



RIDGEWAY
SECONDARY SCHOOL

Ofsted Then & Now



Whole School Focus Area	Areas for Improvement from Ofsted Inspection October 2021
Leadership & Management	'Trustees should ensure that leaders are held to account fully for all aspects of the school's work.'
Behaviour and Attitudes	'Leaders should make sure that all staff have high expectations for behaviour and take action to address inappropriate behaviour to ensure there is a calm and orderly environment.'
Curriculum	'Leaders should ensure that the curriculum is planned and sequenced coherently to ensure all pupils are able to know and remember more in the long term.' 'Leaders should ensure that the curriculum identifies what key knowledge and concepts they want pupils to remember to enable them to be successful in their learning.'
Attendance	'Leaders should take action to ensure that absence and persistent absence reduces.'
Safeguarding	'Leaders should take urgent action to ensure all staff receive appropriate safeguarding training and that this is well understood. They should also ensure that pupils are supervised appropriately throughout the school day.'
Personal Development	'Leaders should ensure that pupils are clear about all fundamental British values and that the school's careers programme is implemented effectively.'
CPD	'Leaders should ensure that all staff receive appropriate training in order to enhance their subject knowledge and improve their teaching.'

Improvements made in the last 12 months (as of Summer 2023):

Whole School Area	Improvements evidenced:
	<p>Leadership, at all levels, has drastically improved.</p> <p>A new school improvement plan was implemented immediately following the monitoring inspection based on guidance from HMI to cover all areas of weakness. The plan clearly identifies the precise actions that leaders are taking and how they will be monitored and evaluated. Progress being made by leaders in relation to the school improvement plan is evaluated each half term by senior leaders and RAG rated.</p>

Leadership & Management

Governance has improved. Governors have been working with Trust board, Studley High School and Astwood Bank Primary School to share best practice. The chair has attended LGB at Studley and governors across all the trust schools were involved in a training event to improve governance across the Trust. A new clerk to the governing body has been recruited along with another governor with an educational background, as a result the governing body is strengthened.

There is continued support and challenge on a weekly basis from both the CEO of the Trust and from Mr East, Headteacher at Studley High School.

There is increased partnership with other HTs in the trust through termly HT meetings chaired by the CEO.

Leaders have also built cross school relationships through working with colleagues in specific areas from other trust schools and through holding joint SLT meetings with senior leaders at Studley High School to look at areas such as the curriculum.

Performance of senior leaders is evaluated through regular line management meetings and the appraisal process. Performance is also monitored through SLT meetings.

The appraisal process has been improved and relaunched with objectives set by staff linking directly to areas for improvement from the school improvement plan. The increased leadership team has enabled leaders to drive rapid progress in all areas identified for improvement. As a result, many areas of school improvement are ahead of expected progress at this time.

The school successfully recruited a new Head of Maths who started in January. The new Head of department has an outstanding track record in improving student outcomes in Maths and we have already seen improvements in the quality of education and student outcomes as a result of their leadership.

The curriculum at Ridgeway Secondary School has undergone significant changes and now is well sequenced and coherently planned.

Considerable work has been undertaken in the last 12 months to address curriculum concerns noted following the last Ofsted inspection. Utilising the MAT, leaders from across many schools have worked with department leads to ensure the curriculum is now fit for purpose and in line with National Curriculum expectations.

Each curriculum area now has a sequenced curriculum that has been developed to ensure students gain the key knowledge and skills needed for that subject area. Moreover, developments have been made to ensure that students remember more and for longer. In years 6 - 9, we teach the full range of National Curriculum subjects and are proud to offer a broad curriculum to our students. Our final year of KS3 in year 9 allows students to maintain a wide range of curriculum opportunities, whilst preparing students for KS4 both in terms of selecting the right options and understanding the rigour of each subject area. Our key stage four study comprises of two-year groups. At year 10 and 11, a broad offer of options are available, which is reviewed annually to ensure it matches the needs and requirements of the relevant year group.

Delivery grids are now in place for all subject areas with accompanying Schemes of Work, that plan out what key knowledge and skills are learnt, when they are learnt and why they are learnt. Assessments are planned at appropriate points. Schemes of work include key topic vocabulary, Ridgeway 360 links, SMSC links and much CPD has been undertaken to support this development. The website has also been redeveloped to reflect the intent behind the whole school curriculum and department-based curriculums. Curriculum overview sheets have been developed to ensure our key stakeholders (students, parents and governors) understand the learning for each year group.

Departments have also reviewed their curriculum offer to ensure that a range of enrichment opportunities helps to develop students as citizens and people. The curriculum becomes the vehicle which enables progress for all our students, regardless of background and ability, to ensure their academic, social and emotional development. Subsequently, a range of trips and opportunities have run this academic year with further development taking place to ensure that all departments contribute to this offer.

