



Maiden Erlegh Chiltern Edge Parent Handbook



Welcome class of 2025 - 2030



Welcome to Maiden Erlegh Chiltern Edge



Welcome to Maiden Erlegh Chiltern Edge. We are a small school set in the semi-rural setting of Sonning Common and serve the local communities of South Oxfordshire and North Reading. We are a school with a strong sense of community where academic standards are high and each and every student is known and nurtured as an individual.

I have worked at MECE since 2016, starting as an Assistant Head before moving to Deputy in 2020. In January 2025 I was extremely proud to be invited to step into the role as Headteacher and am proud to lead this wonderful community school. The school sits within Maiden Erlegh Trust and benefits from investment, expertise, staff collaboration and Cross-Trust Extra Curricular opportunities for students.

Academic success is key and ensuring students get the qualifications and grades to fulfil their aspirations for Post-16 study (and beyond) is a hugely important part of our job. Our curriculum is broad and balanced and offers opportunity for all students to develop their knowledge, skills and understanding across 15 different subjects in Years 7-9. At GCSE, students study for a combination of 9 GCSE qualifications including the opportunity to take additional GCSEs in Home Languages.

In my own school days, I was the student who took advantage of every opportunity going: sports clubs, school shows, musical showcases, debating club, student leadership as well as a plethora of trips. Looking back, the skills I learned have not only underpinned my leadership style and work ethic but also guided me life-long interests in the Arts and travel. The ethos of “have a go” is now one I hope to instil in MECE students and the programme of events and activities available to the students is varied and exciting – ranging from sports, Art and Film clubs, STEM, Maths Pirates, debating, music and even an annual astronomy night. We partner with local businesses, clubs and charities to explore as many different and diverse opportunities that we can find.

Maiden Erlegh Chiltern Edge is a small, warm and nurturing school environment. We provide something that is different from the other local secondary school offers which I believe is important.

I look forward to welcoming you to our MECE Community.

Emma Bliss
Headteacher
Maiden Erlegh Chiltern Edge



Aim High



Be Inclusive



Work Together

Admissions Policy, SEND and Access Arrangements

Admissions policy and procedures

We work in close partnership with local primary schools to provide a smooth transfer to secondary education. The school holds an official Open Evening in the Autumn term, when prospective parents and students are invited to visit the school. These are in addition to a number of Open Morning events calendared throughout the year. Applicants wishing to join the school mid-year should contact their local authority in the first instance.

Full details of our admission arrangements are also available on the school website.

Arrangements for students with Special Educational Needs or disability (SEND)

We are committed to maintaining an inclusive school and operate in accordance with the Equality Act, the Public Sector Equality Duty, the SEND Code of Practice, the school admissions and SEND policies. Our SEND Information Report, outlining how we meet students' needs, is available on the website as is a link to the Oxfordshire County Council local offer.

Maiden Erlegh Chiltern Edge, in consultation with the local authority, will admit and make provision for any student with a disability providing that the placement is appropriate to the child's age, ability, aptitude and special educational needs, and is not incompatible

with the provision of an efficient education for other children or the efficient use of the Academy's resources.

School policies, such as our Equality, Behaviour and Anti-bullying Policies, help us frame decisions about any reasonable adjustments which may need to be made.

Access arrangements

Most areas of the school are accessible to students with restricted mobility. Key facilities such as dining hall and main halls are all on the ground floor.

Every effort is made to timetable students with mobility impairment into a downstairs room. In the case of a temporary problem of immobility, students can access the Inclusion Areas and work under the guidance of Teaching Assistants or Mentors.

An Accessibility Plan to improve access to information, the curriculum and the physical environment is available with our Equality Policy.

Access arrangements for examinations are carefully monitored. Students are assessed by a variety of staff including their teachers and members of the Inclusion Team, and where appropriate, external assessors, to ensure that all students who meet the criteria have full access to approved concessions.

Times and Dates

School day

The school day begins at 8.45am and ends at 3.15pm. There is a warning bell at 8.40am when we require all students to be in their tutor area.

There is a 40-minute lunch break during which the catering team provide a range of nutritious foods. Students may also bring a packed lunch from home if they prefer. We have a cashless system meaning that parents can monitor their children's purchases from the school canteen. Students are issued with a pin to use in the canteen.

