School Improvement Priorities for 2026-2027

Vision: To successfully transition Combe Pafford School into a specialist ASC provision while retaining the school's established strengths in inclusion, personal development, employability and preparation for adulthood. Through high-quality teaching, strong relationships and a culture of continuous improvement, all pupils will achieve successful outcomes academically, socially and emotionally.

SIP number	Ofsted Framework, Committee, Key stakeholders	Strategic Objective	Intentions	Success Measures
1.	**Strategic Leadership** Leadership & Governance Personnel Committee JM, JH	To provide strong strategic leadership through a period of significant change, ensuring trustees and leaders effectively oversee the redesignation process, school improvement priorities and staff wellbeing.	**1.1** Respond to the outcomes of the NGA audit through the agreed action plan **1.2** Implement a 3-year redesignation strategy from MLD to ASC. **1.3** Develop trustee understanding of ASC provision and the new Ofsted report card framework. **1.4** Embed wellbeing and workload as a standing item at termly Governing Board meetings. **1.5** Further develop leadership pathways including NPQs, coaching and succession planning. **1.6** Review leadership structures to ensure they meet the needs of the redesignation.	**1.1** By July 2027, all agreed NGA audit actions will be completed or on track, with termly progress reviewed by governors. **1.2** By July 2027, Year 1 of the three-year MLD to ASC redesignation strategy will be completed, with progress reviewed termly by governors. **1.3** By July 2027, all trustees will have received training on ASC provision and the new Ofsted report card framework, reporting increased confidence. **1.4** From Autumn 2026, wellbeing and workload will be a standing item at termly Governing Board meetings, with progress against the wellbeing action plan reviewed termly. **1.5 & 1.6** By July 2027, a leadership development and succession plan will be in

				place, with all identified leaders having an agreed development pathway.
2.	**ASC Redesignation and School Development** Inclusion, Behaviour & Attitudes Pupil Progress & Standards Committee SLT, AS	To ensure the successful transition from MLD designation to ASC primary area of need, creating provision that is fully aligned to the needs of autistic learners.	**2.1** Deliver the ASC transition and building development programme. **2.2** Develop sensory-friendly learning environments across the school. **2.3** Embed universal ASC classroom approaches. **2.4** Develop sensory regulation spaces and adaptive environments. **2.5** Review admissions, transition and annual review processes. **2.6** Embed a method for parent-teacher communication. **2.7** Strengthen partnerships with SPT, the Local Authority and external specialists.	**2.1** By the end of September 2026, the ASC transition and building programme will be completed. **2.2** By December 2026, learning environments across the school will meet identified sensory needs, including appropriate sensory regulation and adaptive spaces. **2.3 & 2.4** By July 2027, universal ASC classroom approaches will be embedded, with a reduction in behaviour incidents linked to anxiety and sensory dysregulation. **2.5** By July 2027, admissions, transition and annual review processes will reflect ASC needs, with parents reporting positive transition experiences. **2.6** A consistent parent-teacher communication system is embedded across the school, with families reporting improved access to and communication with their child's teaching team.

				2.7 By July 2027, partnerships with SPT, the Local Authority and external specialists will be strengthened, with external reviews recognising the quality of ASC provision.
3.	**Curriculum Review and Quality Teaching** Curriculum and Professional Development Pupil Progress & Standards Committee JM	To design and implement a curriculum that meets the learning, communication and sensory needs of the new ASC cohort whilst maintaining ambitious outcomes for existing learners.	**3.1** Complete curriculum redesign for Years 4–7. Review curriculum pathways across all key stages ensuring curriculum progression from KS2–KS5 is clearly mapped. **3.2** Develop enquiry-based learning linked to ASC engagement. **3.3** Strengthen communication, language and literacy provision. **3.4** Review assessment systems and curriculum endpoints. **3.5** Introduce AI and assistive technology to support learning and independence.	**3.1** By July 2027, the Years 4–7 curriculum will be redesigned and curriculum pathways from KS2–KS5 will demonstrate clear progression and coherence. **3.2** By July 2027, enquiry-based learning will be embedded in relevant curriculum areas, with evidence of improved engagement for ASC learners. **3.3** By July 2027, communication, language and literacy provision will be strengthened, with pupils demonstrating improved reading and communication outcomes from their individual starting points. **3.4** By July 2027, assessment systems and curriculum endpoints will be reviewed and aligned with curriculum progression, enabling clear evidence of pupil progress. **3.5** By July 2027, AI and assistive technology will be embedded where appropriate to

