

Chiltern Edge Community School Profile

Chiltern Edge Community School

Reades Lane

Reading, Berkshire, RG4 9LN

Telephone: 0118 972 1500

<http://www.chilternedge.oxon.sch.uk/>

Local Authority:	Oxfordshire
Age range:	11-16
Number of pupils:	676
Head teacher:	Mr Daniel Sadler
Chair of governors:	Mr Andrew Johnson

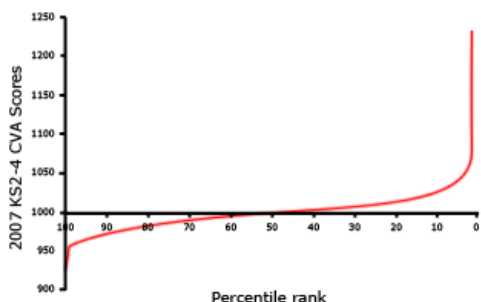
What have been our successes this year?

- 2010 exam results continued the improving trends of the last few years with a rise of 12% in 5A*-C with English and Maths figure to 67%, The 5A*-C result also improved substantially to 77%
- Our well established portal programme for our more able students, including motivational work with Miriam Batten(Olympic silver medallist) helped a quarter of our students to achieve at least 5A* and A grades.
- Our inclusive culture led to 99% of students in the year achieving at least five GCSE passes including English and Maths
- During the 2009/10 the school gained the both the International Schools Award recognising the global dimension of our curriculum and the Healthy Schools Award highlighting our care for the whole child.
- A new vertical tutoring and house system is in place which is offering excellent opportunities for the individual mentoring of students. An exciting range of House competitions is underway.
- The upgrading of the learning environment has continued with the creation of a new BTEC base and the refurbishment of our Art Department.

What are we trying to improve?

- After the very positive Ofsted inspection in 2008 the school has continued to focus on improvements in teaching and learning through whole school training and most recently by sharing the practice of our best teachers in a series of workshops.
- The curriculum has been developed to incorporate more vocational options and these courses (BTEC Sport and Science) will considerably raise the attainment of middle and lower ability students.
- As a Specialist Language College just entering the second phase after successful redesignation we will be focussing on the introduction of Spanish and alternative forms of accreditation such as Asset languages in Year 9.
- Through our vertical tutoring system we intend to increase the amount of individual advice and guidance available to all students. This development will also offer far greater leadership opportunities for students.
- We are developing stronger links with Reading LEA to ensure that our Caversham students benefit from the support and services of the Local Authority in which they live.

How much progress do pupils make between 11 and 16?

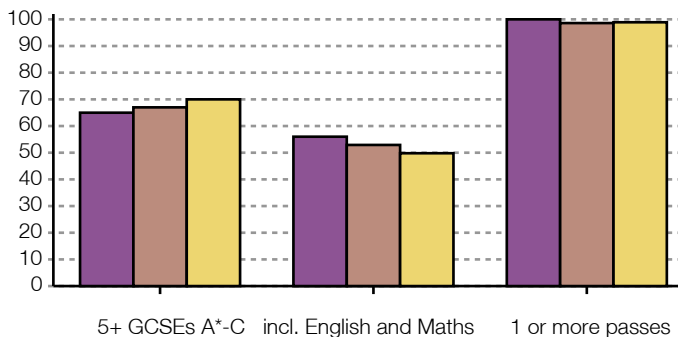


- Our School I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

The progress made by students has improved steadily since the inspection of 2008 and in 2009 cva was in the top 50% of school nationally.

How well do our pupils achieve at age 16?



This shows the percentage of pupils (who were at the end of Key Stage 4) who in 2009 achieved 5 or more GCSEs (and equivalent) at grades A*-C, 5 or more GCSEs (and equivalent) at grades A*-C including English and mathematics GCSE, and one or more GCSEs (and equivalent) at grades A*-G.

■ Our school ■ Local schools (Local Authority) ■ All schools

73% of students achieved at least 5A*-C grades

65% of students achieved 5 A*-C grades including English and Maths. (1st in Oxfordshire)

How have our results changed over time?

- In 2006 61% of students achieved 5A*-C grades. This rose to 73% in 2008. The 2009 results of 68% were in line with national targets set for the school. By 2010 the 5A*-C figure had risen to 77%
- Students achieved 58% 5A*-C (incl English and Maths) in 2007. By 2010 this had improved to 67%

How are we making sure that every child gets teaching to meet their individual needs?