Monday to Friday	
Tutor	8.45 – 9.15
Period 1	9.15 – 10.15
Period 2	10.15 - 11.15
Break	11.15 - 11.35
Period 3	11.35 – 12.35
Period 4	12.35 – 13.35
Lunch	13.35 – 14.15
Period 5	14.15 – 15.15

Term Dates for 2025-2026

Autumn Term

03 September - Year 7 & 11 only (provisionally)

04 September – 21 October 2025

03 November – 19 December 2025

Spring Term

05 January – 13 February 2026

23 February – 27 March 2026

Summer Term

13 April – 22 May 2026

01 June – 22 July 2026

Professional Development Days (School closed to students)

Monday 01 September 2025

Tuesday 02 September 2025

Wednesday 22 October 2025

Friday 27 February 2026

Friday 03 July 2026

Uniform

The school has a traditional approach towards school uniform and expects all students to wear the correct school uniform. We consider that a smart appearance is an important element on the setting of high standards and reflects the tone and ethos of the school. The cooperation of parents in helping us to set and maintain high standards of appearance is essential. From our experience and observations of other schools, there is no doubt that schools that maintain high standards of dress and appearance are more successful.

If a student does not wear the correct uniform, we reserve the right to require them to wear replacement items from our stock. Students not wearing correct uniform will be given a sanction unless they have a signed note from a parent/guardian.

All items of uniform are available from www.stevensons.co.uk.

CESA, the school's Parent Association has a large stock of pre-loved uniform for sale at their regular events. Details of upcoming events can be found through the school's Facebook page.

As part of the admissions process students are assigned to a house – this indicates the colour 'flash' on their tie.

Personal Appearance

- The school uniform should be worn appropriately (e.g., ties done up, shirts tucked in, shoelaces tied etc.)
- Well-groomed hair/facial hair (no extreme styles)
- One small silver/gold stud or small hoop in each ear only; no other jewellery should be worn to school
- Natural coloured hair
- No make-up or nail varnish except light foundation
- Head scarves may be worn for religious reasons by agreement and should be plain black, grey, or navy

Uniform

- White shirt or blouse
- MECE School tie (House coloured)
- MECE Blazer
- Grey trousers
- Grey drain leg trousers OR
- Grey drop waist skirt (worn just above the knee) OR
- Grey long tailored school style shorts
- A grey salwar may be worn under the skirt for religious reasons.
- Plain, navy V-necked jumper (optional)
- Plain black or navy coat or anorak
- Dark socks/tights
- Plain black, navy, grey turbans, headscarves/hijabs
- Black polishable school shoes, no boots, trainers or heels (*Please note that trainers, plimsolls, VANS etc, do not count as shoes.*)

Physical education and games kit

(* indicates kit which is optional)

- PE/Sports top (boy or girl cut)
- Navy PE Shorts
- Navy football socks
- Football boots
- Trainers
- Shin pads and mouth guard
- Navy V-neck pullover*

'Tools for Learning'

'Tools for Learning' is designed to reduce the amount of time lost in lessons looking for equipment and supporting students who do not have the right equipment. In addition to their Tools for Learning, students in KS3 are expected to have a reading book with them.

Every student is expected to have:

- Student timetable
- Large see-through pencil case
- Three black or blue pens
- HB pencil
- Rubber
- Pencil sharpener
- 30cm ruler
- Protractor
- Highlighter pen
- Scientific calculator (e.g. Casio FX-350ES Plus, Aurora AX-595PX)
- Coloured pencil (or pens)
- Glue stick
- Reading book



These items are checked regularly by tutors to ensure students have the full range of equipment. We sell the items listed at cost price in our school shop.

Home-School Communications

We are very keen that you are kept well informed of what is going on in school and in touch with all activities affecting your child. Communications are sent to parents through several electronic channels: we email parents directly and post notices on the school website <https://www.maidenerleghchilternedge.co.uk/>. We have found that communicating with parents in this way is very effective and avoids the problems of letters lost in the bottom of school bags!



We use a system called **Class Charts** to manage key elements of student information, including behaviour, homework, and attendance. This can be monitored via the Class Charts Parent app.

In addition, we use **Bromcom** as our core data system. The associated app, My Child At School (MCAS) allows parents and carers to view the termly Progress Check. Progress Checks provide parents information on their child's progress in each subject as well as providing an Attitude to Learning score to provide an indication on their engagement within in class.

