

Self Evaluation Report 2025/26

Agreed

Sutton House Academy

URN: 142940 School Context

BRIEF SUMMARY

Sutton House Academy is a specialist alternative provision school and proud member of the Parallel Learning Trust. The academy serves pupils aged 5 to 16 with significant **Social, Emotional and Mental Health (SEMH)** needs, all of whom have **Education, Health and Care Plans (EHCPs)**. Pupils often present with a combination of complex needs, including **autism, ADHD, speech and language difficulties**, and mental health challenges rooted in **trauma and adverse childhood experiences**.

Located in **Southend-on-Sea**, Sutton House Academy supports children and families from Southend and surrounding boroughs. Many pupils have experienced multiple exclusions, long-term disengagement from school, and fractured relationships with education prior to joining Sutton House. The school provides a fresh start in a safe, nurturing, and therapeutically-informed environment.

As of July 2025:

- The academy supports **82 pupils**
- **100%** of pupils have EHCPs
- **90%** are eligible for Pupil Premium
- **38%** are Looked After Children (LAC)
- **16%** have a Child in Need (CIN) or Child Protection (CP) plan
- Over 70% of pupils experienced previous exclusion or persistent absence

The school's **revised vision** reflects its identity and ambition:

"To be a place where every child and young person, no matter their past, is seen, supported and safe."

Every aspect of practice is built on this ethos from curriculum planning and safeguarding to therapeutic intervention and family partnerships.

Sutton House Academy was graded '**Good**' in all areas by Ofsted (**March 2024**). Inspectors praised the leadership team's strong knowledge of the school, effective safeguarding, and the positive culture created for pupils. In **May 2025**, the school received the **Excellence in Pupil Development Award (EPDA)**, reflecting its sector leading approach to pupil voice, enrichment, and preparation for adulthood.

Quality of Education

The quality of education at Sutton House Academy is carefully designed to support the complex learning, emotional and developmental needs of pupils with significant Social, Emotional and Mental Health (SEMH) difficulties. All pupils have Education, Health and Care Plans (EHCPs), and many arrive with disrupted learning histories, poor attendance, or multiple exclusions from mainstream settings. The school's curriculum is built to re-engage these learners, rebuild confidence and close learning gaps, while simultaneously supporting emotional regulation and wellbeing.

The intent of the curriculum is clear: to provide each pupil with a bespoke pathway that meets their individual needs, offers aspirational outcomes and prepares them for adulthood. The curriculum is both ambitious and trauma-informed, with clear sequencing and scaffolding to support academic progression. Pupils follow

personalised learning journeys which include academic core subjects such as English, mathematics and science, alongside vocational and therapeutic subjects such as Personal Wellbeing (PWB), Forest School and RSHE. These pathways are mapped closely to EHCP outcomes and are regularly reviewed.

The Reach Pathway supports pupils who experience high levels of anxiety and dysregulation. This small group provision offers reduced transitions, consistent staffing and increased regulation support, while still ensuring access to a broad curriculum. In response to pupil voice and future labour market needs, the school introduced ICT across Key Stages 2 to 4 and science at Key Stage 3 to ensure continuity into Key Stage 4 qualifications.

Teaching is highly structured and delivered in small class sizes, typically 6 to 8 pupils. Staff employ relational and trauma-informed pedagogy, using consistent routines, regulation breaks, differentiated resources and visual timetables. Lessons are scaffolded to build confidence and develop independence. Every pupil has an individual support plan linked to their EHCP targets, which guides planning and progress tracking. Staff are supported through coaching and CPD to adapt delivery, particularly for pupils with gaps in literacy and numeracy.

Monitoring of curriculum implementation is robust. In Summer 1 2025 Teaching and Learning report, 74.5% of work scrutiny were rated good or better, and 89.3% of primary learning walks were judged outstanding. In addition, 100% of pupils made progress in phonics from their baseline, as reported in the triangulation table, and 82% of pupils made measurable progress in Prince's Trust coursework. The delivery of the curriculum is further supported through regular SLT-led learning walks, team briefings and data analysis meetings.

