

# Ribston Hall High School

**Address:** Stroud Road, Gloucester, Gloucestershire, GL1 5LE

**Unique reference number (URN):** 136767

## Inspection report: 12 May 2026

|                    |                                                                                   |
|--------------------|-----------------------------------------------------------------------------------|
| Exceptional        |                                                                                   |
| Strong standard    |  |
| Expected standard  |  |
| Needs attention    |                                                                                   |
| Urgent improvement |                                                                                   |

### **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.

## Strong standard ●

### Achievement

Strong standard ●

Pupils excel across the curriculum, including those who are disadvantaged and those with special educational needs and/or disabilities. Over time, all pupils have achieved above national averages in examinations. Disadvantaged pupils outperform similar pupils nationally. This reflects the high aspirations staff have for everyone. Achievement among post-16 students is also improving.

At key stage 3, pupils create high-quality work. They discuss their learning confidently. They use prior knowledge to tackle more complex ideas. Their strong technical vocabulary allows them to express their understanding clearly. As they move through school, they explain their thoughts in greater depth. They also enjoy debating and exploring new perspectives. As a result, pupils are very well prepared for their next steps in education, employment or training.

### Attendance and behaviour

Strong standard ●

Pupils feel a tremendous sense of pride in their school. Attendance has consistently been above the national average, including for disadvantaged pupils. For those with special educational needs and/or disabilities, attendance is above average and has improved over time. Pastoral leaders monitor attendance closely. This rigorous tracking, follow-up and support removes barriers to pupils attending school. Leaders know their pupils well and recognise the challenges some face in being present. This information is used effectively to provide the right support for those who need it. Persistent absence remains low and continues to decrease.

Ribston has a culture of kindness and respect. Pupils know the high expectations leaders have of them. Pupils' conduct is exemplary. Classrooms are purposeful environments. In lessons, pupils engage with enthusiasm and focus on their learning. Post-16 students exemplify the school's high standards. Clear expectations and well-established routines mean pupils arrive punctually and settle quickly. Bullying and prejudicial behaviour are rare and addressed promptly. Pupils' self-regulation and support for one another make social times enjoyable for all, for example by engaging in self-study or rehearsing together for upcoming performances. Transitions between lessons and social time are swift and calm.

### Curriculum and teaching

Strong standard ●

Leaders have designed an ambitious curriculum that reflects their high aspirations for all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND). They review the curriculum continually to ensure it remains challenging for all pupils. The curriculum is thoughtfully planned. It ensures pupils gain the knowledge and skills they need for their next steps in education or training.

The school's approach to teaching is highly effective. Teachers demonstrate expert subject knowledge. They are rigorous in their approach to teaching difficult concepts. Pupils and students in the sixth form relish this challenge. Teachers skilfully use questioning to check

what pupils know. They help pupils to understand and connect increasingly complex ideas. Leaders ensure that teachers have detailed information about pupils' individual needs and barriers to learning. Activities are adapted to support disadvantaged pupils and those with SEND. These adaptations help them to achieve very well. A culture of reading permeates the school. A wealth of reading programmes develops pupils' love of reading.

Leaders have developed a wide-ranging professional learning programme. This reflects their high expectations for teaching and leadership. These opportunities enable staff to continue to develop their expertise.

## **Personal development and wellbeing**

**Strong standard** 

There is a comprehensive and thoughtfully sequenced personal development programme. This is an entitlement for every pupil. The Ribston Baccalaureate in the post-16 provision ensures that students undertake a rigorous programme of personal growth. This includes enrichment, leadership opportunities and community engagement. The Ribston Ambition Pathway in the lower school ensures pupils experience a similarly rigorous programme.

Pupils understand the fundamental British values that underpin society. Pupils of all ages play an active role in shaping the school. They describe it as an empowering place. They develop tolerance and respect as they learn about those who are different from themselves. Older pupils enjoy supporting younger peers in academic and extra-curricular pursuits. Excellent pastoral care at the school ensures that any pupil who feels anxious receives help to succeed.

Pupils gain a secure understanding of healthy relationships, consent and personal safety. Teaching about online and offline risks is current and responsive. It enables pupils to understand how to keep themselves and others safe. Pupils are confident in raising concerns and know how to seek help. They are taught about physical and mental health. Pupils who require emotional support benefit from the school's wellbeing hub.

The house system is an important part of school life. It encourages pupils to do their best. Everyone is included and has a chance to flourish. The school offers many extra-curricular activities. These give pupils a chance to explore talents and interests in sports, the arts, culture, volunteering and leadership. Pupils speak enthusiastically about the recent production of Grease. Disadvantaged pupils and those with special educational needs and/or disabilities participate fully in these experiences.

Careers guidance is tailored to pupils' aspirations. The school engages well with employers. Pupils have an informed understanding of how to achieve their ambitions. Equipped with this knowledge, sixth-form students and pupils are well positioned to pursue their chosen next steps.

