



Report on IQM Inclusive School Award



School Name Chadwell Heath Academy

School Address Christie Gardens
Romford
Essex
United Kingdom
RM6 4RS

Head/Principal Richard Poddington

Assessment Date 8th June 2026

Assessor Jo Jo Morrall

Sources of Evidence:

- Learning Walks and observations
- Curriculum Map
- EFA document
- PP evident
- Governors report
- Module sheets
- Parent emails
- Staff emails
- CHA ethos
- PowerPoints/slides
- Students planner
- Student work

Meetings Held with:

- Meetings with IQM Lead
- Meeting with Head of Years
- Meeting with Parents
- Meetings with Pupils
- Meeting with Governors
- Meetings with Head of Department
- Meeting with Teaching Staff
- Meeting with Support staff
- Meeting with Inclusion Team
- Meeting with Middle Leaders
- Meeting with Senior Leadership Team



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Overall Evaluation

Chadwell Heath Academy is an exceptional school that places inclusion at the very heart of everything it does. Having spent two days visiting the school, speaking with staff, pupils, parents, carers and governors, and observing teaching and learning across a wide range of contexts. This is a school that does not simply speak about inclusion; it lives and breathes it in every corridor, every classroom, and every conversation.

From the moment of arrival, the inclusive ethos of the school is unmistakable. Prize giving photographs line the canteen walls, celebrating a remarkable diversity of pupil achievement. Display boards are deliberate and thoughtful, promoting values, cultural identity, safeguarding awareness and emotional wellbeing. The physical environment communicates clearly and warmly that every pupil belongs here. As one member of staff put it, "there is such an emphasis on culture in this school," and that culture is visible, consistent and deeply felt across the entire school community. There is, as another colleague observed, "a big drive on effort," and this was evident in classroom displays highlighting the wide range of things the school chooses to celebrate.

The school motto of No Child Left Behind is not a slogan. It is the organising principle around which every decision, every system and every relationship is built. Staff at every level articulated this commitment with conviction and sincerity. One senior leader explained that "our leadership is rooted in that moral purpose," whilst another was clear that "everyone is a leader of inclusion." This shared sense of responsibility is one of the most striking features of the school and gives its inclusive practice a coherence and consistency that is genuinely impressive.

Pupils at Chadwell Heath Academy are articulate, confident and remarkably proud of their school. When asked to describe it, they used words including respect, opportunities, comforting, confidence, family, home, diverse, forward thinking, community and unified. These are not words that come from a script. They reflect the genuine experience of young people who feel known, valued and supported. One pupil captured this beautifully, describing "a sense of family in this school" and noting that it is "safe" and "welcoming." Another reflected that "inclusion in general has really progressed" here, adding "we have come such a long way." It is a testament to the school that current pupils can articulate and recognise that journey.

Parents and carers spoke with equal warmth and conviction. Several described the school as "the best school in the area," with one parent noting that "many staff bring their own children to study here, which is a testament in itself." Another parent, speaking of a child with additional needs, said simply that "this school has made him happy," that "he has been included in all activities" and that "it was such a big relief." These words carry profound weight. Parents described the culture as "friendly and respectful at the same time," with teachers who "take care of every child in the class" and a community in which "children do actually care about each other."

The breadth and ambition of the curriculum offer is another outstanding feature of the school. Leaders have developed a coherent seven-year curriculum journey that balances academic rigour with personal development, enrichment and aspiration. The school boasts what one member of staff proudly described as "the biggest inclusion department that I have seen," and this scale of provision is matched by genuine quality. Interventions are wide ranging, carefully tracked and responsive. One leader reflected that "we are incredibly proud that any child that wants to stay at Chadwell Heath Academy can stay," adding simply, "we do not set them up to fail."

Teaching and learning are of a high standard across the school. Classrooms are calm, purposeful and well structured. Pupils spoke enthusiastically about how teachers adapt to them, noting that "each class is customised to us" and that "you can put things in a



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way you understand." The Embedding Formative Assessment programme has clearly influenced classroom practice positively and one staff member, having completed the programme, reflected with characteristic honesty, "this is what we do, but is it working? We cannot stand still." This spirit of restless professional curiosity runs through the school.