Considerable progress has been made with KS2 – redesign has improved standards for the class linked to direct impact on progress and attainment. Targeted intervention has taken place all year so that the right students are receiving the right support.

Teaching and learning has dramatically improved in the last 12 months and, subsequently, our students are well taught.

Teaching has also developed substantially. We are in a significantly stronger position than this time last year in relation to staff and staffing structures. We have welcomed a number of new staff to the school and reviewed and restructured our middle leadership structure and added capacity at that level and at SLT level. This has resulted in greater consistency with staffing and, therefore, teaching. The teaching team is developing further in 2023-2024 which will help rapidly improve key department areas - Maths, English, Music, ICT and Food.

Lesson planning is underpinned by cognitive science and key principles by which students learn. This enables our students to gain the knowledge, skills and attributes to be successful learners. Through a well-planned CPD offer, teachers are presented with the latest evidence-based research to help support the development of teaching and learning across the school. Staff are able to articulate the 'building blocks of learning' (a whole school T&L strategy to improve consistency in planning and delivery). Internal Quality Assurance completed through the Spring and Summer term support the evidencing of this.

Students identified with SEND are supported throughout the school by all staff. The introduction of Class Packs places a greater focus on teaching staff using information gathered by the SEND department in the classroom. The process for IEP target writing, reviewing and sharing has been updated to ensure targets are relevant to students, reviewed regularly by staff and shared with parents. The target setting and reviewing process has also been shared electronically with parents, allowing greater opportunity for collaboration. The introduction of Class Packs also places higher expectations of staff's use of recommendations from outside agencies to ensure they are fully meeting the needs of all students. The TA16 strategy has also been introduced to increase the effective deployment of TAs in the classroom and increase the independence and resilience of students receiving higher levels of adult support. Those with identified SEND are supported to access a broad and balanced curriculum along with a range of enrichment opportunities and work experience. Collaboration between staff and students has ensured that students with SEND have had opportunity to access more specialised careers to guidance to ensure they are fully supporting as they move on from Ridgeway.

Quality assurance is now calendared, pre-planned and used to improve consistency and linked directly to improve quality of provision.

There is now a clear programme of QA which takes a collective view from learning walks, book looks, department reviews, parent surveys and student and staff voice. This process feeds into fortnightly line management meetings to ensure there is a constant drive for improvement. Line management and SLT meetings are pre-planned, alongside the school's MER, to ensure there is triangulation of communication and strategy.

Outcomes will now improve due to the significant changes that have taken place in the last 12 months.

We have now implemented an assessment calendar with clear and structured assessment windows for staff to use to aid their planning. Data collection is staggered at different points of the year to ensure that data reported home is as accurate, as current and as meaningful as possible for parents to help move students forward in their learning. Staff have easy access to SEN strategies in their mark books to aid planning in their lessons to improve the provision for SEN students.

We have introduced predictions now into our Year 11 data collection in order to be proactive throughout the year rather than being mainly reactive prior to GCSE summer examinations. Staff have received training on how to differentiate between current grades and predictions and also how to make those predictions as accurate as possible. We know that the accuracy and effectiveness of predictions will improve with more time and experience.

Data is being used in line management meetings as a focus to ensure that department leaders and teachers are aware of students that are not on track. There is an emphasis and expectation that these discussions are not just Y11 related. A focus on year 11 data means a variety of interventions have taken place to ensure progress and attainment of year 11 (2023). This has included:

- Thorough preparation of year 11 before the two mock processes;
- Weekly revision intervention, across subject areas, since Autumn term;
- Holiday intervention through Easter and half-terms;
- Saturday Schools for all Core subjects and some option subjects;
- Revision breakfasts on exam days;

- Collapsed timetables in the lead up to exams to include pre-exam sessions;
- Collapsed timetables for practical subjects in Spring term to ensure quality time is given to coursework completed.

Staff training and support is now planned, personalised and use to move the practice and skill set of staff forward.

A thorough programme of professional development for all staff members is now in place to ensure they are continually developing. Increased department time has resulted in improved quality of curriculum planning that now has a greater centralised focuses while allowing for individuality within areas. The CPD programme links directly to a rigorous appraisal process which supports both staff development and achievement of the School Development Plan. CPD has included further work on SPAG, reading and writing strategies this half-term in both Monday and Weds T&L briefings. Twilight time has been used to develop SOW further to ensure literacy elements are included in a deeper way. Personalised pathways have been introduced to ensure that the right staff are completing the most appropriate CPD for their needs. Support plans have been used successfully to improve the practice of several staff members.

The Behaviour and Rewards policy has undergone considerable change which has resulted in improved behaviour and engagement in school life.