				support pupils' access to learning and increasing independence.
4.	**Inclusion and Alternative Pathways (Pod and Wave provision)** Inclusion, Behaviour & Attitudes, Safeguarding Pupil Progress & Standards Committee RC	To establish a structured internal alternative provision model that enables vulnerable learners to remain connected to Combe Pafford whilst receiving personalised support. Additionally, to demonstrate use of funds for bespoke provisions.	**4.1** Launch and evaluate *The Pod* and *The Wave* provision. **4.2** Develop referral, review and reintegration procedures for Compass Team support **4.3** Implement bespoke timetables which include Alternative Provision where appropriate. **4.4** Develop alternative pathways which can include mentoring, therapeutic intervention and work-place learning, leading to accreditation and/or successful destinations. **4.5** Use Arbor to improve communication, monitoring and impact evaluation.	**4.1** By July 2027, *The Pod* and *The Wave* will be established and evaluated, with pupils accessing the provision sustaining engagement in education. **4.2** By July 2027, referral, review and reintegration procedures for Compass Team support will be embedded, with a reduction in suspensions and time lost from learning. **4.3** By July 2027, bespoke timetables will be implemented where appropriate, supporting improved attendance and emotional wellbeing. **4.4** By July 2027, alternative pathways will be developed for identified pupils, with clear evidence of progress against EHCP outcomes and successful reintegration or sustained positive alternative pathways. **4.5** By July 2027, Arbor will be used consistently to record, monitor and evaluate alternative provision, including attendance, engagement, progress and outcomes.
5.	**Whole-school Inclusion Team development**	To develop the Compass Team as a proactive, preventative and	**5.1** Clarify roles and responsibilities across Compass Team staff. **5.2** Embed Team Around the Child and SIM processes.	**5.1** By December 2026, roles and responsibilities across the Compass Team will be clearly defined, with improved staff clarity around support systems.

	Inclusion Behaviour & Attitudes, Safeguarding Pupil Progress & Standards Committee RC	relational inclusion service.	**5.3** Further develop relational practice and Team Teach approaches. **5.4** Implement consistent pupil support recording through Arbor. **5.5** Review attendance and behaviour intervention pathways.	**5.2** By July 2027, Team Around the Child and SIM processes will be consistently implemented, ensuring timely pupil support and intervention. **5.3** By July 2027, relational practice and Team Teach approaches will be embedded across the Compass Team, improving behaviour and emotional wellbeing. **5.4** By July 2027, pupil support will be consistently recorded on Arbor, improving information sharing and monitoring. **5.5** By July 2027, attendance and behaviour intervention pathways will be strengthened, improving attendance and behaviour outcomes.
6.	**Professional Development Culture** Professional Development & Quality Assurance Personnel Committee SLT	To embed an evidence-informed professional development culture that improves classroom practice and pupil outcomes.	**6.1** Continue developmental drop-ins and instructional coaching to improve classroom teaching. **6.2** Develop specialist ASC CPD pathways, strengthening inductions for new staff. **6.3** Develop staff confidence in the effective use of AI and digital technology training to support teaching and learning. **6.4** Establish quality assurance systems to evaluate the impact of interventions on pupil outcomes.	**6.1** By July 2027, developmental drop-ins and instructional coaching will be embedded across all phases, with evidence of high-quality teaching across departments. **6.2** By July 2027, all staff will have access to a role-appropriate ASC CPD pathway, with all newly appointed staff completing the strengthened induction programme. **6.3** By July 2027, staff will demonstrate increased confidence in using AI and digital technology to enhance teaching and learning, evidenced through CPD evaluation and examples of classroom application.

