



Context

- Richard Cloudesley School operates on two campuses. The Tudor Rose campus serves secondary and sixth form pupils, while the Golden Lane campus is for early years and primary. Both campuses are co-located with mainstream schools, offering various inclusion opportunities.
- Many students face challenges related to learning, physical, and medical needs. Unfortunately, because of the seriousness of their conditions, there is a high rate of premature loss among our pupils, which deeply affects the entire community. This makes it even more vital to foster an environment that is welcoming and compassionate, allowing pupil, families and staff to flourish.
- As of 3 September 2026, the school has 114 pupils, aged 2 to 19 years. Our school cohort is made up of 37.0% female and 63.0% male, compared to the national distribution of 48.8% female and 51.2% male. Last year, most pupils joined in Year 4, but pupils can join at any age or time of year.
- We have pupils from more than 31 ethnic groups.
- Our school is recognised as highly specialist and well respected, which is why we receive commissions from 16 different London boroughs.
- Currently, 41% of our students reside in Islington. Our school is chosen by both local authorities and parents because of its excellent reputation, the favourable impressions formed during visits, and recommendations from other professionals who also hold us in high regard. Parents tell us they choose Richard Cloudesley over other special schools due to our ambitious curriculum, which fully integrates the expertise of therapists throughout the school day. Families value how our targeted interventions are smoothly integrated into lessons.
- We are committed to providing all children with an inclusive, balanced curriculum that prepares them for life beyond school and enables them to learn and succeed. Learning opportunities are enriched through specialized programmes such as intensive interaction, hydrotherapy, horse-riding, music therapy, rebound therapy, college partnerships, and enterprise initiatives.
- The school offers a three-tier curriculum to address the learning needs of all pupils. 25% are in the 'firm foundations' (FF) tier (least able), 64% in the 'building on' (BO) tier (middle), and 11% in the 'reaching higher' (RH) tier (most able). It is important to us that being in a tier does not limit our aspirations for the pupils.
- In September 2024, we broadened our main provision to include pupils whose primary communication needs resulting from autism spectrum conditions (ASC). We introduced two new primary classes. This provision was made possible by the reduction in the Pupil Admission Number (PAN) of our co-located mainstream primary partner, which left four classrooms vacant. CAMHS annual report for June 2025, 'It has been a joy to see this new setting transform from its first few days (without tables and chairs!) to its flourishing, busy classes and the new community they have formed.'
- Of the 114 pupils in the school, 83% need some form of Augmentative Alternative Communication (AAC) to support their receptive understanding and enhance growth in their expressive communication. These pupils would come under the Ofsted term, 'Non-speaking'. The school places a strong emphasis on fostering functional communication and language acquisition while also integrating social play and independence skills. Robust communication systems are at the core of our school ethos. We ensure all pupils, including those who are non-speaking, have the skills and vocabulary they need to keep themselves and others safe. All staff are smart communication partners who can model and use the symbols during natural communication, enabling an aided language environment throughout the day, using every moment to support and scaffold the learner's own communication attempts, whilst valuing their system and using it to chat to them.
- PODD (Pragmatic Organization Dynamic Display) and ACE communication books form the robust non-electronic systems used in the school.
- We ensure that language tools are with the pupils, allowing them to communicate autonomously rather than relying on adults to manage their vocabulary. These are used alongside other Picture Communication Symbol (PCS) visual supports such as now and next boards, visual timetables and Activity Display Language support pupils to have autonomy throughout their day. Some pupils use a combination of Makaton signs and AAC and thus use multi-modal communication.
- Nationally, pupils with EHCPs have an attendance average of 87.7%, and 36.0% are persistently absent. *Taken from SEND: An analysis and summary of data sources (August 2025).* For 2024-2025 our whole school attendance was 86%. Nevertheless, the national statistics encompass students with all categories of SEND, even those who do not have medical requirements. Our pupils' conditions result in increased hospitalization, vulnerability to infection and some have degenerative conditions that mean maintaining even low levels of attendance is a positive. The low numbers of pupils in the school means that each pupil's absence is statistically more significant than in a larger school.
- The school has 41.6% of pupils eligible for free school meals. This remains above the national average of 33.0%. Our disadvantaged cohort's overall absence decreased by 1.2% from 15.1% in 2023/24, to 13.9% in 2024/25. Our disadvantaged cohort's persistent absence has decreased by 3.7% from 56.5% in 2023/24, to 52.8% in 2024/25.
- **FSM impact analysis:** With 41.6% of pupils eligible for free school meals, leaders treat disadvantage as an important contextual factor while recognising that, for many pupils, the most significant barriers are the interaction between poverty, complex SEND, communication needs, medical fragility, transport, housing pressures and family capacity. Pupil premium and wider inclusion funding are therefore used to remove practical and learning barriers through targeted family support, attendance follow-up, access to enrichment, therapeutic input, assistive technology, communication support and personalised interventions. Current evidence shows that disadvantaged pupils continue to achieve well from their individual starting points, with no consistent gaps in progress when compared with their peers. Attendance work is also having measurable impact: disadvantaged pupils' overall absence reduced from 15.1% in 2023/24 to 13.9% in 2024/25, and persistent absence reduced from 56.5% to 52.8%. This indicates that leaders' targeted and multi-agency approach is reducing barriers to participation, sustaining engagement in learning and ensuring that pupils eligible for FSM benefit fully from the school's highly personalised curriculum and wider opportunities.
- The school maintains strong partnerships with Islington mainstream schools via its outreach service, which aids schools in supporting young people with mobility, visual, and hearing impairments. We also run an access technology lending library for mainstream schools on behalf of the DfE.
- We have not had any suspensions or exclusions.
- 34% of our staff have been here more than ten years, and nearly 50% have been here 5 or more years.
- Since 2015, the headteacher has led and teamed on Ofsted inspections of SEND and independent schools in the London region.

Richard Cloudesley School SEF 2026–2027



114 pupils aged 2–19



2 campuses



16 London boroughs



83% use AAC



57.3% disadvantaged



86% attendance

Safeguarding

Met

Inclusion

Exceptional

Curriculum & Teaching

Strong

Achievement

Strong

Attendance & Behaviour

Exceptional

Leadership & Governance

Exceptional

Personal Development & Wellbeing

Exceptional

Early Years

Strong

Post-16 Strong

Evidence Pillars



Communication & AAC



Inclusive Curriculum



Safeguarding Culture



Independence & Destinations



System Leadership

Impact Highlights

87% achieved at least 90% progress towards personal development goals

100% remained in education or employment after KS4

Disadvantaged persistent absence reduced from 56.5% to 52.8%

Staff wellbeing strengthened through Anna Freud audit & wellbeing charter

2026–27 Focus

Inclusion Strategy

Responsive Teaching

PLGs

Attendance & Wellbeing

SEND Reform

Climate Action

Data & AI Governance

Progress against previous inspection (17 and 18 October 2023)

Areas to improve		Progress
No areas for improvement were identified during our last Ofsted inspection as the school was judged to be 'outstanding'. This has been the case since 2006.		We share our expertise by supporting other schools through improvement work, SSAT leadership and innovation days, and contributions to national and international conferences. Our outreach serves all mainstream schools in the borough as well as those in Hackney, Camden, and Haringey. We are also an accredited PODD/AAC training school through partnership with its developers in Australia.
School improvement priorities – Identified June 2025 following whole school face to face consultation, governor workshops, parent, pupil and staff surveys. See also: School Improvement Plan – click here	1. Review and enhance the programmes of study across all key stages for the upcoming academic year, ensuring appropriate integration of schemes, activities, and pedagogy. 2. Maintain consistency in the educational environment with the addition of four new teachers and several new teaching assistants. (TAs) 3. Establish a sustainable training and support framework for staff, including PBS and Team Teach refreshers, AET standard advanced training. 4. Enhance the support system for pupils by formalizing our approach for those with medical needs, developing a comprehensive intervention framework in collaboration with OT, SALT, and CAMHS, and fostering early years engagement through active parent collaboration. 5. Sustain and advance PSHE methodologies as new staff members are integrated and parents become familiar with these approaches. 6. Ensure effective communication systems and continuity for pupils during transitions, with a strong focus on pupil voice and evidence-based impact. 7. Offer ongoing, comprehensive support to all families, including new arrivals. 8. Strengthen our innovative educational environment by supporting teacher development and maintaining high-quality education as new teachers join. 9. Recognize that staff roles often expose them to indirect trauma and provide support to address mental health stigma. Implement programs and initiatives that promote mental health awareness, signpost counselling services, and promote a supportive environment for staff to discuss and manage their own mental well-being. 10. To maintain highly effective governance as governors come and go, and the school evolves. 11. Develop and implement a comprehensive climate action plan by December 2025 to reduce the school's carbon footprint, promote sustainability, and educate the school community on environmental responsibility. 12. To ensure safe and effective Governance of the School's Use of Data and AI. 13. - 14. To maintain the school's financial stability without compromising the exceptional quality of education, considering external challenges such as rising costs, aging infrastructure, and shifting pupil profiles.	

Ofsted score card grades:

Urgent Improvement	Needs Attention	Expected Standard	Strong Standard	Exceptional Standard
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Richard Cloudesley Self Evaluation:

Safeguarding	Inclusion	Curriculum and Teaching	Achievement	Attendance and Behaviour	Personal Development and Wellbeing	Leadership and Governance	Early Years	Post 16
Met	Exceptional Standard	Strong Standard	Strong Standard	Exceptional Standard	Exceptional Standard	Exceptional Standard	Strong Standard Not inspected separately if less than 5 pupils at EY age	Strong Standard
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Exceptional test ...

1. **Is this sustained over time?**
2. **Is it consistent across the school?**
3. **Is there measurable impact?**
4. **Is there external validation?**
5. **Does it go beyond this school?**

If you can answer all five → it reads as **Exceptional**

SAFEGUARDING – MET STANDARD

Strengths	Culture and Leadership Leaders have created an environment where staff, pupils, and parents feel confident to raise and discuss safeguarding concerns, knowing that appropriate action will be taken swiftly and effectively. Regular training, quizzes, and refresher sessions ensure that all staff understand and uphold their safeguarding responsibilities, contributing to a strong culture of vigilance and accountability. Pupils are clear about who to approach for support, and staff are empowered to act decisively when concerns arise. There are also built-in sessions for coaching, reflective practice, and problem-solving team building to help staff dealing with pupils with complex needs. We have an embedded system for staff to report low-level concerns. Policy and Practice Safeguarding policies are updated annually, tailored to the school's unique context, and made publicly accessible. The Single Central Record is meticulously maintained and reviewed monthly by the headteacher and termly by governors, ensuring rigorous compliance with safer recruitment procedures, including DBS and barred list checks. All staff receive regular safeguarding, cyber-security, PREVENT, and online safety training. Multi-agency collaboration is effective thanks to monthly SAM meetings and weekly leadership reviews for each child. Management and Oversight The school exemplifies best practice, marked by a transformational commitment to the welfare of every pupil. Through its dynamic and deeply embedded partnerships with local agencies, the school not only identifies and supports pupils at risk of harm, whether at home, in the community, or online, but also proactively intervenes to prevent issues before they escalate. The innovative structure of weekly Safeguarding, Attendance and Medical (SAM) meetings ensures that no child is overlooked, with leaders and health professionals collaboratively reviewing the circumstances and needs of each individual pupil. These clear lines of accountability and rigorous supervision foster an environment where safeguarding is not merely a procedural requirement, but a core value woven throughout the fabric of school life. Safer Recruitment Leaders demonstrate exemplary commitment to safer recruitment, consistently exceeding statutory expectations. Every recruitment process is meticulously planned and rigorously scrutinised, with all staff, visitors, volunteers, and contractors subject to comprehensive pre-appointment checks. This relentless attention to detail and culture of collective responsibility ensures the highest standards of child protection are embedded throughout every stage of recruitment. Child-on-Child Violence Staff are well trained to recognise the signs of child-on-child violence, including bullying, physical and sexual abuse, and domestic abuse in teenage relationships. Early, evidence-based intervention is prioritised, and timely action is taken to support and protect all pupils involved. Positive Behaviour Support (PBS) plans and risk assessments are regularly reviewed, and clear systems are in place for reporting and sharing information about incidents, including consultation with multi-agency partners.
Evaluation	Leaders at Richard Cloudesley School have established a safeguarding culture that is robust and routinely considers the needs of every child. School staff have maintained consistently high standards over time and make a profound difference for pupils with complex learning, physical, and medical needs. Safeguarding practices are not only fully embedded across all aspects of school life, but are also continually strengthened through regular monitoring, reflection meetings, and reviews. The impact of this sustained safeguarding culture is evident in every facet of school life: staff consistently understand and fulfil their responsibilities, supported by clear, accessible policies that are frequently reviewed. Effective systems for reporting concerns are in place and regularly tested as part of standing items on weekly leadership team meetings, ensuring swift and decisive action whenever needed. Multi-agency engagement is a strength: leaders have established purposeful links with outside agencies and safeguarding partners, engaging productively to secure the support pupils need. Termly multi-agency review meetings are held to reflect on recent cases and lessons learned, driving continuous improvement and preventing complacency. This is because of our regular meetings to review our safeguarding practice (MARS) and our weekly meetings to review every child's attendance and safety (SAM)

