



North Ridge High School

School Development Plan

2025-2026

Head Teacher: S. Johnson

Chair of Governors: T. Eccles



“Do Your Best”



Vision and Values

At North Ridge High School, we aim to be a dynamic, ever evolving school that works in partnership with families to give our pupils the knowledge, skills, resilience and confidence to live a fulfilling life as part of their community.

Our vision is underpinned by a shared set of values that we ‘do our best’ to demonstrate every day, in everything we do:



School Development Priority 1

To ensure we have a robust and rich curriculum that matches pupil's needs across all pathways and any changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum.

OSFTED linked areas: Curriculum, achievement, inclusion, personal development

Intended Impact:

Leaders adopt or construct a curriculum that is ambitious and designed so that teaching and learning strategies are tailored to individual pupil needs and gives all pupils the knowledge, skills and cultural capital they need to succeed in life.

Lead staff: Sarah Darby



Article 28: Right to Education

Every child has the right to an education that respects children's dignity and their rights.

School Development Priority 2

To strengthen the tiered provision across all departments to ensure that all pupils are supported to access appropriate self and co-regulation strategies.

OSFTED linked areas: Behaviour and attitudes, attendance, inclusion

Intended Impact:

Pupils will benefit from a consistent, clearly defined tiered approach to behaviour support across all departments, enabling them to access appropriate self and co-regulation strategies. This will lead to increased engagement in learning and a reduction in behaviour incidents. Updated behaviour support plans and the effective use of calm rooms will ensure that interventions are tailored, developmentally appropriate, and aligned with current best practices and policies, promoting a positive and inclusive learning environment for all.

Lead: Kate Allely



Article 23: Children with a Disability

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

School Development Priority 3

By July 2026, the school will have implemented and embedded a comprehensive staff recruitment and retention strategy to sustain the delivery of outstanding provision and pupil outcomes.

OSFTED linked areas: Leadership & governance, Teaching development

Intended Impact:

Recruiting and retaining skilled, motivated staff ensures consistency in teaching quality, directly supporting high pupil attainment and progress across all subjects. Improved retention will reduce the need for repeated recruitment cycles, agency reliance, and transitional disruption, resulting in greater financial and operational stability. Clear career progression opportunities will build internal leadership capacity, ensuring a sustainable succession plan and reducing external dependency.

Lead: Shauna Johnson



Article 3: Best Interests of the Child

The best interests of the child are a top priority in decisions and actions.

School Development Priority 4

To successfully complete the due diligence and stakeholder engagement process required to join a Multi-Academy Trust (MAT) that aligns with our school's core values, to secure improved governance, professional development opportunities, and shared resources.

OSFTED linked areas: Leadership & governance

Intended Impact:

To enhance the Educational Outcomes for all pupils by utilising improved professional development opportunities. It will also strengthen our Governance and Leadership Capacity as well as provide Operational Efficiency and Financial Stability through centralised services.

By joining a Trust that shares the school's values, the school community will maintain its identity while gaining strength through collaboration, ensuring continuity of vision and ethos.



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School Development Priority 5

To increase community access within school to help prepare pupils for life beyond North Ridge High School.

OSFTED linked areas: Inclusion, curriculum, achievement, sixth form

Intended Impact:

Enhancing community access will empower pupils to develop greater independence as they transition into adulthood. Through real-world experiences such as navigating public transport, managing budgets, making purchases, and accessing local services with the support of AI tools, pupils will build confidence and autonomy in engaging with their communities.

These opportunities also foster transferable life skills that extend beyond their time at NRHS, preparing



Article 31: Goals of Education

Every child has the right to relax, play and take part in a range of cultural and artistic activities.

Teams for 2025/26



1. Curriculum—Led by S.Darby
2. Behaviour— Led by K.Allely
3. Recruitment & retention— Led by S.Johnson & S.Read
4. Trust —Led by S.Johnson & S.Read
5. Equality, Diversity and Inclusion — E.Redpath, S.Johnson & S.Read

"Do Your best"