

Maidenhill School

Address: Kings Road, Stonehouse, Gloucestershire, GL10 2HA

Unique reference number (URN): 115775

Inspection report: 9 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and 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.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Results in pupils' national assessments have improved. They are now in line with national averages. This is due to improvements in the curriculum and more consistent teaching quality. This improvement in achievement is also seen in disadvantaged pupils' outcomes. Pupils with special educational needs and/or disabilities (SEND) also make progress from their starting points. Leaders monitor pupils' achievement closely and take prompt action when necessary.

Typically, pupils gain the knowledge and skills they need to succeed in school as they progress through their studies. However, pupils' retention and recall of knowledge are not consistent across all areas of the curriculum. The quality of pupils' work generally reflects secure learning over time. Pupils are well prepared for life after Maidenhill. They develop the skills and academic outcomes that support them to make ambitious choices. This includes pupils with SEND and those who are disadvantaged.

Attendance and behaviour

Expected standard 

Leaders prioritise pupils' school attendance. They effectively analyse patterns of absence and work constructively with families to emphasise the importance of regular attendance. As a result, attendance has improved and is now in line with the national average for all pupils. Attendance for pupils with special educational needs and/or disabilities (SEND) exceeds the national average for their peers. Pupils understand the importance of attending school regularly. They enjoy the Friday rewards for high attendance. However, for some disadvantaged pupils, attendance remains too low. There are still too many disadvantaged pupils who are persistently absent.

Staff provide pupils with high levels of pastoral support. Designated spaces provide pupils with individual guidance for their wellbeing and emotional regulation. This support reduces barriers to learning and helps pupils engage with their learning. Pupils typically behave very well. They follow the school's routines calmly. Low-level disruption, discriminatory language and bullying are very rare in lessons. The school's culture is based on warm and respectful relationships. Staff make appropriate adaptations, including for pupils with SEND, to help all pupils meet the school's expectations. Pupils enjoy earning positive points to spend in the rewards shop.

Curriculum and teaching

Expected standard 

Since the previous inspection, the school has made changes to the range of subjects offered at key stage 4. This has helped leaders to create a broad and balanced curriculum for both key stages. The curriculum is generally well sequenced. This helps pupils build their knowledge over time. Leaders have an accurate understanding of the quality of the curriculum and teaching across the school. Professional learning is effectively used to strengthen teaching practice within and across curriculum areas. Teachers early in their careers are very well supported.

Teachers demonstrate secure subject knowledge. They know their pupils and any additional needs or barriers to learning. Pupils in need of extra support receive regular check-ins from staff. Teachers choose activities that enable most pupils to learn the curriculum. Even so, sometimes, teachers do not check pupils' understanding carefully. Occasionally, this means gaps are not identified and some pupils do not actively participate in the learning.

Leaders have developed effective interventions. These help pupils gain basic skills in reading and mathematics. The range of support programmes is generally effective. This ensures that pupils can access the curriculum successfully. However, some of these provisions are less precisely focused.

Inclusion

Expected standard 

Maidenhill School creates an inclusive culture that puts all pupils, including those with barriers to learning, at the forefront of decision-making. Leaders identify pupils' needs quickly and accurately. These are well known by staff, who have high expectations for all pupils. The school follows a step-by-step approach to assessing and meeting pupils' needs. Teachers receive clear and helpful information through the 'pupil passport'. Leaders share timely, helpful information with staff about how to adapt their teaching to meet pupils' needs. This helps most pupils to access the curriculum and make clear progress from their starting points.

The inclusion and pastoral teams work closely with families and outside professionals. They know the pupils well. Pupils receive additional support where necessary. Leaders monitor the impact of intervention strategies to ensure that they are suitable and make a difference to pupils' foundational skills and knowledge. However, more careful analysis of pupils' needs is necessary to ensure that all provision is carefully matched.

Leaders ensure that when alternative provision is used, it is suitable for pupils and decisions are made in pupils' best interests.

Leaders have ensured that consideration of and support for disadvantaged pupils is built into the school's daily routines and teaching strategies. Pupil premium funding is used effectively by the school to directly support disadvantaged pupils' needs. As a result of this funding, pupils fully participate in learning and wider school activities.

Leadership and governance

Expected standard 

School leaders have acted decisively to improve the school's culture and ethos. They know what is working well. Leaders use their knowledge of the school to identify where improvement is most needed. Leaders demonstrate a principled approach and take timely and purposeful action to improve pupils' experiences. This is evident in the improvement of behaviour, attendance and academic performance. This positive change is recognised by staff, parents, carers and older pupils alike.

Governors have a clear understanding of the school and its context. They provide the school with effective support and appropriate challenge. They know the school's priorities and maintain effective strategic oversight. Governors ensure that decisions benefit pupils and

consider staff wellbeing. Leaders and governors know that more work is needed to further improve the school.

Leaders have established a strong culture of professional development through high-quality, evidence-informed training. Leaders check the quality of all aspects of the school's work. This has led to many improvements in the school, including the design of subject curriculums. It has also helped to improve teaching and pupils' examination results. Staff feel incredibly well supported. They are proud to work at the school and are committed to driving further improvements. This is also true for new teachers, who receive both the professional and personal support they need to get off to a flying start in their careers.