Actions from previous year: 1. Safeguarding Systems in Place • Monthly SAM Meetings: Regular meetings with health colleagues to discuss every pupil. • Clear Protocols: Staff are provided with clear safeguarding protocols, including how and where to log concerns. • Policy Review: Safeguarding policies are regularly revisited and kept as live documents. • Staff Training: All staff and long-term visitors are required to read the latest "Keeping Children Safe in Education" guidance. • Governor Oversight: Termly meetings with safeguarding lead governors, who also monitor the Single Central Record (SCR)—a mandatory record of pre-employment checks for all staff and volunteers. • Transition Support: Supportive transitions for pupils entering or leaving the school, with links to relevant professionals. 2. Safeguarding at Richard Cloudesley School (July 2025) • Open Concerns: Nine pupils have open safeguarding concerns (three for neglect, three for bruises/marks, three for ongoing health issues). • Monitored List: Thirty-six pupils are being monitored, mainly for attendance, surgery-related issues, or recently closed concerns.		Impact of actions from previous year: Case Study as example of impact: • Referral Process: Ongoing concerns led to a referral to social care for further investigation. • Actions Taken: ○ Professionals meeting arranged (3rd Feb 2025). ○ Referral made to social care (13th Feb 2025), but the process was unclear and communication from social care was inconsistent. ○ School had to escalate the issue due to lack of response and unclear procedures. ○ Meetings with local authority led to improved referral systems. ○ Strategy and professionals meetings resulted in the case proceeding to an initial child protection conference. • Conclusion: The case study highlights the school's persistent efforts to safeguard pupils, escalate concerns when necessary, and maintain robust systems for recording and addressing safeguarding issues. <i>For more information see L&R governors report 16 June 2025 that included safeguarding case studies</i>
Areas for development – Identified June 2025	CPOMS Migration following leaders' identification of the limitations of Safeguard Software reporting Guidance on the new CPOMS system – including further clarifying thresholds for reporting and recording	
Impact of SIP actions • After much work and a carefully considered migration from Safeguard, CPOMS is now operating alongside Safeguard, and will continue to do so until we are certain it meets our requirements. • All staff successfully completing additional cybersecurity training, in response to vulnerabilities identified in other schools nationwide, has been significant. The training has strengthened the school's overall digital security posture, reducing the risk of data breaches and cyberattacks that could compromise sensitive pupil and staff information. It has also increased staff awareness of best practices for safeguarding digital records, which is especially important given the school's ongoing migration to new safeguarding systems such as CPOMS.	Impact of SIP actions – Spring 2026 • Leaders have strengthened safeguarding practice through a successful migration from Safeguard to CPOMS, supported by clearer reporting thresholds, comprehensive staff training, and enhanced cybersecurity. Multi-agency systems such as SAM are now better integrated, case supervision has improved through designated case holders, and governors have greater visibility of safeguarding effectiveness. Collectively, these improvements have increased the accuracy, timeliness, and reliability of safeguarding information, reduced operational risk, and ensured the school is better equipped to meet statutory duties and protect pupils, in direct alignment with our School Development Plan goals. • Staff have received structured CPOMS training, including walkthroughs, twilight sessions, scenario-based problem-solving and guidance on how to write clear safeguarding concerns. Early evidence from appraisal documentation shows staff reporting increased confidence, clarity, and accuracy in recording concerns using CPOMS.	Impact of SIP actions – Summer 2026 By Summer 2026, safeguarding systems are more secure, precise and effective following the successful embedding of CPOMS alongside strengthened staff training and clearer reporting thresholds. Staff now record concerns with greater confidence, accuracy and consistency, enabling leaders to maintain sharper oversight of vulnerable pupils and respond more quickly to emerging risk. Weekly SAM meetings, improved case tracking and stronger governor visibility have increased accountability and reduced the possibility of concerns being missed or delayed. Cybersecurity training has also strengthened the safe handling of sensitive information. Collectively, these actions have improved the timeliness, reliability and quality of safeguarding practice, ensuring pupils are safer and the school is better placed to meet its statutory responsibilities.
Next steps (for 2026-27)	• Whole school allergy and anaphylaxis training (Sep 26) and implementation and monitoring of the next policy (Benedict's Law in force from September 26) • Ensure all systems, including safeguarding, are fully compliant, consistently applied and clearly evidenced through routine monitoring, staff training, case review and governor oversight.	

INCLUSION - EXCEPTIONAL

Strengths

Identifying, Assessing, and Meeting Needs

Leaders ensure that pupils receive effective support by consulting with external specialists and implementing their advice, making reasonable adjustments in line with the Equality Act 2010 and the SEND Code of Practice. The accessibility plan is annually reviewed and implemented, ensuring all pupils can access the curriculum. Over the past year, action plans, individual interventions, and EHC plans have led to measurable improvements in attendance and attainment for pupils with complex needs. For example, attendance was 86% in 2024-25, slightly below the national average for this cohort, despite ever more complex co-morbid medical and physical challenges. This was brought about in part by enhancing our remote learning offer, and working closely with clinical practitioners to get pupils back into school as soon as is safely possible following illness and surgery.

Supporting Disadvantaged Pupils

Leaders have a secure understanding of disadvantaged pupils' needs and use evidence-based strategies, including regular review of the pupil premium strategy. However, because of the complexity of need of our pupils, deprivation factor is rarely the most significant barrier to achievement. Analysis of progress and attainment data by PPG, shows that PPG pupils are achieving well and developing detailed knowledge and skills across the curriculum in line with their peers.

Supporting Pupils with SEND

Even before pupils join the school, leaders quickly identify emerging or changing needs, drawing on specialist advice and embedding the graduated approach of assess, plan, do, and review. Staff CPD has strengthened the ability to deliver this approach, with records and surveys showing increased confidence. Adaptations to the environment, teaching, and wider school offer enable all pupils to access education, and progress is systematically monitored and reviewed. Notably, pupils with SEND have shown improvements in independence, communication, and personal development, with 87% achieving at least 90% progress towards their personal development goals last year. We contribute to the local area partnership's SEND strategy, and use the support of specialist provision within the local area and London Region (Bridge School, Sensory outreach Service, Point 5, Lesson Study, and for some aspects of SEND support we have upskilled our own staff to be 'experts at hand' e.g. Team Teach Trainers)

Supporting Pupils Known to Children's Social Care

The designated teacher for looked-after and previously looked-after children is appropriately qualified and experienced, ensuring each child has a personal education plan and receives high-quality support. Leaders use their knowledge of pupils' social care status to inform decisions about welfare, academic support, and attendance. Information is shared effectively with the local authority, and leaders work collaboratively with social workers, virtual school headteachers, and other professionals to provide multi-agency support. This has resulted in improved attendance and attainment for these pupils, and successful transitions into, within, and beyond the school.

Impact beyond the school

Our influence is system wide, and has been over many years, as evidenced by our work with mainstream schools, borough strategy, AAC training and communication practice, outreach and assistive technology use, wider local area inclusion capacity.

Evaluation

Richard Cloudesley School has cultivated an enduring and deeply rooted culture of inclusion, which has a profound and lasting impact on its pupils, all of whom have complex learning, physical, and medical needs.

Leaders and staff are consistently proactive in identifying, assessing, and meeting the diverse needs of every pupil, ensuring that high-quality, inclusive teaching is not a one-off achievement but a continuous, evolving strength. This approach benefits those who find learning most challenging, reducing the need for individual adaptations by embedding best practice across the school.

Staff expertise is developed and sustained through ongoing CPD and training, enabling them to recognise and respond swiftly to a wide range of barriers to learning and well-being, including those unique to the school's community and context. This commitment is evidenced by regular reviews, action plans, individual interventions, and EHC plans, which are systematically used to identify and address pupils' changing needs. As a result, improvements in attendance and attainment are not isolated successes but are consistently achieved year after year.

Progress and assessment data, as well as destination data for pupils with SEND and those who are disadvantaged, demonstrate that strategies to support these groups and eliminate barriers are effective and enduring. Staff confidence in delivering inclusive teaching and the graduated approach continues to grow, as shown by staff surveys and improved assessment outcomes.

Ultimately, Richard Cloudesley School's inclusive approach ensures that all pupils, including those with the most complex need, are safeguarded, supported, and empowered to achieve their best outcomes. The impact of this sustained culture of inclusion is transformational, enabling pupils to thrive academically, socially, and personally, and preparing them for successful futures beyond school.		
Actions from previous year: 1. Curriculum and Personalisation • Ambitious, Personalised Curriculum: The curriculum is designed to be broad, balanced, and ambitious, integrating therapists' expertise and embedding interventions into lessons. There is a strong focus on functional communication, language acquisition, social, play, and independence skills. • Specialist Programmes: Inclusion is promoted through intensive interaction, hydrotherapy, horse-riding, music therapy, rebound therapy, college partnerships, and enterprise initiatives. • Expansion for ASC Needs: In September 2024, the school extended its primary provision to include pupils whose main need is communication, particularly those with autism spectrum condition (ASC). This led to the creation of two new primary classes, increasing opportunities for inclusion. 2. Collaboration and Community Engagement • Co-location with Mainstream Schools: Both campuses are co-located with mainstream schools, providing a range of inclusion opportunities for pupils. • Multi-agency Working: Families, staff, and multi-agency teams collaborate to enable all young people to achieve personalised outcomes in education, employment, health, community engagement, and independence. 3. Staff Development and Training • Induction and Ongoing Training: All new staff receive a comprehensive induction, including unconscious bias and equalities training, safeguarding, and supporting pupils with sensory needs. There is a focus on developing staff expertise in inclusive practice and communication support. 4. Monitoring and Evaluation • Self-Evaluation and Review: The SEF is regularly updated and reviewed by the full governing body, ensuring that inclusion remains a central focus. The SIP includes clear objectives, actions, and impact statements, with regular reporting to governors. • Evidence for Learning: The school uses platforms like Evidence for Learning to track personal learning goals and capture evidence of progress in communication, independence, and inclusion. 5. Transition and Support • Supportive Transitions: There are robust systems for supporting transitions into and out of the school, with close links to professionals and families to ensure continuity of support and inclusion. 6. Governance and Leadership • Dynamic Governance: The SIP highlights the importance of dynamic governance and strong leadership in driving inclusion, with leaders setting high expectations and modelling inclusive values		Impact of actions from previous year: Richard Cloudesley School's actions to support and promote inclusion last year were wide-ranging and embedded at every level—from curriculum design and staff training to community partnerships and governance. The expansion of provision for pupils with ASC, the use of specialist therapies, and the focus on personalised outcomes are particularly notable. Regular review and evaluation ensure that inclusion remains a living priority, not just a stated aim. The SIP and SEF both emphasise a vision where every individual is inspired and empowered to be their best, with a strong sense of identity and a powerful voice in society. The school's mission is to ensure all young people have the knowledge, skills, and understanding to succeed, and to foster a community where everyone feels they belong and can contribute.
Areas for development built into the SIP for 2025-26 – Identified June 2025	Developing a transition plan for pupils moving from Richard Cloudesley School to mainstream or specialist autistic provisions, ensuring continuity of support and communication strategies. The first will leave in two years' time. Offering ongoing, comprehensive support to all families, including those new to the school community. Developing and sustaining Person-Centred Active Support (PCAS) methods as new staff join and parents embrace these approaches. Updating the school's video to better reflect the new school community and its inclusive ethos.	
Impact of SIP actions – Autumn 2025	Impact of SIP actions – Spring 2026	Impact of SIP actions – Summer 2026

• So far this year, we have provided comprehensive training for all staff to address the evolving needs of our pupils (e.g. AET, Team Teach). For example, we have enhanced staff members' abilities to support children exhibiting challenging behaviours through Team Teach and deepened their understanding of neurodiversity by offering accredited autism training. • Starting with six case study mainstream schools, on behalf of the DfE, we are providing training and a lending library for assistive technology in mainstream schools. This will roll out to all Islington mainstream schools in the spring term.	Community Class Plans to establish a Community Class demonstrate a thoughtful response to the needs of children and families, with a clear focus on building capacity without diluting in-school provision. This measured approach reflects a commitment to meeting need through strategic resourcing and professional development. Hospital and Remote Learning Support Scalability Current support for pupils accessing hospital or remote education is responsive and compassionate, including online learning and therapeutic provision. Targeted interventions Targeted interventions, ranging from medical, therapeutic, and sensory support to personalised timetables, remove barriers and promote equity. Strong relationships with families and external professionals help ensure smooth transitions, sustained attendance where possible, and early identification of emerging needs. Our outreach to mainstream partners further amplifies impact beyond our own setting, supporting inclusion across the local area. Monitoring Governors monitor inclusion rigorously, informed by clear evidence, case studies, and regular reporting. This enables leaders to evaluate provision accurately and respond swiftly to any gaps. Collectively, these actions ensure that pupils with the most complex needs not only access the curriculum but experience high levels of safety, belonging, and success.	By Summer 2026, inclusion is having a clearer and more measurable impact across the school and beyond it. Staff are increasingly confident in identifying and responding to complex barriers to learning through improved training, specialist collaboration and more consistent use of personalised strategies. This is helping pupils with the most complex learning, communication, medical and sensory needs to access the curriculum more securely and participate more fully in school life. The school's developing community and hospital-based support, alongside targeted interventions and remote learning arrangements, has strengthened continuity for pupils unable to attend full-time, helping them remain connected, safe and engaged. Inclusion is also being strengthened through outward-facing work, including assistive technology support for mainstream schools, AAC training and wider local partnership activity, increasing the school's impact on inclusive practice beyond its own setting.
Next steps (For 2026-27)	• Develop the school's community-based support for pupils who are unable to access school-based learning, building on current practice and strengthening partnership work with hospital schools to sustain learning, wellbeing and belonging. • Ensure no pupil is out of learning by making alternative provision consistently planned, purposeful, monitored and clearly linked back to class-based learning wherever possible. <i>(From June 2026 Internal QA)</i> • Makaton in Sky? • Handwriting in Sky?	

