North Ridge High School

School Development Plan Priorities

2026-2027

Head Teacher: Shauna Johnson

Chair of Governors: Tom Eccles

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 all pupils benefit from consistently high-quality teaching across every class, driven by strong pedagogical practice and a deep, secure understanding of the curriculum.

Intended Impact:

Pupils experience consistently high-quality teaching in every classroom, enabling them to develop a deep understanding of the curriculum, build strong learning habits, and make sustained progress over time. They feel supported and challenged through effective pedagogy, leading to increased confidence, greater engagement in learning, and improved outcomes across all subjects.

Lead staff: Sarah D, Shauna J and Hannah S

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 ensure there is a consistent tiered approach to behaviour in school that promotes strong behaviour by enhancing reward systems, supporting pupil self and co-regulation, and embedding clear strategies that teach appropriate communication of emotions and needs.

Intended Impact:

Pupils will experience a safe, consistent, and supportive school environment where expectations for behaviour are clear and applied fairly. They will be increasingly motivated through a visible and meaningful reward system, leading to improved engagement and positive attitudes toward learning.

With access to appropriate regulation resources and support, pupils will develop greater independence in managing their emotions. They will learn and practise socially acceptable ways to express their feelings, resulting in improved communication, reduced incidents of dysregulation, and stronger relationships with peers and staff.

Overall, pupils will demonstrate improved self-regulation, confidence, and behaviour across all areas of the school, enabling them to fully access learning and participate positively in the wider school community.

Lead staff: Kate A, Joe Mc & Gareth H

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School Development Priority 3

To establish a highly skilled, consistent, and adaptable workforce that is well-trained, knowledgeable about pupils' individual needs, and equipped to deliver high-quality support and teaching across a range of learning environments.

Intended Impact:

Pupils benefit from a consistent and highly skilled staff team who know them well, resulting in strong, trusting relationships and a deep understanding of their individual needs. Staff's ability to work flexibly across classes ensures continuity of support and minimises disruption to learning. A well-trained and experienced mix of staff, including teaching assistants at different levels, provides tailored support that enables pupils to access learning more effectively. High-quality induction and ongoing development mean that all staff use consistent approaches, leading to improved engagement, behaviour, and progress.

Lead staff: Camilla S, Shauna J, Kate A & Sarah R

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School Development Priority 4

To have a robust and consistent school assessment system that accurately captures pupil evidence, enables secure judgements on rates of progress, and effectively communicates pupil achievement and progress to all stakeholders.

Intended Impact:
The implementation of a coherent, streamlined assessment system will result in more accurate, reliable, and meaningful understanding of pupil progress across the school. Teachers will confidently capture high-quality evidence that clearly demonstrates learning over time, enabling consistent and secure judgements about rates of progress for all learners. Learning will be better matched to pupil needs and leads to improved outcomes.

Lead staff: Mahbia I, Joe Mc and Sarah D

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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

Intended Impact:

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

Lead staff: Elaine R, Mahbia I and Gareth H

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