---

## Expected standard

### Inclusion

### Expected standard

Pupils with special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language are supported well. Leaders are ambitious for all pupils. The school has systems in place to identify pupils' needs. Leaders assess pupils when they join the school. They then implement effective strategies to reduce barriers to their learning. Pupils with additional needs are included in all aspects of school life.

Leaders use the professional learning programme to develop staff expertise. This helps staff reduce barriers to learning for pupils in the classroom. Leaders regularly review the impact of the support teachers provide. The support for pupils with SEND is effective. They achieve well in national tests. Teachers know their pupils well. They make appropriate adaptations to enable pupils to access the curriculum. However, leaders do not have an interconnected approach to monitoring and evaluating the impact of the school's provision on pupils with SEND and disadvantaged pupils.

The use of the pupil premium funding to support disadvantaged pupils is appropriate. Leaders carefully decide how to use this funding to help disadvantaged pupils overcome barriers and succeed in all areas of school life.

### Leadership and governance

### Expected standard

Leaders have a clear vision for the school rooted in high ambition for all pupils. Trustees and school leaders have an accurate understanding of the school's many strengths. Since the previous inspection, they have focused their efforts, even during considerable change, on securing continued improvements. The impact of this is evident in pupils' achievements and the strong pastoral support they receive. The school enjoys positive relationships with parents and the local community. Trustees and school leaders also understand key areas for further improvement. This includes the need to use information more precisely to assess the impact of their actions. Leaders have high standards and want the very best for pupils. Increasingly, this vision is shared and understood by leaders at all levels. This is helping to drive further improvements for pupils, building on an established position of strength in many areas.

Leaders have created a culture of professional learning. Staff are reflective. Development opportunities are varied and staff engagement is high. Teachers appreciate the range of opportunities available to them. These enable them to be more effective in their roles. They use their training to positively impact pupils' experiences.

Staff, including early careers teachers, feel well supported. The majority of staff speak positively about the school's approach to wellbeing and workload. They are resolutely proud to be part of the school community. Trustees fulfil their statutory duties well. Leaders and trustees are committed to making decisions in pupils' best interests. There is a shared sense of purpose and dedication to pupils' academic and personal success, regardless of their background.

Students enjoy being in the sixth form. They feel safe and describe the community as caring and supportive. Students benefit from dedicated pastoral care. The sixth form offers a broad and well designed post-16 curriculum through the Ribston Baccalaureate. This unique offer combines academic and extra-curricular opportunities. This prepares pupils well for positive future destinations. The curriculum successfully supports disadvantaged students and those with special educational needs and/or disabilities. Teachers are subject specialists. They explain complex concepts clearly. Feedback helps students to improve and address gaps in knowledge. Published outcomes for most students are close to national averages. These outcomes are improving. Leaders recognise that a more systematic approach to monitoring the quality of sixth-form provision would strengthen their oversight and help to bring about further improvements.

A rich enrichment programme and a strong community ethos develop students' confidence and independence. Sixth-form students act as positive role models and contribute widely to the school. For example, 'senior peer mentors' and 'Adistars' support pupils in the lower school. Students value the extensive trips, extra-curricular activities and leadership opportunities the school provides. These opportunities equip students to be active citizens and to develop important skills for their next steps. Leaders ensure that careers education is robust and impartial. Close monitoring and personalised guidance help students to secure positive destinations. Students progress to education, employment or training, with a number entering the most competitive universities.

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

Ribston is a kind and caring school. Pupils and students flourish and succeed here. Success, in all its forms, is celebrated by staff and pupils alike. The atmosphere is one of camaraderie and support. Pupils and students in the sixth form are keen to meet the high expectations that staff have of them. Pupils feel valued and have a strong sense of belonging in the school's nurturing community. As a result of this effective pastoral support, attendance is high.

Pupils are courteous, confident and welcoming. They are happy, safe and very well cared for. Staff resolve rare instances of bullying quickly and effectively. The school is focused on promoting positive mental health. The wellbeing hub is a valuable resource that is used purposefully by pupils. Behaviour around the school and in lessons is exceptionally focused and calm.

Pupils relish learning and thrive on the challenge presented by difficult concepts in lessons. Staff know pupils well. They share warm relationships. This detailed knowledge and trust enable pupils to consistently achieve above national averages in national examinations. Careers guidance helps pupils to make appropriate choices about next steps. They are very carefully prepared for their future roles and responsibilities. A high number of pupils proceed to the school's sixth form or university of choice. Leaders have an accurate understanding of pupils' needs and identify barriers to their learning. Disadvantaged pupils and pupils with special educational needs and/or disabilities achieve as well as their peers.