The school's approach to behaviour is values driven, restorative and deeply rooted in relationships. Staff spoke of their restorative practice going "from strength to strength" and of an on-call system that "focuses on what we want pupils to do instead of what they are not doing." One member of staff reflected that "it is sometimes the small things that make a huge difference," and this philosophy of attentive, relational care runs through everything the school does. Attendance is above national averages, persistent absence is below national benchmarks, and pupils consistently describe the school as safe and welcoming.

Community lies at the core of the school's identity. The range of partnerships, enrichment activities, visits, performances, leadership opportunities and global connections available to pupils is extraordinary for a state school. Staff spoke of the importance of community links in helping pupils "see possible future pathways and develop ambition" and in helping pupils "feel known, valued and connected." From performing at the Royal Albert Hall and attending Model United Nations conferences at Oxford, to running UK Parliament Week in local primary schools and producing the Chadwell Press community newspaper, pupils here are given experiences that genuinely transform horizons.

The governing body is knowledgeable, committed and actively engaged. One governor described seeing inclusion as "a school that looks after every child," adding that they "scrutinise outcomes" and visit regularly to carry out learning walks. The SEND department was described by a governor as doing work that is "above and beyond," which reflects the respect in which this vital work is held across the whole community.

Chadwell Heath Academy is a school where, as one member of the senior leadership team who was formerly a pupil here reflected with obvious pride, "the spirit of inclusion has lived on through the school." It is a place where "everything is for the students" and where, as one member of staff put it, "every day these students can come here and feel safe." The school is a worthy and outstanding Centre of Excellence, and its commitment to inclusion is an inspiration to all who encounter it.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. I recommend that the school be awarded the Inclusive School Award and be reassessed in three years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Jo Jo Morrall

Findings confirmed by Inclusion Quality Mark (UK) Ltd:


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Joe McCann MBA NPQH
Chief Executive Officer
Inclusion Quality Mark (UK) Ltd



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Element 1 - The Inclusion Values of the School

Inclusion is clearly embedded within the culture and daily practice at Chadwell Heath Academy and is not viewed as an additional strand of school improvement but as an integral part of the school's identity. During the review, it was evident that leaders have worked purposefully to establish a strong ethos centred around the principle of No Child Left Behind. This commitment is reflected consistently through the school's values, systems and relationships. The student developed RESPECT at CHADWELL principles are visible across the school and pupils spoke confidently about what these values mean in practice. The sense of belonging and mutual respect observed around the school contributes positively to the calm and purposeful atmosphere.

Staff at every level demonstrated a shared sense of ownership over inclusion. One member of staff captured this well when they described it as "a shared responsibility," and this was borne out throughout the review in the way that staff from different roles and departments spoke with equal conviction about their responsibilities towards individual pupils. A senior leader reinforced this by noting that "the lead practitioners all have roles around inclusion," for example in areas of ethos, literacy, aspirations and attainment. These are described as "the branching elements that touch everyone," which elegantly captures the way inclusion permeates the entire school structure rather than sitting with a single team or individual.

The school's ethos is notably co-created with its community. Staff explained that "the ethos is co-developed with the student leadership team," which is a powerful statement about the school's commitment to genuine pupil agency. One staff member noted that "it is all about giving the students opportunities" and that the school is "always trying to find ways to make sure all the students can feel recognised." This is not aspirational language but observable practice, evident in the house points, postcards, celebration events and effort grades that acknowledge personal growth and academic achievement alike. Another colleague spoke of the school's determination to give students "those life chances that they may not get anywhere else."

Pupils and parents provided striking testimony to the quality of inclusive culture at the school. A student described "a sense of family in this school," noting that it is "safe" and "welcoming," and that "inclusion in general has really progressed," adding "we have come such a long way." Another pupil reflected warmly that "we are so lucky" and "we have been involved in so many things." A parent offered a particularly powerful observation, noting that "inclusion is not just about policy; it is about the day-to-day culture created by staff" and that "one of the greatest strengths of Chadwell Heath Academy, in our experience, has been the genuine care shown by staff towards pupils with additional needs."