			6.5 Establish leadership coaching for SLT to strengthen leadership practice and professional development.	**6.4** By July 2027, intervention quality assurance systems will be embedded, with the impact of all identified interventions monitored through measurable pupil outcomes. **6.5** By July 2027, all of SLT will have completed a full coaching cycle.
7.	**Sixth Form, Preparation for Adulthood and Destinations** Personal Development Pupil Progress & Standards Committee RBM	To develop an ambitious, evidence-informed Preparation for Adulthood curriculum that enables every learner to make sustained progress towards employment, independence, community participation and healthy living outcomes.	**7.1** Review and further develop the whole-school Preparation for Adulthood (PfA) curriculum from KS2–KS5, ensuring clear progression across employment, independent living, community inclusion and healthy living. **7.2** Expand meaningful employer partnerships, enterprise activities, work experience and supported internships where appropriate. **7.3** Strengthen independent travel, financial capability, communication and life skills programmes. **7.4** Increase opportunities for pupils to participate in community projects, volunteering and enrichment beyond school. **7.5** Implement a robust system for tracking Preparation for Adulthood outcomes, destinations and alumni progression. **7.6** Further develop the Sixth Form offer to reflect the needs of an ASC specialist	**7.1** By July 2027, Preparation for Adulthood will be explicitly embedded across all key stages, with clear progression identified across the four PfA areas. **7.2** By July 2027, all students in relevant pathways will access meaningful employment-related learning, with the number and range of employer, enterprise, work experience and supported internship opportunities. **7.3** By July 2027, students will demonstrate measurable progress in independence, communication and life skills from their individual starting points, evidenced through assessment and EHCP outcomes. **7.4** By July 2027, students across relevant pathways will have regular opportunities to develop community participation and volunteering skills, with participation increasing on last year.

			provision while maintaining high aspirations for all learners.	**7.5** By September 2027, a robust PfA tracking system will be embedded, enabling the school to monitor EHCP outcomes, pupil progress and destinations. **7.6** By July 2027, the Sixth Form curriculum and pathways will be reviewed and further developed, with all learners accessing an appropriately ambitious pathway linked to their individual Preparation for Adulthood outcomes.
8.	**Staff Wellbeing and Organisational Culture** Leadership Personnel Committee JM	To maintain a positive, supportive culture where staff wellbeing is valued and workload is manageable.	**8.1** Establish a formal wellbeing action plan which responds to staff survey themes. **8.2** Review communication systems and meeting structures. **8.3** Expand staff recognition opportunities. **8.4** Continue wellbeing group representation across all phases. **8.5** For all staff to have an up to date, accurate job description.	**8.1** By October 2026, a formal wellbeing action plan will be implemented and reviewed termly, with improvements in staff wellbeing survey outcomes against the 2026–27 baseline. **8.2** By July 2027, identified workload concerns will have been addressed through changes to communication, meeting structures and workload processes, with a reduction in staff reporting workload as a significant concern. **8.3** By July 2027, staff engagement and morale will improve, with **i**ncreased positive responses in staff survey measures relating to communication, support and organisational culture. **8.4** By July 2027, wellbeing group representation will be maintained across all phases, with evidence that staff feedback is influencing wellbeing priorities and actions.

				8.5 By April 2027, all staff to have received an updated job description.
9.	**Finance and Sustainability** Leadership, Governance, Quality Assurance Finance Committee JC	To ensure the long-term financial sustainability of the school through robust financial planning, effective resource management and strategic investment that supports the redesignation to ASC provision.	**9.1** Maintain a secure rolling three-year financial plan incorporating all known income and expenditure. **9.2** Align financial planning with the school's redesignation programme and projected pupil numbers. **9.3** Continue to maximise self-generated income through vocational provision, lettings and enterprise activities. **9.4** Actively monitor and pursue appropriate grants and funding opportunities. **9.5** Ensure funding accurately reflects pupil need through regular review of EHCP funding, PAN allocations and additional support requirements. **9.6** Strengthen governor oversight through regular financial reporting and risk management reviews.	**9.1** A balanced three-year budget is maintained and reviewed termly. **9.2** Budget planning supports all agreed school improvement priorities and additional funding opportunities are successfully secured where appropriate. **9.3** Self-generated income will increase year-on-year through vocational provision, lettings and enterprise activities, where financially viable. **9.4** Appropriate grant and funding opportunities will be systematically identified and pursued, with successful additional funding secured where available and aligned with school priorities. **9.5** Pupil funding will be reviewed termly against identified need, with EHCP funding, pupil numbers and additional support requirements accurately reflected in financial planning. **9.6** Financial decisions are clearly linked to improved outcomes for pupils and Trustees have clear visibility of financial risks and mitigations.

