

Aspris Ridgeway School

11 Manor Lane, Shrivenham, Swindon, Oxfordshire SN6 8AD

Inspection date

23 October 2025

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1) to 2(2)(b), 2(2)(d) to 2(2)(e)(iii), 2(2)(g) to 2A(1)(b), 2A(1)(d) to 2A(2), 3 to 3(J), 4

- The proprietor intends for the proposed school to provide education for pupils with special educational needs and/or disabilities (SEND). All pupils will have an education, health and care (EHC) plan.
- The proposed curriculum is suitably broad. An appropriate range of subjects will be on offer, including academic subjects and vocational studies. Subjects will include English, mathematics, science, humanities, design and technology, computing, art and design and physical education.
- Leaders will make use of some commercial schemes of work and additional appropriate long-term plans that have been developed in other schools the company runs. Leaders know that they will need to refine these plans to take account of pupils' starting points and their academic, social and emotional needs.
- The school has chosen a suitable phonics programme to support pupils who are at an early stage of learning to read. English and reading will be timetabled daily, reflecting the priority the school intends to give to this aspect of the curriculum.
- As pupils progress into key stage 4, the curriculum will increasingly be designed around qualification routes. Leaders plan to offer different 'pathways' and qualifications depending on pupils' needs, interests and aptitudes. The proprietor anticipates that all pupils will study for entry-level qualifications in English and mathematics. The school also plans to offer BTEC National Diploma qualifications in personal, social and health education (PSHE), various unit award qualifications and GCSE art and design technology. For post-16 students, the curriculum will consist mainly of vocational studies. The school intends to focus particularly on life skills and preparedness for adulthood.
- PSHE will form an important strand of the school's curriculum. It will be timetabled each week. These lessons will include relationships and sex education (RSE). Leaders intend to consult parents and carers about the RSE policy when the proposed school

opens and when new pupils join the school.

- Physical education will take place on the school site, following the school's scheme of work. In time, the school intends to make use of other facilities such as a swimming pool at a nearby school and the local leisure centre.
- A suitable careers policy is in place. Careers education will be delivered through the school's PSHE curriculum, using a commercial scheme of work. The proprietor plans to capitalise on links with local businesses to offer meaningful work experience for pupils. Leaders also intend to appoint an independent careers adviser.
- The proprietor intends to grow the staff team in tandem with the projected growth of the school. Staff induction and training have been considered carefully. All staff will have a full induction programme. This will include training specific to the school's approaches and curriculum. Some training will be focused on behaviour and safeguarding, including the school's trauma-informed and restorative approaches.
- The school plans for there to be high staff-to-pupil ratios and for pupils to be taught in small classes.
- The proposed school is adopting the proprietor's online systems to enable staff to assess and keep track of pupils' achievement. This is a comprehensive system that will enable staff and leaders to record academic achievement, as well as pupils' social and personal development. The assessment system will also allow the school to monitor how well pupils are achieving in relation to the objectives in their EHC plans.
- The independent school standards (the standards) in this part are likely to be met if the proposed school is granted permission to open.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraphs 5 to 5(d)(iii)

- The proprietor and leaders know that many pupils are likely to join the school having experienced some disruption in their education. A key part of the school's work will initially focus on re-engaging pupils with education and building their self-esteem.
- The school intends that teaching approaches will build pupils' trust, confidence and self-worth. There will be a strong focus on forging positive relationships and supporting pupils to achieve success.
- Through the curriculum, assemblies and tutor time, pupils will learn about important values such as tolerance and mutual respect. Themes such as rights and responsibilities, global citizenship and democracy are woven through the school's assembly plans. Valuing difference also runs through the curriculum, including in subjects such as religious education. In this subject, pupils will learn about other faiths and beliefs.
- Leaders intend to establish a student council and enable pupils to have a voice in the running of the school.
- Leaders understands the need to prepare pupils for adulthood and life beyond the school. For older pupils and students in the post-16 provision, there will be an increasing focus on making sure that pupils and students learn life skills such as

financial awareness, maintaining good health and being prepared for the world of work.

- The proprietor has quality assurance processes to ensure that teaching materials, resources and approaches do not promote any partisan political views.
- The standards in this part are likely to be met if the proposed school is granted permission to open.

