

Inspection of Maiden Erlegh Chiltern Edge

Reades Lane, Sonning Common, Reading RG4 9LN

Inspection dates: 10 and 11 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils feel very safe at this school. They are tolerant and accepting of others. Pupils say that any instances of unkindness or bullying are always followed up. Relationships are strong and supportive. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well. This is because teachers know them well.

Pupils are responsible and respectful. Behaviour and attitudes are positive. Routines and expectations are clear. As a result, there is a calm and purposeful learning environment across the school. Pupils respond well to praise and appreciate the respect teachers show them. They work hard to match their teachers' high expectations. Pupils are happy and enjoy school.

There is an extensive range of extra-curricular activities on offer. The programme includes pirate puzzles, show rehearsals, girls' football and an Amnesty International group as well as clubs for Latin, gifted scientists and photography. These clubs are well attended by pupils, including disadvantaged pupils and those with SEND.

Parents are overwhelmingly complimentary about the school. A typical response from one parent said, 'The staff at the school are incredible. They know the pupils well and engage with them on an individual level. I would recommend this school to everyone who asks me'.

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

The curriculum is well organised and logically ordered. It builds systematically on the content of the primary phase. Links with the post-16 curriculum are developmental so the transition into college is seamless. Curriculum content matches, and often exceeds, the national curriculum. The curriculum intent is ambitious and challenging. However, the quality of the curriculum delivery, in an exceedingly small number of subjects, is variable. Leaders are aware, and they are taking decisive and effective action to address this.

Additional funding has been used strategically to offer tutoring for disadvantaged pupils, as well as activities to benefit their cultural capital. These pupils are encouraged to take on school leadership roles to strengthen their involvement with the school. Pupils with SEND are actively engaged and challenged. Carefully targeted interventions have led to improved attendance and fewer exclusions. Punctuality and attendance of these pupils is similar to their peers.

Teachers use their strong subject knowledge to enthuse pupils and deepen their knowledge. Professional development ensures that teachers have a wide repertoire of pedagogical approaches. This training ensures that lessons are engaging and valued. Teachers use assessment to check pupils' understanding, inform teaching

and evaluate the curriculum. Leaders say that assessment processes are evolving. Much of the good practice seen is worthy of being shared across all subjects.

The personal, social, moral, spiritual and cultural (PSMSC) programme is well led and professionally managed. PSMSC is prioritised on the timetable and teaching staff are supported through regular training. There are good links with tutor time, assemblies and other subjects, including science and computing.

Pupils are well prepared for their future career opportunities. The school provides appropriate activities and experiences to enable them to make informed choices. These include careers fairs and careers interviews as well as visits by employers and work experience.

The school's reading programme is successful in raising aspirations and encouraging a love of reading. Ambitious reading books are well matched to the themes raised in the PSMSC programme. Form tutors have received training to support their reading to pupils in tutor time.

Staff are incredibly positive about the leadership of the school. They appreciate their steadfast support for their workload as well as their welfare and well-being. All staff responding to the staff survey said they were proud to be a member of staff.

The school is increasingly valued across the community. Correspondence from the local parish council commends the school's community involvement. It says that the school is 'very much part of the village community'.

Governors and trustees have very good knowledge and awareness of the school. Regular reports to the board are detailed, reflective and challenging. Relationships between the school, the board and trustees are harmonious and mutually beneficial.

Safeguarding

The arrangements for safeguarding are effective.

A culture of safeguarding pervades the school. The welfare, well-being and safety of all pupils are a high priority. Staff receive regular safeguarding training and frequent updates. They know how to identify risks and what to do if they have any concerns. The single central record is compliant and frequently reviewed by the trust.

Leaders provide appropriate safeguarding education to pupils. Pupils are aware of safeguarding issues through PSMSC lessons, assemblies and tutor time. They are clear about who to go to with any concerns. Pupils say that the school has been supportive in raising their awareness of sexual harassment and consent.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In an exceedingly small number of subjects, the school's curriculum is not yet implemented securely and consistently. This means that the impact of the curriculum in these subjects is not as assured as it is in other subjects. Leaders should continue to share the best practice that already exists so that curriculum implementation is securely and consistently embedded across the school.

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

Unique reference number	146103
Local authority	Oxfordshire
Inspection number	10239647
Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	347
Appropriate authority	The governing body
Chair of governing body	Lindsey Bowden
Headteacher	Andrew Hartley
Website	www.maidenerleghchilternedge.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is a much smaller than average secondary school and is part of the Maiden Erlegh Trust. The school became an academy in September 2018. The predecessor school was judged to be inadequate in March 2017.
- Three pupils attend alternative provision on a part-time basis at two education providers recommended by the local authority.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical educational qualifications and apprenticeships.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors conducted deep dives in English, science, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, talked to teachers, spoke with pupils about their learning and looked at examples of pupils' work.
- Inspectors held meetings with senior leaders, middle leaders, staff and pupils. They reviewed the single central record and checked the school's safeguarding practices and procedures.
- Inspectors considered school policies, curriculum documentation, behaviour logs, attendance records and destination statistics. The lead inspector met, in person and remotely, with trust and board members
- Inspectors considered 66 responses to the Ofsted Parent View online questionnaire and 50 additional written comments from parents. They looked at the survey returns completed by 48 staff and 23 pupils. Inspectors also received a small number of email responses, via the school, from parents and a letter written on behalf of the local parish council.

Inspection team

Paul Metcalf, lead inspector	Ofsted Inspector
Andrew Foster	Ofsted Inspector
Jane Cartwright	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022