The school's determination to widen pupils' experiences and life chances is a further hallmark of its inclusive values. Staff spoke movingly of "filling the gap" for pupils from the school's relatively deprived local area and of "giving them those life chances that they may not get anywhere else." Practical examples included ensuring every child received a book, offering at least one trip per year for all pupils and running extra badminton and chess clubs. One teacher reflected simply that "it is so rewarding" to take students to experience new things, and that the school is "always trying to think of ways to improve their knowledge base." Teaching staff were emphatic that "it is all about giving the students opportunities" and that the school is committed to "widening their experiences" in every way possible.

Next Steps

Continue to strengthen the already positive use of pupil voice by developing more formal systems for feeding back actions and outcomes to pupils following surveys and



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consultations. The school should also continue to expand staff training linked to SEND, SEMH and restorative practice to further enhance confidence and consistency across all areas. Leaders may also wish to continue refining transition arrangements and targeted provision for vulnerable groups in order to support improved outcomes and reduce gaps for key cohorts, including pupils with SEND and those eligible for Pupil Premium support.



Element 2 - Leadership, Management and Accountability

Leadership at Chadwell Heath Academy demonstrates a clear moral purpose and a strong commitment to inclusive practice. Throughout the review, leaders at all levels articulated a shared vision rooted firmly in the principle of No Child Left Behind. This vision is not simply aspirational but is reflected meaningfully through the school's systems, curriculum offer, professional development, and day to day practice. One member of the senior leadership team described the school's work as "leadership rooted in that moral purpose," and this was evident in every conversation held during the review. Senior leaders have established a culture where inclusion, high expectations and personal growth are viewed as complementary priorities rather than competing agendas.

A notable strength of the school's leadership is the way in which accountability and support are held in careful balance. Staff spoke positively about the collaborative culture and the approach to professional development. One senior leader made clear that "personal growth is for our staff as well as our students," which reflects a genuine commitment to the wellbeing and development of the whole school community. This ethos creates the conditions in which staff feel valued, confident and supported to improve their practice. The Embedding Formative Assessment programme is a particularly strong example of this, providing a vehicle for structured reflection, peer observation and professional dialogue. Student voice, parent voice and wider data all inform senior leadership practice, with one leader noting that "all informs SLT practice" and that "everything should come back to our three priorities."

Leaders across the school demonstrate a strong understanding of the barriers some pupils face and have responded thoughtfully through flexible curriculum pathways and targeted support. "Everyone is responsible for inclusion in their areas" was a phrase heard from senior leaders, and this distributed model of leadership means that inclusion is not siloed within a single team. The school monitors vulnerable groups carefully and adapts provision where required. Staff wellbeing is also prioritised effectively, with leaders having responded appropriately to workload concerns and implemented practical measures to support staff professionally and personally. One member of staff reflected that "people usually stay because it is a family school," which speaks to the culture of belonging that extends to staff as well as pupils.

Safeguarding is robust, well understood and embedded across the school. Pupils consistently described the school as safe, supportive and welcoming. Governors are knowledgeable, visible and highly committed to the inclusive ethos of the school. One governor, a former headteacher of the school, described knowing "the mission and the background of the school" deeply and spoke confidently about how the governing body "scrutinises outcomes" and "comes into the school regularly to do learning walks." Governors described seeing inclusion as "a school that looks after every child" and were clear that "because of the great leadership there is strong discipline which makes the children feel safe and happy."

Students provided some of the most compelling evidence of leadership impact during the review. Pupils spoke of teachers who "genuinely care about you" and described a relationship with staff where "you can talk to them" and they are "very welcoming." Pupils referenced "the vast amount of opportunities that the school has on offer" and spoke with pride about a Cost of the School Day presentation that students had shared directly with the senior leadership team, reflecting that the teachers' "want to understand the needs of their school is amazing." Parents confirmed this picture, noting that "the leadership of the school is great" and expressing consistent trust and confidence in the school's direction and values.



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Next Steps

The school should continue to strengthen consistency in adaptive teaching and inclusive classroom practice across all curriculum areas by refining monitoring and feedback systems further. Leaders may also wish to continue developing middle leader confidence in evaluating the impact of SEND provision and intervention strategies within their departments. As monitoring systems evolve, the school is well placed to further evaluate inclusion not only through outcomes data, but also through pupil engagement, independence and classroom experience. Continued external collaboration and subject specific professional development will further strengthen leadership capacity across the school.



