

Section 6 – Achievement

Achievement at Cleaswell Hill is transformational where learning changes a pupil's future trajectory: increasing what they know and can do, but also their ability to communicate, participate independently and progress successfully to their next stage. Achievement is therefore understood from individual starting points across curriculum knowledge, EHCP/PLIM outcomes, communication, regulation, independence, accreditation and Preparation for Adulthood rather than through a single measure. The impact is visible across the full developmental range. Whole-school curriculum achievement increased from 70.8% in Autumn 2024 to 77% by Spring 2026, with Engagement rising by 21 percentage points from 56% to 77% following the move from termly to annual targets, allowing progress to be captured more meaningfully over time for pupils with highly complex and often non-linear developmental profiles; at foundational level, 96% of pupils following adapted multisensory SSP made measurable progress and 97% of those accessing Year 2 spelling progressed; at the later stages, 2026 results show 100% achievement across all GCSE subjects entered—English Language, English Literature, Mathematics, Biology, Statistics and PE. School destination tracking then records 100% of 2024/25 leavers entering positive onward destinations. Together, these outcomes demonstrate a progression from acquiring foundational knowledge, through increasingly ambitious curriculum and accredited achievement, to successful transition beyond school: pupils are not simply accumulating targets, but gaining knowledge and independence that changes what is possible for their next stage.

What is going well: Evidence to support this judgement

Foundational Knowledge

Across Engagement, Core and Extended, leaders define strong foundations by what each pupil needs to access the next stage of learning: communication and interaction, literacy and reading, mathematical knowledge, regulation, independence and prerequisite subject knowledge. Curriculum and EHCP/PLIM progress, pupils' work and responses, learning walks and moderation show whether these foundations are becoming more secure, increasingly independent and usable across different contexts over time.

Communication and language are a sustained strength and provide the foundation for achievement across the curriculum. A consistent understanding of Oracy development ensures that staff appropriately use Total Communication, signing, symbols, Core and Fringe Boards, AAC and assistive technology to enable pupils to express needs and ideas, understand increasingly complex language and demonstrate what they know with reduced adult support; SaLT assessment, communication profiles and longitudinal classroom evidence confirm progress over time.

Reading develops securely from individual starting points, including accuracy, fluency and comprehension where these are appropriate next steps. Systematic synthetic phonics has been established since 2022 alongside Launching into Literacy, sensory/shared and functional reading routes; matched materials and termly assessment support sustained progress, while pupils read regularly and widely through developmentally appropriate books, stories, symbols and functional texts, developing confidence, enjoyment and increasingly independent comprehension. Achievement is evidenced through movement to the next stage rather than repeated exposure to the same programme: within the identified 2025/26 transition group moving from Phase 5 phonics into Year 2 spelling, all five pupils reached 100% in phoneme recognition, blending and high-frequency-word recognition by the end of the summer term. For these pupils, securing the foundations of reading has therefore changed what curriculum they can access next and reduced the risk of remaining dependent on an early intervention route.

Writing and mathematical foundations develop securely without physical, sensory, communication or cognitive differences placing a ceiling on achievement. Pupils at relevant stages increasingly secure composition, spelling, handwriting and number knowledge and fluency, while others build prerequisite literacy and mathematical skills; typing, eye gaze, AAC, adapted equipment and OT-informed support enable increasingly accurate and independent demonstration of learning. Summer 2026 spelling assessment provides strong evidence of this progression: 32 of 33 pupils (97%) accessing the ELS Year 2 Spelling Programme made measurable progress, while all 50 pupils following the Year 3 and Year 4 Essential Spelling and Word Knowledge programme demonstrated progress. The later outcomes show that these foundations lead into increasingly ambitious learning rather than becoming an endpoint: in 2026 all 12 AQA Entry Level Mathematics entries and all five GCSE Mathematics entries achieved a qualification. The curriculum is therefore enabling pupils to move from prerequisite skills towards recognised mathematical achievement at levels matched to their starting points and intended destinations.

Integrated therapeutic practice is highly effective in securing the regulation, sensory readiness and physical access many pupils need before more complex learning. Pupils increasingly recognise and communicate their needs, manage transitions and demand, regulate and recover with greater independence and sustain learning for longer. The impact is evident where a therapeutic adjustment changes what a pupil can demonstrate academically: Summer 2026 scrutiny of written output for Entry Level Post-16 students led teachers and OT to reassess individual barriers and personalise teaching and recording approaches, with measurable improvement evident within two weeks. Therapy assessments, engagement and incident trends, independence outcomes and longitudinal case studies therefore demonstrate that integrated therapy is not an additional service around learning; it directly increases pupils' capacity to access, demonstrate and sustain achievement.

