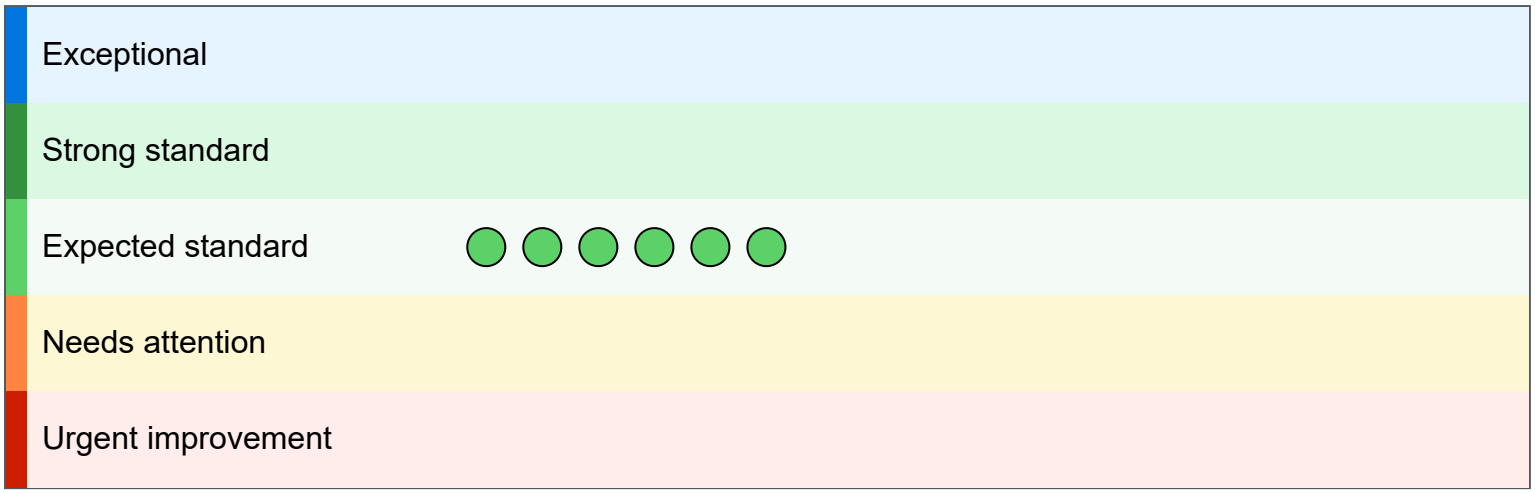
Aspris Ridgeway School

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

Unique reference number (URN): 152225

Inspection report: 15 September 2026



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.
- Insufficient evidence: Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Expected standard

Achievement

Expected standard

Each pupil achieves well from their starting point. Pupils typically arrive at the school with gaps in their knowledge and understanding. Leaders work quickly to identify these and put the right support in place. Staff are ambitious for what every pupil can achieve. They understand pupils' hopes and dreams and are committed to giving pupils the knowledge and skills they need to achieve these. Although still early in the school's journey since opening, pupils already show increased independence, confidence and readiness for their next stage of education.

Leaders recognise that the next stage of the school's development is to ensure pupils achieve well across all areas of the curriculum. Pupils are more secure, with strong foundations in English, mathematics and phonics, as well as in their social and emotional development. Achievement in wider curriculum subjects is developing. Understandably, pupils are less confident in those subjects that are at earlier stages of the school's implementation of the curriculum.

Attendance and behaviour

Expected standard

Staff have high expectations for pupils' school attendance. There is a relentless focus on creating meaningful opportunities to help pupils overcome any challenges they face to attending school and to enable every pupil to thrive and belong. Leaders analyse attendance information meticulously. If any patterns of lower attendance are found, the school works closely to intervene and to remove barriers quickly. Where needed, the school works closely with wider agencies and other professionals to help address any concerns. Overall, there is improvement in attendance for every pupil at the school. Leaders recognise the constant need to help pupils most at risk of persistent absence to achieve more regular attendance.

Positive relationships are at the heart of the school's approach to behaviour. Pupils behave well and follow the school’s routines. If any pupils need adaptations or adjustments to behaviour strategies, they receive these appropriately. Pupils have positive attitudes towards each other and staff. They are calm and respectful and appreciate social times and the chance to build positive relationships with each other. Staff have a clear approach to managing and responding to any form of discrimination or negative behaviour online or offline, and bullying is not part of school life. Pupils are polite and thoughtful towards each other and have positive attitudes to their learning.

