

Riseley Green School

Address: Riseley Business Park, Basingstoke Road, Riseley, Reading, RG7 1QF

Unique reference number (URN): 151647

Inspection report: 16 June 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.
- **Insufficient evidence:** Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Strong standard

Early years

Strong standard 

Children make an excellent start. Across the staff team, staff use high-quality interactions to deepen children's understanding and build language and communication skills throughout the day. The school's 'total communication' approach immerses children in language development that is matched to each child's sensory needs skilfully. If children need extra support, staff offer creative, personalised approaches that help to maximise learning opportunities. Staff are responsive and act quickly to meet children's changing needs. Routines to support children's learning are well-embedded. Staff use their training and expertise with notable impact. This builds children's engagement and responsiveness to adult-led activities across all areas of the early years curriculum.

Wellbeing and welfare practices are embedded. Successful care practices help children in the setting to be increasingly independent. For example, hand washing is supported by visual prompts with step-by-step instructions for the children to follow. Children are taught how to stay safe and, in age-appropriate ways, make healthy choices. The curriculum is designed to give children the knowledge and skills that they will need for future learning. Staff work highly effectively as a team together to ensure that the curriculum is taught consistently well. Children make clear progress from their starting points across all areas of learning. They are well prepared for their next stage of education.

Inclusion

Strong standard 

The school is highly inclusive. Staff identify, assess and meet pupils' needs swiftly. Through thoughtful and well-coordinated approaches, staff reduce pupils' barriers to their learning and/or wellbeing effectively. All pupils, including those with special educational needs and/or disabilities, disadvantaged pupils and those known, or previously known, to social care, are helped to progress, learn and develop well. Where necessary, leaders access a range of external and internal clinical specialists and develop expert training for staff within the setting. Staff use this training to adapt the curriculum skilfully and help each pupil to experience success in their education. Adaptations include, for example, changing the physical environment or using a suite of highly personalised resources for individual pupils.

Leaders have a very clear understanding of pupils' needs and how to support them effectively. Staff review this support routinely. This ensures that pupils make positive progress from their starting points. Leaders have implemented an accessibility plan that supports all pupils appropriately. Leaders monitor closely how effective their strategies impact pupils' development. Staff know pupils well. The systems and processes embedded in the school's work help to fashion excellent, inclusive practice. This develops pupils' wellbeing in highly effective ways. The school does not use any alternative provision.

Expected standard

Achievement

Expected standard 

Pupils achieve well from their starting points, both academically and personally. Pupils develop foundational knowledge of communication, reading, writing and mathematics successfully. Pupils learn to read and enjoy books. They develop their phonics knowledge appropriately. Achievement is inclusive. Pupils remember aspects of the wider curriculum appropriate to their learning needs. Where lessons are taught most effectively, pupils learn and remember key knowledge more successfully.

Throughout the school there is a clear focus on pupils' social and emotional learning. Pupils develop their communication skills well. They develop the knowledge and skills they need to access and achieve across the curriculum. Pupils build their knowledge, skills and vocabulary appropriately. Leaders and staff support pupils skilfully. They adapt learning activities to help pupils develop deeper understanding of key concepts, such as safety, community and health. Although each pupils' journey to success is unique, pupils, overall are well prepared for their next steps in education.

Attendance and behaviour

Expected standard 

Leaders prioritise school attendance. Pupils are supported individually. Staff build effective relationships with pupils which helps to ensure successful transitions into school from previous settings. Staff work closely with parents to devise suitable plans that make these transitions successful. Leaders have established strategic, effective approaches that help pupils at risk of missing time in school attend regularly. Leaders analyse attendance information closely and identify any patterns and trends quickly. Pupils arrive by taxi and are typically punctual to lessons, supported by a flexible approach to the start of the school day. All pupils at the school have improved attendance from their starting points.

Staff maintain high expectations for pupils' behaviour. They adopt consistent approaches and offer natural, logical consequences and deep reflection moments that are effective and caring. Relationships across the school are very positive. Pupils behave well and know what is expected from them. Although there have been no suspensions, leaders are clear about how they would use these appropriately if needed. Bullying has not happened at the school since it was opened. Any form of inappropriate language or violent behaviour is managed effectively. Overall, staff manage pupils' behaviour consistently well. Where needed, individual adaptations to the behaviour policy are timely and effective. Staff also deal with online behaviour effectively and supportively. Pupils develop positive attitudes towards each other, their school and their learning.

Curriculum and teaching

Expected standard 

Leaders understand the strengths and areas for development of the curriculum and teaching across the school. They prioritise tailored, adapted teaching and know the importance of securing key foundations for all pupils. Staff personalise their provision to meet pupils' needs. They provide logical, sequenced lessons that build to clear milestones for each pupil.

The curriculum is ambitious. Leaders have devised routes through the curriculum that are based on each pupils' learning stage and individual targets. Across subjects and the school curriculum, learning is mapped out coherently. Leaders and staff communicate new information, question and model ideas clearly. Staff check pupils' understanding and revisit key concepts routinely. Strategies for inclusion are effective. Visual and tactile resources help to make challenging concepts meaningful and accessible for all pupils. Lessons enable pupils to develop the foundational knowledge and skills that they need. Overall, the curriculum is taught well. There are, however, some inconsistencies across the staff team in how some aspects of the curriculum are implemented. At times, some of the activity choices for a small proportion of pupils do not allow pupils to move forwards in their learning as effectively as they could. This means that some areas of curriculum and teaching are not as effective as they could be.