Personal development and wellbeing

Expected standard 

Leaders ensure that personal development is thoughtfully embedded in the curriculum. They also integrate it into the wider school life. The school's core values underpin pupils' spiritual, moral, social and cultural development. As a result, personal development sits at the heart of the school's work. Leaders have designed a responsive personal development programme. External facilitators enrich the curriculum with diverse perspectives and experiences. The programme is age-appropriate. It equips pupils to become respectful, thoughtful members of the school community. Through this curriculum, pupils learn important lessons that prepare them well for life in modern Britain. They typically develop an understanding of key topics, including healthy relationships, consent and the risks of being online.

A well-established pastoral team supports pupils' wellbeing effectively. This contributes strongly to the positive culture across the school. Many parents say that support from staff has enabled their child to flourish. Staff visit local primary schools to build strong relationships with pupils before they start Year 7. An extensive transition programme helps pupils begin their secondary education positively.

Pupils benefit from a broad range of well-resourced extra-curricular activities. These opportunities promote confidence, teamwork and aspiration. Educational visits, performances and subject-based trips boost cultural awareness. They support learning beyond the classroom. Leaders remove barriers so that disadvantaged pupils can fully participate. Pupils experience various leadership opportunities. For example, they act as sports leaders, student leaders and members of the school council. The school council hustings help to shape pupils' understanding of democracy. Pupils relish these roles and recognise how they help develop their character and leadership skills. Pupils know they have a voice here. They appreciate how they can and have shaped improvements in the school.

Careers education is purposeful and inclusive. Pupils in Year 10 participate in meaningful work experience. They receive professional advice and guidance. Pupils benefit from visits from external speakers and former pupils. This helps to ensure that pupils are well prepared for further education, apprenticeships or employment.

What it's like to be a pupil at this school

A sense of warmth defines the Maidenhill School community. Over the last few years, the school has improved steadily. This positive change is evident across all aspects of the school's provision. Leaders act decisively to improve the school, driven by a commitment to raising pupils' ambitions and creating a sense of belonging. They have cultivated a kind and compassionate school community where pupils have a voice. Pupils feel happy, settled and safe.

Pupils' behaviour has improved over time. They rise to the high expectations set by leaders. A sense of togetherness and warmth permeates the relationships between staff and pupils. This means pupils learn in calm and respectful classrooms. Pupils understand and embrace the school's values. Bullying occurs rarely. Pupils trust staff to keep them safe. They report any worries confidently. The pastoral team provides high-quality care. They respond quickly and effectively to concerns around pupil welfare. This positive culture is helping to increase pupils' attendance. However, disadvantaged pupils still miss too many days of school.

Pupils benefit from the improvements that leaders have made to the quality of the curriculum and of teaching. As a result, most pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, achieve in line with national averages. Staff know the individual needs of pupils and use this knowledge to provide the support needed to reduce barriers to learning.

Pupils enjoy a range of enriching opportunities and experiences. Leaders are committed to ensuring that all pupils can access these and benefit fully. Pupil voice makes a tangible difference. For example, as a result of a presentation from pupil leaders, pupils are permitted not to wear their blazers in term 6. Pupils are guided through a comprehensive programme of personal development. They are taught how to stay safe online and in the community.

Next steps

- Leaders should ensure they continue working to improve pupils' attendance so that persistent absence is reduced, particularly among disadvantaged pupils.
- Leaders should be more precise in analysing emerging and changing needs so that all provisions are matched closely to pupils.
- Leaders should ensure that teachers consistently check for understanding across all curriculum areas and use the information effectively to address gaps in pupils' learning.

About this inspection

The chair of the board of governors in this school is Peter Ethelston.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders during the inspection. Inspectors also spoke with the chair of governors, governors, staff and pupils during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The school uses 8 alternative provisions, including 6 that are unregistered.

Headteacher: Andy Hunter

Lead inspector:

Frances Bywater, His Majesty's Inspector

Team inspectors:

Alison Naylor, Ofsted Inspector

Jo Butler, Ofsted Inspector

Chris Walker, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 June 2026

School and pupil context

Total pupils

726

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

785

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

23.97%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

7.30%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

22.45%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	41.5%	45.4%	Close to average
2023/24 (final)	39.6%	45.9%	Close to average
2022/23 (final)	19.8%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	45.5	46.1	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	42.6	45.9	Close to average
2022/23 (final)	36.2	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.12	-0.03	Close to average
2022/23 (final)	-0.48	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	38.1%	25.8%	Above
2023/24 (final)	25.8%	25.8%	Close to average
2022/23 (final)	8.0%	25.2%	Below

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	37.8	34.9	Close to average
2023/24 (final)	35.4	34.6	Close to average
2022/23 (final)	26.5	35.0	Below

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.46	-0.57	Close to average
2022/23 (final)	-1.07	-0.57	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	38.1%	53.1%	-15.0 pp
2023/24 (final)	25.8%	53.1%	-27.3 pp
2022/23 (final)	8.0%	52.4%	-44.4 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	37.8	50.4	-12.7
2023/24 (final)	35.4	50.0	-14.6
2022/23 (final)	26.5	50.3	-23.8

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.46	0.16	-0.62
2022/23 (final)	-1.07	0.17	-1.24

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	89%	92%	Average
2022 leavers (revised)	94%	93%	Average
2021 leavers (revised)	95%	94%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	10.4%	8.4%	Above
2023/24 (3 term)	11.6%	8.9%	Above
2022/23 (3 term)	11.5%	9.0%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	27.8%	23.4%	Above
2023/24 (3 term)	32.1%	25.6%	Above
2022/23 (3 term)	34.8%	26.5%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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