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Mr M Morrall  
Headteacher  
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Dear Mr Morrall

Ofsted subject survey: good practice in promoting equality

Thank you for your hospitality and co-operation, and that of your staff at Chingford Foundation School, during my visit on the 19 September 2008 to look at work in promoting equality.

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 without their consent.

The evidence used to inform the judgements made included: interviews with staff and pupils, interviews with parents and a local authority officer, scrutiny of relevant documentation, and observations of four lessons.

The quality of provision to promote equalities is good.

Features of good practice observed

- Pupils make good progress in relation to their capability and starting points. The well thought out timetable for vulnerable children, which features dedicated Integration Groups ensures that pupils gain knowledge, skills, and understanding at a good rate across the school.
- Personal development and well being is good. Pupils at the school clearly enjoy being there. The positive ethos evident at Chingford is demonstrated by the exemplary attitudes of many pupils towards the school, other pupils, and the wider community. Pupils are positive about cultural and other differences.
- Teaching and learning is good. In the best lesson observed pupils were engrossed in their Science work, with teachers making good use of ICT and regularly assessing pupil work in order to target learning objectives effectively.

- The quality of the curriculum is good, with pupils in vulnerable groups accessing modified versions of Chingford's standard school lessons. In the words of one pupil "I like Integration...It is good." "They make things easier to learn."
- Leadership and Management of the school is good. The leadership of the school has implemented rapid change over the past year, introducing systems which support a positive attitude and ethos. For example, leadership capacity has been developed through the Headteacher delegating responsibility for key tasks to colleagues and ensuring they report back to Governors.
- The School's participation in a Saturday College cluster has had a significant positive impact on transitions from primary to secondary. Sixth Form pupils are involved as mentors and guides. Transitions are further facilitated by an extra induction day solely for those children and families with special or additional needs. The school has a Modern Foreign Languages Teacher who is released to work with feeder primary schools, providing pupils with taster lessons and further improving communication with those schools.
- The school is regarded as "forward thinking" by LA officers who commented on the school's positive engagement with the extended schools agenda, with the provision for Day 6 excluded students within the local area having a base in the school.
- The school has a positive attitude toward all staff development, with a baseline expectation that Teaching Assistants are qualified to NVQ Level 3. Inset is tailored to meeting the needs of children, for example the school has provided whole-staff training following the admission of children with a variety of conditions or medical needs, led by appropriate outside agencies.
- The school uses appropriate internal communication systems to ensure all staff are aware of individual plans for pupils. Senior leaders ensure teachers are provided with copies of IEPs and PEPs to ensure schemes are properly differentiated.
- The school provides individualised timetables for children who have specific needs, for example a refugee child arriving in Year 10 was given a focussed timetable and support to ensure effective transition to the local college.
- Resources are centralised, which ensures better communication between departments.
- Pupils at Chingford are treated fairly. As a result they comment favourably, one pupil stating "I like everything about my school." The Every Child Matters agenda permeates the school which regards itself as a comprehensive school in the best sense of the word, with successes celebrated regardless of the starting point.

#### Areas for development

- The school is sometimes slow to respond to parental concerns.
- Some aspects of data collection for vulnerable groups in the school are underdeveloped.

I hope these observations are useful as you continue to develop promoting equalities in Chingford Foundation School.

As I explained previously, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

David McMahon  
Additional Inspector