

18 October 2006

Mr C Moore
Headteacher
Chingford Foundation School
Nevin Drive
Chingford
E4 7LT

Dear Mr Moore

Ofsted survey inspection programme - English

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 17-18 October 2006 to look at work in English.

As outlined in my initial letter, as well as looking at key areas of the subject the visit had a particular focus on our current survey theme: provision for poetry. The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text.

The evidence used to inform the judgements made included: interviews with staff, discussions with pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of five lessons. The overall effectiveness of English was judged to be very good.

Achievement and standards

Achievement and standards in English are very good.

- The department adds significantly higher than average value to pupils' learning. Standards at Key Stages 3 and 4 are consistently well above national averages and continue to improve steadily. Pupils of all abilities perform very well, and many with special educational needs, or of lower ability, make very good progress. Boys do less well than girls. Action is underway to address this. At post-16, students continue to do very well, consistently achieving high grades.
- Opportunities for personal development are very good.
- Pupils' language and literacy skills enable them to make progress in subjects across the curriculum, but there is no written policy to clarify expectations of

departments. The development of language and literacy across the curriculum is effective for students in the sixth form.

Quality of teaching and learning of English

The quality of teaching and learning in English is generally very good.

- Lessons are interesting, relevant, enjoyable very well executed. Very skilful, challenging and enthusiastic teaching meets the needs of all pupils well.
- Assessment in English is very effective. It is used very well to monitor and support the progress of individual pupils, improve achievement and evaluate provision.

Quality of curriculum

The quality of the curriculum is very good.

- The curriculum provides the full range of National Curriculum requirements and the framework for learning is well planned and effective in meeting the needs of all pupils. Provision for speaking and listening is particularly strong. Planning for progression in all aspects of English is assured, enabling teachers to build consistently on pupils' previous knowledge and skills.
- All aspects of English, and effective collaborative work, enable pupils to understand better the diverse nature of society.

Leadership and management of English

Leadership and management in English are very good.

- The subject leader has a very clear sense of direction and an accurate view of strengths and weaknesses across the subject. Performance data are analysed rigorously and inform action very well, although the monitoring of the performance of pupils from minority groups is relatively recent.
- Methodical self evaluation and the impact of well targeted action, assures continuous improvement. Good practice is shared and disseminated very well to develop expertise further.

Provision for poetry

Provision for poetry is good.

- Pupils enjoy poetry as a result of enthusiastic and effective teaching. They talk about the poems and poets they have read with considerable interest, enjoy writing their own poems and achieve well in doing so.
- Progression is systematically developed across key stages and pupils are prepared well for work in the sixth form.

Inclusion

Inclusion in English is very good.

- Interesting, relevant and enjoyable lessons are characterised by excellent use of targeted groupwork; very well managed and sensitive interventions and rigorous assessment ensure inclusion in learning. Highly respectful relationships between teachers and pupils, and pupils themselves, promote learning further.
- All pupils engage in demanding tasks. Gifted and talented pupils are challenged well and teaching assistants provide good support to pupils in lower ability groups. Additional literacy sessions and an integrated curriculum programme for the most vulnerable pupils at Key Stage 3, ensure literacy skills are sufficient to make progress in subjects across the curriculum.
- All pupils are entered for English and English literature and supported very well to produce high quality, independent coursework.

Areas for improvement, which we discussed, included:

- producing a written policy to clarify what is expected of all departments in developing the language and literacy skills of pupils at Key Stages 3 and 4
- including the monitoring of the performance of minority groups into departmental review as a matter of course.

I hope these observations are useful as you continue to develop English in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority. All feedback letters will be published on the Ofsted website at the end of each half-term and made available to the team for the next institutional inspection.

Yours sincerely

Rosemary Matthews
Her Majesty's Inspector