

Inspection of Chingford Foundation School

Nevin Drive, Chingford, London E4 7LT

Inspection dates: 4 and 5 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Sixth-form provision	Good
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Previous inspection grade	Requires improvement
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The head of this school is Gary Haines. This school is part of Chingford Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Robert Mammen, and overseen by a board of trustees, chaired by Anthony Young. Robert Mammen is also the executive principal, who is responsible for this school and one other.

What is it like to attend this school?

Pupils, parents and carers recognise the significant recent improvements made to the school since the previous inspection. Leaders have high expectations for the conduct and behaviour of pupils. There are clear and established routines that support pupils to behave well. Pupils respect teachers and follow their instructions. They are encouraged to respect the cultures and backgrounds of people within the school and local community.

Pupils study a broad and well-sequenced curriculum. Teachers are experts in the subjects they teach. The careers programme supports pupils to understand where their learning can take them in the future. Important life skills are taught as part of the personal, social and health education curriculum.

The sixth form continues to be a strength of the school. Students in the sixth form are role models to younger pupils. They demonstrate the highest standards of attendance and punctuality. Many students act as mentors for younger pupils. They run enrichment clubs and promote opportunities such as the school eco-team.

Communication is a strength of the new leadership team. Staff and parents were well informed about the recent changes that leaders have made. The school has swiftly improved the way that the curriculum is delivered in class and pupils' behaviour. The Trust ensures that leaders have the resources they need to continue to develop the school.

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

The school's curriculum is well established. Leaders have identified the key knowledge that they want pupils to learn. They have thought about how pupils' build their competency in specific skills in the subjects they study. In history, pupils gain a deep understanding of significant periods and the historical events that shaped them. They develop their ability to analyse and interpret key resources.

Teachers explain new concepts clearly. They help pupils to understand the links between pieces of learning. For example, pupils in English are taught to recognise the recurring themes and genres within the texts that they study. In the sixth form, students develop effective study habits that prepare them well for their next steps in education, training or employment.

This year, leaders have introduced whole-school approaches to help pupils to embed their learning in their long-term memory. Leaders have considered the workload and well-being of staff when making decisions. Teachers in the early stages of their careers receive the mentoring and professional development that they need to be successful. Teachers revisit pupils prior learning. Mostly, teachers check the understanding of pupils before moving on to new learning. However, this practice is not routinely used to identify and address any misconceptions that pupils may have.

Pupils are encouraged to read for pleasure. They all have reading books and there is time for reading built into the school day. Leaders identify pupils who need further support with reading and provide support to develop their reading fluency and comprehension.

The school is calm and orderly. The new school behaviour policy is well understood by staff and pupils. Pupils' attitudes to their learning have improved. Pupils try hard in lessons and learning in class is seldom disrupted.

Pupils' attendance rates, affected by the pandemic, have not returned to pre-pandemic levels. Some pupils are routinely late to school. Leaders are increasing the support for pupils and their families who struggle to attend school regularly and on time. Sometimes, pupils are slow to move between classes and do not arrive at their next lesson on time. This results in lost learning for these pupils.

The school identifies and provides support for pupils with special educational needs and/or disabilities (SEND). Staff who support pupils with SEND have been trained to understand and support their needs effectively. Teachers know the needs of pupils with SEND in their classes. They help pupils with SEND to access the same curriculum as their peers.

The school has a very broad range of enrichment clubs that pupils can choose to attend. These are increasing in popularity. Sports clubs are well attended. The new house system provides leadership opportunities to pupils in all year groups. The school organises a range of yearly careers events. Pupils regularly hear about different careers from visiting professionals.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not consistently check what pupils understand or whether learning is secure. As a result, pupils' misconceptions and knowledge gaps are not identified and addressed when they occur. The school should ensure that staff routinely check that pupils know and remember their learning before they move on to new learning.
- Attendance rates and punctuality to school have been slow to recover following the pandemic, and as a result, learning is missed. The school should ensure that the new procedures to support pupils to attend every day and on time are implemented fully.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138691
Local authority	London Borough of Waltham Forest
Inspection number	10293278
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,436
Of which, number on roll in the sixth form	234
Appropriate authority	Board of trustees
Chair of trust	Anthony Young
Principal	Robert Mammen, (executive principal) and Gary Haines (head of school)
Website	www.chingfordfoundation.org
Dates of previous inspection	10 and 11 December 2019, under section 5 of the Education Act 2005

Information about this school

- The executive principal and CEO took up post in January 2023. The head of school took on this role in September 2023.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school has a specially resourced provision for up to 28 pupils with a diagnosis of speech, language and communication needs.
- The school uses four registered alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, science, physical education, history and design and technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons and spoke to teachers. Inspectors also spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors discussed the school's development plan with senior leaders. They viewed a range of documents relating to school improvement.
- Inspectors spoke to parents at the school gate and considered the views of parents who responded to the online parent survey for parents, Ofsted Parent View. They also considered the views of staff and pupils who responded to the online surveys for staff and pupils.

Inspection team

Annabel Davies, lead inspector	His Majesty's Inspector
Christian Hicks	His Majesty's Inspector
Yvonne Chisholm	Ofsted Inspector
Ed Simmons	Ofsted Inspector
Martyn Patterson	Ofsted Inspector

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