



# North Ridge High School

**School Development Plan  
2023-2024**

**Head Teacher: Mrs J. Cryer  
Chair of Governors: Mr. T Eccles**

**“Do Your best”**

# North Ridge High School

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.

UNICEF Article 23 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.

## Contents of 23-24 Improvement Plan

[Vision and Values](#)

[Objective 1: Pupil and Staff Wellbeing](#)

[Objective 2: Equality, Diversity and Inclusion](#)

[Objective 3: Quality of Education](#)

[Objective 4: Sustainability](#)

[Objective 5: Meeting all Pupils' Needs](#)

[Objective 6: Leadership & Partnership Working](#)





# Objective 1 – Pupil and Staff Wellbeing

## Intent:

To continue to improve pupil and staff wellbeing to ensure the best outcomes for pupils and attract/retain excellent staff

## Impact:

- Pupils are enabled to enjoy and achieve through improved physical wellbeing
- Individual pupils' needs are met through bespoke support
- Staff feel that their wellbeing is considered in all aspects of school life
- Staff and pupils' mental wellbeing is improved

## Areas for Development:

- Improving our outdoor areas
- Further develop the staff wellbeing group
- Continuing to support pupils with art therapy and staff and pupils with counselling services
- Undertaking a staff wellbeing survey termly
- Setting up a staff wellbeing working group to look at reducing workload



### **From our previous Ofsted inspection (prior to the arrival of the new Head Teacher)**

“It is clear that leadership at all levels is a great strength of the school. There is an emphasis upon teamwork which is evident in all contexts, especially in lessons. Teaching assistants are highly valued. They benefit from training and are given opportunities to follow a career path within the school. “

Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.

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# Objective 2 – Equality, Diversity and Inclusion

## **Intent:**

To improve staff and pupils' understanding and awareness of equality, diversity and inclusion

## **Impact:**

- Staff and pupils develop knowledge of their own rights and the rights of others
- Tolerance and respect for individual differences is evident throughout the school
- Pupils develop awareness of diversity, equality and inclusion
- Safeguarding policy and procedures are robust and implemented consistently

## **Areas for Development:**

- Developing a clear Equality and Diversity school statement
- Providing training for pupils from the PROUD trust.
- Achieving reassessment of RRSA Gold Award
- Implementing recommendations made in the safeguarding QA report

## **From our previous Ofsted inspection (prior to the arrival of the new Head Teacher)**

“Pupils’ spiritual, moral, social and cultural development is a strength of the school’s work. This is recognised by the fact that your school is a Rights Respecting school.”

Article 2 The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.



# Objective 3 – Quality of Education

## Intent:

To continue to improve the quality of education to ensure appropriately pitched, engaging, accessible and sequential learning

## Impact:

- Pupils have access to high quality teaching and learning in all lessons
- Pupils' enthusiasm for subjects is maximised
- Pupils make strong and embedded progress over time (according to their individual needs)
- Less experienced teachers (ECTs) are able to provide high quality teaching and learning and support strong pupil progress through having strong support
- Curriculum coordinators are confident and curriculum areas well led, meet statutory requirements and consistent language used by all staff
- Pupils develop skills and knowledge in personal safety and are able to make decisions to keep themselves safe

## Areas for Development:

- Continuing to develop the role of curriculum co-ordinators
- Further developing strategies to improve students' understanding of safe relationships so students are able to apply this in all settings.
- Providing more residential educational visits
- Developing less experienced teachers' skills in using progress data to develop strong curriculum plans for all pupils
- Developing TAs' use of subject specific language and effective questioning

### From our previous Ofsted inspection (prior to the arrival of the new Head Teacher)

“The leadership team has maintained the outstanding quality of education in the school since the last inspection. The school’s curriculum is carefully planned and thought out...Subject leaders and heads of key stages produce evaluative reports that feed into and inform whole-school development planning.”

Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

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# Objective 4 – Sustainability

**Intent:** To develop a whole school approach to sustainability encompassing the 4 Cs of sustainability - Curriculum, Campus, Community and Culture, which is embedded throughout all aspects of school life

## **Impact:**

- Increase in reuse, recycling
- Reduction in waste
- Reduction in usage
- Reduction in pollution
- Increase in natural habitats

## **Areas for Development:**

- Further develop awareness of impact our personal choices have on the world
- Encourage engagement of wider school community through whole school events
- Reduce energy consumption across school, impacting on pollution and gas combustion



## **From our previous Ofsted inspection (prior to the arrival of the new Head Teacher)**

“Pupils grow vegetables which are then used to prepare food in cookery lessons.”

Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the **environment**

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# Objective 5 – Meeting all Pupils' Needs

## Intent:

To ensure we continue to provide high quality provision for learners who have ASC through implementing the recommendations outlined in our NAS accreditation report

## Impact:

- The practice in supporting ASC strong across school
- The school team have a strong understanding of ASC and how to support learners in school
- Communication is strong for all learners
- Parents feel well supported by school

## Areas for Development:

- To ensure that we continue with a consistent approach across school
- To ensure all staff understand ASC and strategies to use to support learners – including new staff who are recruited
- To ensure our learners are supported to understand their own needs
- To support our families
- To ensure we prepare our learners with ASC for adulthood
- To implement recommendations set out in our accreditation report
- To ensure sensory strategies are embedded across the whole school including a designated area for sensory integration.
- To ensure a consistent approach to communication that is tailored to the individual needs of the pupil



## From our previous Ofsted inspection (prior to the arrival of the new Head Teacher)

“all groups, including those who are disadvantaged, make good or outstanding progress, not only in English and mathematics, but across different subjects, including personal, social and health education.”

Article 23 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. Governments must do all they can to support disabled children and their families.

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# Objective 6 – Leadership & Partnership Working

**Intent:** To continue to develop leaders (existing and potential) and plan for the future of North Ridge

**Impact:**

- A clear overview of leadership at all levels, identifying gaps and potential leaders
- A 'menu' of leadership/development opportunities to offer all staff to increase job satisfaction and retention of staff
- Increased partnership work to share knowledge with, and learn from, other schools contributing to secure self assessment of the schools strengths and areas for development
- Research and evidence based practice
- An effective Head Teacher who is able to lead the school to continually improve

**Areas for Development:**

- To review current leadership/development opportunities to identify gaps/potential opportunities
- To identify areas of need/lead staff for partnership work with GMCT
- To review staff development opportunities
- To access support/mentoring/coaching for the new HT to ensure a smooth transition

**From our previous Ofsted inspection (prior to the arrival of the new Head Teacher)**

“You have inspired other leaders and the staff team to have a relentless focus upon school improvement, based upon a clear vision for the school. As a result, this is an outward-looking school that is providing outstanding support to other local special and mainstream schools.”

Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.

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