

Indicant Inclusion Profile

Indicant Demonstration School · 2026/27

Overall position

Classification Developing	Maturity 2.90 / 4	Evidence Moderate	Diagnostic completion 100%
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2 significant diagnostic gaps · 2 leadership variance flags · 1 evidence mismatch flags.

Change since the previous completed diagnostic

Overall inclusion maturity has strengthened by 0.27 points since the previous completed diagnostic. Curriculum access and inclusive teaching shows the strongest improvement, while behaviour, suspension and exclusion has deteriorated and warrants investigation.

Comparison: 2025/26 · Year End. Movements within ±0.10 are treated as broadly stable; ±0.25 or more is highlighted as material.

COMPLETED DIAGNOSTIC HISTORY				
2.45 2024/25 · Year End	2.63 2025/26 · Year End	2.90 2026/27 · Baseline		
DOMAIN	PREVIOUS	CURRENT	CHANGE	INTERPRETATION
Leadership, culture and governance	3.05	3.35	+0.30	Strengthened
Curriculum access and inclusive teaching	3.20	3.55	+0.35	Strengthened · maturity band improved
Attendance, engagement and belonging	2.10	2.25	+0.15	Strengthened
Behaviour, suspension and exclusion	2.70	2.42	-0.28	Reduced · maturity band deteriorated

Change signals for leadership attention

Material deterioration · Behaviour, suspension and exclusion

This domain has reduced materially since the previous completed diagnostic and warrants leadership investigation.

Previous 90-day plan impact evidence

3 Completed actions	2 Impact reviews	67% Review coverage	1 Outcomes achieved
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Domain profiles

Domain	Position	Maturity	Evidence	Intent / Implementation / Experience / Impact
Leadership, culture and governance	Developing	3.35 / 4	High	I 3.70 · Im 3.20 · E 3.10 · Ip 3.40
Curriculum access and inclusive teaching	Secure	3.55 / 4	Moderate	I 3.60 · Im 3.50 · E 3.40 · Ip 3.70
SEND identification and support	Developing	3.12 / 4	High	I 3.40 · Im 3.20 · E 3.00 · Ip 2.90
Attendance, engagement and belonging	Vulnerable	2.25 / 4	High	I 3.20 · Im 2.60 · E 1.90 · Ip 1.30
Behaviour, suspension and exclusion	Vulnerable	2.42 / 4	Moderate	I 3.30 · Im 2.80 · E 2.00 · Ip 1.60
Alternative provision and reintegration	Developing	2.85 / 4	Moderate	I 3.20 · Im 2.80 · E 2.60 · Ip 2.80
Pupil and family experience	Developing	2.68 / 4	Low	I 3.10 · Im 2.80 · E 2.50 · Ip 2.30
Outcomes, destinations and equity	Developing	2.95 / 4	High	I 3.20 · Im 3.00 · E 2.80 · Ip 2.80

System Signals

Severity	Signal	Observation
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High	SEND attendance differential	Attendance for pupils with SEND is materially below the whole-school rate.
Medium	Leadership variance	Leaders have materially different views on aspects of behaviour implementation.

Leadership priorities

#	PRIORITY	STATUS
1	Strengthen SEND attendance response	Accepted
2	Investigate behaviour experience divergence	Accepted
3	Strengthen pupil and family evidence	Recommended

Interpretation boundary

Indicant identifies patterns that merit leadership investigation. Differences, correlations, rater disagreement and System Signals do not establish causation. This report is not an Ofsted grade prediction, statutory compliance certificate or decision-making tool about individual pupils.