

School Development Plan

North Ridge Community School



TARGET	DATES	STRATEGY	SUCCESS CRITERIA	PEOPLE	RESOURCES	MONITORING \ EVALUATION
<p>1 Leadership and management</p> <p>RAG: ● Not set</p> <p>Status: Not Started</p> <p>Ref: 7</p> <p>Description: Review the roles and responsibilities of the leadership structure and continue to develop future leaders.</p>	<p>01/09/2025 to 31/08/2026</p>	<p>Conduct a full audit of roles; identify leadership gaps; implement succession planning; offer leadership CPD SLT undertake appropriate NPQs</p>	<p>Clear roles and responsibilities in place; emerging leaders supported : (N)</p> <p>improved leadership : (N)</p> <p>Leadership is affective and efficient in practice : (N)</p> <p>Success : (N)</p>	<p>Responsible: HT</p> <p>Monitor: HT</p>	<p>Cost: £0.00</p> <p>Staff Time: 0 h</p>	-

TARGET	DATES	STRATEGY	SUCCESS CRITERIA	PEOPLE	RESOURCES	MONITORING \ EVALUATION
<p>2 Leadership and Management</p> <p>RAG: ● Not set</p> <p>Status: Not Started</p> <p>Ref: 8</p> <p>Description: Effective and robust safeguarding processes are in place across school.</p>	<p>01/09/2025 to 31/08/2026</p>	<p>Termly safeguarding audits; regular training updates; DSL network engagement</p> <p>Conduct safeguarding audit</p> <p>deliver regular DSL updates,</p> <p>Embed CPOMS use across all settings.</p> <p>Align Cpoms with the trust categories</p> <p>use cpoms to ensure we know the schools concerns and issues</p>	<p>No safeguarding concerns missed; all staff understand protocols : (N)</p> <p>s175 and trust audit are strong : (N)</p> <p>strong, proactive safeguarding culture across school. : (N)</p> <p>Staff are confident in reporting and recording concerns : (N)</p> <p>Action logs on cpoms have impact on pupils ie referral to relevant parties : (N)</p>	<p>Responsible: HT</p> <p>Monitor: HT</p>	<p>Cost: £0.00</p> <p>Staff Time: 0 h</p>	-

TARGET	DATES	STRATEGY	SUCCESS CRITERIA	PEOPLE	RESOURCES	MONITORING \ EVALUATION
<p>3 Leadership and management</p> <p>RAG: ● Not set</p> <p>Status: Not Started</p> <p>Ref: 9</p> <p>Description: The academy council has a meaningful impact on the school community.</p>	<p>01/09/2025 to 31/08/2026</p>	<p>Provide council with data and training; set up link governor roles; increased visibility in school</p>	<p>Council minutes show challenge and support; staff and pupils aware of council's role : (N)</p>	<p>Responsible: HT</p> <p>Monitor: HT</p>	<p>Cost: £0.00</p> <p>Staff Time: 0 h</p>	-
<p>4 Leadership and managements</p> <p>RAG: ● Not set</p> <p>Status: Not Started</p> <p>Ref: 11</p> <p>Description: Leaders are aware of the issues that staffing at all levels are facing.</p>	<p>01/09/2025 to 31/08/2026</p>	<p>Termly well-being surveys; open forums for staff voice; targeted well-being strategies</p> <p>Re-Establish wellbeing group</p> <p>Ensure school has mental health first aiders with updated training</p> <p>Conduct wellbeing surveys regularly</p> <p>establish open forum for dialogue SLT-led listening groups.</p>	<p>Staff voice is positive and staff feel heard : (N)</p> <p>Leaders respond appropriately to staff voice : (N)</p> <p>metrics show strong wellbeing focus in school : (N)</p>	<p>Responsible: HT</p> <p>Monitor: HT</p>	<p>Cost: £0.00</p> <p>Staff Time: 0 h</p>	-