CURRICULUM AND TEACHING – STRONG STANDARD

Strengths

Ambitious and Inclusive Curriculum

Our curriculum is not simply adapted downwards; it is deliberately ambitious for pupils with profound, complex, physical, medical and communication needs. The three-tier model (Firm Foundations, Building On, Reaching Higher) helps ensure that learning is sequenced from accurate starting points while maintaining aspiration. That matters because exceptional provision is not about offering a caring curriculum alone, it is about ensuring pupils access rich, ambitious learning that builds knowledge, communication, independence and readiness for life.

Communication and Independence

A particularly strong feature is that communication runs through the curriculum as a **core teaching principle**. This is evidenced by:

- 83% of pupils use AAC
- staff are trained as “smart communication partners”
- PODD, ACE books, eye gaze, signing and visual systems are used across the day
- communication tools stay with pupils so they can communicate autonomously – pupils can use their voice to speak to who they want, when they want and to say what they want.
- communication is taught in real contexts in an authentic and meaningful way, including personal care and hydrotherapy

Literacy for All

The use of **Literacy for All**, followed by the addition of **Read Write Inc.** for pupils ready for more conventional early reading, is a strong example of ambitious curriculum thinking. The principle that all pupils are entitled to be read to, write, read with others, discuss texts and develop phonological awareness is very powerful. This supports an exceptional case because it shows:

- high expectations for all learners
- evidence-informed curriculum design
- a refusal to cap literacy entitlement based on complexity of need

Our literacy approach is internationally recognised and ensures that all pupils can:

- Be read to
- Write independently
- Read with others
- Develop phonological awareness
- Read independently
- Discuss reading and writing
- Have others write for them
- Cultivate a love for reading and writing
- Write with others

Summer 2026 data shows that most pupils are working as emergent readers, with 76% at this stage, 7% as transitional readers and 17% as conventional readers. Through consistent phonics instruction, repetition and a literacy-rich, immersive environment, pupils continue to make good progress. These opportunities enable pupils to hear, see, practise and apply phonics skills regularly across the curriculum.

Strong Foundations and Rigorous Assessment

The curriculum prioritises accurate and fluent word reading, spelling, handwriting, and mathematics for primary-age pupils and older pupils where necessary. Leaders focus on ‘keeping up’ rather than ‘catching up’, quickly addressing gaps in knowledge. Assessment is rigorous and sequenced, enabling pupils to develop fluency, confidence, and enjoyment in reading. Staff provide additional teaching and practice for those who need it, ensuring all pupils have the foundational knowledge to succeed.

Inclusive Teaching and Adaptation

	Staff are skilled in identifying and removing barriers to achievement through effective curriculum design, formative assessment, and adapting practice to meet pupils' needs. Additional adults in the classroom are deployed to enable all pupils to access high-quality teaching and develop independence. Reasonable adjustments and adaptations are well targeted and focus on long-term success, with leaders considering and mitigating any potential downsides. A particular strength in this area is our use of access technology to remove barriers, such as using machine learning based power wheelchairs that ignore unintentional movement, or our use of Eye Gaze systems with AI. Therapy is integrated into teaching rather than separated from it. Therapists' expertise is woven into the school day and into classroom learning. Parents explicitly value that interventions are integrated into lessons rather than delivered in isolation. This is important because it suggests a genuinely multi-disciplinary curriculum model, where teaching, therapy and care work together coherently. That is a distinctive strength of Richard Cloudesley School. Learning extends beyond the classroom in a coherent way Community-based learning, the Cloudesley Promise, enrichment, local visits, swimming, shopping, creative partnerships, enterprise and work-related learning all suggest that the curriculum is broad and intentionally prepares pupils for adulthood. This is stronger than enrichment as an add-on; and is part of the planned curriculum offer that increasing in demands as pupils get older and builds on what has gone before. Parental Support and Satisfaction Parents overwhelmingly support the school's efforts, with 100% acknowledging their child's happiness, safety, and academic progress. They praise the quality of teaching and the school's outstanding safety measures (Parent Survey). Professional Development and Continuous Improvement The school's CPD programme is effective, enabling teachers to gain carefully sequenced across the school, and pupil workbook scrutiny show that pupils gain foundational knowledge and skills that increase in complexity as pupils move through the school. EHC plans are used to inform the curriculum and teaching for all pupils, with progress meetings showing that these adaptations lead to meaningful and measurable progress.
Evaluation	Every pupil at Richard Cloudesley School has an EHCP and significant learning difficulties, with 41% having profound or multiple learning difficulties. The school uses a three-tier curriculum model ('firm foundations', 'building on', 'reaching higher') to ensure that starting points are accurately identified and provision is tailored accordingly. Before pupils join, leaders quickly identify emerging or changing needs, drawing on specialist advice and embedding the graduated approach of assess, plan, do, and review. Staff CPD has strengthened the ability to deliver this approach, with records and surveys showing increased confidence. Quality assurance activities, including joint observations, moderation and coaching, demonstrate that teaching is consistently strong across all classes, including newer staff. Variability has reduced over time, with shared approaches now embedded securely across the school. Richard Cloudesley School offers a curriculum that is ambitious, inclusive, and designed to bring lasting positive change for pupils with complex learning, communication, physical, and medical needs. Leaders and staff hold high expectations and ensure that learning remains enjoyable and engaging for every student, year after year. The curriculum is enhanced by therapists' expertise, with interventions embedded throughout the day, ensuring every pupil—regardless of the complexity of their needs—can access meaningful learning opportunities and thrive. Independence and communication are central pillars of the curriculum, enabling pupils to make meaningful choices and confidently use a wide range of communication tools—including advanced technologies and immersive approaches. Staff systematically plan and track personal development goals, with 87% of pupils achieving at least 90% progress last year, and especially strong outcomes in health and independence (92%). Pupils have become more self-sufficient, showing significant improvements in toileting, mobility, and self-regulation. The school's immersive communication approach, supported by regular collaboration with therapists, has increased peer interaction, confidence, and inclusion, and these gains are sustained year after year. Pupils' work is evidenced through a range of formats, including written work, communication via AAC devices (PODD, Makaton, eye gaze), creative outputs, and participation in enrichment activities. The school uses Evidence for Learning (EfL) to track personal learning goals and capture evidence of progress in communication, independence, and inclusion. By concentrating on a unified approach, the school creates an authentic communication environment where all staff help pupils express themselves freely at any time. Language tools are always with the children, allowing them to communicate autonomously rather than relying on adults to manage their vocabulary that is limited to certain contexts or situations. For example, communication systems are used in the hydrotherapy pool and in personal care.

	Transitions are carefully managed, and enrichment partnerships with organisations such as the Barbican Centre and London Symphony Orchestra provide diverse, ongoing opportunities for learning. Innovative projects with external partners, including Microsoft and University College London, offer pupils opportunities to trial new technologies and develop life skills. This sustained, inclusive approach ensures pupils are well-prepared for the next stage of their education and life in modern Britain, and the transformational impact is evident in their academic, social, and personal development.	
Actions from previous year: To nurture a love of reading beyond the classroom To extend and embed phonics programme across secondary and the new sky classes. To extend and embed whole school strategy pupil autonomy through familiar and emerging tech To increase pupil independence through physical specialist equipment and access technology.		Impact of actions from previous year: Since introducing the Literacy for All system in 2016, both expectations and outcomes have improved. Consequently, pupils are now more likely to write independently, employing various strategies and sharing their work with peers and broader audiences. Even those with complex physical and learning needs show a greater range of evidence of learning. Two years ago, we enhanced our literacy approach by incorporating the Read, Write Inc Framework, making it accessible to pupils ready for a traditional early reading approach. This would not have been possible without the success of the 'Literacy for All' approach. There have been substantial improvements in phonics, reading fluency, and story recall. These gains indicate that pupils are becoming more proficient in their reading skills and are better able to understand and remember stories.
Areas for development built into the SIP for 2025-26 – Identified June 2025	Review and enhance the programmes of study across all key stages for the upcoming academic year, ensuring appropriate integration of schemes, activities, and pedagogy. Maintain consistency in the educational environment with the addition of four new teachers and several new teaching assistants. Ensure the consistent use of technology to support classroom access to the curriculum across the whole school Develop a team, including HLTAs and Lead TAs, for phonics assessments while providing support for new staff to ensure a consistent approach. To enhance the educational experience of students at Richard Cloudesley School by implementing the Cloudesley Promise, an enrichment opportunities framework, on the Evidence for Learning (EFL) platform. To enhance the physical well-being and social inclusion of students in the Sky Provision at Richard Cloudesley School by introducing community access to inclusive gym and soft play facilities Provide students with opportunities to explore various career paths through workshops, guest speakers, and hands-on experiences, and access to impartial careers advice and guidance.	
Impact of SIP actions– Autumn 2025 Leads for each subject development area have been identified and will start working together during out January INSET to agree the principles for our curriculum review.	Impact of SIP actions – Spring 2026 Curriculum Refinement and Leadership Focus The curriculum at Richard Cloudesley is increasingly coherent, ambitious and closely aligned to the complex needs of pupils. Recent development work has strengthened teaching practice across the school, resulting in more consistent delivery and improved access to learning for all pupils. Staff have deepened their expertise through focused professional development, clearer leadership structures and more effective use of assessment, all of which are driving higher-quality teaching. Teaching Teaching has become more precise and responsive due to strengthened curriculum leadership. For example, improvements in phonics leadership have led to more reliable assessment cycles, greater staff confidence and earlier identification of pupils ready to progress. This has supported faster development of early reading skills and created a more consistent approach across classes. Access technology The enhanced use of assistive and digital technologies has broadened pupils' access to learning and improved their independence. Staff now integrate switches, adapted devices and accessible software more confidently and purposefully into lessons, allowing pupils to engage with a wider range of meaningful learning experiences. Community-based learning	Impact of SIP actions – Summer 2026 By Summer 2026, curriculum and teaching developments are having a clearer and more measurable impact across the school. Curriculum pathways are more coherent and better aligned to pupils' starting points, with staff using assessment and subject leadership more confidently to refine planning and maintain ambition for all three tiers. Improvements in phonics and early reading are leading to more consistent teaching, earlier identification of pupils ready to progress, and stronger gains in decoding, fluency and story recall. The use of assistive and access technology is now more embedded across classrooms, widening access to learning and increasing pupil independence, communication and participation. Community-based learning and the

	Community-based learning is now a strong feature of the curriculum. Opportunities such as swimming, shopping, park visits and local exploration have strengthened pupils' confidence, communication skills, physical development and understanding of the world. These experiences build essential skills such as road safety, money handling and social communication, ensuring the curriculum extends beyond the classroom and reflects real-life contexts. Overall Curriculum and teaching are having a clear and positive impact. Teaching is more consistent, staff practice is more confident and pupils experience a rich, well-structured and ambitious curriculum. As a result, pupils with the most complex needs make strong progress in communication, independence and early academic skills, and engage more actively in their learning.	Cloudesley Promise are also strengthening pupils' ability to apply knowledge and skills in authentic contexts, including communication, road safety, money handling and social interaction. As a result, pupils are more engaged, staff practice is more secure, and the curriculum is increasingly successful in preparing pupils with highly complex needs for the next stage of learning and life.
Next steps (For 2026-27)	• Strengthen highly responsive teaching so that staff consistently anticipate and address SEND-related barriers to learning, including pupils' medical needs, communication profiles and diagnosed conditions, drawing on relevant training opportunities, wider professional networks, and current research and publications to deepen expertise and refine practice. • Ensure every pupil, in every lesson, is engaged in purposeful, curriculum-linked learning with no exceptions. • Strengthen consistency so that all teaching is accurately pitched and clearly anchored to visible, actively used Personal Learning Goals (PLGs). <i>(From June 2026 Internal QA)</i>	

ACHIEVEMENT – STRONG STANDARD

Strengths

Foundational Knowledge

Each pupil's learning journey is mapped through our progression framework, with skills and knowledge tailored to individual needs and aspirations. The school's approach to foundational knowledge is not a one-off achievement but a sustained practice embedded in the school's culture. Tracking by class teams, departments, and senior leaders enables early identification of pupils at risk of not meeting their targets, allowing for timely and effective intervention. This ongoing, collaborative approach ensures that achievement is a continuous, transformational journey for every pupil, especially those with complex learning, physical, and medical needs.

Personal Learning Goals (PLGs)

Throughout the 2024–2025 academic year, all pupils worked towards personalised learning goals (PLGs) that were directly aligned with their Education, Health and Care Plan (EHCP) outcomes. Progress was tracked for a total of 74 pupils.

Pupil targets are divided into six progressive steps, with assessments taking place at the end of each half term to monitor achievement and development. For reporting purposes, pupils who were assessed as working at step 4 or below in any area were classified as being below the expected target for that specific aspect.

83.78 % of pupils were on track with their skills for learning target
82.43% of pupils were on track with their communication target
63.51% of pupils were on track with their social and emotional target
86.49% of pupils were on track with their health target

In Key Stage Four, pupils engage in the ASDAN (Award, Scheme, and Development Network) 'Towards Independence' modules, which are integrated into the curriculum. During their two years in Key Stage 4 (Years 10 and 11), all students work towards completing modules in mathematics and communication. Additionally, students also participate in PSHE (Personal, Social, and Health Education) and citizenship modules to better understand and prepare for their future choices. Furthermore, pupils are given the option to select a subject of their choice, enabling them to further develop their interests and skills.

External validation confirms that outcomes are not only strong internally, but represent best practice across comparable settings.

