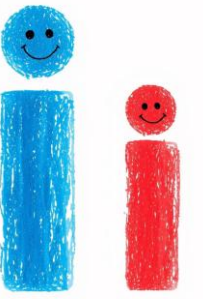


Inclusive Improvement



Who are we?

Inclusive Improvement exists to support schools, education settings and Multi Academy Trusts in creating environments where every learner thrives. Founded by experienced headteachers, we provide practical, evidence-based support that combines school improvement expertise with a deep commitment to inclusion.

We believe genuine improvement comes from raising standards **and** building cultures of equity, belonging and opportunity. Whether through training, consultancy or strategic advice, Inclusive Improvement empowers schools to achieve excellence while keeping inclusion at the heart of everything they do.

We are **Leaders for Leaders**.

What do we offer?

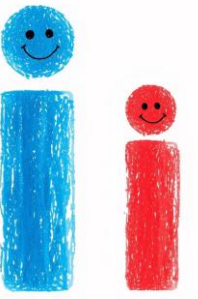
- Teaching & learning support and review
- Disadvantaged learners review and support
- Safeguarding audit
- OFSTED readiness and preparation
- SEND review, audit, and support
- Curriculum development
- Senior leadership support
- Middle and early leadership development
- Attendance review and support
- Workload management and staff wellbeing support
- Inclusion review and support
- Bespoke leadership support





Adam Gatrad – Director and Co-Founder

adam@inclusiveimprovement.co.uk



Adam brings over 12 years of leadership experience across a range of contexts, including roles as Assistant Headteacher, Deputy Headteacher, and five years as Headteacher. Most recently, he served as Executive Headteacher of Featherstone Academy and Edgar Stammers Primary Academy, where he provided strategic leadership across both schools. He has successfully led schools through inspections, with Ofsted noting that he “led school with care and ambition.”

Having taught in inner London and held senior leadership posts in Hertfordshire and Staffordshire, Adam has a breadth of experience in diverse and challenging settings. He has completed both the NPQH and NPQEL, and his leadership is underpinned by research-informed practice, including published contributions.

A Designated Safeguarding Lead for 13 years, Adam has significant expertise in developing safeguarding systems and leading training. He has mentored new headteachers and coached senior leaders, helping to build capacity across schools and trusts.

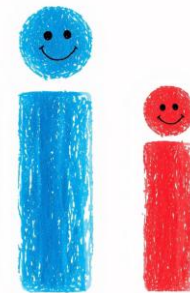
Driven and strategy-focused, Adam has a proven track record of rapid school improvement. His leadership has consistently secured outcomes above national averages, even in highly deprived communities, alongside improved attendance, strong staff development and cultures where children thrive.





Oliver Wilson – Director and Co-Founder

oli@inclusiveimprovement.co.uk



Oli is a leader with over 15 years of Senior Leadership Experience and was Head Teacher of Woodhouse Primary Academy from 2018–2025, leading the school through two successful Ofsted inspections and guiding it to achieve Inclusion Quality Mark Flagship school status. Under his leadership, outcomes were at or above national averages despite high levels of disadvantage and SEND, with the school recognised for its inclusive, opportunity-rich provision, both locally and by the DFE.

He has played a significant role in shaping inclusive education across Birmingham, serving as a founding representative on the city's Inclusive City Steering Group, the SENAR EHCP Task and Finish Board, and a range of reference and project groups. He has also represented colleagues as Vice President of Birmingham NAHT and Vice Chair of the Quinborne Consortium, supporting collaboration between schools and helping leaders.

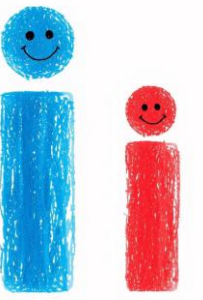
Earlier in his career, Oli was a Specialist Leader of Education for Mathematics, providing school-to-school support, delivering CPD, and coaching leaders across the city. A designated DSL for over a decade, he has extensive safeguarding expertise and has led training, developed robust systems, and worked closely with multi-agency partners to keep children safe.

Oli brings deep experience in leadership, safeguarding, and inclusive practice, alongside a proven track record of mentoring, coaching, and supporting new and experienced school leaders.



Inclusive Improvement - Leaders for Leaders

Teaching and Learning Review and Support



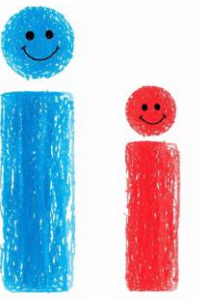
Purpose

Our **Teaching and Learning Review** provides schools and trusts with an independent, evidence-based evaluation of classroom practice. The focus is on celebrating strengths, identifying areas for development, and offering practical recommendations that directly support improved outcomes for children.