Gaps in foundational knowledge are identified early and addressed with precision, including for older pupils with insecure communication, reading, writing or mathematics. Re-teaching, age-respectful intervention and specialist input are reviewed through APDR, progress evidence and moderation, keeping pupils on ambitious pathways and increasing accuracy, fluency, independence, retention and generalisation over time. During Spring 2026, 22 of 24 pupils receiving targeted academic intervention made progress. Importantly, the two pupils who did not were subject to deeper review and moved to changed intervention rather than remaining within provision that was not working. Achievement evidence therefore drives a change in teaching for the individual pupil, demonstrating that slower progress is acted upon rather than simply reported.

Inclusive Achievement: National tests and Examinations

Pupils achieve well in national examinations and accredited learning where these are appropriate to their pathway and starting point, with qualification routes maintaining high expectations without imposing an artificial ceiling on achievement. Across successive cohorts pupils have achieved GCSE, Entry Level, Functional Skills and vocational qualifications. In 2026, every GCSE entry resulted in an achieved qualification across English Language, English Literature, Mathematics, Biology, Statistics and PE. Achievement was also 100% in AQA Entry Level Mathematics and in the recorded BTEC Home Cooking Skills and Pre-Vocational Skills routes. The significance is not simply the pass rate: pupils with SEND severe enough to require specialist provision are accessing and succeeding within a range of subject-specific and vocational routes rather than being restricted to a single low-level accreditation model. Qualification choice is increasingly matched to assessed starting point, strength and intended destination, enabling pupils to leave Cleaswell with recognised achievement that opens appropriate next-stage opportunities.

Published outcomes are interpreted carefully within Cleaswell Hill's specialist context. Leaders use national averages and similar-school information where cohort size, coverage and the validity of the measure make comparison meaningful. The IDSR does not capture the school's full qualification profile because pupils appropriately enter GCSEs across Years 10 to 13 and many pupils follow Entry Level, Functional Skills or personalised accreditation routes; published data is therefore triangulated with complete examination results, externally moderated accreditation, longitudinal curriculum and EHCP/PLIM progress and destination evidence over time. Where published measures are not sufficiently representative of pupils' pathways or individual starting points, leaders identify these limitations transparently rather than dismissing national information.

Qualification outcomes demonstrate sustained ambition and meaningful progression. Over the last three years pupils have achieved GCSE outcomes across English, mathematics, science, art and other subjects, including grades 4 and 5, alongside a broad range of Entry Level, Functional Skills and vocational awards; the qualification flightpath links assessed attainment from Year 8 to increasingly ambitious Entry Level, Functional Skills and GCSE routes and onward Level 1 to 3 college pathways. The breadth of successful qualification routes has strengthened further in 2026, with 100% achievement across all six GCSE subjects entered while established vocational strengths were sustained through 100% achievement in BTEC Home Cooking Skills and Pre-Vocational Skills.

Disadvantaged pupils achieve strongly from their starting points and leaders test for gaps rather than assuming equity. Where examination cohorts are large enough, outcomes are reviewed by disadvantage and against available national comparators; wider longitudinal evidence shows the PLIM gap has closed, from Pupil Premium pupils achieving 74% of targets compared with 79% for non-Pupil Premium pupils in Autumn 2024 to 81% compared with 79% in Spring 2026, while Spring 2026 curriculum achievement was 79% for Pupil Premium pupils compared with 75% for non-Pupil Premium pupils. This represents more than statistical gap closure: despite the interaction between universal SEND and high levels of socio-economic disadvantage, Pupil Premium pupils are now achieving at least as strongly as their peers across both personalised and curriculum measures. Leaders therefore have evidence that disadvantage is being actively mitigated rather than reproduced through lower expectation or reduced access to ambitious learning.