Students have access to a version of these systems through their own **Student App**, which provides visibility of their homework, and behaviour information. **Full details on how to download and activate these apps will be provided once students are on roll.**

Headteacher's Letter is a weekly publication sent out each Friday which shares details of events happening throughout the school community. This is sent via email to parents and is available on the school website. We also have a termly publication, MECEmatters. which is a celebration of student achievements from across the school.

We are also active on Social media, handles and links to our accounts can be found below:

[Instagram](#) @maidenerleghchilternedge
[Facebook](#) @Maiden Erlegh Chiltern Edge
[X](#) @MEChilternEdge

School House System

The purpose of the House system at Maiden Erlegh Chiltern Edge is to encourage students to take an active role in the school and to encourage a strong feeling of being part of a community. It is an important part of school identity and school life, and we look forward to making the House competitions an exciting and enriching part of the MECE experience.

All students are allocated to a House group when they start school. Siblings are allocated to the same House.

Students can gain leadership experience through taking positions of responsibility. The House Captains are appointed following an application and interview process. House Captains communicate messages to House members through year assemblies; they organise and manage non-uniform day activities to raise money for charities and they promote and recruit for inter-house events and Sports Day.

Students will wear a bespoke House coloured tie to identify which house they belong to. These will be available via Stevensons.

The 4 houses are:



Thames



Chiltern



Peppard



Abbey

Curriculum Intent

Curriculum Statement

The curriculum at Maiden Erlegh Chiltern Edge is broad, balanced and carefully constructed to underpin a learning environment that is relevant, aspirational and accessible for all. At MECE, students at all stages are provided with opportunities that develop confidence, broaden individual skills, deepen knowledge, and advocate academic excellence to promote a love of learning by fostering the intellectual, creative, moral and spiritual development of all students and to ensure they are fully prepared for the next stage of education and the working environment.

Preparing students for excellent outcomes that meet their individual potential sits at the heart of all we do at MECE. However, the curriculum is also about providing a wealth of opportunities for students to be the very best version of themselves; articulate, thoughtful, confident citizens who are ambitious for themselves and keen to contribute to the community.

Our curriculum is underpinned by:

- Rigour, high standards, coherence
- A core of essential knowledge in the key subject disciplines
- Freedom for teachers to use professionalism and expertise
- Memorable experiences which put learning in a wider context
- A wide range of opportunities for personalised stretch, challenge and support
- A range of rigorous assessment opportunities which support high quality of information advice and guidance for students and parents
- A rigorous programme for personal development and character education (including SRE and preparation for life in modern Britain)
- Varied option choices for all groups of students including the most able and SEND
- Varied progression routes for all students

Personal Development (PD) education

Running through all of our curriculum, including the pastoral curriculum we cover themes such as:

- Emotional Wellbeing
- Citizen and Community
- Careers, Work Experience and Work-Related Learning
- British Values
- Personal Health
- Relationships and Sex Education (RSE)
- Risk and Safety

PD is primarily delivered through timetabled PD lessons supported by the tutor programme, assemblies and timetabled theme days.

Withdrawal from RE or RSE

Parents have the right to choose whether or not to withdraw their child from RE or SE without influence from the school. Schools should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE and RSE syllabus. In this way, parents can make informed decisions. Where parents have requested that their child is withdrawn, their right must be respected, and where RE or RSE is integrated in the curriculum the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be accommodated. If students are withdrawn from RE or RSE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Students will usually remain on the premises.

Curriculum Allocation in KS3 (Years 7-9)

Curriculum	Subject	Time allocation (Hours/fortnight)
Core	English	8
	Mathematics	8
	Science	7
EBACC	French	3
	Geography	3
	History	3
Extension	Art	2
	Computing	2
	Drama	2
	Music	2
	PSHE	2
	Physical Education	4
	Religious Education	2
	Technology (3D Design / Food)	2
TOTAL		50

Purple Pathway: a bespoke pathway for students entering Year 7 with below 90 scaled score in their KS2 reading and mathematics assessments on agreement with SENCo and parents. Students use languages and computing lessons in Years 7 to create blocks of time in order to follow a bespoke curriculum focusing on literacy and numeracy. A key aim of the Purple Pathway is to ensure students make at least expected progress and more wherever possible and to enable the students to access mainstream KS4 pathways.