- Chiltern Edge aims to provide a range of opportunities to ensure that students of all abilities achieve their full potential.
- A sophisticated target setting and tracking system ensures that every student has challenging but achievable targets and their progress is regularly monitored through a varied diet of formative and summative assessment.
- Students with special educational needs are supported by specialist teachers and a team of exceptional teaching assistants. There is specialist teaching for students with English as a second language to support them within mainstream classes. We recognise the richness that cultural diversity brings to our school.
- Our GATE register recognises students who are Gifted, Aspiring, Talented and Enterprising. Staff differentiate within lessons to ensure that all abilities are catered for. From evidence to the HMI students recognise the challenges teachers require of them.
- Students' individual progress is supported by our experienced Heads of House and Tutor Teams. They provide links between home and school and work with students to improve their learning and social skills.

How do we make sure all pupils attend their lessons and behave well?

- Absence rates are below national and county averages. Students' attendance is closely monitored by our attendance officer and Heads of House. Absences are followed up by Tutors and where necessary first day calling to parents is instigated. Students are registered in each lesson and any identified absences during the school day are acted upon with a phone call to parents.
- Behaviour in lessons was recognised as being good by the 2008 Ofsted inspection and the school has a very positive code of conduct agreed by staff and students. Specialist staff in school provide extra support for the small minority of students with behaviour issues.
- Ongoing curriculum developments ensure that all students are studying courses on which they can achieve success and teachers work hard to differentiate lessons effectively to engage all learners.

What have pupils told us about the school, and what have we done as a result?

- Students' views are sought through pupil questionnaires, focus groups, House councils and the School Council
- In the last year they have told us that they want more to do at lunchtimes. In response we have opened our Youth club wing for Year 11 students and started table tennis sessions at in the school hall. In wet weather the school AV theatre is open showing films.
- In a major pastoral review many students expressed high levels of satisfaction with the school but a significant minority asked for more consistency from teachers and as a result there has been a refocus on the Code of Conduct which sets out expectations for both staff and students.
- The school is working with a specialist company Antidote to identify areas for development. This involves a substantial ongoing dialogue with students. The outcomes from this project will be incorporated into improvement planning.

How are we working with parents and the community?

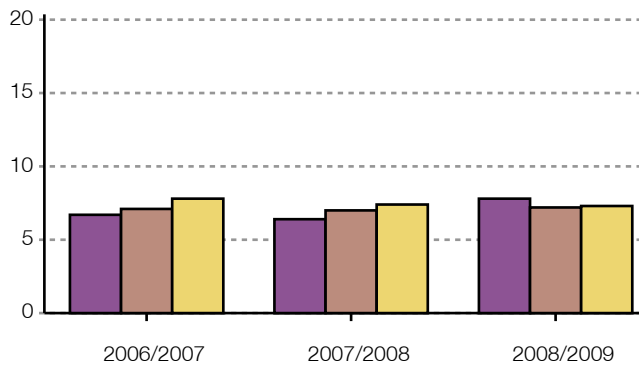
- Chiltern Edge works with its partner schools locally to support the extended education agenda and to provide a smooth transition from Primary to Secondary education.
- We work closely with our 6th Form partners, The Henley College, and with other post 16 providers in Reading to ensure that our students select the appropriate courses.
- We work closely with Sonning Common Adult Learning Centre and have strong links with the Sonning Common Youth Club.
- Our parents association, CESA, are great supporters of the school. They arrange a variety of events to bring parents together and to provide funds for the school.
- Our weekly newsletter, Link, provides information to parents about forthcoming activities and events. This is distributed through the Parentmail system.
- Our Extended School provision is developing rapidly and this summer ran a very successful holiday club for youngsters aged 6-16 on the school site.
- The school participated in the Sonning Common Village Plan survey in 2010 and will assist in implementing the recommendations from the report.

What activities and options are available to pupils?

We offer a full range of extra activities in Sport, Music, Drama and Languages.

- Drama trips to theatres take place regularly as do art trips to national and regional galleries.
- We provide Football, Rugby, Basketball, Netball, Hockey, Cross Country and Triathlon teams. We have a number of club, county and national players at the school. We also have close links with Canoeing and Rowing clubs locally. Students are encouraged to take part in outdoor education trips to Exmoor, South Wales, Canoeing in France, Skiing in Italy and hiking in the Pyreenes.
- The Humanities team run local fieldwork activities, trips to the WW1 Battlefields, together with GCSE fieldwork in Devon.
- Our well established Languages exchanges to Germany and France, trips to the Moselle region and to France are very popular.
- Our most able students are encouraged to study three separate sciences, consider double award ICT and a GCSE qualification in RE. All students sit their GCSE Statistics exam in Yr 10. It has been traditional that students continue one or two languages to GCSE. This year over 175/195 students sat GCSE French or German with over 70% achieving a higher grade. Nationally less than 50% continue a language to GCSE.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school ■ Local schools (Local Authority) ■ All schools

During the school year 2009/10 the school has worked hard to reduce absence and the school attendance figures now exceed Oxfordshire and national averages.