Curriculum and teaching

Expected standard

Leaders have an ambitious and thoughtfully designed curriculum that appropriately considers the range of pupils' needs across the school. The curriculum policy, supporting plans and schemes of work cover the breadth required by the independent school standards. Leaders understand the quality of education at the school and have identified the right priorities to continue strengthening the provision. The curriculum is inclusive, planned and sequenced effectively to enable pupils to build their knowledge and skills securely from

their starting points. Lessons are generally taught well, with staff benefiting from ongoing support and professional development that builds collective expertise across phases and subjects.

Pupils' key knowledge and skills in reading, writing and mathematics develop well. Reading is prioritised and taught effectively. Pupils develop early reading skills appropriately and get the support they need to keep up with their peers. Staff support pupils' progress in the curriculum through bespoke approaches, careful adaptations and extra teaching activities that are matched to individual pupils' needs. Teachers check pupils' performance carefully, using the framework set out by leaders.

Wider curriculum subjects such as history and geography are thoughtfully planned and are generally delivered effectively. Staff provide timely support and encouragement, with activities that are typically matched well to pupils' needs. They typically ask questions, model examples and adapt what they teach effectively. This helps pupils to learn. However, some activity choices in the wider curriculum subjects require further refinement in order to maximise learning time for some pupils.

Inclusion

Expected standard

Leaders are rightly proud of their inclusive and personalised provision, where pupils' individual needs are understood and met effectively. Skilful adaptations to lessons and the curriculum enable pupils to engage successfully in their learning across subjects. These adaptations are used thoughtfully, ensuring pupils receive the support they need while maintaining high expectations for participation, behaviour and learning. As a result, pupils, including disadvantaged pupils, develop their confidence and independence well. Staff work collaboratively to identify and reduce barriers to learning and wellbeing and maximise pupils' engagement. Pupils consistently benefit from the school's nurturing and responsive environment that strengthens their opportunities to achieve.

Leaders are proud of the inclusive culture at the school. All pupils have thoughtfully created individual learning plans. Staff check how effective their provision is from the beginning of every pupil's transition into the school. Leaders follow a cycle of planning, supporting and reviewing each pupil's progress systematically. Staff are committed to ensuring every pupil succeeds. Staff consistently apply agreed strategies to promote pupil participation and independence. Leaders are ambitious for every pupil. They work closely with parents and specialists such as speech and language and occupational therapy professionals to ensure pupils receive the support that they need to thrive.

Leadership and governance

Expected standard

The proprietor, and leaders at all levels, have a clear understanding of the school's strengths and areas for development. They ensure that the independent school standards are fully met. They monitor the provision and site systematically. The site is well maintained. Appropriately skilled and qualified specialists carry out checks to the site, and staff ensure that records of these checks are clear.

Leaders are role models for high expectations and professionalism. They develop staff expertise through carefully considered professional development opportunities. Staff speak

positively about the culture in the school, highlighting strong teamwork and mutual support. Staff value the opportunities available to them to develop professionally, recognising that further career development pathways and training opportunities are continuing to evolve as the school grows.

Those responsible for governance have high levels of knowledge, which enhances the school's provision expertly. They implement robust systems and processes and challenge and support leaders effectively. They ensure that the school fulfils its legal duties as well as improve the overall provision.

Leaders support staff wellbeing effectively. Staff acknowledge that establishing a new school, alongside evolving systems and leadership structures, has been challenging, at times. However, they feel that leaders understand these pressures and are committed to supporting staff wellbeing. Leaders work in the best interest of pupils. From the very beginning of the admissions process, transitions and placements, leaders and staff are clear advocates for vulnerable pupils and act as their champions. Parents and carers are supportive. Leaders work closely with them and listen to feedback, ensuring that each child's education is a true partnership. One parent summarised the thoughts of others, saying, ‘Trust and relationships are building strongly all round. The setting is absolutely the right one, and I'm very grateful for it.’

Personal development and wellbeing

Expected standard

The programme of personal development is suitable and well planned. This includes provision for pupils' spiritual, moral, social and cultural development. Social education begins from the very start of each pupil's school experience. The school's thoughtful programme helps pupils learn about the school's values and how pupils can be good friends towards each other. Structured lessons and school assemblies give pupils the opportunity to reflect and to build their knowledge and understanding over time. Careers, sex and relationships education are appropriate and linked to each pupil's age and stage of development.

