



This report should be read in conjunction with the previous term's QA report

Please note: the final report should be returned to the relevant SSQA by **7th June 2019**. Please make sure that the final report does not exceed 4 sides, has been proof read and that ALL sections are complete, including the most up to date data.

School name	North Ridge	Head teacher	Bernice Kostick
Chair of Governors	Gary Whiteley	QA professional	Liz Clarke
Date and length of visit	19/06/10 (3.5 hours)	Last Ofsted grade and date	'O' March 2018
School's judgement of overall effectiveness	<u>Q</u> / G / RI / I	QAP's judgement of overall effectiveness	<u>Q</u> / G / RI / I
Meeting attendees and roles	SLT: Head Teacher, Deputy Head Teacher, Business Manager, Heads of KS3, KS4, KS5, ASD pupils and Assessment, Behaviour, Outreach and Attendance Governing Body: Vice Chair of Governors		

Attendance: Progress towards 2019 targets

	2019 Targets	Half term 3 data 2019	Half term 4 data 2019
Overall absence	%	%	6.2% statutory school age (June 19)
PA (10%)	%	%	16.39% Statutory school age 17.37% Whole school

Behaviour: school's averages

	Number of pupils	Number of days	School %
Fixed term exclusions since Sept '18	0	0	0
Permanent exclusions since Sept '18	0		

Children looked after 2018/19	Year Group	Summer term / transition PEP review date	On track to achieve end of year expectations Yes/No? Yes: what interventions have been accessed? No: provide details of interventions planned for the summer term

Pupil Progress

This information can be submitted as an appendix to the report, in the school's own format if more appropriate

In the spring term, how well did pupils meet or exceed the progress expected; as set out by the school's own curriculum and assessment system and the national curriculum?

- See analysis in the outcomes section

ASD headline data Sept 18 – April 19							
Progress / on track							
	Total ASD	Outstanding		Good		Below expected	
		Total	%	Total	%	Total	%
English	27	15	55.6%	9	33.3%	3	11.1%
Maths	27	15	55.6%	6	22.2%	6	22.2%
PSHE	27	17	63.0%	6	22.2%	4	14.8%

Experiential learners Sept 18 – April 19	
Experiential learners are assessed using B Squared Engagement Steps in the following areas:	Progress / on track
Cognition and learning	In house tracking data, shows all pupils have made progress.
Social, emotional and mental health	
Sensory and physical	
Communication and interaction	

KS3 headline data Sept 18 – April 19							
		Progress / on track					
	Total KS3	Outstanding		Good		Below expected	
		Total	%	Total	%	Total	%
English	52	28	53.8%	17	32.7%	7	13.5%
Maths	52	32	61.5%	13	25.0%	7	13.5%
PSHE	52	15	28.8%	24	46.2%	13	25.0%

KS4 headline data Sept 18 – April 19							
		Progress / on track					
	Total KS4	Outstanding		Good		Below expected	
		Total	%	Total	%	Total	%
English	32	12	37.5%	16	50.0%	4	12.5%
Maths	32	12	37.5%	19	59.4%	1	3.1%
PSHE	32	13	40.6%	16	50.0%	3	9.4%

KS5 headline data Sept 18 – April 19							
		Progress / on track					
	Total KS5	Outstanding		Good		Below Expected	
		Total	%	Total	%	Total	%
Life Skills	41	40	97.6%	1	2.4%	0	0.0%
Functional Skills	41	35	85.4%	6	14.6%	0	0.0%
Vocational Skills	41	20	48.8%	7	17.1%	14	34.1%

Brief description of how the school is moderating outcomes to ensure the accuracy of the data

Pupil progress is tracked using B squared and classroom monitor. Outcomes are moderated in house both across and within phases, closely monitored by members of the SLT. The school have also engaged in peer moderation of the sixth form curriculum and provision. The head teacher and deputy from North Ridge, SSQA from Manchester, a head teacher from a special school in Tameside, a member of the SLT from Loreto High/Governor and a member of the SLT from a specialist support school in Manchester all took part.

