

# Inspection of Ridgeway Secondary School

Evesham Road, Redditch B96 6BD

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Inspection dates:	7 and 8 May 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Matt Ball. This school is part of Shires Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Lee Gray, and overseen by a board of trustees, chaired by Michael Thake.

## **What is it like to attend this school?**

Ridgeway Secondary School sets high expectations, which pupils meet. Daily routines are simple and fair. Corridors are calm and disruption is rare. Pupils know what is expected of them, and their attitudes to learning are exceptional.

Pupils, including those with special educational needs and/or disabilities (SEND), have exemplary attendance. They know their daily attendance matters, reflecting their commitment to learning. Ridgeway is a place where pupils want to be.

The 'Ridgeway 360' award is more than a motto. It offers pupils high-quality personal development, guiding them to become well-rounded individuals. At this school, mental health matters as much as academic success. Pupils value how the school helps them grow. In lessons, staff reward positive attitudes. This motivates pupils to be resilient and keep going. This resilience pays off. They are proud of their achievements. 'Ridgeway 360' inspires them to 'give their best today and better tomorrow'.

Through the school's rich and wider offer, pupils participate in sports, residential trips, voluntary work and university taster days. These experiences broaden their horizons and build their confidence.

In this small school, pupils look out for one another. Staff know them as individuals, and someone is always available to listen. Pupils feel safe.

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

Since the school joined a new multi-academy trust in 2022, it has made phenomenal progress. Pupils' behaviour and attitudes are exemplary. The school sets clear, simple expectations that all pupils meet. Pupils manage their own behaviour effectively, which means staff reminders about conduct are rare. Consequently, pupils can learn without disruption.

The school has made significant gains with pupils' attendance. Attending every day is a clear goal. Staff work with families to reinforce this. Pupils follow the school's message that, 'It's not cool to miss school.' Pupils, including those with SEND, have excellent attendance.

Pupils follow an ambitious, well-sequenced curriculum. Staff have identified the key knowledge pupils need now and in the future. Staff use their subject expertise to deliver the curriculum effectively. In classrooms, staff encourage pupils' commitment with 'VIP of the lesson' awards. This recognition motivates pupils to stay focused and remember more of their learning. Most pupils achieve well, particularly in national tests.

In most lessons, staff establish pupils' understanding to identify and address any errors. However, in some lessons this is not always the case. Pupils move on to new learning before their knowledge is secure. This limits what they can do next.

The school is taking action to address the previously low entry rates of the English Baccalaureate. It has raised the profile of modern foreign languages to support this. Staff chat to pupils in French at social times and use other opportunities throughout the school day to increase pupils' interest in this.

Provision for pupils with SEND is a strength of the school. Their needs are identified very well. Staff use this accurate information to make well-designed adjustments, ensuring pupils access the full curriculum. As a result, pupils with SEND thrive.

Reading is a top priority. Pupils read daily in tutor time. Those who struggle to read receive targeted support. This builds their confidence and fluency by providing them with additional opportunities to apply their reading knowledge.

The personal development programme is exceptional. Every pupil takes on a responsibility, for example as ambassadors, charity fundraisers or mentors. These opportunities teach pupils to be resilient, respectful and caring. These roles also provide them with valuable experiences in supporting those with additional needs. Working together in this way further helps pupils to celebrate their own and others' differences, fostering a culture of mutual respect.

The careers programme is rich and varied. Pupils meet local employers and visit colleges, apprenticeship providers and universities. These experiences help them explore opportunities for their future. They feel well prepared for their next steps.

Staff feel supported. The school considers their well-being and workload. Governors hold the school to account well. They make sure priorities are delivered effectively and in a timely manner. This helps to keep the school focused on continuous improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The school does not consistently check that pupils' understanding of the curriculum is secure. Therefore, some misconceptions and errors are not identified or addressed, which leads to gaps in pupils' knowledge. The school should ensure that there is a consistent approach to establishing if pupils have learned the intended curriculum content so that any gaps in learning can be effectively addressed.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	149437
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10369420
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	337
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Michael Thake
<b>CEO of the trust</b>	Lee Gray
<b>Headteacher</b>	Matt Ball
<b>Website</b>	<a href="http://www.ridgewaysecondary.org.uk">www.ridgewaysecondary.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is a member of the Shires Multi-Academy Trust.
- The school uses two registered providers of alternative provision.
- 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.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with the headteacher, senior leaders, other staff and pupils.
- Inspectors also met with the CEO of the trust, the chair of trustees, the chair of governors and members of the local governing body.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, art, geography and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors examined a range of documents provided by the school, including leaders' self-evaluation and improvement plans.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View. They also took into consideration the responses to the confidential staff and pupil surveys, as well as speaking to staff and pupils throughout the inspection.

## Inspection team

Antony Edkins, lead inspector	Ofsted Inspector
Mark Grady	Ofsted Inspector
Lois Kelly	Ofsted Inspector

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