MANCHESTER CITY COUNCIL

Summer Term 2026 Quality Assurance Visit

Please note: *the final report should be returned to the relevant* ***SSQA by Friday 26th June 2026*.*** *Please make sure that the final report has been proof-read, agreed with the school and that ALL sections are complete.*

General information to be completed by the school			
School name	North Ridge High School		
Headteacher	Shauna Johnson	**Chair of Governors**	Tom Eccles
QA professional	Gary Handforth	**Date & length of meeting**	7.5.26 - 3 hours
Meeting attendees and roles	**Staff:** Shauna Johnson (HT), Sarah Darby (DHT) & Elaine Redpath (AHT)		
	Governance Board:		
Last Ofsted grades and date	Outstanding		
School's current judgement of Inclusion	Strong standard	**School's current judgement of Personal Devt. & Wellbeing**	Strong standard
School's current judgement of Curriculum & Teaching	Expected/strong standard	**School's current judgement of Leadership & Governance**	Strong standard
School's current judgement of Achievement	Strong standard	**School's current judgement of Sixth Form**	Exceeding
School's current judgement of Attendance & Behaviour	Expected standard	**School's current judgement of Safeguarding**	Met

****Other than the above, this document should not include information which identifies a staff member, pupil, parent or carer. All relevant Data Protection legislation and regulations should be adhered to by the QA Professional when drafting, storing or sharing this document/report, including using password protection. The QA Professional should not share this document/report with any person other than the relevant Headteacher and assigned LA SSQA.***

This term's Quality Assurance visit is designed to focus on the progress made against the agreed next steps from previous visits or inspections. **Where a school has received an Ofsted grade less than Good / Expected in its last inspection, progress against each of the areas for improvement (AfIs) should be evaluated.**

The visit should include a range of activities to evaluate the impact of action taken against priority areas. These might include lesson visits, discussions with pupils / staff, work scrutiny, etc.

Progress against next steps identified in the previous QA visit		
Area	**Action taken**	**Impact** (What difference have these actions made?)
Continue to embed and quality assure sensory integration practice across all departments, ensuring consistency beyond structured settings and mitigating the impact of the loss of OT support through securing alternative provision.	Unannounced learning walks have continued to be undertaken by the senior leadership team to ensure that practice is consistent in line with expectations. In addition to this, the spring term observation have been completed whereby specific feedback and next steps have been given to teachers with regards to their practice and	-Pupils are settled and show they are ready to learn -Pupils have their sensory needs met, enabling them to access school safely -Dependant on their cognitive ability, pupils are beginning to use sensory input to support them in managing their behaviour in more appropriate ways

	Training has been provided for staff to use the sensory integration room through the TA lead for this area. Exploration of possible OT contracts for September.	-Pupils access learning in the classroom more effectively, thus making strong progress over time
Strengthen systematic monitoring of sensory integration and regulation approaches so leaders can clearly evaluate consistency and impact across pathways.	-Training by the lead for behaviour in zones of regulation and post incident learning -Learning walks with a key focus on regulation and sensory integration -Use of IRIS to case study specific pupils, checking the use of strategies and the impact this has on the pupil. -Use of learning walks to feed into team teach training for all staff so we can ensure training is targeted and adapted.	-Sensory need met is a deescalation strategy on Iris so we can track when this is being used to support pupils to de-escalate. Use of this as strategy has been consistent across the year. Behaviour referral completed and actioned for pupil with sensory need and complex behaviour (see referral report.) This has resulted in needs of pupil being better understood and implementation of proactive as opposed to reactive strategies. Teacher working across both sites received CPD in Zones of Regulation and approach is at beginning stages of implementation at the Hub. Whole school briefing and CPD in PIL Positive feedback from AHT KS5 in relation to post incident learning resulting in better understanding of needs of pupils. Regulation For Learning approach in place with adapted days being carefully planned to teach strategies in emotional regulation. -Fewer incidents or decrease in duration of incidents for pupils who have had specific support on sensory input and co/self-regulation. Support for class teams so they can implement strategies to effectively support regulation.
Ensure that newer curriculum pathways continue to embed consistently, with particular attention to staff confidence and shared expectations.	-Learning walks to observe practice within classrooms in following the new curriculum pathway -Monitoring of teachers planning, checking it meets the needs of learners on the new curriculum pathways -Use of evidence for learning to monitor consistencies with feedback -New reflective tool included in lesson observations so we can identify specific areas for more support. -Collaborative planning meetings.	-Learning time is extended, thus supporting strong progress in the lesson -Pupil are enjoying their learning and are therefore more engaged in learning -Learning is more meaningful for pupils and aimed appropriately to their needs -Staff are able to be more creative in delivery of the curriculum - Pupils in Sensory Structured pathway are making progress. Learning journeys show engagement and progress over time. This is consistent across the classes.

	-Collaborative meetings to look at pupil evidence and quality assure this. -Further development of Evidence for Learning to track and show progress – support meetings for staff have taken place.	- Case studies highlighting that behaviour incidents have reduced in number for pupils on this pathway (compared to last year). - Lesson observations are strong in sensory structured pathway.
Include the 6th form provision in a future QA visit (summer term) to verify assistive technology use and post-16 transition planning in practice.	-Natural reader being identified for use with pupils within the Ipad app -Purchase of x3 mobile phone to mimic the app when out in the community	-Pupils have other ways to access information in their community, increasing accessibility -Pupils are beginning to problem solve and lean how to find out information for themselves, helping them becoming more independent over time
Objective summary statement by QA professional. Any further action required?		
Next Steps: •		

Progress against Ofsted Areas for Improvement **Note there are no specific actions/areas for improvement within our last OFSTED visit**		
Area for Improvement	**Activities undertaken**	**Comments**
Objective summary statement by QA professional and agreed next steps		
Next Steps:		

Other Focus Area:

- **How the curriculum and skills taught within KS3/4 build into the KS5 provision at the HUB and businesses – preparation for adulthood.**
- **Reflection of standards at North Ridge overall, driving the school forward**

Activity Undertaken	Comments	Supporting Evidence
Discussion of the 6th form provision, including a learning walk around all classes and school businesses		
Schools own action plan, driving standards and moving forward		
Plans for internal reviews in the summer 2 term		

Objective summary statement by QA professional and agreed next steps

Next Steps:

Any other comments from QA professional