Element 3 - Curriculum (Structure, Pupil Engagement and Adaptation)

The curriculum at Chadwell Heath Academy is ambitious, inclusive and thoughtfully designed to meet the needs of a highly diverse school community. Leaders have developed a coherent seven-year curriculum journey which reflects the school's strong commitment to ensuring that all pupils are able to access meaningful learning experiences and achieve success both academically and personally. Throughout the review, it was evident that curriculum thinking is underpinned by the school's ethos that no child is left behind. A governor put it powerfully when observing that "one of the most inclusive things about the school is the way in which the curriculum is taught," adding that "there are no bars to students entering the curriculum." This is a curriculum built on the belief that ambition and access are not in tension with one another.

Curriculum sequencing has been carefully considered across subjects, with clear progression in knowledge, vocabulary and skills. Standardised module sheets provide consistency for pupils and staff and help learners understand how prior learning connects to future content. Staff described the school's ambition as being to "all pupils are at the heart of everything we do" and that "everything flows from the ethos." The school tries as much as possible to allow for agency and choice in pupil learning. Leaders described their open sixth form with genuine pride, noting "we are incredibly proud that any child that wants to stay at Chadwell Heath Academy can stay," and adding with equal conviction, "we do not set them up to fail" and "we are a community school."

Reading and literacy are treated as core entitlements rather than additional interventions. Staff described SEND and inclusion as being "part of the school's curriculum," not as bolt-on provision. The Hub coordinates support, intervention, communication and provision for pupils with SEND and SEMH needs, and staff spoke of wanting "to promote access arrangements being the standard way of working, to increase access." The range of interventions available is remarkable. Staff spoke of being "so lucky to have such a big team" and described considerable willingness within the inclusion team. Interventions heard about during the review included social skills groups, maths and phonics support, reading programmes, ASDAN at Key Stage 3, Lego club and a therapeutic story writing group. One staff member reflected warmly that "it is all really helping."

Curriculum documentation is designed with clarity and purpose. Staff described aiming to make documents "really clear for staff" and "useful for staff," with support and interventions tracked so that all colleagues can see how pupils are progressing. Staff also described working with families "all the way through the students' school life," which speaks to a joined up approach between curriculum, pastoral care and community engagement. Monitoring systems including learning walks, curriculum reviews and assessment cycles ensure that leaders maintain oversight of curriculum quality and consistency. When senior leaders carry out learning walks, they ask the SENDCo for their opinions on what they should be seeing, which is a meaningful example of how inclusion expertise informs leadership practice at every level.

Students spoke enthusiastically about their curriculum, describing it as "quite wide" and praising in particular the sports department, noting that "the sports and the opportunities we get are great." Staff described making the curriculum "come to life" through character and future thinking and spoke of the importance of reducing class sizes as much as possible. A staff member captured the school's ambition well when noting that the school has "such a wide calibre of students" and that provision aims to meet all of them. The curriculum at Chadwell Heath Academy is simultaneously academically rigorous and deeply human in its intent.



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Next Steps

Leaders should continue refining curriculum adaptation to ensure that pupils with SEND experience consistently precise support across all subject areas. The planned focus on evaluating curriculum impact through pupil engagement, literacy progress and long term progression routes is appropriate and will strengthen current practice further. The school is also well placed to continue embedding enrichment within the wider curriculum strategy, ensuring that opportunities are coherently linked to curriculum intent and remain fully accessible to disadvantaged and vulnerable learners. Continued work around metacognition and self regulation will further support pupils to become confident and independent learners.



Element 4 - Teaching and Learning, Learning Environment, Planning Resources and Pedagogy

Teaching and learning at Chadwell Heath Academy are underpinned by a clear and well established whole school strategy focused on Embedding Formative Assessment, Adaptive Teaching and Talk for Learning. These priorities are understood consistently by staff and are increasingly embedded within classroom practice. Lessons observed during the review and discussions with staff demonstrated a strong commitment to ensuring that pupils experience ambitious and inclusive learning opportunities within calm and purposeful environments. Staff described an approach that is "very collaborative," noting that "all of our voices matter" and that "inclusion has to be a whole school approach." Everything, as one colleague observed, is based on respect.