Inclusive Progress

Disadvantaged pupils, those with SEND, those known to children's social care, and those facing other barriers are achieving well. They are developing detailed knowledge and skills and producing high-quality work across the curriculum. The school's inclusive approach ensures that all pupils, regardless of background or need, are supported to achieve their best outcomes.

Strong Progress in Core Areas

The majority of pupils demonstrate significant progress towards their personalised learning goals. Over 80% of pupils are on track, indicating that the curriculum and support systems are well-aligned with pupils' needs and EHCP outcomes. Outcomes are not only strong, but improve year-on-year and translate into meaningful real-life success.

Positive Health Outcomes

The highest proportion of pupils on track was in the health domain, reflecting the school's effective focus on health and wellbeing. This achievement is particularly noteworthy considering the diverse and complex needs of the pupils.

Personalised and Broad Curriculum

The integration of ASDAN 'Towards Independence' modules and Life Skill Challenge Units across Key Stage Four and Sixth Form highlights a commitment to both personalisation and curriculum breadth. Pupils benefit from opportunities to develop not only academic skills but also life skills and personal interests, supporting their future transitions.

Evaluation

Achievement at Richard Cloudesley School is a notable strength because pupils with highly complex learning, physical, medical and communication needs make sustained, measurable and meaningful progress from their individual starting points over time. The school's progression framework, half-termly assessment and close alignment between personal learning goals and EHCP outcomes enable leaders and staff to identify need precisely, intervene swiftly and maintain consistently high ambition across the school. In 2024–25, 83.78% of pupils were on track in skills for learning, 82.43% in communication and 86.49% in health, while 87% of pupils achieved at least 90% progress towards their personal development goals. These outcomes are particularly significant given the complexity of the cohort and show that pupils are not only learning securely, but achieving gains

that materially improve communication, independence, self-regulation and readiness for adulthood. Achievement is consistently strong across different groups, including disadvantaged pupils, those known to children’s social care and pupils with the most complex SEND, with no consistent differences between groups. Outcomes are further validated through meaningful accreditation such as ASDAN and exceptionally strong destination data, including 100% of pupils moving on to education or employment after Key Stage 4, above local and national figures. Taken together, this evidence shows that achievement is not only strong internally, but sustained over time, consistently secured across the school, and distinctive in the extent to which it enables pupils with the most complex needs to achieve ambitious and life-enhancing outcomes.					
Actions from previous year: Rigorous Assessment and Tracking • Rigorous assessment and a relentless commitment to continuous improvement ensure that all pupils, including those with SEND and those who are disadvantaged, achieve strong outcomes and are well prepared for the next stage of their education. • Staff systematically plan and track personal development goals, with 87% of pupils achieving at least 90% progress last year, and especially strong outcomes in health and independence (92%). Personalised Learning and Accreditation • Each pupil’s learning journey is mapped through a progression framework, with skills and knowledge tailored to individual needs and aspirations. • There is a strong emphasis on capturing progress through nationally recognised accreditation (e.g., ASDAN), ensuring that pupils leave with meaningful qualifications and are well-prepared for their next steps.		Impact of actions from previous year: 1. Strong Progress and Outcomes • 87% of pupils achieved at least 90% progress towards their personal development goals. • 92% of pupils made strong progress in health and independence, reflecting the school’s focus on holistic development. • The school’s approach to communication and independence led to significant improvements in toileting, mobility, self-regulation, and peer interaction. 2. High-Quality Accreditation and Destinations • Pupils left with nationally recognised qualifications (e.g., ASDAN), ensuring their achievements were meaningful and valued. • 100% of pupils stayed in education or entered employment after finishing Key Stage 4, outperforming both local (94%) and national (93%) averages. 3. Sustained Inclusion and Engagement • The immersive communication approach increased peer interaction, confidence, and inclusion, with these gains sustained year after year. • Enrichment partnerships (e.g., with the Barbican Centre and London Symphony Orchestra) provided diverse opportunities for learning beyond the classroom, supporting social, emotional, and creative development. 4. Effective Transitions • Carefully managed transitions ensured that pupils were well-prepared for their next steps, whether in further education, employment, or supported living. The actions taken last year had a demonstrable and positive impact on pupil achievement at Richard Cloudesley School. Pupils made strong progress towards their goals, achieved meaningful qualifications, and were well-prepared for life beyond school. The school’s approach was validated by outstanding external reviews and by the success of its pupils in their next steps.			
Areas for development built into the SIP for 2025-26 – Identified June 2025		Continue to use and refine the progression framework to track pupil progress, identify gaps, and ensure interventions are timely and effective. Continue to highlight the importance of using pupil progress data and regular multi-disciplinary monitoring to implement swift interventions, especially for those at risk or disadvantaged.			
Impact of SIP actions– Autumn 2025 • Strong Outcomes: Over 80% of pupils are on track in key		Impact of SIP actions – Spring 2026 Assessment Practices and Standards Assessment practice remains substantive yet manageable, striking an appropriate balance between workload and rigour. The importance of moderation is clearly understood, with recognition that increased time alone cannot replace the professional dialogue needed to sustain high standards. Keeping discussions about pupil progress live ensures momentum is maintained and supports timely intervention. This approach reinforces consistency and shared expectations, ensuring assessment continues to underpin high-quality teaching and learning.		Impact of SIP actions – Summer 2026 By Summer 2026, achievement is more clearly evidenced through consistent assessment, sharper	

areas such as learning, communication, and health, demonstrating the effectiveness of the school's approach. • Holistic Development: The highest progress was seen in health, reflecting a strong focus on wellbeing for pupils with such clinically complex needs. • Preparation for Next Steps: Pupils have successfully transitioned into their new settings, with very positive feedback from families.	Progress in Real-World Independence and Communication Pupils are: • Developing confidence in new environments, including community settings. • Strengthening road safety awareness, navigation skills and confidence moving around the community. • Improving money-handling skills and decision-making during real-life tasks (e.g., shopping). • Becoming more confident in water safety and participating in physical activity. • Benefiting from adults and local partners becoming more aware of AAC communication, which helps widen pupils' communication opportunities. Pupils are gaining independence, communication confidence and transferable life skills. Improved Access to the Curriculum Through Technology The work on assistive and digital technology shows: • Teachers are more confident using switches, accessible devices and specialist software, which increases curriculum access. • More pupils can engage with learning because technology is embedded more consistently. • Better systems for managing devices mean pupils benefit from equipment that is available, working and used purposefully. Pupils are achieving more because technology is removing barriers and widening learning opportunities. Rapid Gains in Early Reading and Phonics Evidence here shows: • Pupils are making faster progress through phonics groups, reflecting stronger decoding and blending skills. • Earlier identification of pupils ready to move on is helping pupils progress at their own pace. • More consistent delivery from staff means pupils experience high-quality, reliable phonics teaching. • Pupils are showing increased confidence applying sounds independently during reading and writing tasks. Pupil achievement in phonics is rising due to improved assessment, stronger staff confidence and clearer progression pathways. Positive Pupil Voice About Learning and Progress (Summer '26 Pupil Survey) The pupil survey indicates that: • The vast majority say they enjoy learning and find it fun or interesting. • Most pupils feel they make good progress. • Pupils report feeling safe and knowing where to get help. • Curriculum changes (ASDAN review, enrichment, music opportunities) are shaped in response to pupil feedback, strengthening engagement and outcomes. Pupil self-perception of learning is positive, and leadership acts on pupil voice to improve achievement further. Overall Across the evidence, pupils are: • Achieving strongly in communication, independence, physical development, and community confidence. • Accessing the curriculum more effectively due to improved use of technology and specialist strategies. • Making measurable progress in early reading and phonics, supported by stronger assessment and teaching consistency. • Engaging positively with learning, with surveys showing pupils feel supported, safe and capable of making progress.	tracking and stronger intervention across the school. Pupils continue to make sustained progress from their individual starting points, with over 80% on track in key areas such as skills for learning, communication and health, and 87% achieving at least 90% progress towards their personal development goals. These gains are increasingly visible in pupils' growing independence, communication confidence, self-regulation and ability to apply learning in real-life contexts. Meaningful accreditation through ASDAN and strong destination outcomes continue to validate the school's approach, with pupils leaving better prepared for further education, supported living, employment-related learning and adult life. As a result, achievement is not only strong in internal data, but increasingly evident in the life-enhancing outcomes pupils secure by the time they leave the school.
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Next steps (For 2026-27)	• Adapt curriculum pathways and accreditation so that the emerging group of pupils in Reaching Higher are increasingly challenged and well prepared as they approach the end of Key Stages 2 and 4. • Use visible, actively reviewed Personal Learning Goals (PLGs) to strengthen the link between teaching, assessment and measurable progress from pupils' individual starting points. <i>(From June 2026 internal QA)</i>
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ATTENDANCE AND BEHAVIOUR – EXCEPTIONAL STANDARD

Strengths	Pupils' Enthusiasm and Relationships Pupils at Richard Cloudesley School show their enthusiasm each morning with cheerful arrivals. Efficient start-of-day routines, including information and medication handover, help learning begin smoothly. Strong adult-pupil relationships foster a supportive environment, creating positive experiences for children and families despite pupils' challenges. Emotional Support and Behaviour Management When pupils require assistance to manage their emotions, staff respond promptly and with care, enabling pupils to resume learning quickly. Positive Behaviour Support (PBS) strategies, where necessary devised in partnership with CAMHS, are consistently employed, with staff understanding that all behaviour conveys messages. Teachers implement measures that lead to positive changes, and the curriculum educates pupils on good behaviour. Older, more able pupils can distinguish between safe and unsafe behaviour, further supporting a culture of safety and respect. Breaktimes and Social Interaction Breaktimes are calm, well-supervised and used purposefully, with staff fostering cooperation through activities such as parachute games, choir practice, and mindfulness. Pupils receive effective support to manage their emotions whenever needed, and learning proceeds without disruption. Pupils are consistently kind to each other, contributing to a harmonious school environment. Attendance Despite complex medical conditions and other challenges, whole-school attendance has remained comparatively strong over time: 79.7% in 2022/23, 84.0% in 2023/24, 85.8% in 2024/25, 81.5% in 2025/26 and 84.4% in 2026/27. Persistent absence has reduced from 66.1% in 2022/23 to 59.6% in 2023/24, 56.0% in 2024/25 and 52.8% in 2025/26. This is just below the national attendance average of 87.7% for pupils with EHCPs, but reflects a cohort with more significant medical and physical needs than in most special schools. The school supports learning even when pupils cannot attend in person, through hospital schools, remote video lessons and home support, ensuring pupils remain engaged and connected. See case studies from November 2025 governor committee report (C&O). Strategic Leadership of Attendance and Behaviour Leaders know and understand their pupils, the influences on them, and the challenges they may face in maintaining positive behaviour. They promote good attitudes to learning and regular attendance, especially for disadvantaged pupils. High expectations for attendance, behaviour, and attitudes are communicated clearly to staff, pupils, and parents. Policies are implemented consistently, and leaders use detailed data analysis to identify, anticipate, and improve attendance and behaviour. Strategic plans are in place to tackle improvement priorities and ensure high standards are maintained. Behaviour, Including Bullying Leaders and staff establish appropriate routines and explicitly teach and model expected behaviour. Approaches are adapted to meet individual needs, and staff are trained to confidently and consistently support pupils with behaviour that challenges, which understanding that all behaviour is a communication. As a result, relationships between pupils and staff are based on kindness, courtesy, empathy, and respect. The school has a positive environment where bullying, discrimination, harassment, and violence are not tolerated. Pupils and staff feel confident reporting incidents, and leaders deal with them quickly and effectively. Inclusive Approaches to Attendance and Behaviour Staff have the expertise, confidence, and support to adapt behaviour policies for pupils with specific needs, making reasonable adjustments while maintaining high expectations. Leaders and staff use timely, targeted interventions to support pupils in meeting and sustaining high standards. Approaches and interventions are monitored and amended as needed, and restrictive physical intervention is used only as a last resort.
Evaluation	Attendance and behaviour at Richard Cloudesley School are exceptional because leaders have established a calm, highly consistent and deeply inclusive culture in which pupils with the most complex learning, communication, physical and medical needs are enabled to feel safe, settled and ready to learn. Behaviour is understood as communication, and staff use Positive Behaviour Support, strong routines and highly responsive relationships to prevent escalation and maintain dignity, resulting in a school environment that is orderly, respectful and free from disruption. This strength is sustained over time and seen across the school, including during transitions, breaktimes and less structured parts of the day. The school has had no suspensions or exclusions, and pupils are consistently supported to regulate, participate and recover quickly when they need help. Attendance is also a significant strength when viewed in the context of the cohort. Whole-school attendance has remained broadly strong over time: 79.7% in 2022/23, 84.0%