The review includes:

- **Lesson visits and observations** across phases, subjects and year groups.
- **Work scrutiny** to evaluate standards, progression and consistency.
- **Discussions with leaders, teachers, and support staff** to understand approaches, expectations and professional development needs.
- **Pupil voice** to gain insight into learning experiences.
- **Analysis of teaching and learning environment**, including curriculum intent and implementation in action.
- **Clear written report** with strengths, priorities for improvement and actionable next steps.
- **Feedback session** with leaders to support planning and strategy.

Disadvantaged Learners Review and Support



Purpose

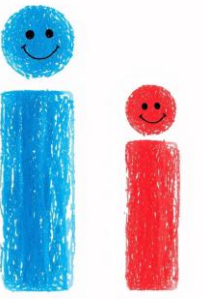
Our **Disadvantaged Learners Review** provides an in-depth evaluation of how effectively a school is supporting pupils from disadvantaged backgrounds. The aim is to assess impact, identify barriers and provide practical strategies to ensure that all children — regardless of background — thrive and achieve their fullest potential.

The review includes:

- **Analysis of outcomes and progress** for disadvantaged learners compared with peers.
- **Review of curriculum access and ambition**, ensuring equity and high expectations.
- **Evaluation of use of Pupil Premium funding** and the effectiveness of planned interventions.
- **Work scrutiny and lesson visits**
- **Discussions with leaders, teachers and support staff** about strategy and classroom practice.
- **Pupil voice** to understand experiences, opportunities and aspirations.
- **Written report** highlighting strengths, areas for improvement and practical, evidence-based recommendations.
- **Feedback session** with school leaders and governors/trustees where appropriate.



Safeguarding Audit



Purpose

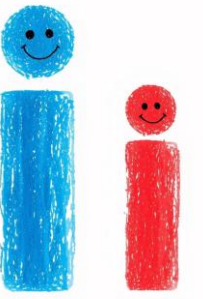
Safeguarding is the foundation of every successful school. Our **Safeguarding Audit** provides a rigorous, independent review of your policies, procedures and practice to ensure compliance with statutory requirements and most importantly, that children are safe and protected.

The review includes:

- **Review of policies and statutory documents**, including compliance with *Keeping Children Safe in Education*.
- **Examination of records and systems**, including single central record, referrals, and case management.
- **Interviews with DSLs, leaders, staff and governors**
Discussions with pupils to evaluate awareness, safety and confidence in reporting concerns.
- **Observation of safeguarding culture** across the school, including environment and daily practice.
- **Evaluation of training and induction processes** for staff and volunteers.
- **Detailed written report** outlining strengths, areas for improvement and clear actions.
- **Feedback session** with senior leaders and governors to review findings



OFSTED Readiness and Preparation



Purpose

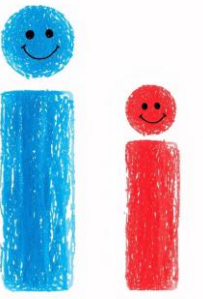
To support leaders, staff and governors in preparing effectively for inspection. Our review provides an external perspective on strengths and areas for development, ensuring that statutory responsibilities are met, evidence is secure, and the school is confident in effectively communicating its journey of improvement. The outcome is practical feedback and an action plan tailored to the school's context.

This includes:

- **Review of safeguarding systems and culture.**
- **Evaluation of inclusion strategies and SEND/disadvantaged provision.**
- **Scrutiny of curriculum design, sequencing, and subject leadership.**
- **Review of evidence achievement data, pupil work, and progress.**
- **Checks on attendance, behaviour, and attitudes to learning.**
- **Review of personal development and well-being programmes.**
- **Early Years visits and documentation review**
- **Evaluation of leadership, governance, and statutory compliance.**
- **Practice professional conversations and interviews**
- **Feedback and actions**



SEND Review, Audit, and Support



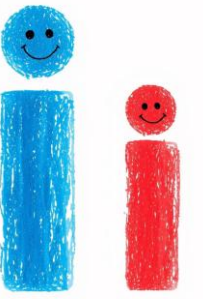
Purpose

To evaluate how effectively the school supports the provision for children with SEND. The review will identify strengths and areas for development, including evaluating the experience of SEND learners. The outcome will be practical recommendations and an agreed action plan to improve the school's provision for children with SEND and to supporting the needs of all pupils.