The Embedding Formative Assessment programme has had a significant and positive impact on classroom practice. Staff who have completed the programme described being asked to become ambassadors, reflecting the quality of the work and the school's ambition to spread effective practice widely. Colleagues described how the programme "has included the staff body in the training" and "has brought the students into teaching and learning." One staff member reflected with characteristic professional honesty, "this is what we do, but is it working? We cannot stand still," which speaks to a culture of genuine curiosity and restlessness for improvement. Teachers are organised into Teaching and Learning Communities, offering "peer observations with other teachers in your community," and heard that colleagues have responded really well to this model of peer support.

Adaptive teaching is clearly recognised as a priority across the school. Staff described having "implemented more ways to be able to scaffold more effectively," with initiatives in classrooms allowing for support to be given whilst also challenging students who do not need that support. The approach is described as "high challenge for everyone, even if they are on different routes," with Talk for Learning used "to support the learning for everyone." Support staff are well deployed, well informed and contribute meaningfully to learning within classrooms. Staff described wanting "that inclusive atmosphere in the classroom" and spoke of "empowering teachers" to take full ownership of inclusive practice. The school heavily reflected on its last Ofsted report, and key outcomes of that journey include embedding formative assessment and steering away from an over reliance on teacher talk.

Pupils provided particularly rich testimony about the quality of teaching and their experience of the learning environment. Students described using planners with a traffic light system to show if they do not understand things, noting that it "helps students who are a bit shy to get help." Pupils reflected that "teachers can adapt to us," that "each class is customised to us," and that "you can put things in a way you understand." These observations point to a genuinely responsive and pupil centred approach. Staff noted that the school looks at "every single child, their attendance" to make sure no one "is left behind," before asking the why behind any concern. One colleague reflected that "the curriculum needs to be built on firm foundations" of pastoral support "so the curriculum can flourish," which captures the school's holistic understanding of learning.

The learning environment across the school reflects the inclusive ethos well. Classrooms are calm, welcoming and equipped to support a range of teaching approaches. Technology is used thoughtfully to enhance learning and increase accessibility. A science lesson observed during the review was brilliantly delivered, engaging, questioning and fully interactive, with all students connected to the material. Staff described how "the provision for all of the different types of students has increased" and reflected that it is about "finding methods to gain understanding for all groups of



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children." Staff also noted that the school has "come so far this year," which is an honest and proud acknowledgement of real progress made in a short time.

Next Steps

The school should continue developing the precision of adaptive teaching so that strategies for pupils with SEND are consistently embedded across all curriculum areas. Leaders are well placed to strengthen the impact of monitoring systems further by ensuring that learning walks, observations and feedback lead directly to measurable classroom improvement and improved pupil outcomes. Continued development of Talk for Learning approaches and further work around metacognition and retrieval strategies will support pupils to become increasingly confident, independent and articulate learners.



Element 5 - Assessment

Assessment systems at Chadwell Heath Academy are well organised, carefully sequenced and clearly aligned to the wider curriculum intent of No Child Left Behind. During the review, it was evident that leaders have worked hard to ensure assessment is not viewed as a standalone process but as an integral part of teaching, learning and curriculum development. The school has a quality assurance programme from the senior leadership team including learning walks, book looks and lesson drop-ins, and staff described having "a robust system" that feeds directly into action for pupils. Leaders described using SISRA Analytics, internal assessments, reading data and mock examinations to identify trends and adapt provision where necessary, with a clear emphasis on ensuring assessment information leads to action, particularly for pupils who are disadvantaged, vulnerable or have SEND.

One of the most admirable features of the school's assessment approach is its emphasis on effort. As one reviewer reflected with genuine admiration, "effort is really prioritised and recognised" here, and the introduction of effort grades is a genuinely inclusive feature that widens the space for pupils to achieve recognition beyond narrow academic outcomes. Feedback home covers effort, homework and data, with one leader noting that there is "a big emphasis on effort." The RAG system is described as "good for the parents, children and staff to know where the child is," with colours that are universal across the school. At the end of each eight week module the school reports back to parents, and at the end of the year there is an end of year assessment that also goes home to families.

