

Inspection of Ryedale School

Gale Lane, Nawton, York, North Yorkshire YO62 7SL

Inspection dates: 4 and 5 October 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Domenica Wilkinson. This school is part of Ryedale Learning 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), Mark McCandless, and overseen by a board of trustees, chaired by David Dangerfield.

Ofsted has not previously inspected Ryedale School under section 5 of the Education Act 2005. However, Ofsted previously judged Ryedale School to be outstanding, before it opened as Ryedale School as a result of conversion to academy status.

What is it like to attend this school?

Pupils are very proud to attend Ryedale School. Pupils behave in an exemplary manner in lessons and at social times. The school's sharp focus on ensuring that pupils develop a strong understanding of other cultures, faiths and religions is fulfilled. This ensures an inclusive environment in school and very positive attitudes to anyone who is under-represented in society.

The school has extremely high expectations of pupils. Pupils strive to meet these expectations. All staff have a shared vision that pupils will achieve well. This includes academic achievement and achievement beyond the taught curriculum. Pupils are rightfully proud to represent the school in sports, music and drama activities. The opportunity to participate in these events is met with great enthusiasm!

Pupils can enjoy an exceptional number of extra-curricular activities. These include debate club, environmental club and the Duke of Edinburgh's Award. These are very well attended. Staff have visited overseas destinations to ensure that venues are wheelchair friendly. This ensures that pupils with special educational needs and/or disabilities (SEND) are fully supported to participate in trips and visits. Year 11 pupils act as buddies to Year 7 pupils. Buddying helps to create a welcoming, friendly and supportive atmosphere throughout the school. There are strong, purposeful relationships between staff and pupils.

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

The curriculum is ambitious. Many pupils study the English Baccalaureate suite of subjects. In most subjects, the curriculum offer goes beyond the national curriculum. For example, in English, pupils study a greater number of Shakespeare plays than the national curriculum requires. Pupils show a clear understanding that their curriculum has been sequenced to build important knowledge. Year 11 pupils explain how work done in key stage 3 helps them to understand complex and challenging work completed in key stage 4.

Teachers rigorously check what pupils know. Pupils' learning is regularly assessed in lessons. Teachers adapt their teaching skilfully when necessary. For pupils with SEND, this is particularly helpful. Staff precisely identify what additional support is needed for pupils with SEND and use additional strategies in lessons to ensure that they keep up. The extremely positive behaviour and attitudes of pupils ensure their full engagement in lessons. There is no lost learning time. All pupils are keen to know and remember more. They strive to make exceptional progress.

The school has ensured that reading is a high priority. Pupils in all year groups are regularly assessed to check their comprehension and fluency. Appropriate interventions are put in place speedily for pupils who need additional support. Curriculum leaders ensure that pupils read challenging texts which expose them to a very wide range of issues and perspectives. A culture of reading permeates every area of school life.

The personal development provision for pupils is exceptional. Pupils have precise knowledge of what they have been taught. They have very positive attitudes towards all others. Sensitive issues, such as healthy relationships and consent, are well taught and equally well understood. Pupils who qualify for additional pupil premium funding are supported to access 'The Brilliant Club' which supports disadvantaged pupils to access higher education. This ensures that the most disadvantaged pupils go onto highly appropriate and ambitious destinations. The school provides many leadership opportunities for pupils, including as prefects, councillors and ambassadors. Pupils who take on these roles shape the life of the school. For example, prefects lead by example and model positive behaviours and attitudes at all times. Other pupils in leadership roles take part in presentation evenings to parents and carers. The vast majority of pupils aspire to hold leadership roles in school. Pupils carry out the roles with pride and tenacity. The culture of positivity and contributions to the school family are celebrated at Ryedale School.

Careers education prepares pupils very well for life beyond school. Pupils get impartial advice about the post-16 options available to them. Staff provide high-quality support to ensure that all pupils attend appropriate post-16 destinations.

Trustees and members of the Ryedale School Committee, who act as governors, have great confidence in the school's staff. Their confidence is warranted. Trustees and committee members regularly visit the school to ensure that they know what is happening. Many have educational expertise. This expertise enables them to accurately assess and evaluate what leaders tell them. The vast majority of staff feel well supported. The school considers their well-being at all times.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	148377
Local authority	North Yorkshire
Inspection number	10297517
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	724
Appropriate authority	Board of trustees
Chair of trust	David Dangerfield
Headteacher	Domenica Wilkinson
Website	http://ryedale-rlt.co.uk
Date(s) of previous inspection	Not previously inspected

Information about this school

- Ryedale School converted to an academy in February 2021. When its predecessor school, also known as Ryedale School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is part of Ryedale Learning Trust.
- The school uses one alternative provider which is not registered. No pupil attends this provision full time.
- 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.

Inspections are a point-of-time judgement 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 leaders and have taken that into account in their evaluation of the school.
- The inspection team completed deep dives in the following subjects: English, history, design and technology, and languages. To do this, inspectors met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school, priorities for improvement and minutes of governors' meetings.
- The lead inspector met with a representative from the local committee board, representatives from the board of trustees and the CEO of the trust.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The inspection team visited the unregistered alternative provision that the school uses.
- The views of pupils, parents and staff were considered through discussions and a review of Ofsted's surveys, including Ofsted Parent View. The inspection team also considered correspondence that was given to inspectors during the inspection.

Inspection team

Jessica McKay, lead inspector	His Majesty's Inspector
Chris Sergeant	His Majesty's Inspector
Brian Janes	Ofsted Inspector
Adam Ryder	Ofsted Inspector

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