The teaching of reading has been prioritised across all key stages. Pupils are assessed on entry using the WRAT and phonics tools such as Read Write Inc, with those below expected levels receiving targeted intervention. Reading intervention programmes have led to measurable gains, with WRAT data showing average increases in reading age of 1.3 years among pupils accessing intervention. Phonics tracking data confirmed 100% progress for targeted pupils in Key Stage 1 and 2.

Curriculum impact is seen not only in academic progress, but also in personal development, increased engagement and readiness for post-16 education. All Year 11 pupils in 2024–25 secured post-16 destinations, including mainstream colleges, vocational programmes and apprenticeships. There was a 100% pass rate in vocational qualifications including Prince's Trust, Personal Wellbeing, Occupational Studies and Food Technology. Pupils in the Reach Pathway completed their Activity Passport, documenting cultural and character-building experiences such as outdoor learning, public transport use, and independent living skills.

In terms of GCSE and Functional Skills outcomes, Sutton House Academy has seen a marked improvement compared with 2023/24. In 2024/25, 85.7% of pupils achieved a GCSE qualification in both English and Maths (up from 33.3% the previous year). Similarly, 85.7% achieved a GCSE in English alone (up from 44.4%) and 85.7% achieved a GCSE in Maths alone (up from 44.4%). Furthermore, the percentage of pupils achieving at least five (9–1 or equivalent) qualifications including English and Maths rose from 33.3% in 2023/24 to 71.4% in 2024/25. Functional Skills outcomes also strengthened, with Level 1 English increasing from 33.3% to 42.9% and Level 1 Maths from 11.1% to 28.6%. These outcomes represent significant progress for pupils who had often experienced disrupted education prior to joining Sutton House.

Analysis of Year 11 outcomes for 2024/25 also shows that while both Pupil Premium (PP) and Non-Pupil Premium (NPP) pupils achieved strong results, there are some clear strengths and gaps to celebrate and address. Among NPP pupils, 100% achieved at least five (9–1 or equivalent) qualifications including English and Maths, compared to 50% of PP pupils. Likewise, 100% of NPP pupils achieved GCSE passes in both English and Maths, while 50% of PP pupils did so. This demonstrates that our highest outcomes are not confined to one group, but also highlights the need for continued focus on closing the attainment gap for PP pupils, who still achieved significantly above their historical baselines. In Functional Skills, outcomes were broadly positive

across both groups, with NPP pupils achieving higher proportions at Level 1, but PP pupils showing strength at Level 2 in Maths (25% vs 16.7%). These figures show that while all pupils benefited from improved provision, targeted intervention for disadvantaged pupils remains a priority for 2025/26.

The school uses the Go4Schools platform to record and track progress in English, maths, science, PWB and RSHE. Pupils are assessed at least half-termly, and internal and external moderation ensures consistency. Teachers respond to live data, adjusting lesson plans, deploying additional support and refining learning targets. Moderation of writing and subject knowledge is ongoing, and curriculum leaders are supported to develop subject expertise.

Pupil voice surveys indicate high levels of satisfaction with the curriculum offer. In the Summer 1 2025 survey, 83% of pupils said they enjoy lessons more than they did in their previous school. Pupils cited supportive staff, interesting subjects and hands-on learning as reasons for improved engagement. Subject areas are continually shaped by pupil feedback and need; for example, vocational qualifications such as boxing was introduced following pupil consultation.

Ofsted, in their March 2024 inspection, stated that "the curriculum is well considered. Pupils re-engage with learning and make clear progress from their individual starting points." This aligns with internal triangulation data and termly reviews, which consistently show improved outcomes across the curriculum.

Next steps for 2025–26 include strengthening subject leadership in English and science to improve planning and progression; increasing access to Level 2 qualifications in core subjects; embedding subject folders that clearly capture intent, implementation and impact; developing pupil voice in curriculum design; improving whole-school writing through consistent feedback strategies; and implementing new systems for tracking vocabulary and oracy, particularly for pupils with speech and language needs.

