



09 September 2026

Dear Parents and Carers

Ofsted inspection outcome – Maiden Erlegh Chiltern Edge

We are writing to share the outcome of our recent Ofsted inspection.

This inspection was carried out under Ofsted's new inspection framework, which no longer results in a single overall grade and cannot be directly compared with the previous framework. Instead, inspectors evaluate how well the school is meeting expected standards across a number of areas using a report-card approach. To support a shared understanding of how this framework works and how to read the report, a short explanatory overview is attached to this email.

We are delighted to share that the report recognises many of the benefits Maiden Erlegh Chiltern Edge provides for its students. It highlights the positive impact of the work undertaken over the last 18 months to drive standards in academic outcomes, with inspectors noting that "Across the curriculum, pupils achieve well". The report also recognises the improvement in national examination outcomes at the end of key stage 4 in 2025 compared to previous years.

Inspectors identified improved outcomes, greater consistency in teaching and the curriculum, effective leadership, and the positive impact of the actions taken by school leaders, supported by Maiden Erlegh Trust. The report also highlights the school's comprehensive personal development programme, highly effective careers provision, and the many opportunities students have to prepare for life beyond school. It recognises that students move on to positive destinations.

The report recognises the positive behaviour and culture across the school, noting that pupils "are respectful to each other" and "are typically attentive and want to learn". It identifies attendance as an area of focus and notes that leaders are taking action to support improvement.

The table below sets out how each area was evaluated under the new framework and summarises the key points from the report.



Inspection Summary – June 2026 (New Ofsted Framework)

Area	Outcome under new framework	Key points from the report
Safeguarding	Safeguarding standards met	• Leaders and those responsible for governance and oversight have established “an open culture in which safeguarding is everyone’s responsibility and concerns are actively identified, acted upon and managed”. • “As a result, pupils are made safer and feel safe.”
Achievement	Expected standard	• “Across the curriculum, pupils achieve well.” • Pupils who need additional support in reading, writing and mathematics “make positive progress from their individual starting points”. • “Outcomes in national examinations at the end of key stage 4 improved in 2025 compared to previous years.” • “Leaders’ actions to address historic inconsistencies in the quality of teaching meant that pupils achieved broadly in line with national averages.” • “The gap between the achievement of disadvantaged pupils and their non-disadvantaged peers continues to close.”
Curriculum and teaching	Expected standard	• “Leaders are accurate in their understanding of the strengths of the curriculum and where ongoing improvement is needed.” • “The curriculum is well designed and sequenced to help pupils build secure knowledge over time.” • “Support from the trust has enabled teachers to strengthen their subject expertise.” • “Leaders have established consistent expectations in how the curriculum should be delivered.” • Teachers present learning clearly, check understanding and adapt learning appropriately for pupils who face barriers to learning.
Inclusion	Expected standard	• “Leaders work effectively to identify the needs of pupils who have barriers to their learning.” • Staff receive helpful information and ongoing training, enabling them to adapt support in response to pupils’ needs. • “Leaders use additional funding for disadvantaged pupils effectively to support pupils’ academic and personal development.” • Alternative Provision placements are chosen to meet pupils’ needs effectively and reviewed frequently to ensure they continue to be used in pupils’ best interests.
Leadership and governance	Expected standard	• “Leaders have established a clear direction for the school.” • “They know the school well and have focused their improvement priorities in the right places.”



		• “Leaders have taken effective action to bring about greater consistency in the curriculum and its delivery.” • Trust support for leaders and staff to develop their subject expertise “has led to improvement in pupils’ achievement across the curriculum and in national examinations”. • “The trust continues to support the school’s journey of improvement effectively.” • Parents “speak highly of the actions leaders have taken to strengthen behaviour and the quality of teaching.”
Personal development and wellbeing	Expected standard	• “There is a comprehensive and coherent programme of personal development.” • “As a result of the curriculum offer, pupils are well prepared for life beyond the school.” • “The careers provision is highly effective.” • Pupils are given frequent opportunities to engage meaningfully with employers and further education providers and “move on to positive destinations”. • Pupils also take on a range of leadership roles and contribute to the wider community.
Attendance and behaviour	Needs attention	• The report recognises the positive behaviour and culture across the school, with inspectors noting that pupils’ “behaviour around the school is calm”. • “Pupils have positive attitudes to learning”. • Inspectors recognised that leaders have strengthened expectations for pupils’ behaviour and established clear routines that are applied consistently by staff. • Inspectors recognised that leaders know the school’s context well and understand the barriers individual pupils face in attending regularly. • Leaders have “increased staffing capacity and analysed trends in individual pupil attendance closely” and use this information “to provide support for pupils who need the most help to attend well”. • The report noted that “there are signs that attendance is starting to improve but this remains a priority for leaders”.

You can read the full report on the school website: [Maiden Erlegh Chiltern Edge Ofsted](#)

The report is both a reflection of our progress and the collective commitment behind it. It recognises the positive difference made by our staff, leaders and governors, supported by colleagues across Maiden Erlegh Trust.

We would like to thank the whole school team for everything they do to support our students, and to thank our students and families for the support they give our school and the positive contribution they make to our community.



This is an important achievement for our whole school community, and together, we will continue to build on this positive progress.

Kind regards



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