Key Stage 4 (Years 10 and 11)

The curriculum in Years 10 and 11 is designed to provide continuity, balance and breadth, but at the same time enable students to specialise in courses which meet their needs, aptitudes and career intentions within the constraints of the current national education recruitment, retention and financial crises.

All students starting Year 10 take a core of compulsory examination subjects alongside Physical Education (PE), Religious Studies and Personal, Health, Social Education (PSHE) which is also taught through assemblies, tutor time and themes events. Students will follow either the Single Science (Biology/Chemistry/Physics) or Combined Science routes which are agreed in liaison with student, parent and teacher.

Curriculum	Subject	Time allocation (Hours/week)
Core	English	8
	Mathematics	8
	Science	8
EBACC	French / Geography / History	5
Options	Two further subjects from list below	5
Non-examined courses	Physical Education	4
	PD (to include RE)	2
TOTAL		50

EBACC: Students who are capable of doing so should take the full range of EBACC subjects e.g. in addition to the Core subjects studied, students should study either GCSE Geography or History and a GCSE in a Modern Foreign Language.

Options: Students have 4 Option choices. Students are encouraged to choose 2 EBACC subjects as part of the Option subjects from the list below:

GCSE Art GCSE Computing GCSE Design & Technology GCSE Drama GCSE Food & Nutrition	GCSE French GCSE Geography GCSE History GCSE Music Triple Science leading to GCSEs in Biology, Chemistry and Physics	BTEC Level 2 Sport AQA Unit Awards
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A small number of targeted students in Year 10 will follow a slightly adapted curriculum to include work towards bespoke AQA Unit Awards. This pathway also allows for additional English and Maths support.

Additional Information

British values

Maiden Erlegh Chiltern Edge takes very seriously our duty to “promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils” (Prevent Duty Guidance: for England and Wales 2015).

Staff take every opportunity to reinforce British values of democracy, rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs and to model them in what they say and do. We also use current affairs stories and events (such as elections) as vehicles for discussing British values in action.

Charging and remissions

It is the policy of the Trust to charge for the following areas of activity: school trips unrelated to the statutory curriculum; board and lodging on any residential visit; individual tuition in a musical instrument; examination entries in subjects which have not been taught as part of the school curriculum; re-sits for examinations. Students will not be excluded from any part of the curriculum because of lack of funds and in cases of hardship the Headteacher may authorise the remission of charges. Pupil Premium students are also eligible for remission of certain charges.

Students are expected to take the utmost care of the school resources and facilities. In a case where a student is responsible for wilful damage to school property, or has defaced, damaged or lost school books or materials, he or she may be held to be financially responsible.

Parents are expected to meet the costs of school uniform and specified items of essential equipment.

Free school meals

Subject to defined criteria some students are eligible for free school meals. You only need to apply once at the school. To do this, complete the online form: [Free School Meal Application Form](#). The form is processed by Slough Borough Council who return the outcome via email to you and us. It is secure, private and results are confidential.

Careers and destination guidance

Students at Maiden Erlegh Chiltern Edge receive independent careers guidance. This is in a range of ways including by an accredited, independent external advisor. Students also receive employability sessions as part of the Personal, Spiritual, Moral, Social and Cultural (PSMSC) education. This includes topics such as CV writing, managing your money and the dangers of social media on your career. Every Year 10 student has a one-to-one interview with our advisor, and this is followed up by an individual action plan based on what has been discussed in the interview. Further guidance in Year 11 includes college visits, apprenticeships and external speakers including on apprenticeships. The Annual Trust Careers Fair provides access to a wide range of expert advice.

School medical service

It is essential that the school has accurate contact details and up-to-date medical information about all students. In the event of a student needing medical attention, the school will, in the first instance, contact the parents and only where this fails will the school contact the medical services

or the family doctor on the parents' behalf. Medical care plans are drawn up for students with chronic conditions or those where reasonable adjustments need to be made.

Students' own medication

All medication should be handed in to Student Services before morning registration to be stored, this includes painkillers such as paracetamol. Students should not carry medication around with them in school.