Behaviour and Attitudes

Pupil behaviour and attitudes at Sutton House Academy are form of communication. Despite the highly complex needs of the cohort, including trauma, anxiety, and emotional dysregulation, pupils are supported to develop calm, respectful and positive behaviours through consistent, trauma-informed practice. The school's approach is built on empathy, regulation, and accountability, rooted in the belief that all behaviour is a form of communication.

Upon arrival, many pupils have experienced school refusal, frequent exclusions and fractured relationships with adults. However, Sutton House provides them with a stable, predictable and caring environment that fosters emotional safety and builds trust. A strong relational approach, combined with therapeutic strategies and clear routines, supports pupils to regulate and reflect.

All staff are trained in CPI (Crisis Prevention Intervention) de-escalation and behaviour support strategies. Two in-house CPI instructors provide regular whole-school training and induction. Staff confidence in managing behaviour is high: 98% of staff reported in the Summer 2 2025 Staff Survey that the behaviour system is consistent and effective. New staff complete full CPI training within four weeks of joining.

Daily briefings, debriefings and reflective meetings ensure that staff are aligned in their responses to behaviour. Staff teams are supported by behaviour mentors and LSAs who model co-regulation and teach pupils to identify and manage emotional states using the Zones of Regulation. Each pupil has a bespoke Regulation Plan and Risk Assessment which are reviewed and adapted termly.

Behaviour data evidences the impact of this whole-school approach. In Summer 1 2025 Behaviour Benchmarking Report:

- Fixed-Term Suspensions reduced by 96.8%, from 31 in Autumn 2 24 to 1 in Summer 1 25
- Restrictive Physical Interventions reduced from 36 in Autumn 2 24 incidents to 20 in Summer 1 25
- Internal reflections used as an alternative to suspensions showed 100% successful reintegration
- 497 positive Sleuth logs recorded in Summer 1 alone
- Negative Sleuth logs reduced by 62% since Autumn 2024

This data is particularly significant given the school's high-needs cohort:

- 38% of pupils are Looked After Children (LAC)
- 16% have open CIN or CP plans
- Over 70% had a history of exclusion or persistent absence prior to enrolment

Behaviour expectations are made clear through consistent language, visual support, and positive reinforcement. The Sleuth behaviour system is used to record incidents, monitor trends, and inform planning. Individual pupils are regularly reviewed during SLT and team meetings to ensure early intervention and appropriate support.

The academy's anti-bullying strategy is structured and robust. Pupils, parents and staff are educated through assemblies, curriculum content and training. A graduated response system includes Level 1 peer support, Level 2 restorative intervention, and Level 3 SLT involvement. This approach has been highly effective, as evidenced in the Summer 2 25 Pupil Survey:

- 90% of pupils agreed that bullying is taken seriously and dealt with quickly
- 89% said they feel safe at school
- 92% of parents confirmed their child feels safe and supported

Online safety and risk awareness are explicitly taught. The school uses Impero monitoring software and all staff complete online safety and Prevent training via Educare. In Spring 2025, a visit from "The 2 Johns" offered pupils and staff detailed insights into social media risks, grooming, and modern digital safeguarding challenges.

Attendance has also improved significantly and continues to be a key priority. Barriers to attendance, such as mental health, transport, housing instability and anxiety, are actively addressed. A full-time Attendance Officer works closely with families, virtual schools and the Local Authority.

Attendance figures for Summer 1 (2025):

- Whole school attendance: 79.76% (up from 67.6% in 2023–24)
- CLA attendance: 88.9%
- Pupil Premium: 78.7%
- Non-Pupil Premium: 86.98%

Incentives, such as £5 vouchers, weekly rewards and celebration assemblies, are embedded in the culture of attendance. No permanent exclusions have taken place in the past year. Where behaviour incidents require removal from class, internal reflections and reintegration processes are used effectively.

- Suspensions: only 1 in 2024–25
- Internal Reflections: 38 cases, with 100% reintegration success
- Multi-agency professionals often cite Sutton House as a model of SEMH behaviour support

Ofsted (March 2024) stated:

“Pupils behave calmly and respectfully. They understand routines and expectations. The school is a place where pupils feel safe and cared for.”