TARGET	DATES	STRATEGY	SUCCESS CRITERIA	PEOPLE	RESOURCES	MONITORING \ EVALUATION
<p>5 Leadership and management</p> <p>RAG: ● Not set</p> <p>Status: Not Started</p> <p>Ref: 12</p> <p>Description: Leaders ensure that all staff receive focused and highly effective professional development.</p>	<p>01/09/2025 to 31/08/2026</p>	<p>Map CPD to SIP and staff appraisal; QA of CPD effectiveness; use expertise across MAT</p> <p>Align CPD offer to SDP priorities; utilise instructional coaching, peer observations, external facilitators.</p>	<p>High engagement in CPD with an impact on classroom practise : (N)</p> <p>Pupil outcomes improve as a clear result of cpd : (N)</p> <p>Pupils needs (SEND) are met better as a result of CPD : (N)</p> <p>School access a wide variety of CPD to develop staff knowledge. : (N)</p>	<p>Responsible: DHT</p> <p>Monitor: HT</p>	<p>Cost: £0.00</p> <p>Staff Time: 0 h</p>	-
<p>1 Quality of Education</p> <p>RAG: ● Not set</p> <p>Status: Not Started</p> <p>Ref: 13</p> <p>Description: A fit for purpose, personalised curriculum is in place for all learners fully aligned with the FLIP vision (Future-focussed, inspirational, personalised and inclusive) - AFI</p>	<p>01/09/2025 to 31/08/2026</p>	<p>Complete curriculum audit;</p> <p>Add clarity to FLIP for staff</p> <p>Co-plan pathways with teachers and stakeholders; map to EHCP outcomes</p>	<p>Curriculum mapping shows clear connections between subject content and the FLIP principles, ensuring that each subject area contributes to developing future-ready skills, inspiration</p>	<p>Responsible: CJ</p> <p>Monitor: DHT</p>	<p>Cost: £0.00</p> <p>Staff Time: 0 h</p>	-

**for learning, and
inclusivity. : (N)**

**Adapted teaching
strategies are
consistently
implemented in
all subjects,
including
adjustments to
teaching
methods,
resources, and
assessments, to
ensure inclusivity
and personalised
support for each
pupil : (N)**

**Clear
connections to
future pathways,
including further
education and
vocational
exploration, are
embedded within
the curriculum,
with real-world
applications of
learning
integrated into
lessons. : (N)**

**Teachers use
innovative,
creative, and
interactive**

teaching methods that promote curiosity, passion for learning, and resilience in pupils. : (N)

The curriculum is reviewed regularly, with adjustments made based on observations of pupils, teachers, and other stakeholders, ensuring it remains dynamic, responsive, and aligned with the FLIP vision. : (N)

Leadership ensures that teachers have the necessary resources and support to implement the personalised curriculum effectively, providing a clear framework for ongoing development. :

2 Quality of Education

RAG: ● Not set

Status: **Not Started**

Ref: 14

Description: Ensure that appropriate pedagogical choices are made to achieve outstanding teaching and learning across the school (AFI)

01/09/2025
to
31/08/2026

Effective Curriculum Design and Implementation, Consistently High-Quality Teaching, Engagement and Participation of All Students, Impactful Assessment and Feedback, Professional Development and Reflection and Whole-School Consistency.

Pupils are actively engaged in their learning, as evidenced by high levels of participation, focused attention, and motivation in lessons. : (N)

Lessons consistently demonstrate clear progression in knowledge and skills across year groups and subjects. : (N)

Teachers routinely employ a range of effective instructional strategies (e.g., modelling, scaffolding, questioning, retrieval practice). : (N)

Progress and attainment data show that the majority of pupils

Responsible: DHT

Monitor: HT

Cost: £0.00

Staff Time: 0 h

-

are meeting or exceeding their individual targets. : (N)

All teaching staff participate in targeted CPD aligned with the school's teaching and learning priorities. Staff feedback and performance reviews reflect improved confidence and competence in implementing effective pedagogy. : (N)

Collaborative planning and shared best practices across departments or phases ensure a school-wide commitment to high standards in teaching and learning. : (N)

3 Quality of Education

RAG: ● Not set

Status: **Not Started**

01/09/2025
to
31/08/2026

Whole school awareness and understanding
Co-deliver SALT/teacher CPD;

All staff (teaching and non-teaching) receive training on total

Responsible: DHT

Monitor: DHT

Cost: £0.00

Staff Time: 0 h

-

Ref: 15

Description: Develop and embed a total communication approach across school including effective use of AAC's.