The colour coded feedback system is well embedded and widely understood. Staff described wanting "to address misconceptions before they leave the room" and a deliberate shift "away from marking to feedback," which reflects a contemporary and research informed approach to assessment practice. The colour coding of yellow for teacher marked work, pink for child marked and peer marked work is consistent and universally understood across the school. Pupils spoken to during the visit were able to discuss their targets and explain how feedback helps them improve. Students mark some pieces of their own work, use their module sheets to track their progress and reflected with quiet confidence that "they know what they need to do to improve." The school also embraces community languages within its assessment approach, which is a notably inclusive feature for such a diverse community.

A particular strength is the way assessment systems are integrated with pastoral and inclusion processes. Edukey, CPOMS and pupil passports ensure that contextual information sits alongside academic data, enabling a truly holistic response to individual need. The enhanced tracking and intervention systems for Year 11 and Year 13 pupils are especially robust, with additional trial examinations for core subjects reflecting leaders' commitment to securing positive outcomes for all learners. The school also allows alumni to return and resit examinations, with staff reflecting that "we look out for them" and that "it is all about opportunity." This is a powerful expression of the school's long term commitment to the young people in its community.

The Embedding Formative Assessment programme has clearly influenced classroom practice positively. Staff discussed the use of hinge questions, retrieval practice and responsive questioning confidently, with strong examples seen particularly within Maths and MFL. Assessment routines are consistent without feeling overly restrictive and departments retain meaningful ownership of how assessment is implemented within their subject disciplines. Pupils engage positively with feedback and demonstrate respectful collaboration during peer and self assessment activities. Leaders should be commended for ensuring assessment systems support learning, wellbeing and inclusion rather than becoming data driven exercises that lose sight of the individual pupil.



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Next Steps

Leaders should continue to strengthen the precision of assessment for pupils with SEND to ensure interventions are consistently evaluated for measurable academic impact. The planned development of metacognitive approaches and Talk for Learning strategies should further support pupils in articulating their understanding and becoming increasingly independent learners. Consideration should also be given to formalising post assessment intervention processes further across departments so that responses to underperformance remain consistently sharp, timely and measurable across all curriculum areas.



Element 6 - Behaviour, Attitudes to Learning and Personal Development

Behaviour, attitudes to learning and personal development at Chadwell Heath Academy present as strongly embedded within a clear, values driven culture. During the review, the school presented a calm and orderly environment underpinned by the RESPECT ethos and a consistent commitment to No Child Left Behind. Staff were clear that "we want to be consistent with our message across the school," and this consistency is genuinely evident in the calm purposefulness of lessons, corridors and communal spaces alike. The on-call system introduced by the school reflects a deliberate philosophy, "focusing on what we want pupils to do instead of what they are not doing," which represents a constructive and relationship centred approach to behaviour management that is clearly working well.

Restorative practice is at the core of the school's approach and has "gone from strength to strength." Staff spoke of wanting to ensure it is "fully embedded within practice" and described a system that tries to "look at behaviour beyond the action that is in front of you." The sanction policy has been adapted to be more flexible "to make sure it can respond to the needs of the students," reflecting an approach grounded in understanding rather than punishment alone. Staff ensure that pupil passports and the needs of individual pupils are central to how behaviour is managed, and one member of staff reflected that "it is sometimes the small things that make a huge difference." Another colleague described "trying to make as much time for the students" as possible, whilst a further member of staff noted with conviction that they "always try to focus on the children that might not feel seen." Recognition and celebration are prominent and meaningful features of school life. Staff spoke of celebrating effort extensively through postcards, half termly positive letters home, rewards breakfasts with the headteacher and regular public praise, describing the approach as "publicly praising them" whilst "privately correcting them." The students themselves came up with the CHADWELL acronym, and staff described this as so important, reinforcing the sense that the school's values are genuinely co-owned by its community. Staff reflected that "we believe that every mind matters" and that the school "tries to share kindness throughout the school." Everything is linked with everything else, with the RESPECT ethos running through lessons, assemblies, enrichment and daily interactions in a cohesive and meaningful way.

Personal development is well supported through a broad offer including RSHE, citizenship, assemblies, enrichment and extensive student leadership opportunities. There is a clear "culture of fairness" throughout, with staff who "always try to focus on the children that might not feel seen." The school talks with pupils about "how to navigate school" and about "accountability," preparing them for life beyond as well as within the school community. Staff described the approach as "really student led" and reflected that "we try to share kindness throughout the school" and "we strive for consistency." One colleague reflected with passion that "inclusion is embedded in every single classroom," which was borne out consistently during the review.