How do we make sure our pupils are healthy, safe and well-supported?

- Students reported at the last Ofsted that they felt safe at school.
- Bullying is monitored closely through internal systems and an annual survey of students. Where instances of bullying do occur we work quickly to stop it continuing. Within our tutorial programme students have access to the SEAL curriculum.
- Our meals service provides a full range of healthy eating options and is committed to the Government Healthy Eating initiative, Water is available for students and they are encouraged to bring refill bottles for use during the day.
- We have implemented a new vertical tutoring and house system which is providing excellent individual support for students.
- We have strong links with external agencies to ensure that young people receive any additional support that they may need out of school.
- We have appointed a part time school counsellor through Extended Services to provide additional support for students with particularly difficult issues to address.
- Our Home School Liaison worker is developing strong links with the families of vulnerable children.
- In 2010 we achieved the 'Healthy Schools Award' which recognises our care for the whole child

What do our pupils do after year 11?

- The majority of our students (over 75%) transfer to our partner, The Henley College. The college with over 1500 11-19 students is able to offer over 40 AS and A2 courses, the International Baccalaureate and BTEC courses. We also send students to study at the Catering Centre run by the college.
- We also have close links with Thames Valley University which provides a range of BTEC, AS and A2 courses within Reading,
- Each year a few students apply for agricultural college at Sparshot or Berkshire College.
- A minority transfer to local private and state school sixth forms.
- Students wishing to take up modern apprenticeships or jobs with training are ably supported

by our Connexions team.

Ofsted's view of our school

Chiltern Edge Community School is now providing a good standard of education and care for its students. Managers, teachers and support staff, with strong support from Oxfordshire local authority, have worked extremely hard to improve those areas considered weak at the last inspection. Inspectors noted improvements in all major aspects of the school's work, including students' achievement and personal development, the quality of teaching, curriculum, care, guidance and support and leadership and management. There has been noticeable improvement in the quality of teaching and monitoring of students' performance and this has helped to raise achievement. Students in Years 10 and 11, and those with learning difficulties or disabilities, who were not previously making enough progress, are now making good progress.

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Senior managers and governors have set a very clear direction for the school, with a determination to raise achievement and do the best for all students. They have insisted on raising the expectations of what can be achieved and staff have risen to meet this challenge. Achievement targets are now much more demanding and staff feel well supported in their efforts to meet these higher standards. The school acknowledges that in 2007 progress was not consistent in all subjects, for example, students made relatively less progress in English and mathematics than they did in some other subjects. The senior team has led an extensive and very well-focussed programme of training and support to improve teaching and learning, bringing in new ideas to help staff to refresh their practice and plan their work to ensure that lessons meet students' differing interests and abilities. Teachers value the practical and accessible guidance which has been provided on teaching and assessment and are incorporating this into their work. The school recognises that there is more to do to ensure that all teachers are making effective use of this in their lessons to improve teaching further from satisfactory to good. The majority of parents are supportive of the school and many recognise the improvements which have been brought about in the last year. They comment positively about the dedication of staff in helping their children to achieve their best and in building their confidence. Students' personal development is good. They are courteous and welcoming. Teachers know them well and relationships are good. Students also told inspectors that they could see how the school has improved, for example, in respect of teaching and behaviour in lessons. Most say they enjoy school and many participate in the good range of extra-curricular activities. The school revises its curriculum regularly to ensure it meets students' needs and interests and it caters well for a wide range of different abilities. The specialist language status is providing increased opportunities for students to study languages, work with local primary and secondary schools and participate in trips and cultural exchanges abroad. Students feel safe and well supported in school. They are confident that staff in the school will help them with any problems they may experience. They have a good understanding of their achievement, what targets they are aiming for and how to improve their work.

Date of last inspection: 12-Mar-2008

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Chiltern Edge Community School](#)

What have we done in response to Ofsted?

In response to the 2008 Ofsted Report the school has continued to drive up attainment with a range of strategies. These have included

- An intensive programme training for teachers to develop the challenge and variety of learning activities in lessons.
 - Individual mentoring of underachieving students by senior staff.
 - An extensive programme of revision sessions after school, at weekends and during holidays
 - Development of the Portal project to raise aspirations amongst more able students
 - A detailed programme of self evaluation which has informed continual school improvement such as the recent introduction of BTEC courses to raise achievement for middle ability students.
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More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

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