Pupils are incredibly proud of their school. They speak effusively about the wealth of enrichment activities and leadership opportunities available to them. There is something for everyone at Ribston. Pupils have a significant voice here. They are empowered to establish groups, societies and clubs that match their interests. The sixth-form students serve as exemplary role models for the younger pupils. They serve as mentors and tutors, both at school and in the local community, to support their younger peers.

---

## Next steps

- Leaders should implement a more rigorous, systematic approach to evaluate the quality and impact of the school's provision for pupils with special educational needs and/or disabilities.
  - Leaders should further strengthen their oversight and analysis of some aspects of the school's work and its impact.
- 

## About this inspection

The school is part of a single academy trust. The trust is overseen by a board of trustees, co-chaired by Claire Jones and Sue Hunt.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

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 school leaders, teachers, pupils and trustees during the inspection.

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.

The school currently makes use of two alternative provisions.

Headteacher: Alec Waters

---

**Lead inspector:**

Frances Bywater, His Majesty's Inspector

**Team inspectors:**

Tom Morrison, Ofsted Inspector

Alun Williams, Ofsted Inspector

Deirdre Fitzpatrick, Ofsted Inspector

Jennifer Maraspin, Ofsted Inspector

**Facts and figures used on inspection**

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 12 May 2026

**School and pupil context****Total pupils**

**906**

Close to average

**What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

**School capacity**

**1,000**

Close to average

**What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

## **Pupils eligible for free school meals (FSM)**

**8.48%**

Well below average

### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

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

**0.44%**

Well below average

### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

## **Pupils with special educational needs (SEN) support**

**6.07%**

Well below average

### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

## **Location deprivation**

**Well above average**

### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## **Resourced Provision or SEND Unit (if applicable)**

# No resourced provision

## What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

# All pupils' performance

## English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25 (final) | 90.5%       | 45.4%            | Above                          |
| 2023/24 (final) | 86.8%       | 45.9%            | Above                          |
| 2022/23 (final) | 87.8%       | 45.3%            | Above                          |

## Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25 (final) | 67.7        | 46.1             | Above                          |
| 2023/24 (final) | 64.8        | 45.9             | Above                          |
| 2022/23 (final) | 62.6        | 46.3             | Above                          |

## Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 0.24        | -0.03            | Above                          |
| 2022/23 (final) | 0.11        | -0.03            | Close to average               |

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25 (final) | 57.1%       | 25.8%            | Above                          |
| 2023/24 (final) | 92.9%       | 25.8%            | Above                          |
| 2022/23 (final) | 77.8%       | 25.2%            | Above                          |

### Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25 (final) | 58.3        | 34.9             | Above                          |
| 2023/24 (final) | 61.4        | 34.6             | Above                          |
| 2022/23 (final) | 59.4        | 35.0             | Above                          |

### Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | -0.15       | -0.57            | Above                          |
| 2022/23 (final) | -0.18       | -0.57            | Above                          |

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

## Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2024/25 (final) | 57.1%       | 53.1%                            | 4.0 pp                  |
| 2023/24 (final) | 92.9%       | 53.1%                            | 39.7 pp                 |
| 2022/23 (final) | 77.8%       | 52.4%                            | 25.3 pp                 |

## Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2024/25 (final) | 58.3        | 50.4                             | 7.9                     |
| 2023/24 (final) | 61.4        | 50.0                             | 11.4                    |
| 2022/23 (final) | 59.4        | 50.3                             | 9.1                     |

## Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2023/24 (final) | -0.15       | 0.16                             | -0.31                   |
| 2022/23 (final) | -0.18       | 0.17                             | -0.35                   |

## Destinations after 16

### Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

| Year                   | This school | National average | Compared with national average |
|------------------------|-------------|------------------|--------------------------------|
| 2023 leavers (revised) | 97%         | 92%              | Above                          |
| 2022 leavers (revised) | 99%         | 93%              | Above                          |
| 2021 leavers (revised) | 98%         | 94%              | Average                        |

## 16 to 18 performance

### A-level average point score

The average points that students achieved per A-level entry.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25 (final) | 34.66       | 35.00            | Close to average               |
| 2023/24 (final) | 32.39       | 34.38            | Close to average               |
| 2022/23 (final) | 35.19       | 34.16            | Close to average               |

## A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

| Year              | This school | National average | Compared with national average |
|-------------------|-------------|------------------|--------------------------------|
| 2024/25 (final)   | -0.1        | 0.0              | Close to average               |
| 2023/24 (revised) | -0.3        | 0.0              | Below                          |

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 5.4%        | 8.4%             | Below                          |
| 2023/24 (3 term) | 6.4%        | 8.9%             | Below                          |
| 2022/23 (3 term) | 8.6%        | 9.0%             | Close to average               |

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 12.0%       | 23.4%            | Below                          |
| 2023/24 (3 term) | 16.5%       | 25.6%            | Below                          |
| 2022/23 (3 term) | 28.2%       | 26.5%            | Close to average               |

## 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.

---

**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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)



© Crown copyright