Attendance is a notable strength within the school's wider pastoral system. Attendance is above national averages and persistent absence is below national benchmarks, reflecting the quality of pastoral systems and the genuine sense of belonging that pupils feel. Pupil voice and wellbeing data indicate that most pupils feel safe, included and supported within school. Staff spoke proudly about the improving picture of "relationships between staff and students at the school" and noted that the school's restorative practice has progressed considerably. A colleague captured the school's philosophy beautifully when reflecting that "we expect our staff to uphold our values as well as the children," which speaks to the consistency and integrity that runs through everything Chadwell Heath Academy does.



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Next Steps

Continue to strengthen consistency of restorative practice across all staff so that pupils experience a uniformly high quality approach to reflection and reintegration following behaviour incidents. Further refine the analysis and use of behaviour and attendance data to identify and address early patterns, particularly in relation to punctuality and low level disruption. Build on existing strengths in personal development by increasing targeted enrichment and leadership opportunities for pupils who are disadvantaged, have SEND or are less engaged, ensuring equitable participation across all cohorts.



Element 7 - Parents, Carers and Guardians

Chadwell Heath Academy demonstrates a well-established and increasingly sophisticated approach to engaging parents, carers and guardians as active partners in their child's education. Communication is not treated as an additional task but is embedded as a core element of the school's pastoral and academic systems, reflecting the wider ethos of No Child Left Behind. Staff described having "built such strong relationships with our parents in recent years" and spoke of how "having that communication is so important," noting that "having someone they can talk to goes a long way to alleviate the pressure." The inclusion team is described by staff as "warm and honest" and caring, which sets the tone for the school's wider approach to parent partnership.

The breadth and consistency of communication channels is a clear strength. The school always informs parents along the way and is always honest with them, with staff noting that "we always inform parents all along the way, but are always honest with them." The eight week reporting cycle provides a strong structural rhythm to communication, covering attainment, effort, behaviour, homework and attendance. Parents confirmed that "communications have improved a lot," with newsletters updating parents and a system that ensures they are "kept aware of the positive and the gaps." The school offers both formal and verbal communications and parents described feeling that the school has clear systems in place and that they can trust the information they receive.

Parents provided exceptional testimony about their experience of the school. One parent described the level of education and exposure as "so high," whilst another noted that the school is "inclusive in all aspects" and provides "opportunities for everyone." Several parents noted "equal opportunities" and described every single child as being "actively supported." The culture was described as "friendly and respectful at the same time," with teachers who "know the teachers really well" and who "take care of every child in the class." One parent reflected that "the school is so diverse but we all are so included," and another described it simply as "the best school in the area." Multiple parents noted that teachers bring their own children to study here, describing this as "a testament in itself." Engagement with parents of pupils with SEND is particularly well structured. The Hub, Annual Reviews, Pupil Passports and regular updates ensure families are involved in planning, reviewing and supporting provision. Translation support and interpreter arrangements further strengthen accessibility and demonstrate a commitment to inclusive communication. Staff reflected that "parents need as much support, if not more, than the student in the early stages of diagnosis," which shows genuine understanding of the family journey that runs alongside the pupil's experience. A coffee morning held recently saw parents go on to form a peer support WhatsApp group, reflecting the power of community that the school helps to nurture. The school's commitment to "the schools' commitment to supporting young people from different backgrounds, abilities and starting points" was acknowledged consistently by families.

Parents of pupils with additional needs spoke with deep gratitude and conviction. One parent described how their child "has been included in all activities" and that "it was such a big relief," adding that "he developed as a child overall." Another reflected that "children do actually care about each other" here and that "we are all part of the same family." One parent chose the school specifically, reflecting that they "wanted my child to experience the warm culture of the school" and that "I know the staff are amazing." Another described it simply: "he is safer here." These are words that carry profound weight and speak to the very purpose of inclusive education. The school demonstrates a genuine commitment to partnership working and parents feel heard, respected and valued as essential members of the school community.