Follow up from spring term visit: Actions taken since the last QA visit and the IMPACT

Action	Impact
No spring term visit took place. It was agreed that the summer term visit would contribute towards the school's own end of year evaluations.	The summer term visit focussed on leaders' evaluation of elements of the SDP. This included scrutinising data, reports, action plans and presentations. These were then discussions in detail with members of the SLT and the vice chair of governors.

Follow up from spring term visit : Response from the GB re identified issues to be considered

Issue of note	Response	Impact
N/A		

Evaluation against the updated Manchester School Self-Evaluation & Ofsted Frameworks

Effectiveness of leadership and management: evaluation and supporting evidence

Consider whether leaders have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement is recognised as vitally important. Consider the effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment and how effectively governors hold them to account for this

Leaders are knowledgeable about and highly skilled in leading their phase / subject / area of responsibility. They articulate well the impact that their actions have on improving the quality of teaching and pupil progress and are able to evidence this. During the QA meeting, leaders demonstrated that there is a whole school approach to self-evaluation and that school policies and procedures are implemented consistently.

All leaders regular take part in lesson observations, monitoring planning, work scrutiny and moderation, staff training, analysing progress data and peer coaching/mentoring. They have a clear vision of what they want to achieve and how they will bring this about. Detailed action plans are drawn up which are shared with staff and governors. These are monitored by the SLT termly and the impact reported to stakeholders.

Areas of the curriculum that have been reviewed this year have included communication for verbal ASD pupils, approaches to teaching and learning in maths and the correct use of mathematical language, a more structured approach to writing through 'talk for writing' and humanities provision. Impact reports were analysed during the QA meeting outlining what has gone well/impacted positively and potential next steps for further improvement. Action plans for 2019/20 are currently being finalised.

Summary statement by QA professional

In the light of the progress made since September 2018, does the evidence gathered and the impact reported, indicate any changes to the SEF judgements?

In 2018/19, an element of the SDP included embedding strong leadership at all levels and seeking to constantly improve teaching and learning. Evidence gathered prior to and during the QA visit supports the fact that progress towards achieving this objective is outstanding.

School self evaluation judgement

O

QA professional judgement (based on the evidence provided)

O

Quality of teaching, learning and assessment: evaluation and supporting evidence

Schools must consider the extent to which teachers and other staff have consistently high expectations of what **each** pupil can achieve, including most able and disadvantaged pupils. This must be placed in the context of evidence from observing pupils in lessons, talking to them about their work, scrutinising their work and assessing how well leaders are securing continual improvements in teaching. Consider how well assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well.

Leaders presented the school's analysis of the quality of teaching throughout the school. Lessons / part lessons are observed regularly by leaders and feedback provided for staff. The focus includes how school improvement priorities have been embedded in the classroom and learning environment and the impact this is having on the progress pupils are making.

The overall quality of teaching is leading to outstanding progress across the school. Because assessments and tracking are so thorough, staff have a forensic knowledge of the needs of individual pupils and lessons are planned accordingly. Where pupils are not making the progress that is expected, further detailed analysis is completed as to the reasons why and adjustments made to their IEPs where appropriate. In many instances, limited progress is often related to pupils who have complex medical needs and as a result, have low attendance.

All staff have the opportunity to further develop their teaching skills, knowledge and pedagogy through CPD. Where the quality of teaching is not having the desired impact on learning, bespoke support packages are implemented, which are time related. Performance management and close supervision is used appropriately to provide support for staff and challenge underperformance when necessary.

Summary statement by QA professional

In the light of the progress made since September 2018, does the evidence gathered and the impact reported, indicate any changes to the SEF judgements?

Staff are encouraged to be reflective practitioners. They have high expectations of themselves and the impact that their practice is having on pupil achievement. Leaders are relentless in their pursuit of ensuring that staff have high expectations of what pupils can achieve through quality teaching, learning and assessment.

School self evaluation judgement	○
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QA professional judgement <i>(based on the evidence provided)</i>	○
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Personal development, behaviour and welfare: evaluation and supporting evidence

Consider documentary evidence about behaviour, including how the school tackles poor behaviour, as well as gathering the views of different groups of pupils, parents, staff and other stakeholders. How does behaviour over time and attitudes and engagement, impact on achievement? Consider overall absence and PA for all pupils and different groups in relation to national figures for ALL pupils. Does the school have an open culture that actively promotes all aspects of pupils' welfare? How does the school know that pupils are safe and feel safe at all times? Do pupils understand how to keep themselves and others safe in different situations and settings? Do they trust leaders to take rapid and appropriate action to resolve any concerns they have?