in 2023/24, 85.8% in 2024/25, 81.5% in 2025/26 and 84.4% in 2026/27. This remains close to the national average for pupils with EHCPs despite much higher levels of medical fragility, frequent hospitalisation and degenerative conditions. Leaders' highly individualised and multi-agency approach, including weekly SAM meetings, transport support, remote learning, home visits, links with hospital schools and work with families and CAMHS, ensures that pupils remain safe, connected and engaged even when full attendance is not immediately possible. This work is having measurable impact on persistent absence, which has reduced from 66.1% in 2022/23 to 59.6% in 2023/24, 56.0% in 2024/25 and 52.8% in 2025/26. Taken together, this evidence shows that attendance and behaviour are not only strong internally, but exceptional in the way the school sustains high expectations, secures calm and dignity for all pupils, and removes barriers to participation for those facing the greatest challenges.		
Actions from previous year To use PCAS, PBS and whole school approaches to support pupils to develop resilience and positive relationships. To introduce new skills around supporting pupils with behaviour that challenges and will broaden the work we have done on positive behaviour support (PBS) to cover the whole school.		Impact of actions from previous year: The impact of addressing staffing gaps, bereavement, and behaviour management through team resilience and peer support, consistent routines and scripting, and collaboration with therapy teams and external advisors has been significant. These actions have helped create a supportive and stable environment for both staff and pupils. Team resilience and peer support have fostered a sense of community and mutual assistance, enabling staff to cope better with challenges. Consistent routines and scripting have provided structure and predictability, which is crucial for managing behaviour effectively. Collaboration with therapy teams and external advisors has ensured that pupils receive comprehensive support tailored to their individual needs, enhancing their overall well-being and development. These measures have contributed to a positive and productive atmosphere within the school, promoting both staff and pupil resilience and facilitating better behaviour management
Areas for development built into the SIP for 2025-26 – Identified June 2025	Establish a sustainable training and support framework for staff, including PBS and Team Teach refreshers, AET standard advanced training. Enhance the support system for pupils by formalizing our approach for those with medical needs, developing a comprehensive intervention framework in collaboration with OT, SALT, and CAMHS, and fostering early years engagement through active parent collaboration. There is a strategic focus on staff training in behaviour for learning and safe behaviour management, especially for new staff. This is to ensure consistency and confidence in supporting pupils with complex needs. The school will continue to strengthen its collaborative intervention framework, using individual support plans and external guidance where needed. Behaviour incidents are tracked carefully, and support is adapted to individual needs. Emotional difficulties are addressed through drama, music, art, and therapeutic interventions. The school's immersive communication environment (including PODD, signing, and eye gaze) should continue to empower pupils to communicate independently, reducing anxiety and improving behaviour.	
Impact of SIP actions– Autumn 2025 - Within the Sky and primary classes, the introduction of Problem-Solving Team Building (PSTB) sessions has had a transformative effect on staff collaboration and professional growth. By providing dedicated opportunities for teams to collectively reflect on challenges, these sessions have enabled staff to share insights, learn from one another's experiences, and develop innovative strategies to overcome obstacles. As a result, teams have become more cohesive and proactive, with a noticeable improvement in practice and a stronger sense of mutual support. - Weekly Safeguarding Attendance and Medical (SAM) meetings have continued to look at every child in the school and to agree actions where pupils are unable to attend school. We are currently needing to pay particular attention	Impact of SIP actions – Spring 2026 Attendance and Individual Pupil Cases Attendance across the school remains strong, with examples of pupils demonstrating exceptional commitment to learning despite complex personal circumstances. Leaders are mindful of balancing policy expectations with professional judgement, particularly when considering exceptional requests such as time off for significant milestones. A case-by-case approach allows for flexibility while maintaining high expectations. Attendance is well-managed, with thoughtful consideration given to individual needs. Team Teach – train the trainer In response to the evolving needs of our pupils, we have invested in training two senior leaders as Team Teach trainers. This	Impact of SIP actions – Summer 2026 By Summer 2026, attendance and behaviour actions are having a clearer and more measurable impact across the school. Staff are using Positive Behaviour Support, Team Teach and whole-school routines with greater consistency and confidence, helping pupils to feel calmer, safer and better able to regulate during the school day. As a result, behaviour remains orderly and respectful across lessons, transitions and breaktimes, with no suspensions or exclusions. Attendance remains strong in the context of the cohort's very high medical need, with whole-school attendance moving from 79.7% in 2022/23 to 84.0% in 2023/24, 85.8% in 2024/25, 81.5% in 2025/26 and 84.4% in 2026/27. Weekly SAM meetings, home visits, remote learning and links with hospital schools help pupils who cannot attend full time to stay connected to learning and to the school community. This work is having

to our increasing number of pupils too ill to attend school or even join remotely. We are talking to LAs about funding a medical outreach extension to out provision, but in the meantime, we are providing a mix of calls, home visits (TAs and senior leaders – two to three times per week), links with hospital schools, video calls, and CAMHS sessions to keep children safe and feeling part of our community.	strategic step enables us to deliver a sustainable, high-quality in-house programme, ensuring all staff are routinely upskilled in de-escalation and safe intervention strategies to confidently support pupils who present behaviour that challenges.	measurable impact on persistent absence, which has reduced from 66.1% in 2022/23 to 59.6% in 2023/24, 56.0% in 2024/25 and 52.8% in 2025/26. Taken together, these actions are strengthening pupils' participation, emotional security and readiness to learn, while reducing barriers to attendance for those facing the greatest challenges.
Next steps (For 2026-27)	• Further strengthen the school's highly individualised approach to attendance and behaviour so that pupils facing the greatest medical, emotional or communication barriers remain engaged, regulated and connected to learning. • Strengthen class-team ownership of attendance by building parents' trust and confidence in the school's care for pupils who are ill or vulnerable, supporting families to manage the challenges of health appointments, helping pupils prepare for and understand what to expect, and improving shared communication, roles and attendance recording.	

PERSONAL DEVELOPMENT AND WELLBEING – EXCEPTIONAL STANDARD

Strengths

In July 2026 we were shortlisted for National Pastoral School of the Year (NAPCE).

This is a significant national recognition of the school's inclusive ethos, the quality of our pastoral support and the commitment of staff to ensuring that pupils feel safe, known, valued and well supported. It is a particularly welcome celebration of the whole-school culture we continue to build around belonging, wellbeing, dignity and care.

Independence and Communication

Leaders place independence and communication at the heart of the curriculum. Staff ensure pupils make meaningful choices throughout the day, using a wide range of augmentative and alternative communication tools, including PODD, signing, and advanced technologies like EyeGaze. This immersive approach enables pupils to interact confidently and fluently in lessons and social settings.

Tracking and Progress in Personal Development

All class-based staff plan and track progress against personal development goals. Last year, 87% of pupils achieved at least 90% progress towards their personal development goals, with especially strong outcomes in health and independence (92%). There are no consistent differences between pupil groups, and progress is evident across all subjects.

Communication Systems and Peer Interaction

Every pupil can access learning due to the wide range of communication and support strategies implemented throughout the school. No child is 'too anything' to be an effective communicator and learner. Regular reviews and improvements of AAC systems, including frequent meetings with class teams and therapists, ensure pupil voice remains a priority. This long term, consistent approach has led to increased peer interaction, confidence, and inclusion. The school's expertise in communication is recognised nationally, and staff provide training for professionals from other schools.

Careers Education and Transitions

Careers education, transition planning and preparation for adulthood are carefully woven through the curriculum, particularly in Key Stage 4 and Post-16. Pupils work towards ASDAN modules in communication, mathematics, PSHE, citizenship and life skills, while also taking part in careers days, enterprise activities, community visits, work-related learning and leadership opportunities such as mentoring younger pupils. These experiences help pupils develop confidence, independence, decision-making, communication and an understanding of different future pathways. Transition into and out of school is meticulously planned through home visits, phased transfers, parent meetings and close liaison with colleges, social care, therapists and other professionals, ensuring continuity of support and communication systems. Leaders also secure impartial careers advice and tailored next-step planning so that pupils and families are well informed about options. As a result, pupils leave better prepared for their next stage than might typically be expected for learners with similarly complex needs, with strong destination outcomes and increasingly secure readiness for adulthood.

Enrichment and Partnerships

Pupils thrive through collaborations with partner organisations such as the Barbican Centre, London Symphony Orchestra, and Drake Music. These partnerships enrich the curriculum and provide exciting opportunities for pupils to enhance their life experiences and learning. Recent events include enhanced sports at Golden Lane leisure centre and musical storytelling with the LSO. The school recognises that some pupils face barriers to participation due to medical, physical, or communication needs. Staff adapt enrichment activities and provide additional support, ensuring all pupils can access and benefit from these opportunities. 'Despite its bereavements, Cloudesley is a joyful place to work: it is moving to see how the school celebrates its students and staff and the great fun the school community has together.' CAMHS Clinician report June 2025.

Evaluation

Personal development and wellbeing at Richard Cloudesley School are exceptional because leaders have built a sustained, school-wide culture in which pupils with highly complex learning, communication, physical and medical needs are enabled to grow in confidence, independence, self-advocacy and readiness for adulthood over time.

Independence and communication are not treated as additional features of provision but are embedded consistently across the curriculum, the wider life of the school and pupils' daily routines. This is evidenced by the school's immersive AAC-rich environment, the careful tracking of personal development goals, and the breadth of enrichment, community access and transition work that enable pupils to generalise learning beyond the classroom. In 2025-26, 87% of pupils achieved at least 90% progress towards their personal development goals, with particularly strong outcomes in health and independence (92%). These gains are seen across different groups of pupils, with no consistent differences between them, and are reflected in stronger peer interaction, greater communication confidence, improved self-regulation and increasing participation in the community.

The impact of this work is sustained over time and validated externally through nationally recognised communication expertise, training provided to other schools, and high-quality partnerships with organisations such as the Barbican Centre, London Symphony Orchestra, Drake Music, Microsoft and University College London. Pupils are further prepared for the

	next stage through carefully planned transitions, a progressive programme of wider experiences through the Cloudesley Promise, and a curriculum that ensures they are better equipped than similar pupils nationally to make choices, engage with others and participate meaningfully in society. Taken together, this evidence shows that personal development and wellbeing are not only strong internally, but exceptional in their consistency, ambition, measurable impact and influence beyond the school.		
Actions from the previous year: To increase community access throughout the school to help prepare pupils for life beyond Richard Cloudesley. To empower pupils to understand and own their individual learning needs and advocate for themselves in life. (<i>Equalities objective</i>) To extend relationships and sex education (RSE) area beyond the classroom	Impact of actions from previous year: The impact of establishing strong links with local venues, organisations, and parents has been profound. These connections have enriched pupils' experiences in various areas: Music and Arts: Collaborations with Hackney Music, Open Orchestra, LSO, podcasting, and contact juggling have provided pupils with diverse artistic opportunities, enhancing their creativity and cultural awareness. Sports and Physical Development: Activities such as swimming, horse riding, gym sessions, and football have promoted physical health and development, encouraging pupils to engage in regular exercise and build physical skills. The specialist physical equipment (InnoWalk and Galileo) has made significant impact for some pupils head control and balance and walking. PSHE: RSE programmes have been updated for students in Firm Foundations and Building on Tier, incorporating material from Sex Factor training. All staff have received introductory training and are now confident in delivering sensitive content. Careers and Leadership: Participation in Scope events, youth leadership programmes, and ASDAN trips has helped pupils develop leadership skills and explore career options, preparing them for future opportunities. Creative Expression: Drama, art, and storytelling activities have fostered pupils' ability to express themselves creatively, boosting their confidence and communication		
Areas for development built into the SIP for 2025-26 – Identified June 2025	Sustain and advance PSHE methodologies as new staff members are integrated and parents become familiar with these approaches. Offer ongoing, comprehensive support to all families, including new arrivals. To develop and sustain PCAS methods as new staff join and parents embrace the approaches. Develop a transition plan for pupils moving from Richard Cloudesley School to mainstream or specialist autistic provisions, ensuring continuity of support and communication strategies. Update the school video to better reflect the new school community		
Impact of SIP actions– Autumn 2025 - New staff have been trained to use our communication systems, guided by experienced staff and continuously supported by speech and language therapists. Those pupils in the Sky pupils who require it, are becoming more familiar with using their ACE Books which is leading to increased readiness for learning. - The delivery of AAC (Augmentative and Alternative Communication) and PODD (Pragmatic Organisation Dynamic Display) training to families and staff at other special schools in London has had a significant positive impact on both pupils and the wider school community. For families, this training	Impact of SIP actions – Spring 2026 During Spring 2026, the school has strengthened its already embedded culture of holistic development, ensuring pupils' wellbeing, independence and confidence continue to grow alongside their academic progress. A rich programme of experiences, targeted interventions and strong pastoral support has resulted in clear, positive gains for pupils across the school. Pupils are increasingly confident in a wide range of environments beyond the classroom. Regular opportunities to take part in community-based activities—such as swimming, shopping, local park visits, enrichment trips and social interactions in the wider community—have developed pupils' independence, communication skills, resilience and self-advocacy. These experiences are enabling pupils to generalise key life skills such as road safety, turn-taking, money handling and appropriate social behaviour. Staff have also strengthened pupils' sense of belonging and wellbeing by modelling communication strategies and ensuring AAC is consistently used across settings.	Impact of SIP actions – Summer 2026 Impact of SIP actions – Summer 2026 By Summer 2026, careers education and transition planning are having a clearer and more measurable impact on pupils' readiness for next steps. Pupils in Key Stage 4 and Post-16 have engaged in careers events, enterprise activities, community-based learning and	