For pupils whose complex SEND means national tests or examinations are not an appropriate or sufficiently sensitive measure, equally high expectations are evidenced through progress from individual starting points. EHCP/PLIM achievement, curriculum progress, Engagement evidence, communication and independence outcomes are considered together to establish whether pupils are acquiring and applying the knowledge and skills they need for their next stage. For some pupils this represents a profound change in trajectory: external SIP case sampling identified Engagement+ pupils whose starting points included an inability to tolerate sustained adult direction but who have progressed to travelling on local buses to community destinations. Their achievement is therefore visible not through an examination grade but through the successful transfer of communication, regulation and independence into authentic adult-life contexts that were previously inaccessible.

Inclusive Achievement: Across the Curriculum

Achievement is consistently strong across Cleaswell Hill's pathways: pupils know more, remember more and can do more from their individual starting points, developing increasingly broad and detailed academic, functional, communication and independence knowledge and skills. Importantly, leaders test whether learning changes what pupils can subsequently access or do: whether a pupil moves into the next literacy stage, requires less prompting, applies knowledge in

another subject or community setting, accesses a more ambitious accreditation route or progresses successfully to their next destination. Leaders know this through sustained curriculum and PLIM trends, work and response scrutiny, learning walks, moderation, comparative judgement and pupil-level case sampling, so achievement is evaluated through retained, generalised and increasingly independent learning rather than target completion alone.

Progression is secure across phases as well as pathways. Pupils at the earliest stages of learning, including those in key stage 1, build communication, interaction, early literacy and mathematical foundations for later learning; across key stage 2 pupils broaden and apply subject knowledge in preparation for key stage 3; secondary-age pupils deepen subject and functional knowledge through key stage 3 and into key stage 4 and Post-16, while Engagement, Core and Extended pathways maintain appropriately different but equally ambitious routes towards further learning and adulthood. The evidence demonstrates genuine movement through these routes: pupils are progressing from phonics into spelling, from foundational mathematics into Entry Level and GCSE qualifications, and from highly supported curriculum access into increasingly independent community and adult-life participation. Progression therefore represents changed capability over time, not simply movement through chronological key stages.

The quality of pupils' work and responses reflects the breadth and depth of what they have learned, including where conventional written work is not an appropriate measure of achievement. Books, portfolios, practical outcomes, AAC, symbols, eye gaze, object responses, photographs/video and evidence of reduced prompting show pupils increasingly retaining, applying and generalising learning; work scrutiny, moderation and comparative judgement test the reliability of these judgements over time. Where a pupil's method of response masks their knowledge, leaders change access rather than lower the judgement of what they can achieve: the Post-16 written-output review, for example, enabled students to demonstrate measurably stronger responses within two weeks after teaching and recording methods were adapted with OT input. This provides direct evidence that improved access can reveal and extend learning that was previously obscured.

Achievement is sustained overall and leaders understand variation precisely rather than relying on whole-school averages. Spring 2026 curriculum assessment shows 77% of targets achieved overall, compared with 70.8% in Autumn 2024, including 77% in Engagement, 68% in Core, 85% in Extended and 79% at Appleby; Engagement has improved from 56% in Autumn 2024 to 77%, supported by the move to annual curriculum targets that more appropriately reflect the complex and often non-linear developmental progress of pupils on this pathway, while whole-school PLIM achievement is 80.7%. Leaders have explicitly identified changing Core provision as an improvement priority, so the 68% Core figure is not obscured by the stronger whole-school trend. Established curriculum, PLIM and Engagement assessment, now strengthened through our online evidencing system, enables leaders to identify weaker progress quickly, adapt teaching, intervention or therapy through APDR and evaluate subsequent impact.

Pupils facing additional barriers are scrutinised closely so that vulnerability does not become a ceiling on achievement. Pupil Premium outcomes are at least as strong as those of non-Pupil Premium pupils, while pupils known or previously known to social care and pupils affected by attendance, regulation, medical, communication or family barriers are evaluated through vulnerable-pupil tracking and case sampling from comparable starting points. Summer 2026 external case sampling traced the longitudinal journey of a looked-after pupil through baseline attainment, curriculum progress, attendance and assessed need and found clear evidence of significant progress from the pupil's starting point, alongside provision being adapted in response to intersecting barriers. This demonstrates the purpose of vulnerable-pupil scrutiny: identifying

where a trajectory is at risk and changing provision sufficiently early for progress to be maintained or re-established.