Artistic, musical and sporting interests are developed based on pupils’ interests. For example, activities such as chess, football and colouring are woven into daily life routinely. Social times are purposeful and happy. Pupils are taught to recognise the difference between right and wrong and develop reasoned views about moral and ethical issues. For example, during ‘Talk together Thursday’, pupils discuss different scenarios thoughtfully. Pupils are taught well about online and offline risks to their wellbeing. They feel safe. They speak with confidence about topics such as online safety, personal hygiene and healthy eating.

Pupils benefit from a range of bespoke extra teaching and opportunities that support their social, emotional and personal development. There is a creative range of educational trips and visits to support the curriculum, for example visiting ponies, local environment walks and a whole-school hike on the Ridgeway with pupils, families and members of staff. Gardening and the learning in the outdoors support pupils well. Pupils are happy growing and harvesting vegetables and herbs. Food technology is a key part of the school's programme, helping to equip pupils with vital skills to prepare them for life beyond school.

The school is at an early stage of implementing the full personal development programme, but plans are clear and ambitious.

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

Pupils know the school’s values of community, compassion, confidence and courage well. They model these towards each other, make new friends quickly and play happily. Pupils quickly develop a sense of being included and valued. They develop their understanding of diversity and protected characteristics in age-appropriate ways. Leaders are ambitious for all pupils and are committed to helping them fulfil their hopes and dreams. Through thoughtful, personalised approaches, pupils build their knowledge and understanding of the curriculum, including their spiritual, moral, social and cultural development. Pupils learn about fundamental British values such as democracy and the rule of law through well-planned and appropriately sequenced activities that help to prepare pupils for a successful life in modern Britain. Most pupils benefit from this curriculum by attending school regularly. If any pupils are at risk of lower attendance they are supported effectively, including through the school's collaborative work with other agencies and professionals. Pupils quickly develop positive behaviour and positive attitudes to their learning. They understand what is expected from them and respond to the school's clear expectations and routines well. Bullying incidents are not a feature of school life, but the school has clear policies and procedures to address any issue swiftly, if needed.

All pupils at the school have an education, health and care plan and are supported effectively in achieving the targets set out for them. In addition to primary needs linked to a diagnosis of autism, pupils' learning and emotional needs are identified thoroughly. Where the curriculum and teaching are most effective, pupils build on their prior knowledge successfully. Pupils enjoy their learning. However, the curriculum is not implemented consistently well across all subjects. Some of the learning activities, in some lessons, are not as precisely matched to pupils as they could be. As a result, some pupils' progress in the wider academic curriculum is not as secure as leaders intend.

Next steps

- Leaders should ensure that staff implement the full curriculum effectively, ensuring that activity choices enable pupils to build new learning, knowledge and skills as effectively as possible.
- Leaders should sustain their work to improve attendance for all pupils, ensuring that strategies have the maximum impact, particularly for those pupils most at risk of persistent absence.
- Leaders should continue the implementation of the programme of personal development to enable pupils to broaden their experiences and preparation for life outside of and beyond school.

About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

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, the chair of the proprietor board and governors, including the chair.

The inspectors confirmed the following information about the school:

The school is registered as a special school. All pupils have an education, health and care plan. Pupils attending the school have a diagnosis of autism and other associated needs.

The school does not use any alternative provision.

The school currently has 11 pupils on roll, with a capacity of 60 pupils.

The school is registered to take pupils aged between 7 and 19. Currently, pupils who attend are aged between 9 and 12.

This is the first standard inspection of the school since it was registered by the Department for Education in November 2025.

This inspection took place from 15 to 17 September 2026.

The name of the proprietor is Aspris Children's Services Limited. The chair of the proprietor body is Nancy O’Regan.

The fees currently charged are £103,333.

The email address of the school is RidgewaySchool@AsprisCS.co.uk

Headteacher: Claire Nicholas

Independent school standards

Independent school standards are either met or not met for each category.

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1. Quality of education provided	Standards met

All standards have been met.

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2. Spiritual, moral, social and cultural development of pupils Standards met

All standards have been met.

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3. Welfare, health and safety of pupils Standards met

All standards have been met.

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4. Suitability of staff, supply staff, and proprietors Standards met

All standards have been met.

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5. Premises of and accommodation at schools Standards met

All standards have been met.

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6. Provision of information Standards met

All standards have been met.

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7. Manner in which complaints are handled Standards met

All standards have been met.

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8. Quality of leadership in and management of schools Standards met

All standards have been met.

Lead inspector:
Carl McCarthy, His Majesty's Inspector

Team inspector:
Martin Dyer, His Majesty's Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 15 September 2026

Total pupils

11

School capacity

60

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

11

Pupils with special educational needs (SEN) support

0

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.

Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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