has empowered them to better understand and utilise communication systems, fostering more effective interaction with their children and promoting consistency between home and school environments. Staff at other schools have benefited by enhancing their skillsets, enabling them to implement best practices in communication support for pupils with complex needs. • Secondary pupils participate weekly in Bloomsbury Radio, broadcasting podcasts aligned with their interests. This platform enables them to practise and showcase their evolving communication skills, whilst developing confidence and resilience. • The Cloudesley Promise outlines a progressive, year-by-year sequence of visits and experiences that gradually become more complex, aiming to maximize students' independence by the time they leave school. Each pupil's wide range of visits will be carefully tracked to enrich their curriculum and provide opportunities to apply their learning beyond the classroom.	Personal development is further supported by the school's focus on digital inclusion and access. Staff confidence in assistive technology has grown, and this has helped pupils access learning with greater independence and pride. This has contributed to improved self-esteem, enhanced engagement and increased ownership of their own work. The emphasis on early reading, communication and emotional safety continues to have a strong impact on pupils' personal development. Pupils experience consistent routines, supportive relationships and a stable environment where they feel safe, known and valued. Staff training—particularly in communication, behaviour support and specialist approaches—has shaped a culture where pupils can regulate with increasing success, express themselves more effectively and seek help when needed. Pupil voice demonstrates that children feel happy in school, enjoy learning and believe they are making progress. Leaders act on this feedback when shaping enrichment, lunchtime activities, curriculum review and wellbeing provision. This strengthens pupils' sense of agency and ensures that personal development is rooted in what matters to them. By the end of Spring 2026, pupils are demonstrating greater confidence, improved independence, stronger communication, and higher levels of engagement in both school life and the community. The school's actions have created a personal development offer that is purposeful, joyful and ambitious for every learner.	accredited ASDAN modules that strengthen communication, decision-making, independence and understanding of the wider world. Transition review meetings, visits, family liaison and personalised planning have ensured that next-step arrangements are better informed and more secure, with pupils increasingly able to participate in choices about their futures. As a result, pupils are leaving with stronger destination readiness, greater confidence in unfamiliar settings and a more secure foundation for further education, supported living, employment-related learning or other adult pathways.
Next steps (For 2026-27)	• Elevate the role of the school council so that pupils increasingly influence school provision in meaningful ways, including curriculum content, the learning environment and wider school improvement. • To strengthen transition planning for Year 11 pupils by identifying and responding to their individual aspirations early, so that sixth form curriculum pathways, accreditation and units are accurately matched and planned. • Ensure all enrichment opportunities are structured, equitable and clearly linked to pupils' independence, communication, confidence and preparation-for-adulthood outcomes. <i>(From internal QA June 2026)</i> • Equalities Objective 1: Ensure the curriculum actively promotes equality, identity and belonging (To strengthen the curriculum so that all pupils, including those with the most complex communication, physical, medical and learning needs, experience learning that promotes equality, identity, belonging and preparation for life in modern Britain.)	

LEADERSHIP AND GOVERNANCE – EXCEPTIONAL STANDARD

Strengths	Strategic Leadership Leaders at Richard Cloudesley School demonstrate high standards of professional conduct and set a clear, ambitious vision for high-quality education. They work alongside with governors to sustain the school's ethos and strategic direction, regularly reviewing progress through monthly meetings, school visits, and staff consultations. The school improvement plan is data-driven and closely aligned with self-evaluation, ensuring priorities are identified and addressed for the best possible pupil outcomes. Governance Governors have a deep understanding of their statutory duties and play a strategic and influential role in school improvement. They provide robust challenge and support, verify information through regular dialogue, surveys, and visits, and actively seek training to fill any of their own skills gaps. Their partnership with leaders is built on trust, openness, and transparency, ensuring accountability and continuous improvement. Professional Learning and Expertise The school fosters a culture of professionalism and continuous improvement. Several teachers hold, or are working towards, National Professional Qualifications. Staff have access to high-quality, evidence-informed professional learning, including coaching, collaborative opportunities, and targeted CPD. Appraisals are rigorous, with 92% of staff meeting or exceeding national standards last year. Internal talent is nurtured, with teaching assistants able to progress to qualified teacher status through apprenticeship and training routes. The introduction of structured CPD and coaching has led to measurable increases in staff confidence and consistency, evidenced through improved classroom practice and more reliable assessment outcomes. Staff Wellbeing Staff strengths, as summarised from the March 26 appraisal meetings with all staff, centre on teamwork, adaptability, and effective communication. Staff consistently demonstrate strong relationships with pupils and colleagues, a calm and patient approach, and the ability to use technology and creative strategies to support learning. Their specialist knowledge, organisational skills, and commitment to well-being contribute to a positive, inclusive, and resilient school environment. We work with Anna Freud Clinic on adult mental health to consider how we might support mental health and resilience in the workplace – Jan 26 survey resulted in new staff wellbeing group and charter. Parental, Professional and Community Engagement Leaders and governors forge constructive relationships with parents, professionals, and the wider community. Positive parental feedback highlights strong leadership and support for families. Leaders collaborate with other schools and agencies, sharing expertise and enhancing provision. Staff are approachable and visible, facilitating open communication and professional growth. Transformational work across settings We continue to be an outward facing school that is committed to support families and children with additional needs beyond our immediate school community. On behalf of our LA, we have provided support for Laycock Hearing Unit that their headteacher described as, "transformational". Our Business Manager routinely guides less experienced colleagues in other settings. And we have been key player in the Point 5 Network of leading PMLD schools across London. Our work to support AAC use spans Australia, Holland and Germany. And on behalf of the Department for Education we are now building capacity in mainstream schools around the use of assistive technology. Our AAC training has increased the use of functional communication systems in partner schools, with feedback indicating improved pupil engagement and reduced reliance on adult prompting. This demonstrates sustained system-level impact beyond our setting.
Evaluation	Leadership and governance at Richard Cloudesley School are exceptional because leaders and governors sustain a clear moral purpose, ambitious vision and rigorous strategic oversight that have secured consistently outstanding provision over time, including an Outstanding Ofsted judgement since 2006. Leadership is not only values-led but sharply evidence-informed: the school improvement plan is closely aligned to self-evaluation, governors review impact through regular visits, committee scrutiny, skills audits and targeted training, and leaders use detailed information across safeguarding, attendance, achievement, curriculum and wellbeing to identify risk early and act decisively. This enables the school to adapt successfully to changing need, including the expansion of provision for pupils with autism, without diluting quality. Professional development is similarly strategic and impactful. Staff benefit from coaching, collaborative CPD, NPQ pathways and clear appraisal processes, with 92% meeting or exceeding national standards last year, while internal talent is deliberately developed through apprenticeship and progression routes. Leaders' commitment to staff wellbeing is also distinctive and sustained: reflective practice, supervision, 16 trained Mental Health First Aiders, the Anna Freud audit, a staff wellbeing group and a revised wellbeing

	charter demonstrate a proactive and research-informed response to the emotional demands of working in a highly specialist setting. Governance strengthens this work through robust challenge and ethical decision-making, including during complex consultations and financial planning. The school's leadership has influence well beyond its own community through national AAC training, DfE-funded assistive technology work, support for mainstream and specialist settings, and active participation in local and London-wide networks. Taken together, this evidence shows that leadership and governance are not only highly effective internally, but exceptional in their sustained impact, coherence, measurable influence on staff and pupil outcomes, and contribution to system-wide improvement.
Actions from previous year: Sustainability: To ensure our processes and structures for suitable for the school and the increasing demands placed upon it. Staff wellbeing: To address mental health stigma, it's important to recognize that our roles often expose us to indirect trauma. Expansion for ASC: In September 2024, the school extended its primary provision to include children whose main need is communication, particularly those with autism spectrum condition (ASC). Two new primary classes were introduced, increasing the school roll from 85 to 98 pupils. This expansion was enabled by the reduction in the Pupil Admission Number (PAN) of the co-located mainstream partner, freeing up four classrooms.	Impact of actions from previous year: Wellbeing: By providing access to coaching and reflective practice sessions, and training teachers and lead TAs in 'leadership through coaching', we have fostered a culture of continuous professional development and support. This initiative, supported by Kaizen, has empowered our staff to grow in their roles and improve their teaching practices. Strengthened Leadership and Support Structures: The changes to our leadership team, including the appointment of a pastoral lead for staff and pupils, have created a more robust support system within the school. Improved Management of Primary Classes: The restructuring of leadership roles has clarified the management of primary classes 4, 5, and 6. This clear structure allows us to better plan for the future, including the secondary transition for our oldest primary pupils and collaboration with the local authority on provisions for pupils with autism. Adaptable Management Structures: Adjusting our management structures to meet the evolving needs of our growing school ensures that we remain responsive and capable of addressing new challenges. This flexibility is crucial for maintaining effective operations and supporting our staff and pupils.
Areas for development built into the SIP for 2025-26 – Identified June 2025	Strengthen our innovative educational environment by supporting teacher development and maintaining high-quality education as new teachers join. Recognize that staff roles often expose them to indirect trauma and provide support to address mental health stigma. Implement programs and initiatives that promote mental health awareness, signpost counselling services, and promote a supportive environment for staff to discuss and manage their own mental well-being. Develop and implement a comprehensive climate action plan by December 2025 to reduce the school's carbon footprint, promote sustainability, and educate the school community on environmental responsibility. To maintain the school's financial stability without compromising the exceptional quality of education, considering external challenges such as rising costs, aging infrastructure, and shifting pupil profiles. Teacher Development: Engage in development through London and National networks, and use Inset and twilight training to target TA interests in different areas of the curriculum. Technology and Innovation: Adapt ways of working with AI to manage workload and better serve individual children's needs with smarter targets. Promote Mental Health Awareness: Provide training and resources to reduce stigma and encourage employees to seek help – daily approach to mental health (<i>Equalities Obj</i>) Ventilation: Improve air circulation in the workplace to reduce airborne transmission – AC in Sky, Primary 7 and secondary PC rooms. Climate Action Plan: To complete our climate action plan (by December 2025) Optimize processes and administrative tasks: Utilize AI-powered tools to automate routine administrative tasks such as minute taking, attendance tracking, scheduling, and report generation. This will free up staff time, allowing them to focus on more support for staff and pupils, whilst reducing administrative costs Conduct a thorough review of the school's budget to identify areas where costs can be reduced without impacting the quality of education. This includes evaluating operational expenses, energy usage, and resource allocation. Analyse shifting pupil profiles to understand changing needs and adapt the curriculum and resources accordingly. This will ensure that the school continues to meet the diverse needs of its pupils. Highly Effective governance. Ensure governors understand and fulfil their roles and responsibilities and have access to relevant training that allows them to build on skills and expertise. The governance framework supports the strategic development of the school through the effective appointment and use of link roles and key attendance at meetings and school forums. Understanding and support is built in all areas of school life through frequent communication with staff, pupils and families and a visible presence in the school settings.

Impact of SIP actions – Autumn 2025

- Created an AI policy for mainstream and special schools, forming the foundation of our staff training on using AI to support learning.
- We are collaborating with University College London on the Climate Action Plan, which includes initiatives such as installing solar panels, upgrading to LED lighting, and implementing energy monitoring systems to reduce both our carbon footprint and energy expenses.
- We are developing a financial stability plan designed to uphold the provision of high-quality education while remaining aligned with our core values. This initiative also addresses challenges such as reduced funding, rising staffing expenses, and evolving pupil needs.
- We have commissioned The Anna Freud Clinic to audit our staff mental health and to create an action plan with a programme of support in recognition that our staff experience trauma as part of the role working with children with complex medical and life limiting conditions – Report due at end of Jan '26.

Impact of SIP actions – Spring 2026

Communication & Stakeholder Confidence

Leaders have significantly strengthened the school's outward-facing presence by redesigning the website and producing a high-quality school video. These improvements now present a clear, accurate reflection of the school's ethos and provision, fully meet DfE compliance requirements, and ensure strong readiness for Ofsted's pre-inspection scrutiny. Parents report that the new video meaningfully supports pupil transition and familiarity with the school environment.

Impact:

- Sharper, more transparent communication for families, professionals, and commissioners.
- Stronger inspection readiness through improved compliance and presentation of statutory information.
- Increased parental trust, shown through growing requests for updated transition materials.

Effective Governance in Decision-Making & Consultation

During the secondary-hours consultation, leaders and governors demonstrated exemplary ethical leadership. Their approach exceeded statutory expectations, delivering a rigorous consultation process involving 16 local authorities, parents, staff, and transport partners. Evidence-based decision-making ensured that pupil safety, wellbeing, and operational efficiency guided every step.

Impact:

- Governance actions directly safeguarded pupils by prioritising medical, behavioural and staffing considerations.
- Enhanced reputation for accountability and active listening, supported by high-quality engagement with families and external partners.
- Strong challenge and scrutiny from governors, resulting in improved timetabling, smoother transitions, and more effective team collaboration at secondary.

Increased Strategic Capacity for Staff Wellbeing

Leaders have taken decisive, research-informed action to address rising national concerns around staff mental health. Commissioning an Anna Freud Centre audit has brought clarity, transparency, and a strong evidence base for workforce support. Leaders have now embedded sustainable wellbeing structures, including a wellbeing group, workload strategy workstreams, and a revised wellbeing charter.

Impact:

- A strengthened organisational culture built on proactive, evidence-led support.
- Greater staff confidence and engagement through regular reflection opportunities, clearer protocols, and visible wellbeing actions.
- Governors now possess clearer insight into workforce pressures, enabling more targeted challenge, resourcing and oversight.

Enhanced Leadership Oversight Through Systematic Use of Data & Evidence

Across all areas - safeguarding, inclusion, curriculum, behaviour, attendance, achievement, and wellbeing - leaders have embedded rigorous systems for review, including SAM meetings, governor challenge routines, and evidence-rich reporting. Leaders and governors use pupil, staff and community data to refine risk assessments and drive continuous improvement.

Impact:

- Decision-making that is consistently data-driven, transparent, and aligned with school priorities.
- Stronger governance challenge and assurance through timely, high-quality data.
- Strengthened accountability systems maintaining consistently high standards across the school.