The only exception to this rule is emergency medication (e.g. students with severe allergy or asthma whose medication should be kept with them at all times). This is in addition to a further set of emergency medication which should be handed in to the Student Services for storage. Medication must be handed in according to our school policy which includes:

- Medication must be in its **original container**
- **Name of medication** must be visible on the original medication container
- **Dose of medication** required must be visible on the original medication container
- **Medication expiry date** must be visible on the original medication container
- For **prescribed medication** – **Student's name must be on the pharmacy sticker**
- Medication must be accompanied by a fully completed and signed Parent/Carer Medical Consent Form, available on the school website and from the main School Reception.

May we remind you that it is the responsibility of your child to come to the medical room at the correct time to take their medication.

Personal possessions

Personal possessions, including cycles, are not insured by the school and students should exercise caution in what they bring to school.

Students who cycle to school are advised to wear a suitable cycle helmet and must ensure that the cycle is in roadworthy condition with effective brakes and, for dark mornings and nights, functioning lights. Cycles should be padlocked when parked.

Mobile telephones (or smart watches) may be brought into school at the students own risk. To prevent disruption to learning, to comply with the examination boards' regulations and to protect the dignity of students and staff, mobile telephones must remain switched off and out of sight at all times during the school day unless specifically told otherwise by a member of staff. Mobile telephones will be confiscated for breaches of these rules.

School policies

Copies of school policies, information on procedures and papers including the school's Special Educational Needs Policy, Complaints Policy, and Privacy Notice, as well as the last OFSTED report are available on the school website – www.maidenerleghchilternedge.co.uk. Paper copies can be provided on request.

Anti-Bullying

Maiden Erlegh Chiltern Edge aims to be a safe and secure learning environment in which all members of the community are respected, safe and able to reach their potential. We have a team of student anti-bullying ambassadors available every lunchtime in our Student Support Centre for any student who wants to talk about bullying.

Why we must STOP Bullying!

Bullying affects everyone, not just the bully and their victim but also the bystanders who witness the violence, intimidation, and the distress of the victim.

What is bullying?

Maiden Erlegh Chiltern Edge has adopted these definitions of bullying.

Physical	Pushing, kicking, hitting, pinching, and any other forms of violence, threats
Verbal	Name-calling, sarcasm, spreading rumours, persistent teasing
Emotional	Excluding (i.e. sending to Coventry), tormenting (i.e. hiding books, threatening gestures), ridicule, humiliation
Racist	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or abusive comments, including gender identity.

If your child is subjected to a sustained level of unpleasantness, which includes any of the behaviours listed, then this should be treated as bullying and reported to the school.

How do I know if my child is being bullied?

Encourage your child to talk about their day at school.

Watch out for signs of:

- General unhappiness or bad temper, other out of character behaviour.
- Tummy aches, headaches, especially in the mornings or Sunday evening.
- Damage to or loss of possessions.

Sometimes your child will experience relationship problems with others. In the majority of cases the difficulties are part of growing up and although the student feels unhappy about 'falling out' with those involved such incidents are not necessarily bullying incidents. In these situations, parents will be able to give support simply by listening to their child and talking through what has happened.

If, as parents, you are in any doubt please get in touch with school. Your child's Tutor or Head of Year will listen to your concerns and suggest an appropriate course of action.

Students can report incidents in school by talking to their Tutor or Head of Year.

Leave of Absence from school

Children of school-age who are on roll at a school must, by law, attend that school regularly and punctually. Regular attendance is important, not just because the law requires it but also because it is the best way of ensuring children make the most of the educational opportunities available to them.

When a child is absent from school, he or she misses not only the teaching provided on the days when absent but is also less prepared for the lessons on their return. This will lead to a risk of underachievement, which Headteachers and Parents/Carers will both wish to avoid.

There may be occasions when a child has to miss school - for example, if they are unwell. Any other absences should be kept to an absolute minimum. Parents should avoid taking children out of school during term-time to go on holiday.


The Law makes it clear that Parents/Carers do not have any automatic right or entitlement to take a child out of school. Indeed, it is likely that in most cases Headteachers will refuse to authorise the absence. The regulations state that Headteachers cannot grant a leave of absence to a student except where an application has been made in advance and the Headteacher considers there are exceptional circumstances relating to the application.

Our school has a clear attendance policy. This policy strongly discourages Parents/Carers from requesting absences during term-time and states that leave for term-time absences will not be granted unless there are exceptional circumstances. However, it is the decision of the Headteacher as to what might constitute exceptional circumstances and each request for term-time absence will be considered on an individual basis. It is recognised that on occasions there may be extenuating or compassionate reasons for an absence to be authorised.