Personal Development

At Sutton House Academy, personal development is a central pillar of the school’s ethos and daily practice. The school recognises that its pupils face significant barriers due to complex SEMH needs, past trauma, and disrupted education. Therefore, alongside academic progression, the school prioritises emotional wellbeing, social confidence, cultural capital, and preparation for adulthood.

The school’s approach to personal development is strategic, inclusive, and embedded across all key stages. This commitment was recognised in May 2025 when Sutton House Academy was awarded the **Excellence in Pupil Development Award (EPDA)**. The EPDA highlighted strengths in pupil voice, enrichment, RSHE, careers education, and whole-child development. Feedback from the awarding body noted that “a deeply embedded culture of safety, dignity and belonging is evident throughout the academy.”

Spiritual, Moral, Social and Cultural (SMSC) Development is carefully planned and delivered through the RSHE/PSHE curriculum, enrichment activities, assemblies, and daily interactions. Topics such as identity, respect, diversity, peer relationships, and digital safety are approached from a trauma-informed perspective to ensure accessibility for all pupils.

Weekly assemblies reflect British Values, current affairs, and global awareness, while cultural celebration days and community engagement projects allow pupils to explore the wider world. In Summer 1 2025, 77% of pupils met or exceeded their RSHE outcomes, and staff observations recorded increased engagement and emotional literacy during classroom discussions.

Personal Wellbeing (PWB) is a discrete subject delivered to all pupils and linked directly to EHCP targets. Lessons focus on emotional awareness, healthy relationships, self-regulation, and decision-making. According to the **Triangulation Report (Summer 1 2025)**, 83% of pupils met or exceeded their PWB targets, with 100% of Reach Pathway pupils maintaining their engagement in weekly wellbeing activities. Reflection journals and case studies demonstrated greater self-awareness and improved emotional vocabulary across all key stages.

Pupils are taught to understand risk and responsibility in a safe, consistent environment. Anti-bullying processes are clear and restorative in nature, supported by PSHE lessons, pupil workshops, and assemblies. In the **Summer 2 Pupil Survey**, 90% of pupils agreed that bullying is dealt with quickly and effectively by staff. Online safety is also a priority, and the school uses **Impero software** to monitor digital activity. External speakers, including a visit from **The 2 Johns** in Spring 2025, helped deepen pupils’ understanding of digital footprints and peer influence.

Character education is built into all elements of school life. Staff model kindness, responsibility, and resilience, and pupils are supported to reflect on their behaviour, relationships, and aspirations. Through the **Reach Pathway’s Activity Passport**, pupils work towards completing real-life tasks and experiences such as using public transport, budgeting, cooking, and accessing community services.

The school offers a diverse **enrichment programme** to develop social skills, resilience, teamwork, and confidence. Activities are mapped to EHCP outcomes and reviewed regularly through Pupil Voice and engagement logs. The current offer includes:

- Forest School – fostering teamwork and resilience
- Combat Sports – promoting self-discipline and physical regulation
- Horse Riding and Farm Visits – encouraging empathy and responsibility
- Music, Art and Drama – nurturing creativity and emotional expression
- Verbo Speech and Language Support – improving communication and social interaction
- The Cubbie – a multisensory pod used for emotional regulation and anxiety support

Over **70% of pupils participated in off-site enrichment** during the half-term, including Duke of Edinburgh sessions and reward trips, which were positively rated by pupils and staff alike.

Pupil Voice is a key strength of the academy. Surveys, class discussions, and the School Council are used to shape the curriculum, enrichment activities, environment, and menu options. In Summer 2, **88% of pupils reported feeling listened to by staff**, and 92% said they had opportunities to participate in activities they enjoyed and felt proud of.

Health and wellbeing are promoted through daily physical activity, food technology, structured play, and emotional mentoring. Pupils access weekly PE and Sport Science lessons, and those at Key Stage 4 can complete vocational qualifications focused on healthy living and lifestyle choices. In response to pupil feedback, the school introduced a healthier, varied lunch menu, and created designated quiet spaces during break and lunch to support those with sensory or social needs.