Staff Wellbeing, Teamwork & Problem-Solving Structures

Leaders have cultivated a culture where honest, professionally challenging dialogue is encouraged and valued. Problem-solving teams ensure every voice is heard and that practical solutions are co-developed, with leaders providing time, clarity and empathetic support to

Impact of SIP actions – Summer 2026

By Summer 2026, leadership and governance actions are having a clear and sustained impact on the school's capacity, culture and strategic effectiveness.

Governors are providing sharper challenge through improved use of evidence, regular visits and more focused committee scrutiny, while leaders have strengthened communication with families and professionals through compliant, high-quality outward-facing materials and clearer reporting.

Staff wellbeing structures are now more embedded following the Anna Freud audit, with the wellbeing group, charter and reflective support contributing to stronger staff confidence and a more open culture around workload and mental health.

Strategic planning around staffing, finance and provision development has enabled the school to respond to changing pupil need without diluting quality, including through continued expansion and strengthened internal leadership capacity.

Beyond the school, Richard Cloudesley's influence continues to grow through AAC training, assistive technology work, outreach and system leadership, reinforcing its role as a highly effective and outward-facing specialist school.

	sustain roles. Impact: • Higher staff morale, engagement, and shared ownership of decision-making. • Greater consistency and clarity during periods of change. • A more resilient workforce confidently addressing complex challenges together. Nationally Influential, Outward-Facing Leadership Richard Cloudesley continues to shape practice beyond its own community. Through national AAC training, the assistive technology lending library, external school support, and active involvement in leadership networks, leaders are influencing practice across specialist and mainstream settings. Impact: • Leadership recognised as system-enhancing, raising standards beyond the school. • Partnerships secure additional expertise, strengthening teaching, innovation, and support for pupils. • A strong commitment to civic responsibility and national contribution.
Next steps (on the SIP for 2026-2027)	• Redesign the appraisal process in light of the removal of performance-related pay so that it becomes a more developmental, coaching-based model focused on evidence-informed practice, professional learning and action research. • Continue to contribute strategically to local area SEND reform planning while ensuring the school is fully prepared for national policy changes and their implications for specialist provision. • Strengthen the school's approach to staff attendance and wellbeing by reviewing sickness absence data half-termly, with a particular focus on infection-related absence, mental health-related absence, and repeated short-term absence. This will include consistent return-to-work conversations, early identification of patterns, timely signposting to occupational health, mental health and wellbeing support, and practical actions to reduce avoidable absence. <i>(based on staff sickness data from last two years and Anna Freud Survey)</i> • Equalities Objective 2: Develop support for staff experiencing the menopause so that reasonable adjustments, open conversations and practical workplace support are understood, accessible and consistently applied. This will include raising awareness among leaders and staff, signposting appropriate guidance and occupational health support, reviewing absence and wellbeing data sensitively, and ensuring staff feel confident to seek support without stigma or disadvantage. • Equalities Objective 3: Strengthen staff understanding of equality duties, bias and inclusive professional conduct - To refresh whole-school understanding of the Public Sector Equality Duty, the Equality Act 2010 and unconscious bias so that all staff and governors consistently recognise, challenge and prevent discrimination, harassment and prejudice in all forms.

EARLY YEARS - STRONG STANDARD - Not inspected separately if less than 5 pupils at EY age

Strengths	Leadership of Early Years Leaders at Richard Cloudesley School have a clear and ambitious vision for Early Years, ensuring children make an excellent start and achieve outstanding gains in all areas of development. The Head of EYFS is a qualified PODD presenter, enabling early intervention in language development and robust communication systems across the setting. They are also lead literacy development across the school. Multi-disciplinary strategies and regular collaboration with families, therapists, and medical staff ensure every child's needs are identified and supported promptly. Curriculum The curriculum is ambitious and tailored to individual needs, with high expectations and detailed knowledge of each child's developmental steps. 'Movement for Communication' is explicitly taught, helping even the youngest children initiate and indicate choices. The curriculum broadens horizons, offering opportunities for children to engage with the wider world, including co-located mainstream provision. Nursery and reception pupils join child-led learning sessions to build friendships, play skills, and independence. Teaching Teaching is highly responsive, with staff attentive to daily routines and care needs. Staff engage children in high-quality interactions, scaffolding and modelling language, and building emotional connections through songs and stories. Individual targets are integrated into daily activities, and indoor play environments compensate for limited outdoor access, promoting physical development. Staff regularly review progress through six-week MDT meetings and six-month reviews, ensuring teaching is adapted to meet each child's needs. Achievement in Early Years Children in Early Years consistently achieve well from their starting points, including those who are disadvantaged. Progress is assessed against individual milestones, and children are well prepared for the next stage of education. Parents report increased confidence in their children, and data shows pupils routinely reach expected levels of development across the seven areas of learning. Well-being and Welfare in Early Years Care practices are tailored to meet the needs of all children, promoting a strong sense of belonging and secure attachments. Staff help children make healthy choices and develop resilience, with a focus on emotional and physical development. The classroom environment and therapy team support children's well-being, and termly parent mornings strengthen the home-school link and family confidence. Inclusive Practices in Early Years Leaders and staff quickly identify and reduce barriers to learning and well-being, ensuring disadvantaged children, and those known to social care are supported. Staff receive relevant training and work in close partnership with parents and external professionals to secure continuity of education and care. Transitions are meticulously planned, with joint activities and meetings ensuring children move smoothly between phases. Transition Our Early Years class provides a nurturing and inclusive environment with strong links to mainstream settings, ensuring smooth transitions into school life. We prioritise Early Years Assessment to identify individual needs and support progress effectively. Through carefully planned activities, pupils develop the foundational skills required for the KS1 curriculum, promoting confidence and readiness for the next stage of learning.
Evaluation	Early Years at Richard Cloudesley School enables children with complex learning, communication, physical and medical needs to make an incredibly positive start to school and achieve sustained, measurable gains from their individual starting points over time. Leaders have established an ambitious and deeply specialist provision in which communication, physical development, self-help and emotional security are woven consistently through daily routines, teaching and care. This is not a one-off strength but a sustained feature of the provision, seen across cohorts and underpinned by close multi-disciplinary working, six-week MDT reviews, and highly responsive partnerships with families, therapists and medical colleagues. Evidence from Summer 2026 shows clear impact: children are becoming more engaged in self-help skills, sustaining attention for longer through Intensive Interaction and small-group work, and making notable gains in head control, balance and emerging independent mobility through specialist physical equipment and targeted therapeutic input. Parents report growing confidence, stronger communication and improved trust in the setting, while carefully managed transitions, PODD support and close links with hospital and community professionals ensure continuity of learning and care, including for children with the most complex medical needs.

External validation through Ofsted and Challenge Partners, together with the school's recognised expertise in PODD and early communication, further strengthens this picture. Taken together, this evidence shows that Early Years provision is not only strong internally, but exceptional in its consistency, ambition, measurable impact and the extent to which it prepares children exceptionally well for Year 1 and the next stage of learning.		
Actions from previous year: 1. Curriculum and Provision Expansion • Ambitious, Inclusive Curriculum: The Early Years curriculum is broad, balanced, and ambitious, designed to meet the complex learning, communication, physical, and medical needs of all children. There is a strong emphasis on functional communication, language acquisition, social, play, and independence skills. <u>[SEF]</u> • Specialist Programmes: Provision is enriched by intensive interaction, hydrotherapy, , music therapy, rebound therapy, specialist physiotherapy equipment and enterprise initiatives. 2. Transitions and Settling • Smooth Transitions: All Early Years pupils in EY and Primary 1 experienced successful transitions, with positive relationships established with families. The school prioritised settling-in processes and early engagement with parents. • Multi-Disciplinary Team Meetings: Six-week multi-disciplinary team meetings were held to review progress and ensure holistic support for each child. 3. Communication and Parental Engagement • PODD Communication Training: A two-day PODD (Pragmatic Organisation Dynamic Display) course was delivered, with 30 participants attending. The training received positive feedback, and next steps were identified for embedding PODD further into practice. • Parent Voice: After the first half-term, feedback was gathered from families to organise open mornings and provide targeted support, ensuring that parental opinions informed ongoing improvement. 4. Staff Development and Support • Staff Training: Staff received training in communication strategies (including PODD), safeguarding, and supporting pupils with sensory and medical needs. • Collaborative Practice: The Early Years team worked closely with therapists and external professionals to embed interventions into daily routines. 5. Quality Assurance and Evaluation • Self-Evaluation: The SEF and SIP are live documents, regularly updated and reviewed by the governing body. The Early Years section is specifically evaluated for curriculum quality, behaviour, personal development, and outcomes for pupils. • External Validation: The school's Early Years provision continues to be rated as "Outstanding" by Ofsted and Challenge Partners, with particular praise for leadership, curriculum ambition, and the quality of care and education.		Impact of actions from previous year: Most EY parents are engaged in the EY TEAMS community and attend events and activities that are offered PCAS approaches have supported all pupils to be more engaged in their self-help skills throughout the day Intensive Interaction and small group have supported focus and attention for most of the pupils. Pupils are now able to remain in a group and give longer attention to the activity happening. Specialist physical equipment has had an immense impact of head control, sitting balance and pupils balance and ability to be more independent in walking (AC) All teaching assistants participated in a twilight session focused on positive behaviour support. The training emphasised the importance of using positive language, encouraging desired behaviours instead of highlighting what not to do. The session included problem-solving scenarios and strategies for looking beyond immediate crises to create calm environments where pupils feel settled and ready to learn. As a result of this training, staff are now better informed on how to effectively support pupils' behavioural needs, ensuring a more positive and conducive learning atmosphere. The session was led by senior leaders and discussion groups were facilitated by lead practitioners.
Areas for development built into the SIP for 2025-26 – Identified June 2025	• Conduct a comprehensive curriculum review to address the evolving needs and abilities of our pupils, ensuring thorough preparation for the primary curriculum. Invite parents to school to collaborate with staff and create natural communication opportunities during play. • Collaborate with parents on attendance to encourage regular school habits • Establishing parental medical trust for pupil with significant medical complexities parents to school to collaborate with staff and create natural communication opportunities during play.	
Impact of SIP actions– Autumn 2025	Impact of SIP actions – Spring 2026	Impact of SIP actions – Summer 2026

• Last summer, a vibrant parents' morning brought new families together to connect with one another and meet professionals. Individual meetings provided an invaluable opportunity to complete admission forms and receive personalized guidance from the medical and therapy teams, setting the stage for a supportive start. • Trust is gradually developing, as some new parents still message during school hours to check on their children. They value the Teacher or Lead TA's prompt replies, which not only reassures them but also strengthens the partnership between families and the school, fostering a more supportive and collaborative learning environment. • Three of the four new Early Years pupils have commenced and successfully transitioned into school, supported by their parents over the initial two weeks. One new nursery pupil is scheduled to begin in January 2026. Another new pupil is currently undergoing an extended hospital admission and receiving instruction from the GOSH school. Consistent communication has been maintained between the GOSH teacher and the school, with relevant evidence documented on EFL. • Parents are assigned to teams and usually engage with the Early Years Community and private messages. • At the start of every half term, parents are encouraged to inform the school of any scheduled appointments for that period. All Early Years parents must report absences through Teams. • A Podd morning was successfully held for specific pupils and parents, providing tailored communication support and practical strategies. This initiative strengthened home-school collaboration, improved parents' confidence in using Podd systems, and enhanced pupils' ability to communicate effectively across settings.	During the spring term, Early Years provision at Richard Cloudesley continued to demonstrate strong and sustained impact. Parents report feeling better supported and more confident due to targeted initiatives such as the Podd parent morning, strengthened use of Teams for communication, and prompt, reassuring staff responses, all of which have enhanced trust and improved attendance routines. Pupils' personal development has continued to accelerate: PCAS approaches and Intensive Interaction have improved attention, readiness to learn and self-help skills, while the use of specialist equipment has led to notable gains in physical development, including head control, balance and emerging independent mobility. Pupils are engaged in learning and are motivated. Strong partnerships with families, therapists, GOSH education teams and Early Years community groups have ensured continuity of learning for medically complex pupils and smooth transitions for new starters. Therapists work closely with the class team to support with developing class teams' confidence in specific programs for pupils, as well as to support the team with supporting next steps and development for all pupils. An MDT approach is used to best support EYFS pupils. Collectively, these actions demonstrate that Early Years provision is not only responsive but consistently impactful, ensuring children develop confidence, communication, resilience and independence that prepare them exceptionally well for the next stage of learning.	By Summer 2026, Early Years actions are having a clear and sustained impact on children's engagement, communication and readiness for the next stage of learning. Children are increasingly settled, attentive and able to participate in group routines, with Intensive Interaction, PCAS approaches and consistent communication support helping them to sustain attention for longer and engage more purposefully with adults and peers. Self-help skills are becoming more secure across the day, while specialist physical equipment and therapeutic input continue to strengthen head control, balance, postural stability and emerging independent mobility. Strong multi-disciplinary working and six-week reviews have enabled staff to adjust support promptly, and close partnership with families has increased parental confidence and trust. As a result, children are making more consistent gains from their starting points and are better prepared for Key Stage 1 in communication, independence, physical development and emotional security.
Next steps (For 2026-27)	• Refine the articulation of the Early Years programme of study so that the provision's strong curriculum thinking, progression and preparation for next steps are documented with greater precision.	

POST-16 PROVISION – STRONG

Strengths

Strategic Leadership of the Post-16 Provision

Leaders provide a well-structured and ambitious study programme that meets statutory requirements, including English, mathematics, RSHE, and vocational qualifications. The curriculum is tailored to individual needs and underpinned by the Gatsby Benchmarks, with annual external audits confirming full compliance. Staff and pupils collaborate to design innovative learning opportunities, resulting in highly positive relationships and a culture of high expectations.

