

INDICANT DEMONSTRATION REPORT · Fictional school, pupils and evidence. Illustrative data only. Not an inspection judgement.

STRATEGIC ASSURANCE AND MONITORING

Inclusion Diagnostic: Governing Board Report

**INDICANT
INCLUSION**

Indicant Demonstration School · 2026/27

Key messages for governors

Overall inclusion maturity is 2.90 / 4 and is classified as Developing.

Compared with the previous completed diagnostic, overall maturity has strengthened by 0.27 points.

Evidence confidence is Moderate.

2 System Signals currently require leadership attention.

2 leadership variance flags indicate materially different judgements between raters.

2 priority areas have been accepted into the school improvement response.

Overall position

Classification	Maturity	Evidence	Diagnostic completion
Developing	2.90 / 4	Moderate	100%

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

Evidence confidence

Evidence Confidence is reported separately from maturity. It indicates how strongly the current judgement is supported by triangulated evidence.

Pupil and family experience

Evidence confidence: **Low**.

System Signals

HIGH SIGNAL

SEND attendance differential

Observation: Attendance for pupils with SEND is materially below the whole-school rate.

Why it matters: A sustained differential may indicate barriers that whole-school attendance activity is not addressing.

Questions to investigate:

- Which groups account for the differential?
- What changes when attendance improves?

MEDIUM SIGNAL

Leadership variance

Observation: Leaders have materially different views on aspects of behaviour implementation.

Why it matters: Variation can signal uneven implementation or different access to evidence.

Questions to investigate:

- What explains the different judgements?

Leadership priorities

PRIORITY 1 · ACCEPTED

Strengthen SEND attendance response

The attendance differential is the highest-severity current System Signal.

PRIORITY 2 · ACCEPTED

Investigate behaviour experience divergence

Reported implementation is stronger than pupil experience and outcome evidence.

PRIORITY 3 · RECOMMENDED

Strengthen pupil and family evidence

The domain judgement currently rests on low-confidence evidence.

Questions for the governing board

1. What explains the change in Behaviour, suspension and exclusion since the previous diagnostic, and what evidence would confirm or challenge leaders' interpretation?
2. How are leaders investigating the evidence behind the SEND attendance differential signal, and what would change leaders' interpretation?
3. How are leaders investigating the evidence behind the Leadership variance signal, and what would change leaders' interpretation?
4. What additional evidence will leaders gather to strengthen confidence in the Pupil and family experience judgement?
5. What improvement should governors expect to see in Attendance, engagement and belonging over the next 90 days, and how will impact be evidenced?

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.