

School Development Plan 25/26



Sutton House Academy

Behaviour: Whole School Reward System

Status

Dates: 01/09/2025 **To** 31/08/2026

Responsible NAr **Monitor**

Intent: To create a consistent, inclusive, and motivating whole school reward system that reinforces positive behaviour, supports emotional development, and aligns with the school's behaviour policy. The revised system will ensure all staff apply behaviour rewards fairly, increasing pupil engagement, promoting a positive school culture, and reducing negative incidents.

Actions: The school will begin by reviewing the existing reward structures, both within individual classes and across the whole school. A consistent reward system will then be developed to recognise a broad range of achievements, including academic effort, personal development, attendance, and behaviour. This system will incorporate a mix of immediate, short-term, and long-term rewards to maintain student motivation. Visual displays will be created in classrooms and corridors to track progress and celebrate success. Staff will receive CPD to support the consistent application of the system, with expectations regularly reinforced during daily briefings. The new system will be clearly communicated to parents and carers, and the school council will be involved in its design to ensure pupil voice is reflected.

Monitoring / Evaluation: The implementation and effectiveness of the reward system will be monitored through regular analysis of Sleuth data. Additional insights will be gathered through student focus groups and learning walks. A formal review of the system's implementation and impact will take place each term to inform ongoing improvements.

Impact:

- Improved consistency in behaviour management.
- Clear expectations and increased pupil motivation.
- Reduction in low-level disruption.
- Improved classroom focus, staff confidence, and parent relationships.
- Enhanced sense of belonging, attendance, and academic/social development.

By Autumn 2, staff CPD will have been delivered, and wellbeing language and visuals will be fully embedded into daily routines.

Literacy and Numeracy Across the Curriculum

Status

Dates: 01/09/2025 **To** 31/08/2026

Responsible RWy **Monitor**

Intent: To raise standards in literacy and numeracy by embedding key skills across all subjects. This aims to close attainment gaps, improve academic performance, and foster confident learners.

Actions: Pupils will be provided with updated literacy and numeracy targets to guide their progress. Targeted CPD will be delivered to support staff in embedding literacy and numeracy across all subjects. Best practices will be shared through collaborative planning sessions, promoting consistency and innovation in teaching. Literacy and numeracy objectives will be integrated into schemes of learning to ensure alignment with curriculum delivery. In addition, tailored interventions will be implemented, alongside parent workshops to support learning at home.

Monitoring / Evaluation: Monitoring will include termly reviews of curriculum plans, lesson observations, and book scrutiny to assess the consistency and impact of literacy and numeracy strategies. Half-termly analysis of pupil progress will help identify gaps and inform intervention. Pupil feedback and reviews of their work will also provide valuable insights into the effectiveness of classroom approaches.

Impact:

- 80% of pupils to meet literacy/numeracy targets.
- 85% of work scrutiny responses rated outstanding.
- 80% of Year 10s achieve Functional Skills Level 1.
- Staff confidence in delivering across the curriculum.

By October a CPD calendar will be in place, and updated literacy and numeracy targets will be set for all pupils.

Intent: To improve pupil understanding of online safety and ensure early intervention in online incidents, while increasing parent engagement and updating safeguarding practices in line with emerging risks.

Actions: A parent workshop will be delivered in partnership with external providers to enhance parental awareness of key safeguarding issues. This session will cover important topics such as cyberbullying, online grooming, digital footprints, and the risks of radicalisation. Updates and best practices will be regularly shared with families through safeguarding newsletters and the school website. Key safeguarding messages will be embedded within the PSHE curriculum and reinforced through daily routines. In response to emerging needs, safeguarding trends will be analysed regularly to adapt strategies and ensure their ongoing effectiveness.

Monitoring / Evaluation: Pupil understanding of key safeguarding topics will be monitored through pupil voice surveys and lesson observations. Safeguarding case records will be reviewed to track incident types and evaluate the effectiveness and timeliness of resolutions. Feedback from parent workshops and engagement logs will be collected to assess parental involvement and the impact of outreach efforts. The online safety policy will be reviewed and updated on a termly basis, informed by ongoing analysis of safeguarding data.