As a result of our process of continuous review and improvement, we believe that behaviour and attitudes are now 'Good'. At Ridgeway Secondary School we have high expectations of our students. Students have high expectations of themselves and each other and parents support students to meet the school's expectations. Students take responsibility for their behaviour. We ensure that disruption to lessons is kept to a minimum and our 3-step approach to minimising disruptive behaviour is transparent amongst staff and students with everyone understanding Warn, Move, Remove. All behaviour has a consequence and this is reinforced by a robust and valued rewards system.

Our aims, values and expectations of students and parents are shared via the Home-School agreement (HSA), which was launched in January 2021 in its most recent form. This is issued annually and to all new starters. Amendments to our behaviour policy are communicated to home if changes occur throughout the academic year and this has been most recently reviewed in line with 2022 DfE Guidance.

Considerable work has been undertaken to explore the effectiveness of our rewards and, in particular, the promotion of VIP awards, Positive Call Outs, Badges, Certificates, Feel Good Friday Calls and Celebration Assemblies. The sanctions system brings clarity to both students and teachers and focuses on minimising disruption and increasing student responsibility. There is a clear structure for tackling poor behavior with key members of staff being involved at key times via a tiered approach.

An effective pastoral team is in place which support the behaviour policy and, therefore, the classroom and school experience.

The Pastoral Team consists of Form Tutors, 2 Heads of Key Stage, a Pastoral Manager, Safeguarding Officer, Attendance Officer all of which is strategically overseen by the Deputy Headteacher. The Pastoral Team meet fortnightly to strategise and support with Behaviour, Safeguarding, Attendance and the Tutor programme. Subsequently, disruptions to learning are rare, with the use of an 'on call' system in place to effectively ensure that disruptions to learning are dealt with in a timely and restorative manner. 'Repeat offenders' are minimal, and in the instance where students do re-offend, we have very clear procedures in place which enable us to track, monitor and support students (with support of parents) in improving their behaviours ranging from: reintegration programs, external involvement, in

school mentoring and a clear reporting system all underpinned by the tiered approach. The school has an effective pastoral system, with a tiered level of support, that allows a variety of reasonable adjustments to be made to meet the needs of our most challenging students that ensures that the climate for learning around the school is excellent. Subsequently, external exclusions are reducing. Permanent exclusion is extremely rare and only used in exceptional circumstances, a clear model is followed and on the rare occasion it is used, it is when we have exhausted all our options of alternative provision and after every effort to work with the Fair Access Protocol, has been made.

We liaise closely with parents so that they are aware of the context of the child's behaviours. Using a range of communication methods: ePraise, Structured Letters, Meetings and Phone Calls are some examples.

Relationships between staff and students are extremely positive at Ridgeway Secondary School.

Relationships between students and staff are extremely positive and our students engage positively in school life, both within the classroom and outside of the classroom. The tutor system at Ridgeway Secondary School promotes positive relationships between students and staff. The tutor system ensures that form tutors are the first point of contact and as such they underpin the rewards and sanctions systems at Ridgeway. EPrise is used to record all rewards and sanctions across the school and monitored and analyzed regularly by the Pastoral Team to inform interventions. Students are rewarded with points, postcards, certificates, badges, VIP Prizes and congratulatory letters for a variety of different reasons including consistent positive attitude to learning, progress/attainment in a subject, 100% attendance/high attendance, within a lesson and promoting Ridgeway Values of Ready Respectful and Safe. Celebration assemblies take place once a term in which we celebrate collectively as a Key Stage.

The school have provided an increased enrichment offer which links to curriculum and enhances the experience of our students.

Trips and enrichment opportunities provide an excellent vehicle for developing our learners. A range of extra-curricular opportunities are planned by subject areas and integrated to support the enrichment of their curriculum and its Schemes of Work. This year the school will launch the 'Ridgeway 360 Promise' which highlights to our learners and parents the different enrichment opportunities they will have available to them, throughout their time at Ridgeway Secondary School. Students' attendance has improved significantly and continues to do so and this is evidence that students enjoy being at Ridgeway Secondary School and feel safe and secure.

Attendance remains a priority and a range of strategies have been used to reduce persistent attendance and punctuality.

Despite the disruption caused by Covid-19 over the last two academic years, we achieved an attendance record which exceeded national averages. Our latest figures from 2021-2022 show that our attendance was at 93.7% compared to a national average of 89.7%. The involvement of a range of key stakeholders (including tutors, heads of key stage, safeguarding and attendance officers and senior staff) has highlighted the importance of attendance within our school community and has ensured that high levels of attendance have been maintained. Bi-weekly team meetings enable us to review our attendance tracker and this enables us to RAG rate attendance and action relevant interventions. This ranges from tutor contact with parents whose child's attendance falls below 95% to a re-integration plan for a student who falls within the PA >90% range.