Achievement in the Post-16 Provision

Pupils consistently achieve the best possible outcomes, with all leavers since the last inspection progressing to college or training and remaining in further education.

Students in the 6th form, spanning Years 12, 13, and 14, engage in ASDAN Life Skill Challenge Units in conjunction with the curriculum. This program allows us to cater to the specific needs of each student, offering a personalised curriculum that aligns with their individual requirements.

Curriculum and Teaching

The sixth form curriculum is coherently planned and sequenced, integrating key skills, vocational education, and personal development. Teaching is inspirational and responsive, with staff adapting approaches to meet the needs and interests of each cohort. Pupils gain vocational qualifications through ASDAN Life Skills Challenge Units and develop new skills in areas such as gardening and publishing. The curriculum is enriched by work experience, enterprise projects, and community involvement, ensuring pupils build knowledge and skills cumulatively and are able to transfer learning to real-life situations.

Preparation for Next Steps

Preparation for adulthood is central to the sixth form offer, with pupils supported to make informed decisions about future pathways. The careers programme meets Gatsby Benchmarks and includes impartial advice, workplace experiences, and engagement with employers and further education providers. Pupils develop independence, self-advocacy, and a strong understanding of e-Safety, RSE, and wider societal issues. The school provides bespoke transition advice and maintains strong links with post-19 providers, ensuring pupils and families are well-informed and supported.

Wider Opportunities

Pupils benefit from a broad range of wider opportunities, including personal, social, health and economic education, volunteering, citizenship, and leadership experiences. Sixth formers contribute to the life of the school as council members and role models, and participate in activities that develop confidence and prepare them for adult life. Leaders regularly evaluate and refine the offer to ensure relevance and impact for all pupils.

Inclusive Practices in the Post-16 Provision

Leaders and teachers reduce barriers for disadvantaged pupils, those with SEND, and those known to social care, ensuring access to tailored support and a full range of opportunities. The curriculum and teaching are adapted to meet individual needs, and structured careers education provides guidance for informed decision-making. All pupils participate in and benefit from the curriculum and personal development opportunities, leaving well-prepared for life beyond school.

Evaluation

Post-16 provision at Richard Cloudesley School is a strength of the school because it secures sustained, meaningful and life-enhancing outcomes for young people with highly complex learning, physical, medical and communication needs. Leaders have built a carefully structured and ambitious programme in which accredited learning, personal development, community access and work-related experiences are coherently planned around preparation for adulthood. This is not simply a compliant sixth form offer; it is a distinctive provision that enables pupils to grow in independence, self-advocacy, communication and confidence over time. Outcomes are consistently strong. All leavers since the last inspection have progressed to college or training and remained in further education, while pupils continue to gain nationally recognised accreditation through ASDAN Life Skills Challenge Units and related curriculum pathways. These outcomes are particularly significant for this cohort because they reflect not only participation, but increasing readiness for adult life and successful next steps.

The impact of the provision is seen clearly in pupils' growing independence and their ability to apply learning in authentic settings. Community access, enterprise, mentoring, volunteering, workplace experiences and travel training enable pupils to use communication, money handling, teamwork, problem-solving and decision-making skills beyond the classroom. Work in cafés, food banks, shops, gardening and enterprise projects has widened pupils' understanding of different roles and expectations, while also increasing employer and community awareness of the capabilities of young people who use AAC and other specialist communication systems. Pupils are not only prepared for adulthood; they are

increasingly visible within their communities as contributors, customers, volunteers and emerging workers. Strong transition planning, impartial careers guidance and close partnership with colleges, families and post-19 providers ensure that next-step arrangements are increasingly secure and well matched. Taken together, this evidence shows that Post 16 provision is exceptional in its sustained outcomes, its measurable impact on independence and readiness for adulthood, and the extent to which it enables pupils to participate meaningfully beyond the school itself.

Actions from the previous year:

1. Curriculum Development and Personalisation

- **Holistic Curriculum:** The sixth form curriculum was reviewed and further developed to ensure a holistic approach, focusing on both academic and life skills. The programme of study included core subjects (English, Maths, Computing, PSHE, PE), enrichment (Expressive Arts, Horticulture, Design & Technology, Leisure), and work-related learning (Business & Enterprise, Independent Living, Catering & Hospitality, Community Engagement).
- **Preparation for Adulthood:** The curriculum was explicitly aligned with the Preparation for Adulthood (PfA) framework, ensuring that all learning opportunities supported independence, social connections, health, and readiness for work and life beyond school.
- **Personalised Learning:** Each student's learning journey was mapped through a progression framework, with skills and knowledge tailored to individual needs and aspirations. There was a strong emphasis on capturing progress through nationally recognised accreditation (ASDAN).

2. Opportunities for Work and Community Engagement

- **Work Experience and Enterprise:** The sixth form strengthened partnerships with local employers and community organisations, providing bespoke and motivating opportunities for work experience and enterprise projects. This included collaborative project-based sessions and real-world learning experiences.
- **Community Engagement:** Students were supported to explore and participate in their local community, developing independence and self-advocacy skills.

3. Enrichment and Talent Development

- **Enrichment Activities:** A wide range of enrichment opportunities were offered, including health, leisure, and creative arts, to support holistic development and allow students to pursue individual interests and talents.
- **Collaborative Learning:** The sixth form promoted collaborative, project-based learning, encouraging teamwork and communication.

4. Leadership and Staffing

- **Leadership Development:** The Head of Sixth Form took on a more strategic leadership role, focusing on day-to-day organisation, staffing, and departmental meetings. There was an emphasis on developing leadership skills and managing new teams, as reflected in staff appraisal objectives.
- **Staff Training:** Staff received ongoing training to support the delivery of the sixth form curriculum and to ensure high-quality teaching and learning.

5. Transition and Progression

- **Transition Planning:** There was a clear focus on supporting students' transitions into and out of the sixth form, including planning for next steps in education, employment, or supported living.
- **Progression Framework:** The sixth form used a structured progression framework to capture and celebrate each student's achievements and to plan for their future pathway.

Impact of actions from previous year:

Outcomes: Students left the sixth form with nationally recognised accreditation and were well-prepared for their next steps, whether in further education, employment, or independent living.

Leadership of the sixth form: Leadership and staffing changes ensured that the sixth form was well-organised and responsive to students' needs.

Community Access: Learners have taken part in community outings, such as attending a gym group, visiting local shops, and supporting the food bank. A small group of learners participate in a community access group, which focuses on using public transport to reach community spaces further away from school. This aims to improve their independence and confidence in using public transport.

Work Experience: Learners have taken part in a range of work-related activities, some based in the community and others within school. These experiences allow learners to explore different types of work, helping them broaden their horizons. The leavers are involved in a mentoring programme, to mentor primary pupils in gardening.

Careers: Sixth form and Key Stage 4 learners took part in a Careers Day, where they explored a variety of jobs and the tools related to them. They also participated in a vegan leather workshop, where they were able to choose what to make.

Transition review meetings are ongoing this summer term to ensure a smooth transition for next year's leavers. Out of the four leavers this year, one have secured a college place, two will opt for a care package and the fourth person is undecided, due to his housing needs.

Enrichment: The enrichment program offered a diverse range of activities to enhance learners' creative and personal development. Activities included painting, drawing. These sessions supported social, emotional, and creative growth.

Areas for development built into the SIP for 2025-26 – Identified June 2025	Review and enhance the programmes of study across all key stages for the upcoming academic year, ensuring appropriate integration of schemes, activities, and pedagogy. Ensure that the curriculum is both challenging and ambitious while meeting their interests and aspirations for the small number of reaching higher pupils. Tailored work experience offering yearly enrichment opportunities for every pupil.		
Impact of SIP actions– Autumn 2025 This term, the Post 16 curriculum has been strengthened through a focus on Preparing for Adulthood, practical life skills, and community engagement. Pupils accessed three community-based learning experiences, including two careers workshops. 85% of learners engaged in accreditation activities, with five pupils completing functional skills units in English and maths. These developments have increased independence, improved confidence in real-life contexts, and enhanced readiness for post-16 transitions, evidenced by positive feedback from pupils and parents. Students have attended weekly work experience in a local café and the local food bank, developing practical employability skills such as customer service and teamwork. Others have taken part in enterprise projects, creating and selling Christmas decorations, which enhanced creativity, financial awareness, and communication skills. These experiences have increased confidence, promoted independence, and provided meaningful preparation for adulthood and future pathways.	Impact of SIP actions – Spring 2026 This term, the Post-16 provision has continued to strengthen through a broader and more personalised offer that deepens preparation for adulthood, widens access to meaningful experiences, and enhances pupils’ independence and confidence. The Cloudesley Promise has now been embedded into the Programme of Study across all key stages, ensuring that pupils access the entitlement experiences mapped to their termly topics. This has created greater coherence across the curriculum and ensured that cultural capital opportunities are planned, delivered, and evaluated. Work experience has been expanded to include a wider range of pupils, enabling more learners to access purposeful opportunities beyond the school environment. A new partnership with the Almeida Theatre will provide all secondary pupils with exposure to the creative industries through drama sessions at school. This will have a focus on strengthening communication skills and increase confidence with unfamiliar people. Accredited learning continues to engage pupils through ASDAN modules aligned to the Programme of Study. These modules have supported the development of functional, social, and independence skills, ensuring that learning remains relevant and transferable to real-life contexts. Enrichment has focused on animation, baking, and cake decoration, allowing pupils to develop creativity, fine-motor skills, and problem-solving abilities. The <i>Working Towards Work</i> strand has centred on craft production and running a shop, giving pupils hands-on experience with enterprise, money handling, and customer interaction. Specialist options in coding and yoga have widened pupils’ exposure to new interests and supported both digital literacy and wellbeing. Offering choice has empowered pupils to explore personal preferences, develop new strengths, and build a clearer understanding of future pathways.		Impact of SIP actions – Summer 2026 By Summer 2026, Post-16 actions are having a clearer and more measurable impact on pupils’ independence, readiness for adulthood and preparation for next steps. Pupils are applying communication, money handling, teamwork and decision-making skills with greater confidence through community access, enterprise, mentoring, volunteering and workplace experiences. Accredited learning through ASDAN continues to validate progress, while careers events, transition reviews and personalised planning have strengthened pupils’ understanding of future pathways and secured better-informed next-step arrangements. This work is also having a wider impact: engagement with cafés, food banks, shops and other community settings is increasing awareness of pupils’ capabilities among employers and the public, including those who use AAC and other specialist communication systems. As a result, pupils are leaving with stronger destination readiness, greater independence in real-life contexts and an increasingly visible role as contributors within their communities.
Next steps (For 2026-27)	• Develop increasingly individualised curriculum pathways that broaden pupils’ understanding of future opportunities while remaining closely matched to their needs, aspirations and interests – including tailoring accreditation to the changing cohort. • Introduce specialist therapeutic sessions each term to support pupils in preparing emotionally and practically for transition (AK??) • Ensure all Post-16 provision is structured, equitable and explicitly linked to independence, accreditation, destination readiness and preparation-for-adulthood outcomes. <i>(From June 2026 internal QA)</i>		

EVIDENCE TO SUPPORT SUMMARY EVALUATION FORM		
Ofsted inspection report	Ofsted Report 18 and 19 October 2023 – click here	
Safeguarding	Safeguarding Report to Leadership & Resources Governors – June 2026 Staff training record End of year safeguarding report to governors – 16 June 2025 Section 11 Annual Safeguarding Report to Governors – July 2025 – Click here Intimate care policies CPOMS Reports	Safeguarding policy suite review timetable Safeguarding Attendance and Medical (SAM) records Multi-agency review meeting records Pupil survey Allergies policy and training record – Complying with Benedict’s Law Internal Quality Assurance Review – June 2026
Inclusion	Equalities statement and annual objectives 2025 to 26 – Click here and on school website	Induction and training programme – click here Internal Quality Assurance Review – June 2026
Curriculum and teaching	Minutes of weekly leadership team meetings – standing item on ‘Quality of Education’ (ongoing risk assessment by senior leaders) Appraisal overview – March 2026 – <i>includes all appraisal targets, AfDs, Strengths, and whether teachers are meeting standards</i> Internal Quality Assurance Review – June 2026	
Achievement	Evidence for Learning (EfL) app (iPad app and web page) KS4 Outcomes report to C&O governors – June 2026	Pupil outcomes report to governors – November 2025
Attendance and behaviour	Behaviour report to governors – November 2025 Safeguarding Attendance and Medical (SAM) records Case studies – including community learners	Perspective Lite Portal Attendance report to C&O Governors – June 2026 Internal Quality Assurance Review – June 2026
Personal development and wellbeing	Microsoft Teams community (Guest account available) Cloudesley (Enrichment) Promise – click here (also available on our website)	
Leadership and governance	Minutes of governor meetings – governor challenge and questions indicated by red font Records of governor training Governor skills audit Staff wellbeing charter devised by the wellbeing group and the raise and praise group. <i>(On the website in the policies section)</i> Staff wellbeing report to Govs – June 2026	Feedback from other schools / LA Staff surveys Point 5 Feedback and case studies Outreach impact Staff wellbeing report to L&R Govs (June 26) Wellbeing group Workload changes in summer 26
Early years	Parent surveys Six-week MDT Notes Parent morning groups – programme available on our website.	
Post-16 provision	Pupil and parent surveys, curriculum documents Transitions Report to Governors – June 26	Leavers’ outcomes report to governors – June 26 Internal Quality Assurance Review – June 2026
See also the school improvement plan (SIP) 2026-27 – click here		