

Inspection of Edgbarrow School

Grant Road, Crowthorne, Berkshire RG45 7HZ

Inspection dates: 22 and 23 November 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Sixth-form provision

Outstanding

Previous inspection grade

Not previously inspected

Ofsted has not previously inspected Edgbarrow School under section 5 of the Education Act 2005. However, Ofsted previously judged Edgbarrow School to be outstanding, before it opened as an academy.

What is it like to attend this school?

This school puts pupils at the very heart of its practice. Pupils readily talk about being part of the 'Edgbarrow family'. They feel safe, are happy and are eager to attend.

The curriculum reflects the school's ethos of 'enjoy, grow, achieve' and is thoughtfully designed to match pupils' interests and needs. This helps pupils to focus on their futures and ensures that they are exceptionally well prepared for life after school. Pupils are challenged in their learning without being overwhelmed. As a result, they achieve very highly.

Pupils are extremely well behaved. They are very respectful of one another and of school staff. There is very little bullying and if it does happen, it is addressed very effectively by leaders. The school celebrates inclusion and diversity. Pupils feel accepted for who they are. They are enthusiastic about the very well-attended range of clubs and societies.

One parent, expressing the view of many, said: 'Edgbarrow School has very high standards and is incredibly supportive in helping my child to achieve their potential. My child is encouraged academically and in life skills.' Pupils agree with this. One pupil, reflecting the views of others, said: 'We are supported to become happy and high functioning members of society.'

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

Teachers have very strong subject knowledge and are highly ambitious for pupils. Leaders have designed a rich curriculum for all year groups, including in the sixth form. Pupils build on their learning with increasingly complex skills and knowledge. They gain confidence through practising what they have learned. Teachers consistently and regularly check pupils' understanding. This means they are very precise about any further support pupils might need. Reading is prioritised and extra help is in place for those who need it. Consequently, pupils read confidently, access the school curriculum, and are articulate and insightful in discussions.

Expectations of pupils with special educational needs and/or disabilities (SEND) is strong. They achieve as highly as other pupils. Pupils take great pride in their work and are very eager to do well. The school invests in staffing, resources and facilities to ensure all pupils, including those with SEND and the most vulnerable, are supported in ways that match their individual needs and make them feel valued.

Pupils play a very active role in their school, contributing to assemblies, peer mentoring, being involved in the school council and making the most of the extensive range of clubs and societies. Participation rates in these activities are high, including for pupils with SEND and disadvantaged pupils. Sixth-form students contribute significantly to the school while also developing their leadership skills. For

example, students train as mental health first aiders, read with younger pupils, act as language assistants in local primaries, and lead clubs and societies for others.

Pupils from Year 7 to Year 13 benefit from a highly bespoke and tailored careers information, education, advice programme. The school meets the requirements of the Baker Clause.

Leaders have extremely high standards for pupils' behaviour. Staff implement behaviour policies consistently, and pupils respond to this with a high level of self-regulation of their own behaviours. Sanctions and rewards are extremely well thought out and tailored to pupils' needs. Leaders prioritise attendance and, as a consequence, attendance and punctuality are high for all pupils and sixth-form students. There are extremely positive relationships throughout the school.

The school's personal, social and health education programme is highly relevant to pupils and developed exceptionally well through ongoing dialogue with pupils. It includes relationships and sex education, and learning about diversity, inclusion and British values. It also offers leadership opportunities, like designing and delivering assemblies with staff.

Leaders prioritise pupils' education and well-being. They are highly reflective and proactive in continually improving the school. Leaders take a very structured and systematic approach to reviewing the quality of education and developing their plans for any next steps. Training for staff is extremely effective, balancing whole-school priorities with individuals' development. Leaders regularly seek the views of pupils, parents and staff, and use them to inform their strategic planning. Trustees and governors are exceptionally knowledgeable about the school and its priorities. They take exceptional care to develop ambitious strategic plans. These plans take account of staff workload and well-being, and have a sharp focus on pupils' achievement, well-being and preparation for their next stage of education or employment.

Safeguarding

The arrangements for safeguarding are effective.

Leaders manage any safe recruitment or safeguarding concerns robustly. There is rigorous identification of any pupils requiring help, and referrals are expertly managed. Support for vulnerable pupils is very skilfully tailored to their needs. School staff are very well trained and safeguarding policies and practices are effective, including those related to sexual harassment, online sexual abuse and sexual violence (including sexualised language). Pupils know how to access help if needed.

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.

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	145244
Local authority	Bracknell Forest
Inspection number	10242421
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1504
Of which, number on roll in the sixth form	389
Appropriate authority	Board of trustees
Chair of trust	Steve James
Headteacher	Stuart Matthews
Website	www.edgbarrowschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Edgbarrow School converted to become an academy school in January 2018. When its predecessor school, also called Edgbarrow School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is part of the Corvus Learning Trust.
- A small number of pupils attend a registered provider of alternative provision.
- 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 graded 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 carried out deep dives in English, mathematics, science, languages, geography, and design and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with school leaders, staff and those with responsibility for governance, including the chair of the trust and the chief executive officer of the trust. They scrutinised documents, including those relating to behaviour, attendance and governance.
- Inspectors observed pupils at different times of the school day, including tutor time, breaktimes and lunchtimes. They spoke with pupils from all year groups and took account of the responses to the pupil survey.
- Inspectors met with leaders responsible for special educational needs to discuss the provision for pupils with SEND. They visited lessons to look at the support these pupils were receiving.
- Inspectors also spoke with leaders responsible for reading, early career teachers, pupil premium funding, and learning and teaching.
- Inspectors considered the responses to the confidential staff survey. They took account of parents' responses to Ofsted Parent View.
- To evaluate the effectiveness of safeguarding, inspectors looked at the school's website and policies, met with leaders and spoke with pupils and staff. They scrutinised school records of the safeguarding checks carried out on adults working at the school and spoke with trustees. They scrutinised a selection of safeguarding records.

Inspection team

Sharon Cromie, lead inspector	Ofsted Inspector
Andrew Morrison	Ofsted Inspector
Beverley Murtagh	Ofsted Inspector
Alan Johnson	Ofsted Inspector
Jo Petch	His Majesty's Inspector

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