Part 3. Welfare, health and safety of pupils

Paragraphs 7 to 7(b), 9 to 16(b)

- The proposed school has in place an up-to-date safeguarding and child protection policy that reflects statutory guidance. This clearly sets out the various safeguarding roles and responsibilities and the school's approaches.
- A senior leader has already been appointed who will be the designated safeguarding lead (DSL). The headteacher and another senior leader are deputy DSLs. All three leaders have had full, recent safeguarding training to equip them with the knowledge they need to fulfil their roles.
- The school intends to use the proprietor's company-wide system for logging safeguarding concerns, actions taken and decisions made. All staff will receive safeguarding training as part of their induction. The school intends to have weekly safeguarding briefings and updates, along with other ongoing training.
- The school has appropriate policies for managing pupils' behaviour, including an anti-bullying policy. The foundation of the school's approach to behaviour will be to forge positive, respectful relationships and foster a climate of mutual respect. The school intends for its approach to be trauma-informed and restorative, as set out in its policy.
- The school will establish a positive behaviour plan for each pupil. These will identify their needs, preventative measures, triggers and the best approach to support the pupil, including de-escalation strategies. The school intends to use the proprietor's online system to record behaviour incidents and actions taken following these. This system will enable leaders to analyse trends and patterns in behaviour.
- Suitable policies for first aid and health and safety are in place. The school intends for all staff to have basic first-aid training as part of their initial induction programme. Training will be updated regularly, and the proprietor intends for some staff to complete the full first aid at work training.
- The proprietor intends that the number of pupils on roll will grow gradually, and staffing levels will increase in tandem with this. Leaders have suitable arrangements in place to ensure that pupils are supervised throughout the school day. This includes ensuring that a senior leader is always on duty during lunchtimes and breaktimes.
- The school will use the proprietor's online admissions and attendance systems. These include the relevant details about pupils. This system has the facility for the school to check attendance patterns for individuals and groups of pupils.
- A comprehensive external fire safety audit has been completed to check that all is in order. Fire extinguishers are installed at key locations throughout the buildings. The

school's fire evacuation plan is suitable, and fire signage provides a clear indication of procedures and exits. This includes fire marshal training for key members of staff.

- The school's health and safety and risk assessment policies are suitable. They comply with relevant statutory requirements. The proprietor has ensured the completion of a range of surveys and tests to ensure site safety, including water tests, an asbestos survey and general maintenance. The proprietor intends to put in place a routine programme of maintenance, using the well-considered system it has for the other schools run by the company.
- The standards in this part are likely to be met if the proposed school is granted permission to open.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 18(2) to 18(2)(e), 18(3), 19(2) to 19(2)(d)(ii), 19(3), 20(6) to 20(6)(c), 21(1) to 21(3)(b), 21(5) to 21(7)(b)

- The proprietor and leaders have a strong understanding of what checks need to be completed for staff in advance of their appointment and for any adults working in the proposed school. When appointing staff, the school is supported by the proprietor's central team.
- The single central record is already set up and populated with the staff who have been appointed to the school. The record includes members of the proprietor body and centrally employed staff such as the regional director who visits the school regularly.
- The school does not intend to use supply staff. However, the proprietor and leaders know what checks and assurances should be in place if they ever use third-party staff.
- The standards in this part are likely to be met if the proposed school is granted permission to open.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1) to 23(1)(c), 24(1) to 24(1)(b), 24(2), 25 to 29(1)(b)

- The proposed school is accommodated in a number of single-storey buildings that were used previously as a primary school. The buildings have been remodelled and refurbished to a very high standard. The proprietor intends that primary-age pupils and secondary-age pupils will be accommodated in separate buildings, each with designated outdoor play spaces.
- The buildings are fitted to a high standard with provision for a number of specialist teaching spaces. These include a science room, an art and design technology room, a computing room, two sensory rooms and a food technology room. Internal fittings in these rooms and across the school are of very high quality. There is also a spacious hall, a dining room and a professionally equipped kitchen for preparing meals for pupils.
- Classrooms are suitably resourced and already furnished. Each has an interactive whiteboard, display boards and plenty of storage. Classroom spaces and the school as

a whole provide an attractive and welcoming environment for learning. Additionally, there are breakout rooms, office spaces and generous circulation spaces.

- Leaders have ensured that there is a suitably equipped medical room with a toilet and washing facilities nearby. The school has appropriate shower facilities for girls and for boys, and additional shower facilities for staff. The temperature of the hot water is regulated and does not pose a scalding risk. Drinking water is readily available in many rooms in the different buildings.
- The outside grounds are spacious and include grassed areas, hard surface play spaces and a multi-use games area. There is adequate external lighting.
- The proprietor has ensured that external work to enhance the outdoor facilities is completed to a very high standard and does not pose any potential safety risk to pupils. For example, the proprietor has made sure that the height of the boundary wall to the key stage 2 play area does not pose a safety risk to pupils.
- The standards in this part are likely to be met if the proposed school is granted permission to open.