For pupils with the most complex profiles, integrated therapy and multi-disciplinary working are distinctive strengths because improvements in communication, sensory and physical access, regulation and independence translate directly into stronger curriculum access and reduced adult dependency. Teachers, therapists, families, health and social-care professionals contribute to assessment and review; leaders triangulate therapy assessment and pre/post measures where available with curriculum/PLIM progress, engagement and incident trends, family and pupil voice and longitudinal case studies to evaluate sustained impact. The school's strongest evidence shows therapy changing access rather than sitting alongside learning: OT-informed changes to Post-16 written output produced measurable improvement within two weeks, while communication, regulation and environmental adaptations enable pupils with profound barriers to adult direction to sustain increasingly purposeful learning and transfer independence into community contexts.

All pupils, including disadvantaged pupils, those known or previously known to social care and those facing additional barriers, are consistently well prepared for their next stage because achievement is progressively connected to English and mathematics, accreditation, vocational learning, independence, community access and Preparation for Adulthood. Transition planning begins early and is matched to each pupil's pathway, EHCP outcomes and aspirations, with families, colleges, adult services and the local authority involved as appropriate. The impact is visible in what pupils can move on to rather than in transition planning activity itself: school destination tracking records 100% of 2024/25 leavers entering positive onward destinations, while individual independence outcomes include students progressing to travel independently by public transport. This is supported by longer-term DfE evidence: the September 2026 IDSR records sustained education, employment or training after Key Stage 4 at 100% for 2021 and 2022 leavers and 93% for 2023 leavers. Together, this demonstrates that achievement at Cleaswell is translating into increasing autonomy and sustained participation beyond school rather than ending at the point a curriculum target or qualification is achieved.

Supporting Documentation	Quality Assurance Activities
- Achievement SEF and Achievement Implementation Plan - Whole-school, pathway and pupil-group progress trend data (curriculum and EHCP/PLIM targets) - Online evidence assessment evidence, Engagement/MAPP records and pupil learning journeys - Reading/phonics, writing and mathematics assessment information - Qualification and accreditation trackers, IDSR and accreditation pathway/flightpath - Integrated Therapy achievement evidence, assessments and longitudinal case studies - Pupil Premium and vulnerable-group achievement analysis - Destination data, Preparation for Adulthood and transition records - Governor Achievement/Assessment monitoring reports	- Termly whole-school, pathway and pupil-group achievement analysis - Half-termly/termly pupil progress reviews and APDR where progress is below expectation - Internal moderation and comparative judgement of curriculum and EHCP/PLIM evidence - Learning walks, lesson observations, work scrutiny and curriculum conversations - Case sampling of disadvantaged pupils, pupils known to social care and pupils with complex profiles - Review of intervention and integrated therapy impact, including pre/post evidence - Scrutiny of qualification projections, accreditation outcomes and destination information

• Moderation and comparative judgement records	• Governor monitoring of assessment, achievement and progress trends • External moderation/verification of accredited work and partnership scrutiny where applicable • Pupil, family and staff feedback triangulated with achievement evidence
Next Steps (Including targets taken from 5-year plan)	
Refine the precision and proportionality of assessment Further embed online assessment system and pathway-specific assessment so linear, small-step and non-linear progress is captured accurately, consistently and proportionately across all pathways. Strengthen moderation, comparative judgement and staff confidence in interpreting achievement information, while reducing unnecessary data collection so assessment has maximum impact on teaching and pupil outcomes. Strengthen the golden thread from EHCP to achievement and adulthood Deepen alignment between EHCP outcomes, curriculum learning, therapy, assessment and Preparation for Adulthood so pupils' learning increasingly contributes to meaningful long-term outcomes. Extend pupil ownership and family/professional co-production so pupils understand and influence their goals and next steps wherever developmentally appropriate. Extend meaningful, real-world and holistic achievement Broaden vocational, enterprise, community and independence opportunities so pupils increasingly apply learning authentically and develop the skills, confidence and aspirations required for adulthood. Strengthen systematic recognition of wider achievement through accreditation, Enrichment Passports, Duke of Edinburgh, performing arts and other personal and functional outcomes, ensuring these contribute clearly to pupils' progression and destinations. Sustain and further strengthen achievement over time Further strengthen the longitudinal evidence that pupils across all pathways and groups achieve highly from their starting points, including those with the most complex needs and additional disadvantage. Use increasingly rigorous internal and external moderation, research, partnership working and outcome evaluation to sustain strong achievement and build an increasingly compelling longitudinal evidence base and share the aspects of Cleaswell Hill's achievement model that have demonstrable impact beyond the school.	