Create communication progression curriculum
Ensure AAC devices are used in teaching and learning

communication strategies and the use of AAC systems, with at least 95% participation. :
(N)

Regular evaluation of student progress in communication is conducted, with adjustments to the approach made as needed to ensure all students are supported effectively. : (N)

Classroom environments are enriched with a variety of communication supports (e.g., symbols, visual schedules, gesture, signs, and AAC devices) to cater to the needs of all learners. : (N)

Total communication

strategies are embedded across all subjects and activities, ensuring that students have access to a range of communication tools : (N)

AAC is actively and consistently used by students who require it, integrated as one tool within a broader total communication approach. Students are encouraged to use AAC alongside other communication methods. : (N)

Regular observations and feedback show that students using AAC or other alternative communication methods are actively engaged and participating in classroom

activities, discussions, and peer interactions. : (N)

External specialists (e.g., speech and language therapists, AAC experts) are regularly consulted to support the development and implementation of individual communication plans. : (N)

4 Quality of Education

RAG: ● Not set

Status: **Not Started**

Ref: 16

Description: Review and enhance the effectiveness of the assessment system, ensuring teachers are utilising it effectively to support pupil progress.

01/09/2025
to
31/08/2026

Revise assessment policy; train teachers to use data to inform planning; termly moderation

A documented review of the assessment system is completed, with input from key stakeholders (e.g., teachers, leadership, and pupils) on its effectiveness and areas for improvement. :
(N)

Teachers consistently use the assessment

Responsible: CJ

Monitor: DHT

Cost: £0.00

Staff Time: 0 h

-

system to inform their planning, ensuring that learning activities are appropriately tailored to pupils' individual needs and progress. : (N)

There is clear evidence that assessment data is leading to improved student outcomes, with progress being tracked over time for both individuals and groups. : (N)

Cross-departmental collaboration occurs regularly to ensure consistency and best practices in assessment across subjects and phases. : (N)

TARGET	DATES	STRATEGY	SUCCESS CRITERIA	PEOPLE	RESOURCES	MONITORING \ EVALUATION
<p>1 Behaviour and attitudes</p> <p>RAG: ● Not set</p> <p>Status: Not Started</p> <p>Ref: 17</p> <p>Description: Review the effectiveness of support profiles in school</p>	<p>01/09/2025 to 31/08/2026</p>	<p>revise templates; involve PBS and team teach knowledge; ensure consistent use in school</p>	<p>Support profiles reflect accurate pupil need and are used effectively : (N)</p> <p>Profiles adjusted based on evidence of pupils needs by the end of each term : (N)</p> <p>Parents are involved and support the development of support profiles : (N)</p>	<p>Responsible: AHT</p> <p>Monitor: HT</p>	<p>Cost: £0.00</p> <p>Staff Time: 0 h</p>	-

TARGET	DATES	STRATEGY	SUCCESS CRITERIA	PEOPLE	RESOURCES	MONITORING \ EVALUATION
<p>2 Behaviour and attitudes</p> <p>RAG: ● Not set</p> <p>Status: Not Started</p> <p>Ref: 18</p> <p>Description: Implement the sensory screening tool kit to develop staff's understanding of sensory needs</p>	<p>01/09/2025 to 31/08/2026</p>	<p>Train staff in sensory processing; implement screening tools; link to behaviour plans</p>	<p>Staff understand sensory needs and have greater confidence in meeting these : (N)</p> <p>Improvement in pupils engagement noted by support staff. : (N)</p> <p>plans are responsive to changing needs and meet pupils needs quicker : (N)</p>	<p>Responsible: AHT</p> <p>Monitor: HT</p>	<p>Cost: £0.00</p> <p>Staff Time: 0 h</p>	-

TARGET	DATES	STRATEGY	SUCCESS CRITERIA	PEOPLE	RESOURCES	MONITORING \ EVALUATION
<p>3 Behaviour and attitudes</p> <p>RAG: ● Not set</p> <p>Status: Not Started</p> <p>Ref: 19</p> <p>Description: Enhance parental involvement with their child's learning and attendance at school</p>	<p>01/09/2025 to 31/08/2026</p>	<p>Create termly or half termly home-school learning events;</p> <p>Ensure parents are surveyed and school respond to the results accordingly</p>	<p>Improved attendance to events; regular family feedback : (N)</p> <p>Positive feedback from most parents regarding communication with school. : (N)</p> <p>Successful implementation of two parent education workshops per term. : (N)</p> <p>Documented improvement in pupils attendance linked to parental engagement : (N)</p>	<p>Responsible: AHT</p> <p>Monitor: HT</p>	<p>Cost: £0.00</p> <p>Staff Time: 0 h</p>	-