The review includes:

- **Review of policies and statutory documents** including SEND information report
- **Review leadership of SEND**, including policy and strategic oversight
- **Review EHCP Provision**, learning experience and effectiveness of Section F delivery
- **Review 'K Code' Provision** and learning experience
- **Review effectiveness** of adaptive teaching and scaffolding
- **Gather pupil and staff voice** on supporting SEND
- **Evaluate feedback** from families, if appropriate
- **Detailed written report and action plan** outlining strengths, areas for improvement and clear actions.
- **Feedback session** with senior leaders and governors to review findings

Curriculum Development



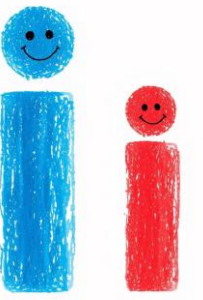
Purpose

Our **Curriculum Development** work will provide bespoke support for individual subjects—designed to strengthen subject leadership, curriculum coherence and impact, using Ofsted’s framework to drive improvement.

The review includes:

- **Deep review of curriculum intent** to evaluate mapping, sequencing and progression
- **Assessment & action plan evaluation** to review your existing action plans and assessment methods for effectiveness and alignment to curriculum goals.
- **Classroom observation & learning environment analysis**
- **Pupil voice and attitudes** to engage with learners to assess their understanding, enthusiasm and perception of the subject
- **Written report** sharing clear strengths, development priorities and recommendations
- **Debrief session** for collaborative feedback to support subject leaders to use findings effectively in your unique context and curriculum.

Senior Leadership Support



Purpose

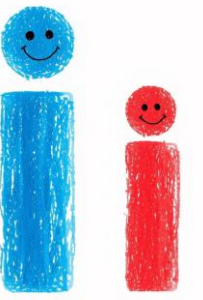
We provide bespoke leadership support to headteachers, senior leaders, and trust executives to help them strategise, prioritise, and implement improvement with clarity and confidence. This is tailored to your school or trust's context, whether it's navigating change, preparing for inspection, or strengthening systems for sustainable impact.

The review includes:

- **Strategic planning** facilitating leadership teams to identify priorities and set a clear vision.
- **Action planning** supporting the design, and refinement of plans, ensuring they are purposeful and achievable.
- **Implementation support** helping translate strategy into practice, focusing on systems, monitoring and accountability.
- **Prioritisation & focus** guiding leaders to balance ambition with capacity, making the biggest difference without overwhelming staff.
- **Coaching conversations** 1:1 or group support to challenge, affirm and grow leadership capacity.
- **Inspection & external readiness** aligning improvement work with Ofsted's Framework while keeping focus on the school's unique ethos.



Middle and Early Leadership Development



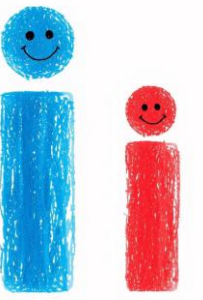
Purpose

Middle and early leaders are the engine of school improvement. Our tailored support and CPD equips subject leaders, phase leaders, and aspiring senior leaders with the confidence, skills, and strategies to lead effectively. The aim is to build capacity within your school by developing leaders who can influence teaching, learning, curriculum, and staff wellbeing.

This could include:

- **Leadership skills development** – communication, influence, and building credibility as a leader.
- **Strategic subject leadership** – planning, monitoring, and evaluating curriculum and outcomes.
- **Action planning** – designing, implementing, and reviewing effective improvement plans.
- **Data and assessment** – using evidence to evaluate impact and inform strategy.
- **Leading teams** – motivating staff, holding colleagues to account, and building collaboration.
- **Ofsted readiness** – preparing leaders for subject deep dives and inspection conversations.
- **Coaching and mentoring** – 1:1 or group sessions to embed learning and build confidence.

Attendance Review and Support



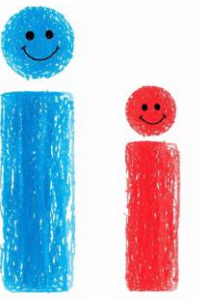
Purpose

To evaluate how effectively the school promotes, monitors and improves pupil attendance and punctuality. The **Attendance Review and Support** will identify strengths and areas for development, ensuring that systems are robust, inclusive and aligned with statutory duties. The outcome will be practical recommendations and an agreed action plan to improve attendance for all pupils, including vulnerable groups

The review includes:

- **Review leadership, policy and strategic oversight** relating to attendance.
- **Analyse attendance data**, including trends, pupil groups and persistent absence
- **Evaluate monitoring systems**, including accurate coding and interventions
- **Safeguarding** includes checking first-day response and procedures
- **Gather pupil and staff voice** on attendance
- **Evaluate** incentives and rewards
- **Review communication** with families
- **Co-create an actionable improvement plan** with leaders
- **Detailed written report and action plan** outlining strengths, areas for improvement and clear actions.
- **Feedback session** with senior leaders and governors to review findings.