10.	**Estates and Learning Environments** Governance, Safeguarding Estates and Security Committee GP	To develop and maintain an estate that is safe, compliant and fully supports the educational, vocational, sensory and therapeutic needs of the school's evolving ASC cohort.	**10.1** Develop and implement a comprehensive five-year Estates and Asset Management Plan. **10.2** Integrate all redesignation capital developments into the long-term estate strategy. **10.3** Ensure learning environments meet ASC sensory and communication needs. **10.4** Maintain full statutory compliance across health and safety, fire safety and premises management. **10.5** Embed sustainability principles and climate action planning within future estate developments through development of a Climate Action Group. **10.6** Complete annual estate reviews informed by DfE Good Estate Management for Schools guidance.	**10.1** A fully costed five-year estates plan is in place and reviewed annually. **10.2** Capital redevelopment projects are completed successfully and evaluated for impact. **10.3** Learning environments effectively support regulation, engagement and learning for ASC pupils. **10.4** All premises remain fully compliant with statutory requirements. **10.5** Establishment of a Climate Action Group **10.6** Governors receive regular monitoring reports relating to estates development and compliance.
11.	Digital Strategy and IT Infrastructure Finance Committee JC, RH	To develop a sustainable, secure and future-focused digital infrastructure that supports learning, communication, operational efficiency and the changing needs of an ASC-specialist setting.	**11.1** Review the current IT staffing model to ensure sufficient qualified personnel are available to support the school's infrastructure and future development. **11.2** Develop a long-term digital strategy aligned with DfE Digital and Technology Standards. **11.3** Maintain compliance with cyber security requirements and Risk Protection Arrangement (RPA) expectations.	**11.1** By December 2026, IT staffing capacity will be reviewed and strengthened where required, with timely technical support and clear contingency arrangements in place. **11.2** By July 2027, a three-year digital strategy will be implemented, aligned with DfE Digital and Technology Standards and reviewed annually. **11.3** By July 2027, the school will maintain full compliance with identified cyber security and

			11.4 Ensure digital technologies support communication, accessibility and independence for ASC learners. **11.5** Ensure network infrastructure is robust, scalable and capable of supporting future expansion and technological developments.	RPA requirements, with risks reviewed termly and actions tracked to completion. **11.4** By July 2027, digital technologies will be embedded across relevant pathways to improve communication, accessibility and independence for ASC learners. **11.5** By July 2027, network infrastructure will provide reliable, secure and scalable access across the school, with capacity aligned to planned expansion and future technological needs.

Revised Strategic Priorities (2026–2027)

Committee:	Linked SIP Priorities:
Pupil Progress and Standards	2. ASC Redesignation and School Development 3.Curriculum Review and Teaching Excellence 4. Inclusion & Alternative Pathways (Pod and Wave provision) 5. Whole School Inclusion Team Development 7. Sixth Form, Preparation for Adulthood and Destinations
Personnel Finance Estates and Security	1. Strategic Leadership 6. Professional Development Culture 8.Staff Wellbeing and Organisational Culture 9. Finance and Sustainability 10. Estates Development and Learning Environments 11. Digital Strategy and IT Infrastructure

SIP Priorities:

1. Strategic Leadership
2. ASC Redesignation and School Development

3. Curriculum Review and Teaching Excellence
4. Inclusion and Alternative Pathways (Pod and Wave provision)
5. Whole School Inclusion Team Development
6. Professional Development Culture
7. Sixth Form, Preparation for Adulthood and Destinations
8. Staff Wellbeing and Organisational Culture
9. Finance and Sustainability
10. Estates Development and Learning Environment
11. Digital Strategy and IT Infrastructure

This would provide Combe Pafford with a comprehensive 11-priority strategic plan that aligns closely with the redesignation agenda, proposed Ofsted report card areas, Preparation for Adulthood outcomes and the Business, Finance and Management priorities already established within the school's current strategic planning.

By July 2027, Combe Pafford School will have successfully embedded the first phase of its ASC redesignation, established an ambitious ASC-informed curriculum, launched The Pod/The Wave provision, strengthened the Compass Team, and continued to secure excellent preparation for adulthood outcomes for pupils across Key Stages 4 and 5.