TARGET	DATES	STRATEGY	SUCCESS CRITERIA	PEOPLE	RESOURCES	MONITORING \ EVALUATION
<p>4 Behaviour and attitudes</p> <p>RAG: ● Not set</p> <p>Status: Not Started</p> <p>Ref: 20</p> <p>Description: Embed the behaviour escalation flow chart consistently throughout the school</p>	<p>01/09/2025 to 31/08/2026</p>	<p>Re-deliver training; monitor usage in pupil incidents</p>	<p>Behaviour incidents are logged consistently and accurately : (N)</p> <p>staff report increased confidence in using escalation system : (N)</p> <p>Reduction in behaviour-related incidents logged in the system. : (N)</p> <p>Case studies highlight the effectiveness of the escalation flow chart : (N)</p>	<p>Responsible: AHT</p> <p>Monitor: HT</p>	<p>Cost: £0.00</p> <p>Staff Time: 0 h</p>	-

TARGET	DATES	STRATEGY	SUCCESS CRITERIA	PEOPLE	RESOURCES	MONITORING \ EVALUATION
<p>1 Personal development</p> <p>RAG: ● Not set</p> <p>Status: Not Started</p> <p>Ref: 21</p> <p>Description: Review the NRCS 13 experiences and their impact</p>	<p>01/09/2025 to 31/08/2026</p>	<p>Audit current provision; collect pupil voice; map to curriculum areas</p>	<p>Clear impact can be seen from review on selected pupils overall wellbeing : (N)</p> <p>NRCS experiences enhance engagement and personal development : (N)</p> <p>Teachers report better understanding of NRCS experiences. : (N)</p>	<p>Responsible: CW</p> <p>Monitor: DHT</p>	<p>Cost: £0.00</p> <p>Staff Time: 0 h</p>	-

TARGET	DATES	STRATEGY	SUCCESS CRITERIA	PEOPLE	RESOURCES	MONITORING \ EVALUATION
<p>2 Personal development</p> <p>RAG: ● Not set</p> <p>Status: Not Started</p> <p>Ref: 22</p> <p>Description: Develop strategies to capture pupil voice that drive essential changes around pupil physical and emotional wellbeing</p>	<p>01/09/2025 to 31/08/2026</p>	<p>Develop suitable pupil survey tools; implement wellbeing forums; use to improve provision</p>	<p>increased pupil participation in pupil voice activities : (N)</p> <p>Clear evidence of changes made in response within 6 months. : (N)</p> <p>pupil satisfaction in wellbeing scores increase by end of year wellbeing survey : (N)</p>	<p>Responsible: CW</p> <p>Monitor: DHT</p>	<p>Cost: £0.00</p> <p>Staff Time: 0 h</p>	-

TARGET	DATES	STRATEGY	SUCCESS CRITERIA	PEOPLE	RESOURCES	MONITORING \ EVALUATION
<p>3 Personal development</p> <p>RAG: ● Not set</p> <p>Status: Not Started</p> <p>Ref: 23</p> <p>Description: Review the careers curriculum, against the 8 Gatsby Benchmarks in line with new statutory guidance (Develop pupils talents and interests)</p>	<p>01/09/2025 to 31/08/2026</p>	<p>Benchmark audit; Careers Lead CPD; develop work-related pathways; enhance employer engagement</p>	<p>Careers provision matches benchmarks; positive destinations evident : (N)</p> <p>Pupil participation in careers related activities increases throughout the year : (N)</p> <p>Pupil surveys report they are happy with the careers guidance given : (N)</p> <p>improved connections with colleges and businesses : (N)</p>	<p>Responsible: CW</p> <p>Monitor: DHT</p>	<p>Cost: £0.00</p> <p>Staff Time: 0 h</p>	-

TARGET	DATES	STRATEGY	SUCCESS CRITERIA	PEOPLE	RESOURCES	MONITORING \ EVALUATION
<p>4 Personal development</p> <p>RAG: ● Not set</p> <p>Status: Not Started</p> <p>Ref: 24</p> <p>Description: Evaluate the school's approach to teaching online safety, bullying and technology misuse</p>	<p>01/09/2025 to 31/08/2026</p>	<p>Audit RSE /Computing curriculum ensure online safety features; deliver targeted sessions; engage families via info sessions</p>	<p>Pupils show understanding of tech use; reduced online concerns : (N)</p> <p>Any Bullying incidents are dealt with promptly and have a positive resolution : (N)</p> <p>k Positive feedback from parents on their child's understanding of online safety. : (N)</p> <p>staff are confident in teaching online safety to pupils with SEN : (N)</p>	<p>Responsible: CW</p> <p>Monitor: DHT</p>	<p>Cost: £0.00</p> <p>Staff Time: 0 h</p>	-