Parents/Carers need to be aware that if an absence request is not authorised by the school and the absence is still taken, this will remain unauthorised.

Should leave be granted but the child remains absent for longer than agreed, then this extra time will be recorded as an unauthorised absence. Should a child fail to return to school on the agreed date consideration may be taken to remove them from the school roll. Parents/Carers would then be responsible for reapplying for a school place with no guarantee of a place back at the same school.

Any leave of absence that has not been authorised may be referred to the Education Welfare Service. This may result in the issue of a Fixed Penalty Notice or prosecution proceedings. A Fixed Penalty Notice will be issued to each parent of each child of statutory school age and carried a maximum penalty of £160. (e.g. Two parents/carers with two children could incur a total cost of £640). If the matter proceeds to court this carries a maximum penalty of £1,000 per parent/carer per child and a criminal conviction, which may affect your current and/or future employment.



Don't forget that 'Term Time Is School Time' - Holidays are fine - just not in term time!
There are 365 days in a calendar year. Your child is expected to attend just 190 days AT SCHOOL.
This means there are 175 days for holidays, birthday treats, special events with families and non-urgent appointments.

If you choose to take your child out of school for 10 days during term time, your child can achieve no more than **94.7%** school attendance for the academic year. This figure is lower than we expect for all students Maiden Erlegh Chiltern Edge - we aim for higher!

Maiden Erlegh Trust and School Advisory Board

Maiden Erlegh Chiltern Edge is part of the Maiden Erlegh Trust, which has a strategic role in running academies within the Trust. The Trustees fulfil their responsibilities through strategic planning and by the setting of policy and standards as well as taking responsibility for the oversight and management of risk. The School Advisory Board (SAB) assists in the development of policy, advising on standards and target setting as well as daily life within the Academy. The School Advisory Board has an important community facing role, ensuring the school meets the needs of its community and the students attending the school. The School Advisory Body represents the community and is responsible for all engagement with parents and the wider community. For more information about the governance arrangements at Maiden Erlegh Trust, please visit www.maidenerleghtrust.org.

Maiden Erlegh Trust Members

Mr Nick Jones
Mrs Julie Dennis
Mr Amjad Tarar
Mr Richard Nicholson
Mr Ian May

Maiden Erlegh Trustees

Mr Nick Jones	Chair
Mr Jonathon Peck	CEO
Ms Maia Hill	Company Secretary and Clerk to the Trust Board
Mr Bob Kenwick	
Mr Alastair Starnes	
Mr John Hobson	
Mr Michael Bellamy	
Mr Matthew Copeland	
Mrs Christine Jones	
Mr Martin Judd	
Mr Brian Poxon	
Ms Jane Williams	
Mr Paddy Bullard	

School Advisory Board

Charlotte Cant	Chair
Emma Bliss	Headteacher (Ex-Officio)
Annabelle Gehlot	Staff SAB Member
Michelle Hobbs	Co-opted SAB Member
Simon Lunn	Co-opted SAB Member
Rebecca Smiddy	Co-opted SAB Member
Katie Skilton	Co-opted SAB Member
Jack Sims	Co-opted SAB Member
Georgina Edwards	Parent SAB Member
<i>Helen White</i>	<i>Clerk</i>

Contact Details

Address

Maiden Erlegh Chiltern Edge
Reades Lane
Sonning Common
Reading
RG4 9LN

Tel: 0118 972 1500
Email: meceoffice@maidenerleghtrust.org
Web: www.maidenerleghchilternedge.co.uk

School Leadership Group – Maiden Erlegh Chiltern Edge

Headteacher

Miss Emma Bliss

Assistant Headteachers

Mr Roddy Clark
Mrs Judy Hills
Miss Sarah Cheeseman

Maiden Erlegh Chiltern Edge became an Academy on 1 August 2018. Maiden Erlegh Trust (a charitable company limited by guarantee) is the legal entity that is responsible for the running of the school.

Parent Association (CESA)

All parents are encouraged to support the Parent Association which aims to foster good relationships with the school, to raise funds for extra items of equipment and to support social functions.

Contact: cesa.mece@gmail.com

Chair

Suzanne Lovegrove

Notes

Maiden Erlegh Chiltern Edge

Reades Lane
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