Part 6. Provision of information

Paragraphs 32(1) to 32(1)(d), 32(1)(f) to 32(2)(b), 32(2)(b)(ii) to 32(4)(c)

- Leaders are aware of the documentation, information and policies that they must make available to parents, inspectors and local authorities on request. All documents will be made available for parents to request from the school, as well as being available on the proposed school's website.
- Leaders have prepared suitable templates for reporting to parents on how well their children are attaining and progressing. They are also aware of their duty to provide funding authorities with annual statements of income and expenditure for pupils with an EHC plan and to provide reasonably required information for annual reviews.
- The proposed school is likely to meet this part of the standards if granted permission to open.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- The complaints policy is suitable and includes informal and formal processes for raising and responding to complaints. Timescales are set out in the policy along with arrangements for convening panels for the final stage of the complaints procedure. The policy will be published on the school's website.
- The proprietor has systems in place to enable leaders and the central team to record complaints and maintain oversight. This approach will enable the proprietor to identify if there are any learning points arising from complaints, for example changes to any aspects of the school's practice.
- The standards in this part are likely to be met if the proposed school is granted permission to open.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(c)

- The proposed school will be another of a growing number of similar schools overseen by Aspris Children's Services Limited. Each group of schools is overseen by a regional director who is line managed by the chief operating officer for education. The headteacher, who is responsible for the day-to-day running of the school, and several senior staff have been appointed.
- School leaders and the proprietor are knowledgeable and have an extensive background in education and social care. Their rationale for opening the school is sound and based on a clear moral purpose to provide pupils with SEND with high-quality care and education in a safe and nurturing environment.
- There are well-established oversight and quality assurance arrangements in place through the proprietor's governance arrangements for its schools. Additionally, the proprietor employs an improvement partner to provide its board members and the central team with an external view of the school.
- Leaders communicate a strong commitment to ensuring the well-being of pupils through the proposed school's safeguarding policies and associated approaches and systems. These policies and arrangements reflect statutory guidance.
- The standards in this part are likely to be met if the proposed school is granted permission to open.

Schedule 10 of the Equality Act 2010

- The proposed school has a suitable accessibility plan in place. Leaders intend to update the plan at appropriate intervals as required to take account of changes to the school's pupils and staff. The school is likely to meet paragraph 3 of schedule 10 of the Equality Act 2010.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	152225
DfE registration number	931/6033
Inspection number	10424296

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Other independent special school
School category	Independent day school
Proprietor	Aspris Children's Services Limited
Chair	Nancy O'Regan
Headteacher	Gail Prince
Annual fees (day pupils)	£99,569
Telephone number	01793 557190
Website	None
Email address	ridgewayschool@aspriscs.co.uk
Date of previous inspection	2 July 2025

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	7 to 19	7 to 19
Number of pupils on the school roll	Not applicable	60	60

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	60

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	60
Of which, number of pupils with an education, health and care plan	Not applicable	60
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	60

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	17
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	25

Information about this proposed school

- The proposed school is located at 11 Manor Lane, Shrivenham, Swindon, Oxfordshire, SN6 8AD. The building was formerly a primary school that has relocated to new premises.
- The proprietor is Aspris Children's Services Limited. The company runs many other independent special schools and several post-16 colleges.
- The proposed school will cater for pupils with SEND. The school anticipates that pupils' primary areas of need will be those associated with a diagnosis of autism. Many pupils are likely to have social, emotional and mental health needs. All pupils will have an EHC plan.
- Pupils will be referred to the school and funded by their local authority.
- The school intends to cater for pupils aged between seven and 19. It will cater for pupils in key stages 2, 3 and 4, as well as students in post-16 education. The youngest pupils will be in Year 3. The school plans to initially open with pupils in Years 5 and 6 and gradually increase the number of pupils on roll each year.
- The headteacher was appointed in April 2025.
- The school does not currently have any plans to use alternative provision.

Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) in response to the proprietor's application to open an independent school. The purpose of this inspection was to check whether the proposed school is likely to meet the Education (Independent School Standards) Regulations 2014 if the DfE decides to register it.
- This was the school's second pre-registration inspection. The first pre-registration inspection was conducted in July 2025 when the school did not meet a few paragraphs in parts 3, 5 and 8. Following the inspection, the proprietor promptly addressed the building works, including making sure that the height of the boundary wall is not a health and safety risk.
- The inspection was conducted with two days' notice.
- Inspectors met with the headteacher and the regional director of education. The lead inspector also met with the chair of the proprietor body and other members of the proprietor body's central team.
- Inspectors toured the school site with the headteacher and the regional director. They considered a wide range of policies, documents and records to evaluate the school's likelihood to meet the standards.

Inspection team

Shazia Akram, lead inspector	His Majesty's Inspector
Jo Brinkley	His Majesty's Inspector

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