Workload Management and Staff Wellbeing Support



Purpose

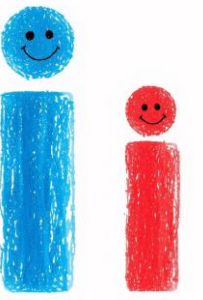
Support your school in workload management and enhancing staff wellbeing — while maintaining high-quality teaching and learning. Guided by the DfE's Workload Reduction Toolkit and the Workload Reduction Taskforce's recommendations, this review balances efficiency, wellbeing and educational excellence.

The review includes:

- **Policy analysis** to evaluate workload-related policies and identify unnecessary workload burdens.
- **Use of technology** to assess how digital tools are used
- **Current Practice** examine the impact of current routines
- **Staff voice** to gather qualitative insight through interviews capturing mental health, stress levels and workload concerns.
- **Governance & leadership review** to check alignment with DfE Taskforce recommendations.
- **Written report** sharing clear strengths, priority areas and practical recommendations for sustainable workload reduction and improved wellbeing.
- **Debrief & action planning** to facilitate a constructive feedback session with senior leaders to develop a realistic implementation plan.



Inclusion Review and Support



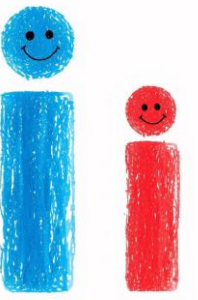
Purpose

Inclusion of all learners is one of the key challenges for schools. The **Inclusion Review and Support** will evaluate how effectively the school promotes, monitors and improves inclusion. We will identify strengths and areas for development, including evaluating the ethos of inclusion. The outcome will be practical recommendations and an agreed action plan to improve the school's approach to inclusion and supporting the needs of all pupils.

The review includes:

- **Review the intended ethos** for inclusion in the school.
- **Review leadership of inclusion**, including policy and strategic oversight.
- **Review effectiveness** of adaptive teaching and scaffolding.
- **Gather pupil and staff voice** on inclusion.
- **Evaluate feedback** from families, if appropriate.
- **Observation of inclusive culture** across the school, including environment and daily practice.
- **Share experiences** of improving inclusion.
- **Detailed written report and action plan** outlining strengths, areas for improvement and clear actions.
- **Feedback session** with senior leaders and governors to review findings.

Bespoke Leadership Support



Purpose

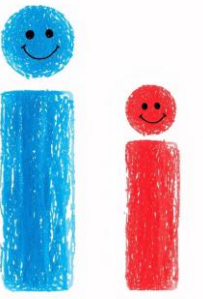
Our **Bespoke Leadership Support** can be tailored to your immediate needs. To support leaders in the smooth running of their school: to provide guidance, share experience and help with projects or tasks. The outcome is discussion and practical feedback, which can be developed into an action plan, tailored to the school's context and need.

“Leaders for Leaders”

This could include:

- **SEF and SDP** writing and development.
- **Budget drafting and discussion** including benchmarking.
- **Medium term financial planning** maximising funding.
- **People planning** and staff development.
- **Responding to audits** e.g. Health & Safety, Fire.
- **Resource base or resource base style provision support.**
- **Performance management** including for HTs.
- **Reporting to stakeholders:** Governors, Local or Trust Boards.
- **Difficult conversations** including mediation for staff or parents.
- **Communication** support and review including websites.
- **Crisis management** responding calmly to issues.
- **Arts and Music Education** development and growth.
- **Professional Development** strategy, creation and delivery.
- **Admissions** strategy, census, maximising income

Inclusive Improvement Ltd.



Inclusive Improvement Ltd.

Company number: **16691866**

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Inclusive Improvement has:

- **Enhanced DBS Checks** to confirm safety for regulated activity with children.
- **Public Liability Insurance** to protect us and protect you.
- **Professional Indemnity Insurance** to give confidence in guidance provided.
- **Blooms NEPRO³ Accredited Supplier** DFE approved framework accreditation for education consultancy