Leadership and governance

Expected standard 

Leaders and the proprietor make a clear positive difference to pupils' education. Leaders, including the proprietor and those responsible for governance, know the school's strengths and areas for development clearly. They understand which areas are already embedded and working effectively, and those which are still developing. Leaders are focused and determined to make a difference to pupils with special education needs and/or disabilities. They prioritise actions accurately and make decisions based on the children's best interests. Staff enhance their knowledge and skills through well-focused professional learning. This is supported highly effectively by clinical staff leadership, which is a particular strength of the school. The proprietor ensures that all statutory duties and standards are met by triangulating information through termly, or more frequent, school reviews.

Staff feel valued. They are very positive about the support they receive from leaders. They say that leaders are considerate of their workload and wellbeing and that they appreciate working as a collaborative team at every level. Governors fulfil their responsibilities well. They provide appropriate support and challenge to leaders. The school works closely with parents and carers to ensure transitions into the school are positive. Parents are overwhelmingly supportive of staff's efforts to care for and educate children to the highest of standards. One parent summarised the thoughts of many others, saying, 'My child is thriving. The staff are all so lovely. We couldn't ask for a better school.'

Personal development and wellbeing

Expected standard 

The school has constructed an appropriate programme of personal development. The school emphasises personal safety and has a clear, ambitious approach to developing readiness for next stage of education and life beyond school. Pupils are taught to use a range of non-verbal approaches such as signing and using visual prompts to aid communication. Pupils are consulted about all aspects of school life. They are very happy to contribute through activities such as the school council. Pupils learn to interact respectfully, listen and vote on ideas and suggestions that are important to them. This gives pupils an insight into British values such as democracy, and helps to develop pupils' thinking about the wider world appropriately.

Reflections about faiths, beliefs and knowledge and respect for different peoples' feelings are taught effectively through the curriculum and a programme of assemblies. Pupils develop their understanding of the school's values of 'be respectful, give it a go, and be safe'. Careers education is used appropriately. This begins with helping pupils to understand themselves and their local community. For older pupils, specific careers advice links to pupils' interests and aspirations well. The curriculum teaches pupils how to keep safe when online. Pupils learn about different relationships and how to respect each other. Pupils are given the language and skills they need to begin to manage their own emotions and resolve conflict with others in increasingly effective ways. This helps to prepare them for adulthood.

The school's offer of clubs builds on pupils' interests, and includes sporting activities such as football and tennis. The school's programme of educational visits is developing, with limited opportunities for pupils to connect their learning to the wider world around them. The school has rightly prioritised safety and communication and is in the process of further developing the use of trips, visits and extra-curricular activities to support pupils personal development overall.

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

Pupils are happy at this caring school. They develop very positive relationships with staff and warm friendships with each other. Pupils feel happy and safe and know that there are members of staff who will listen to them if they have any concerns. Pupils are helped to understand emotions and behaviour. They learn how to engage with their education positively. Pupils needs are identified swiftly. Staff use their expertise effectively. Specialist clinical support staff on-site work closely with all other staff to remove barriers faced by all pupils, including disadvantaged and more vulnerable pupils. Bullying is not a feature of school life. Pupils know that staff would deal with unkindness fairly and consistently. Pupils enjoy personalised opportunities to develop their talents and interests. There are a range of activities that include sporting, artistic and musical options, and all pupils can participate and develop their interests positively. Pupils thrive. They are prepared for life beyond school appropriately.

Pupils are rarely absent. All pupils at the school have significantly improved their attendance since joining. If pupils are at risk of lower attendance, the school works closely with families in supportive and effective ways. Pupils find their time in school irresistible. They develop a clear sense of belonging and do not want to miss a day. In lessons, pupils develop their knowledge and understanding securely. From the beginning of the early years, children's needs are met successfully. Pupils build their knowledge, skills and readiness for next stage of education. Pupils enjoy a range of subjects. They settle quickly into their lessons and learning activities each day. Pupils make positive progress from their starting points. Beyond Reception Year, however, some aspects of the curriculum are not taught as precisely as they could be. As a result, a small proportion of pupils do not build on their knowledge and understanding as deeply as they could.

Next steps

- Leaders should ensure that the curriculum is implemented highly effectively across year groups and subjects so that pupils consistently make progress across the curriculum from their starting points.
 - Leaders should further develop enrichment activities, educational trips and visits so that pupils have more opportunities to connect their learning to the world around them, further enhancing the school's personal development offer for all pupils.
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About this inspection

The chair of the board of governors in this school is Ciaran Walsh.

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 the headteacher, deputy headteacher, assistant headteacher and other leaders during the inspection. The lead inspector spoke with members of the governing body, including the chair of governors. He also spoke with the chair of the proprietorial body.

The inspectors confirmed the following information about the school:
The school uses no alternative provision.

The school caters for pupils aged 4-16 with autistic spectrum disorder. All pupils have an education, health and care plan.

Headteacher: Anthony Creaser

Independent school standards

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

1. Quality of education provided

Standards met

All standards have been met.

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

Standards met

All standards have been met.

3. Welfare, health and safety of pupils

Standards met

All standards have been met.

4. Suitability of staff, supply staff, and proprietors

Standards met

All standards have been met.

5. Premises of and accommodation at schools

Standards met

All standards have been met.

6. Provision of information

Standards met

All standards have been met.

7. Manner in which complaints are handled

Standards met

All standards have been met.

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:

Anne Cullum, Ofsted Inspector

Facts and figures used on inspection

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



This data is from 16 June 2026

Total pupils

27

School capacity

64

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

27

Pupils with special educational needs (SEN) support

27

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.

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