

Cleaswell Hill School - Leadership and Governance Implementation Plan 2026-27

Whole School Implementation Plan - Leadership and Governance

2026-27

To secure the sustainability of exceptional provision through leadership succession, distributed accountability, evidence-informed professional learning, strategic capacity planning and increasingly precise evaluation of Cleaswell Hill's civic and system impact.

Headline evaluation

Current self-evaluation: Leadership and governance are transformational because leaders continually reshape provision in response to changing need, secure improved outcomes for pupils and use Cleaswell's expertise to influence SEND practice beyond the school. **Lead responsibility:** Mike Jackson / Governing Body

Challenges & Context

- The school enters the final year of its Five-Year Strategy after substantial growth, increasing pupil complexity, development of two-site Post-16 provision and expansion of integrated therapy.
- Current priorities include longitudinal assessment/Earwig, careers governance and stakeholder voice, changing Core provision, premises/capacity, leadership succession and safeguarding transition.
- Leadership succession and the planned Headteacher transition require deliberate development of senior, pathway and phase leadership so standards are not dependent on a small number of individuals.

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
Strategic improvement	Maintain a small number of clear priorities and a live link between SEF, Year 5 Horizon, implementation plans and pupil outcomes.
Succession and distributed leadership	Develop leaders through coaching, appraisal, delegated responsibility, monitoring and system-lead opportunities.
Evidence-informed professional learning	Use the Theory of Change and practitioner enquiry to demonstrate how staff development changes practice and outcomes.
Robust governance and sustainability	Use strategic data, stakeholder/workforce voice and external challenge to test capacity, premises, workload, risk and resources.
Civic/system leadership	Deepen and evaluate Fusion, NEN, university, local-authority and partner-school impact and reciprocal benefit.

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Whole-School Leadership and Governance Priorities

Priority	Actions	Leads	Impact / evidence of success
1. Final Year 5 evaluation and next strategy	Evaluate Year 5 Horizon and identify the small number of sustained strengths and unresolved priorities to carry into the next strategic cycle.	HT / SLT / Governors	The next strategy is evidence-led, coherent and rooted in what has demonstrably improved pupils' experiences and outcomes.
2. Leadership succession	Use coaching, appraisal, delegated strategic responsibilities and planned transition to strengthen senior, pathway and phase leadership.	HT / SLT / Governors	Leadership capacity is sustainable; leaders demonstrate increased confidence, clarity, accountability and impact.
3. Theory of Change and PL&D	Connect professional learning, practitioner enquiry, leadership actions and pupil outcomes through explicit implementation and evaluation.	SLT / PL&D Leads	Leaders report impact rather than training activity; professional learning is responsive and workload-aware.
4. Governance, capacity and resources	Maintain termly oversight of workforce, workload, premises, admissions, finance, therapy capacity and changing SEND policy.	Governors / HT / SBM	Decisions protect quality, safety and sustainability while remaining responsive to pupil need and local pressures.
5. Civic and system leadership	Extend Fusion, NEN, university and reciprocal partner work, with sharper evaluation of external practice change and learning brought back to Cleaswell Hill.	HT / Fusion / NEN Leads	External impact is demonstrable and school-based standards are strengthened rather than diluted by outward-facing work.
	Continue to extend Cleaswell Hill's influence beyond the school through research, professional collaboration and the sharing of specialist SEND practice. setting. Cleaswell Hill School is acknowledged within the publication.	HT / Fusion / NEN Lead / Therapy	Specialist practice developed within Cleaswell Hill is shared more widely and contributes to improving inclusive practice in other schools and settings. Staff expertise is increasingly recognised externally, with the school contributing to professional learning, research and published guidance beyond its own

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Priority	Actions	Leads	Impact / evidence of success
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setting.

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	Year 5 Horizon and SEF evaluation; Leadership appraisal/coaching and succession records; Theory of Change and PL&D impact evidence; Governor link visits/FGB/committee challenge; Workforce, premises, admissions and capacity evidence; Fusion/NEN/university/partner feedback and external impact measures
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

- Which features of the Five-Year Strategy must be protected into the next strategic cycle?
- Is leadership capacity demonstrably sustainable through transition?
- What evidence shows professional learning changes staff practice and pupil outcomes?
- How do governors know outward-facing work is reciprocal and does not reduce internal capacity?

Expected Impact by July 2027

Leadership and governance remain exceptional and become more sustainable. Strategic transition is deliberate, distributed leadership is stronger, governors test impact and sustainability rigorously, and the school continues to influence SEND practice beyond Cleaswell Hill while protecting standards internally.

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.