When compared with attendance figures in 2018 (91.8%), there has been a 2% improvement. Attendance currently stands at 93.8%. A number of strategies are in place in order to further improve attendance such as first day absence phone calls, attendance reminder letters / monitoring letters / 6 weekly reviews, PSA support (supports home visits / implementation of contracts / follow ups), the use of a visual attendance board and penalty notices / fines. Rewarding good attendance is also used as an incentive for pupils and their families. Attendance certificates are distributed in weekly assemblies, pupils get a special mention in the termly school newsletter and rewards are given termly for 100% and improved attendance. There is also a 100% attendance celebration prize draw at the end of the academic year. Next year, there will be a greater emphasis on improving attendance within tutor classes; in addition to whole school approaches.

Welfare is a high priority for everyone in school; recognising the potential vulnerability of pupils. In an annual questionnaire, circulated at the school's 'Big Tea Party', parents/carers were asked, 'Does your child feel happy to come to school?' and 'Is your child safe in school?' The answer to both the questions was 100% yes. In visual displays, pupils identified the places they feel safe in school and what they liked about coming to school. Both parents/carers and pupils are asked how the education experience can be further enhanced at North Ridge and each year the feedback is incorporated into the revised SDP.

An evaluation report had been prepared by the specialist lead for behaviour however, there was not enough time during the meeting to review it. This will be done with senior leaders at a later date. The school are self-evaluating as outstanding and there is no reason for the QA professional to disagree.

Summary statement by QA professional

In the light of the progress made since September 2018, does the evidence gathered and the impact reported, indicate any changes to the SEF judgements?

Leaders have an accurate view of the strengths of personal development, behaviour and welfare in the school. A priority for 2019/20 will be to continue to improve pupil and staff well-being, through mindfulness and healthy living.

School self evaluation judgement of behaviour	○	School self evaluation of personal development and welfare	○
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QA judgement <i>(based on the evidence provided)</i>	○	QA judgement <i>(based on the evidence provided)</i>	○
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Outcomes for pupils: evaluation and supporting evidence

Are pupils progressing well from their different starting points? Will they achieve or exceed standards expected for their age nationally (at the end of a key stage), or within the school's own curriculum? Narrowing and closing the gap: identify the attainment and progress of different groups of pupils making specific reference to LAC, disadvantaged, the most able, disabled pupils and those with disabilities.

Evidence of progress is captured and stored in individual pupil's folders and/or electronically on classroom monitor. Senior leaders analyse the data and supporting evidence each term and provide feedback to staff. This then informs future planning and intervention that is closely matched to individual pupil's needs. It also highlights further CPD requirements for individual teachers and the whole school.

ASD department

- In English 88.9% (24/27) of pupils are on track to make good (33.3%) or outstanding (55.6%) progress.
- In maths 77.8% (21/27) of pupils are on track to make good (22.2%) or outstanding (55.6%) progress.
- In PSHE 85.2% (23/27) of pupils are on track to make good (22.2%) or outstanding (63%) progress.

Pupils within the department have opportunities to experience teaching and learning within their own year group/class as and when it is appropriate. The pupil groupings are fluid and change according to the needs of individuals. The high impact of this has been particularly evident in KS5 where pupils are now following more of the sixth form curriculum. Pupils are accessing activities off site such as shopping, working at the hospital and taking part in voluntary work within the community. Further development of learning time in the ASD classes has been identified as a priority. Exploratory based, small group learning and sensory learning activities will be timetabled and the time spent on choosing activities will be reduced.

Experiential learners

All experiential learners have made progress this year. As the school do not yet have a full year of data, leaders are not able to make judgements about outstanding, good and below expected progress. This will be completed once there is a full years' worth of data.

KS3 department

- In English 86.5% (45/52) of pupils are on track to make good (32.7%) or outstanding (53.8%) progress.
- In maths 86.5% (45/52) of pupils are on track to make good (25%) or outstanding (61.5%) progress.
- In PSHE 75.0% (39/52) of pupils are on track to make good (46.2%) or outstanding (28.8%) progress.