Punctuality for lessons has improved as a result of the warning bell system, staff meet and greet at the doors and the implementation of punctuality lunchtime detentions. Students who are persistently absent are intervened with quickly and regularly to ensure attendance improves, pastoral teams meet weekly to discuss students of concern in triangular meetings. Other initiatives to support Attendance are:- Attendance Reports, Half Termly Certificates, Intervention workshops about attendance and its impact, tying rewards activities to good attendance. The school also utilises Alternative Provision where appropriate to support good attendance and re-engage those students who are severely absent through: Worcester Learning Zone Pathways through Chadsgrove School Support Services, MET-Medical Education Team. Where necessary, we have sought the involvement of Family Support Workers and Worcestershire Attendance Services. Attendance is an important focus for the school, through awards and praise in tutor groups and assemblies. Students are fully aware of the correlation between high attendance and academic success. Students feel safe and cared for at school. Pastoral support is exceptional. Bullying is rare. To ensure Bullying is taken seriously the school has trained Anti Bullying Ambassadors within each year group who support students with concerns and worries.

Safeguarding remains effective and Ridgeway Secondary School is a flagship school in this area, supporting the MAT.

We have a strong pastoral team with a varied skill set. Our Deputy Headteacher and DSL, and 3 DDSL's spearheaded by the schools safeguarding officer form the robust safeguarding culture within the school where safeguarding is at the heart of everything we do. The school leads on local panels with the police, and other DSL's to ensure safeguarding

practice is shared and context is fully understood. Both the DSL and one DDSL are safeguarding champions for the local authority and have been recognised for their work. All staff receive high quality training and the safeguarding team receive consultant-led support from Brightcore Safeguarding Consultants. The Deputy Headteacher and DSL is also the Trust Lead for Safeguarding and sits on a number of local panels with safeguarding partners.

We utilise CPOMS on-line platform to ensure clear communications surrounding the reporting and actioning of safeguarding incidents. It is a robust system that effectively supports all students, and especially vulnerable students. Other colleagues, such as our SENDCO, LAC Support and Heads of Key Stage, Education Mental Health Practitioner, as well as numerous early help partners also work closely with the safeguarding team, to ensure a triangulation of information for particularly vulnerable students who require more specific and specialist support. As has been the case in many schools following lockdown, we have seen a rise in the number of students needing specific intervention. We have secured a range of external agencies to work with our students: The school has also been supported by NHS EMHP programme who intervene with early concerns around mental health and have proven to be effective at ensuring those students continue in education and are supported at an early stage. At Ridgeway Secondary School, relationships within our immediate and wider community are strong and built on our core values of Ready Respectful and Safe. We remain a strong presence in the community and aim to be the 'school of choice' in the local area. To help raise the school's profile within the local community, the school has organised several social events and charity events. The school community continually promote and encourage the involvement with different charity groups. We also regularly held food donation drives for local foodbanks, both at Christmas and Easter. The student leadership team help drive forward our charity and community work, this is headed by our Head Students which lead the student council as well as various other responsibilities such as those above.

Ridgeway Secondary School has a personal development offer that enriches our students experiences and extends beyond the academic.

- The R360 curriculum is interleaved throughout a student's experience at Ridgeway Secondary School. Through dedicated curriculum time in R360 lessons, explicit links in subject curricula, assemblies and extra-curricular experiences students have extensive opportunity to develop into well rounded citizens ready for modern day Britain.
- The R360 curriculum covers and meets all of the PSHE association standards and is regularly reviewed against the emerging context of the school. Topics that are relevant from within both the local area and the national picture are studied to give students a well-rounded view and skill set readying them for life beyond school.
- Specialist staff deliver the R360 curriculum to ensure that delivery is of high quality and the subject is valued by students evidenced by high levels of engagement and understanding.
- Assemblies on key topics are linked to British Values and Ridgeway 360, students with protected characteristics are represented within the student leadership body, difference and individuality is celebrated.

Faiths and cultures are explored explicitly within assemblies, R360 lessons and the RE curriculum where students learn about and discover different faiths and religions this is enhanced by visiting speakers from local places of worship in the school community.

Considerable work has been undertaken to ensure our CIAG provision is in line with national expectations and the Gatsby benchmarks.

Careers provision has greatly improved this academic year. We employ a Careers advisor who works closely with the Assistant Headteacher to lead a careers programme underpinned by the Gatsby benchmarks. Careers education occurs across both key stages through our R360 curriculum and planned events and the use of platforms such as Unifrog are available to our tutors and teaching staff, but this needs to be embedded further. Careers advice begins at year 9 (with some focus on vulnerable KS3 students) where students receive regular and impartial advice about option choices, the range of Post 16 pathways and local providers. Post-16 providers are invited into school throughout the Autumn term so that Year 11s are fully informed about the local offer. Other opportunities are available to other year groups including our Year 10 work experience week and Year 11 interview day. Moreover, departments (as part of their 360 offer) are exploring further how to develop their offer in relation to CAIG.