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Next Steps

Develop a more structured whole school parent engagement calendar to ensure consistency and visibility of all key events and opportunities across the academic year. Strengthen the use of parent voice by consistently analysing feedback from QR codes, surveys and events and clearly communicating resulting actions back to families. Further develop accessible parent learning resources, particularly around revision strategies, literacy, numeracy, digital platforms and supporting learning at home. Improve the consistency of recorded parental contact across all year groups to ensure engagement with vulnerable pupils is systematically tracked and reviewed. Explore the development of a parent volunteer or association model to further strengthen community engagement, enrichment opportunities and wider school partnership working.



Element 8 - Links with Local, Wider and Global Community

Chadwell Heath Academy demonstrates extensive and well-established links with its local, wider and global community that are embedded across curriculum areas and the wider school offer. Senior leaders described having "so many strong partnerships," and this was evident in the breadth and ambition of what was shared during the review. These partnerships significantly enhance pupils' experiences beyond the classroom and contribute to their academic progress, personal development, cultural capital and preparation for life beyond school. Staff reflected that it is "so important to have that connection with the local community" and that community links help pupils "see possible future pathways and develop ambition," whilst also helping pupils "feel known, valued and connected."

The range and quality of enrichment on offer is extraordinary. Pupils have access to trips to the Natural History Museum, ski trips, visits to the Houses of Parliament, the London Youth Games, Duke of Edinburgh, Panathlon events for pupils with SEND and Mental Health week activities. The Wizard of Oz production included matinee performances that invited local feeder schools to attend, with parents also invited to engage with the school community. So many students watched the production that many expressed a desire to be involved in the next school show, which one staff member described as "a real family community connection." Students support set design, front of house and photography, giving them real skills and genuine ownership of the experience.

UK Parliament Week is "completely run by Year 12 pupils," who also go into local primary schools to deliver politics sessions to Year 6 pupils. This is a remarkable example of meaningful student leadership and civic responsibility. The Walrus Club takes pupils to universities and brings in a wide range of speakers, and the school regularly brings back former pupils to inspire current students. Staff described this as so important, explaining that it shows current students "they can do it too." The Chadwell Press community newspaper is compiled entirely by students, shared with parents and local organisations, and has seen students go out to interview members of the community. Staff noted that it "showcases to all students what is going on in the school" and that "the students take ownership over it." It connects students, staff, governors and parents together in a genuinely community driven way.

Global awareness is promoted through international visits, MFL cultural learning, Model United Nations conferences, Youth Conferences and links with Japan through UEL and a student Teaching and Learning link with Taiwan. The school attends Model United Nations conferences at Oxford, with a staff member noting that the school is one of very few state schools to do so. French trips to the Alps incorporate international experiences alongside curriculum learning, and visitors from other countries add to the global dimension of school life. Staff reflected with evident pride that "this school looks into the community and further to inspire the students," and students confirmed this, describing trips that "give us insight to the working world," university visits and speakers who talk about what students want to do after their GCSEs.

Music is a particular strength of community partnership. The school partners with Redbridge Music Service to offer individual music lessons, with Pupil Premium students receiving a fifty percent discount and Year 10 Music GCSE students receiving fully funded lessons. Every two years pupils travel to the Royal Albert Hall to perform, with the school already signed up for the next event. The PE department's Centre of Excellence status for Sports Leadership enables pupils to take on leadership roles in school and the wider community, with the school competing nationally in basketball and the sports hall open from seven in the morning for students who wish to participate. The



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school is also beginning to collaborate with a school in Bexley to share effective attendance systems and improvement strategies, reflecting a generous outward facing practice and a willingness to give back to the wider educational community. This is a school that gives generously and receives richly in return.

Next Steps

The school intends to further strengthen its community links by aligning enrichment provision with the national enrichment framework covering civic engagement, arts and culture, sport, nature, outdoor and adventure experiences and life skills. Plans include improving tracking of pupil participation in enrichment, particularly for Pupil Premium, SEND, EAL and vulnerable groups, and strengthening evaluation of impact using pupil voice, staff feedback and participation data. The school also intends to increase access to enrichment for disadvantaged pupils through targeted invitations, subsidised opportunities and transport support, and to expand employer engagement, careers links and university partnerships. A more structured approach to global partnerships and international learning opportunities is planned, alongside further embedding of community contribution through leadership, charity work and primary school partnerships.