

To strengthen longitudinal evidence of exceptional achievement from individual starting points by embedding proportionate pathway assessment, the EHCP-to-adulthood golden thread and systematic recognition of academic, functional and wider achievement.

Headline evaluation

Current self-evaluation: Achievement is transformational where progress changes a pupil's future trajectory by increasing what they know, can do and can access, leading to greater independence, accreditation and successful preparation for the next stage.

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Challenges & Context

- Achievement is increasingly captured through curriculum targets, PLIMs, Earwig, accreditation, moderation and pupil-level evidence, including non-linear progress.
- The next stage is to improve consistency and proportionality so assessment informs teaching without unnecessary data collection.
- Achievement needs to be visible across communication, cognition, literacy/numeracy, regulation, independence, qualifications, vocational learning and preparation for adulthood.

Why this matters

The implementation plan shows a clear line of sight from context and identified barriers to action, evidence, intended impact and next steps. It builds on securely embedded strengths while concentrating improvement activity on the refinements identified through the September 2026 SEF and Year 5 Horizon.

Intent

Priority intent	2026-27 statement
Assessment precision	Capture linear, small-step and non-linear progress consistently and proportionately across pathways.
Moderation	Strengthen staff confidence and reliability through internal/external moderation and comparative judgement.
Golden thread	Make the relationship between EHCP outcomes, PLIMs, curriculum, therapy, assessment and PfA increasingly explicit.
Holistic achievement	Recognise academic, functional, vocational, enrichment and independence outcomes as part of a coherent achievement profile.
Longitudinal evidence	Demonstrate sustained achievement across pathways and vulnerable groups from starting points over time.

Cleaswell Hill School - Achievement Implementation Plan 2026-27

Whole-School Achievement Priorities

Priority	Actions	Leads	Impact / evidence of success
1. Earwig and pathway assessment	Further embed Earwig and pathway-specific systems; agree proportionate evidence expectations and remove duplication.	Assessment Leads / Pathway Leads	/ Assessment is accurate, manageable and useful to teaching; staff confidence and consistency improve.
2. Moderation and comparative judgement	Expand internal/external moderation, including cross-pathway and partner-school activity.	Assessment Leads / SIP / Partners	/ Judgements are secure, fair and comparable; variation is identified and addressed.
3. EHCP-to-adulthood golden thread	Use case sampling to connect EHCP outcomes, PLIMs, curriculum, therapy and PfA; increase pupil/family ownership where developmentally appropriate.	SLT / Phase Leads / Therapy	/ Learning contributes demonstrably to meaningful long-term outcomes and next steps.
4. Wider achievement	Systematically capture vocational, enterprise, community, enrichment, DofE, performing arts, horticulture, accreditation and independence outcomes.	Assessment / PD / Post-16 Leads	/ Holistic achievement is visible and contributes clearly to progression and destinations.
5. Longitudinal evaluation	Use pathway, cohort and pupil-level analysis to evaluate sustained progress, particularly for disadvantaged pupils and those with the most complex needs.	Assessment Leads / Governors	/ Leaders can evidence what pupils know, remember and can do more independently over time, including non-linear trajectories.

Implementation approach

- Use the SEF, Year 5 Horizon, relevant strategy documents, pupil-level evidence and external quality assurance as one coherent improvement cycle.
- Review implementation half-termly and impact termly; adapt actions when evidence shows a different barrier, stronger approach or unnecessary workload.
- Triangulate quantitative trends with learning evidence, therapy, pupil/family voice, case sampling and external challenge rather than relying on headline measures alone.
- Keep improvement activity proportionate: securely embedded practice remains normal business while leadership attention is concentrated on the priorities above.

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Evidence Base and Monitoring Cycle

Evidence strand	Examples of evidence to hold/review
Core evidence	Earwig and pathway assessment records; PLIM/EHCP and PfA outcomes; Moderation/comparative judgement; Qualification/accreditation outcomes; Enrichment Passports and wider achievement records; Longitudinal case sampling and vulnerable-group analysis
Operational review	Half-termly lead review of implementation, barriers, workload and emerging pupil need.
Strategic evaluation	Termly SLT/governor review of impact, typicality, vulnerable groups and whether actions require adaptation.
External assurance	SIP, governor and relevant external/partner quality assurance used to test leaders' evaluation and avoid inward-looking judgements.
Annual evaluation	Update SEF and implementation plan; identify what is securely embedded, what remains variable and what should carry into the next strategic cycle.

Termly Review Questions

- Is assessment proportionate and useful, or are staff collecting evidence that does not improve teaching?
- Can we demonstrate progress where it is non-linear, functional or shown through reduced prompting?
- How clearly does achievement contribute to EHCP outcomes and adulthood?
- Are strong whole-school trends equally secure for vulnerable groups and pupils with the most complex needs?

Expected Impact by July 2027

Achievement moves from strong towards exceptional through sharper longitudinal evidence, more reliable assessment and a clearer golden thread to adulthood. Staff and governors can explain achievement for every pathway without reducing complex progress to a single measure.

2026 Ofsted Toolkit Alignment

This plan is written to align with the September 2026 state-funded school inspection toolkit and Cleaswell Hill's evidence-led improvement cycle. It emphasises typicality, sustained impact, barriers to learning and/or wellbeing, starting points, stakeholder experience, professional expertise and fair, valid triangulation of evidence.