Impact:

- Increased pupil awareness and safer online behaviour.
- More timely and effective responses to incidents.
- Improved parent knowledge and engagement.
- Safeguarding policy aligns with current digital risks.

The Cubbie – Sensory Regulation Tool

Status

Dates: 01/09/2025 **To** 31/08/2026

Responsible LSt **Monitor**

Intent: To embed The Cubbie as a proactive sensory regulation tool supporting pupils with SEMH and sensory needs. Emphasise its role in readiness to learn, not as a reward/consequence.

Actions: Staff will receive training on sensory regulation strategies and the effective use of the Cubbie system. Visual guides and social stories will be introduced to support pupils' understanding and routine use. A timetable will be established for accessing the Cubbie, and designated sensory rooms will be fully set up to provide a calm, regulated space. The impact of these provisions will be closely tracked for a cohort of 30 target pupils.

Monitoring / Evaluation: Behaviour and attendance data will be regularly analysed to assess the effectiveness of sensory interventions. In addition, feedback will be gathered from pupils, staff, and parents to evaluate the impact on wellbeing and engagement.

Impact:

- Improved pupil self-regulation and reduced classroom disruptions.
- Earlier intervention, fewer behaviour incidents.
- Enhanced staff confidence and pupil emotional safety.

By October 2025 the Cubbie system will be fully timetabled, the sensory room will be completed, and 30 pupils will be registered and actively using the provision.

GCSE Progress Targets

Status

Dates: 01/09/2025 **To** 31/08/2026

Responsible JLe **Monitor**

Intent: To ensure 70%+ of students achieve 5+ qualifications (10% achieving grades 9–4 in core subjects).

Actions: A fixed CPD calendar will be established to include key dates for Entry Level qualifications, mock exams, and Functional Skills assessments. The curriculum offer will be enhanced with the introduction of additional subjects such as ICT and Art GCSE. Regular data analysis and course planning will be carried out to ensure pupil progress and curriculum alignment. Staff will engage in ongoing CPD and attend half-termly VOC (Vocational) meetings to support quality assurance and effective delivery. Revision packs and after-school tutoring will be provided to help pupils prepare for assessments, and parent workshops will be held to increase understanding of exam pathways and support strategies at home.

Monitoring / Evaluation: Internal Quality Assurance (IQA) deadlines and the maintenance of staff folders will be used to reduce pressure at the end of the academic year. Progress will be made visible through updated tracking boards and whiteboards accessible to SLT. Course delivery and student outcomes will be monitored closely through half-termly VOC meetings.

Impact:

- 10% increase in students achieving 9–4 grades.
- Early coursework completion reduces final term stress.
- Better staff preparation for EQA.
- Reduced student disengagement.

By October all VOC targets will be set and calendar tasks completed to ensure the year begins with a clear structure and focus.

Provision Mapping

Status

Dates: 01/09/2025 **To** 31/08/2026

Responsible KB **Monitor** RH

Intent: To embed provision mapping as a core strategic tool in planning and intervention, improving pupil progress and supporting SEMH needs.

Actions: Staff will receive CPD focused on provision mapping, effective intervention strategies, and the principles of Quality First Teaching (QFT). Termly reviews will be held with the SENCo to ensure that all targets set for pupils are SMART (Specific, Measurable, Achievable, Relevant, and Time-bound). Provision mapping will be integrated into daily lesson planning to ensure targeted support is embedded across the curriculum.

Monitoring / Evaluation: New ISP (Individual Support Plan) targets will be set for all pupils in Autumn 1. The SENCo will carry out weekly checks and lead half-termly reviews to monitor progress and the consistency of provision. Data will be reviewed regularly to evaluate the impact of interventions, with adjustments made as necessary to meet pupils' needs.

Impact:

- Greater staff confidence and consistency.
- Interventions are measurable and more effective.
- Provision mapping becomes a strategic tool.
- Increased pupil ownership and parental feedback.

By October 2025 all pupils will have clearly defined ISP targets in place, relevant CPD will have been delivered, and systems will be established to enable parents to access and engage with their child's support plan.