. They are ambitious about what they want pupils to achieve. For example, all pupils are now expected to study three separate science subjects at GCSE. Individual subject plans reflect similar ambition. In history, for instance, Year 9 pupils learn about different interpretations of the Cold War, as this is not covered at GCSE. Leaders felt it was important to teach this, to broaden pupils' understanding beyond the

examination requirements. It means that pupils are better prepared when they start the GCSE course.

Subject leaders have carefully considered the order in which lessons are taught. This helps pupils build up key knowledge over time. For example, in art and design, Year 10 pupils refer to their Year 8 work on perspective. Pupils are confident making such links between current and previous learning in most subjects. In a few instances, some pupils are less confident when completing work. Where this is the case, it is because teaching does not always recognise pupils' prior learning.

Pupils with special educational needs and/or disabilities (SEND) receive an ambitious curriculum adapted for their needs. Staff use a range of ways to support pupils' needs in the classroom. Leaders recognise the importance of literacy and vocabulary development. Those who need it are given additional support. In English, pupils confidently use words such as 'dichotomy' when discussing texts they are reading. In history, teachers make explicit the meanings of words. They discuss these in the context of the books they are reading and the historical periods they are studying.

Staff are well supported by leaders in the school. They appreciate the consideration given to their workload and well-being. For example, each department can adapt assessment methods appropriately for their own subject. The local governing body is confident and effective in holding leaders to account.

Leaders have high expectations of behaviour. Pupils recognise this and know what good behaviour looks like. Adults respond to and manage poor behaviour. In almost all lessons, pupils' behaviour is excellent. Around the school, pupils are often polite and considerate. However, in a small number of cases behaviour interrupts learning and is not dealt with immediately. Typically, this is in lessons where teaching does not match leaders' expectations for pupils' learning.

Leaders have planned a programme which extends beyond the academic. They have created an 'our promise to you' programme. This identifies leadership and enrichment opportunities for pupils. This provision was in place for two years before it was paused due to COVID-19. The offer includes a range of activities, including peer mentoring, debating, climbing and visits to the University of Cambridge. Leaders track pupils' engagement with these opportunities. They have identified groups who have not made the most of these opportunities and have successfully made adaptations to improve uptake. Pupils are excited that these opportunities are becoming available once again.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are reflective and pro-active in their approach to safeguarding. They promote a culture that emphasises 'it could happen here'. Staff are aware of how to respond to concerns. Safeguarding training is regular, updating staff on changing contextual needs and any new safeguarding issues. Leaders have been pro-active in their work to address specific safeguarding issues, for instance those related to peer-on-peer abuse. They have

worked with the local authority to develop and inform their practice in identifying and dealing with any concerns that may arise.

Pupils can talk about the ways that the school has taught them to manage risk. They reference learning that links to a variety of themes, including understanding sexual harassment, mental health, consent and online safety.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have high expectations for good pupil behaviour. Most poor behaviour is well managed if it occurs. However, in a very small number of cases, it is not responded to quickly enough. This is linked to weaker teaching. Leaders must continue to support where teaching is not closely matched to their expectations for pupils' learning. This will help ensure that any poor behaviour is responded to swiftly and efficiently in all lessons.
- Leaders have worked with staff to develop clear, consistent curriculum planning. However, the implementation of the curriculum can be more variable. Leaders must ensure that curriculum planning and implementation are consistently of the same equally high standard.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in April 2016.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	138859
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10199724
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	512
<b>Of which, number on roll in the sixth form</b>	0
<b>Appropriate authority</b>	Board of Trustees
<b>Chair of trust</b>	Tony Young
<b>Headteacher</b>	Jane Benton
<b>Website</b>	<a href="http://www.southchingfordfoundationfs.org.uk">www.southchingfordfoundationfs.org.uk</a>
<b>Dates of previous inspection</b>	28 and 29 April 2016, under section 5 of the Education Act 2005

## Information about this school

- A new headteacher has been appointed since the last inspection. This headteacher is also the executive headteacher of Chingford Academies Trust.
- The school uses one registered alternative provision and one unregistered alternative provision.
- The school currently has no students attending the sixth-form provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, senior leaders, the special educational needs coordinator, subject leaders and teachers. The inspection team spoke to the local

authority's director of education and met with the chair of governors and the chair of trustees.

- Inspectors carried out deep dives in art and design, English, history and science. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans from a range of other subjects.
- Inspectors met with the designated safeguarding lead to discuss the school's safeguarding procedures. They also reviewed the school's single central record. Inspectors also spoke with staff and pupils.
- Inspectors looked at 33 free-text responses to Parent View, 55 responses to the survey for staff and 80 responses to the pupils' survey.

### **Inspection team**

Sophie Healey-Welch, lead inspector

Her Majesty's Inspector

Jeff Cole

Ofsted Inspector

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