The introduction of a 'Talk For Writing' approach to the teaching of writing has impacted positively on pupil progress. Examples of writing over time were presented and highlight how pupils are structuring their writing; making links across topics and embedding their understanding. For example, higher ability pupils applied their knowledge of the features of a biographical text when independently researching Picasso in art. Pupils have greater confidence and are producing extended pieces of writing. As a result of learning specific genres in a more structured way, teachers' planning for progression has improved.

KS4 department

- In English (28/32) 87.5% of pupils are on track to make good (50%) or outstanding (37.5%) progress.
- In maths (31/32) 96.9% of pupils are on track to make good (59.4%) or outstanding (37.5%) progress.
- In PSHE (29/32) 90.6% of pupils are on track to make good (50%) or outstanding (40.6%) progress.

The KS4 curriculum has been reviewed. This has resulted in pupils following a well-structured timetable that facilitates both academic and vocational learning. The school has taken part in the Manchester 'skills for life' initiative. Pupils are further developing their communication and problem solving skills. They have greater self-belief and are working together in teams. Incidents of challenging behaviour have reduced as pupils focus more on self-regulation. Pupils are working towards accreditation and thoroughly enjoying the experience, as evidenced through discussion in reviews.

Summary statement by QA professional

In the light of the progress made since September 2018, does the evidence gathered and the impact reported, indicate any changes to the SEF judgements?

The school constantly seeks ways of maximising the learning opportunities for pupils. This is directly impacting on outcomes for all learners; they are able to live up to the school mission and are the best that they can be.

School self evaluation judgement

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QA professional judgement (based on the evidence provided)

O

Effectiveness of the Sixth form Provision
Quality and Standards: evaluation and supporting evidence

Consider the rigour and effectiveness of systems to drive improvement, including monitoring the quality of provision and children's outcomes, the professional development of staff, evaluation of the impact of actions taken and setting ambitious targets. How effectively have leaders used additional funding, including pupil premium and measured its impact on narrowing gaps in children's outcomes?

KS5 department

- In life skills 100% (41/41) of pupils are on track to make good (2.4%) or outstanding (97.6%) progress.
- In functional skills 100% (41/41) of pupils are on track to make good (14.6%) or outstanding (85.4%) progress.
- In vocational skills 65.9% (27/41) of pupils are on track to make good (17.1%) or outstanding (48.8%) progress.

The view of those involved in the peer review of the sixth form curriculum and provision, was that, 'vision and outcomes for the development of the 6th form are very clear and aspirational.' The above data adds strength to these conclusions. There was confidence that:

- Students will be well prepared for adult life.
- Students will develop employability skills.
- Students will develop their independence skills and life skills to make the most of their individual strengths.

It was recommended that there should now be a focus on:

- The 6th form provision moving to the new site.
- Students having increased opportunities to access community, work places and independent travel.

There are ongoing discussions with Manchester Children's Services regarding opening a sixth form centre on the Abraham Moss site by April 2020. The school's SLT are hoping that the development of the existing building at the site can be appropriately redesigned to accommodate the number of students necessary and that the building can be made fit for purpose.

Summary statement by QA professional

In the light of the progress made since September 2018, does the evidence gathered and the impact reported, indicate any changes to the SEF judgements?

The school's self-evaluation of the sixth form provision being outstanding, was verified by experienced peers during their review. The comprehensive report was discussed during the QA visit and recommendations for further development have already begun to be acted upon.

School self evaluation judgement

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QA professional judgement (*based on the evidence provided*)

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Key school improvement priorities and issues to be addressed

After evaluating the impact of actions taken in 2018/19 to bring about school improvement, the following areas have been identified as priorities for 2019/20:

- Expand the school / open a sixth form centre on the Abraham Moss site by April 2020
- Develop the work around language and communication through Elklan and embed the work in developing writing
- Continue to improve pupil and staff well-being through mindfulness and healthy living. Review staff recruitment policies and procedures.
- Improve pupils' skills in mathematics.
- Work towards the stages 2 and 3 of the IAG careers award.
- Launch the new school website / continue to develop ICT and AAC / improve the school radio station.