

Cleaswell Hill School - Personal Development and Wellbeing Implementation Plan 2026-27

Whole School Implementation Plan - Personal Development and Wellbeing

2026-27

To make the sustained impact of personal development and wellbeing increasingly visible through stronger longitudinal assessment, Preparation for Adulthood, accessible pupil voice and equitable community and careers experiences.

Headline evaluation

Current self-evaluation: Personal development and wellbeing are transformational because pupils develop the confidence, communication, regulation, relationships and independence needed to belong, contribute and participate more fully in life beyond school..

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Challenges & Context

- Personal development is a golden thread across PSHE/RSHE, PfA, therapy, enrichment, pupil voice, pastoral support, careers and community experiences.
- The 2026/29 improvement cycle identifies sharper longitudinal evaluation, stronger learner/stakeholder voice and careers oversight as refinements rather than weaknesses.
- Enrichment Passports, Earwig, PfA outcomes and case sampling now need to show more clearly the difference experiences make over time, not just participation.

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
Longitudinal evaluation	Strengthen assessment of communication, wellbeing, confidence, relationships, independence, belonging and participation over time.
Preparation for Adulthood	Use PfA from the earliest stages as a whole-school evidence base that informs curriculum, targets, careers and transition.
Pupil voice and agency	Ensure accessible communication enables pupils to influence their provision and wider school development.
Careers	Deepen learner/family voice, labour-market understanding, personal guidance and curriculum-careers links.
Community and enrichment	Extend equitable civic, cultural, sustainability, volunteering and community participation with evaluated impact.

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Whole-School Personal Development and Wellbeing Priorities

Priority	Actions	Leads	Impact / evidence of success
1. PD assessment and evidence	Refine Earwig PD assessment, Enrichment Passports and pathway case sampling to show sustained impact rather than participation alone.	PD Lead / Pathway Leads	Leaders can demonstrate gains in wellbeing, independence, belonging and preparation for adulthood from individual starting points.
2. PfA whole-school evidence	Map PfA across curriculum and pastoral systems from early stages and use outcomes to inform planning and strategic decisions.	PD / Curriculum / Post-16 Leads	PfA is visible across pathways and pupils increasingly apply independence, health, employment and community skills.
3. Pupil voice and co-production	Deepen accessible pupil voice with the LA Participation Team and developing tools such as Mind of My Own where appropriate.	PD Lead / Participation Leads	Pupils' views demonstrably influence personal provision and school development.
4. Strategic careers plan	Strengthen governance, learner/family voice, labour-market information, curriculum-careers links and appropriately qualified personal guidance.	Careers Lead / Governors	Pupils understand future routes more clearly and careers provision is evaluated through perception and destination evidence.
5. Civic and enrichment impact	Connect curriculum learning with sustainability, volunteering, cultural and community projects; evaluate equity and impact through Enrichment Passports.	PD / Curriculum Leads	Pupils develop confidence, contribution, belonging and social responsibility through authentic experiences.

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 PD assessment; Enrichment Passports and participation records; PfA outcomes and case sampling; Accessible pupil voice/co-production evidence; Compass+ and Strategic Careers Plan; Governor/SIP monitoring and partner feedback
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

- Can we show the difference personal development experiences make over time?
- Is PfA genuinely visible from early stages and across every pathway?
- How has pupil voice changed provision or strategic decisions?
- Do pupils and families understand relevant future routes and labour-market information appropriately?

Expected Impact by July 2027

Personal development and wellbeing remain exceptional, with stronger evidence of sustained change in pupils' confidence, self-advocacy, relationships, independence, community participation and readiness for adult life.

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.