Every pupil is also supported through **1:1 mentoring**, regulation planning, and mood tracking. Logs from Summer 2 2025 indicate that these strategies contributed to a **62% reduction in negative behaviour incidents** and improved attendance for high-anxiety learners.

The school also excels in **Careers Education, Information, Advice and Guidance (CEIAG)**. All pupils in Years 9 to 11 receive at least two meetings per year with an independent career's advisor. The CEIAG programme includes mock interviews, college visits, taster days, CV writing and job applications. In 2024–25:

- **100% of Year 11 pupils received independent careers guidance**
- **100% applied for and secured post-16 placements**, including local colleges, training providers, and apprenticeships
- **86% completed successful transition visits**, and pupil feedback showed growing confidence in career choices

CEIAG is aligned with the Gatsby Benchmarks, and destinations data is tracked and used to inform future planning. The school ensures that preparation for adulthood is included in EHCP outcomes, and parent meetings are used to discuss career pathways and independence skills.

Leadership and Management

Leadership and management at Sutton House Academy are highly effective and deeply rooted in the school's core values of ensuring every child is "seen, supported and safe." The school's senior leadership team is stable, strategic, and reflective, and they demonstrate a clear understanding of the unique and complex needs of their pupil cohort.

In February 2025, the academy experienced a key leadership change with the appointment of an Executive Headteacher. Since this change, staff and stakeholders have reported improved clarity, consistency, and direction in leadership. The new leadership has brought a renewed sense of purpose, resulting in immediate

and measurable improvements in the quality of provision, staff morale, and pupil engagement. Leadership is now more visible, responsive, and aligned across all areas of school life.

The leadership team maintains high expectations for both pupils and staff, and these expectations are underpinned by a nurturing, trauma-informed ethos. Staff are supported to succeed, and systems for quality assurance, safeguarding, curriculum delivery, and wellbeing are robust and regularly reviewed. As Ofsted noted in their March 2024 inspection, “Leaders know their school well and understand what needs to improve. They create a calm and nurturing environment that allows pupils to re-engage with learning.”

Safeguarding is a strength of the school and is fully embedded in its culture. All staff receive regular training via the Educare platform, including Prevent, peer-on-peer abuse, and online safety modules. According to the Safeguarding Report for Summer 1 2025, 100% of staff had completed required training, and there were no serious safeguarding incidents reported. The school uses Sleuth consistently and effectively to record and track concerns, and the DSL team meets weekly to ensure timely responses to issues. Sutton House also plays an active role in the Southend Safeguarding Partnership, contributing to multi-agency panels and strategy work.

Self-evaluation at Sutton House is rigorous and ongoing. Every six weeks, the senior leadership team leads a full review of school performance, focusing on teaching and learning, behaviour, attendance, safeguarding, and pupil outcomes. This review process uses multiple sources of evidence, including lesson observations, learning walks, work scrutiny, assessment data, and stakeholder feedback. Outcomes from these reviews are fed into the Self-Evaluation Form (SEF) and School Improvement Plan (SIP), which are shared with the Parallel Learning Trust (PLT) and Academy Councillors.

Governance and trust support are strong. The Trust holds leaders to account through termly reviews, performance management, and regular monitoring of key indicators. Governors visit the school each term and complete written reports focused on safeguarding, curriculum quality, and school culture. These reports demonstrate clear strategic challenge and support, helping to drive continuous improvement.

Professional development is a priority for leadership. The school offers structured CPD that meets the needs of both pupils and staff. Staff are supported to pursue qualifications relevant to their roles. For example, one senior leader is currently completing the National SENCO Award, while a teaching assistant is progressing toward QTS. A teacher is also undertaking a Master’s degree in SEND pedagogy. Weekly in-house CPD covers a range of key areas, including trauma-informed practice, EHCP implementation, behaviour planning, and literacy strategies.

Staff feel valued and supported by leadership. In the Summer 2 2025 Staff Survey, 98% of staff said they felt supported by their line manager, 95% reported that CPD had helped them develop professionally, and 92% felt that workload was manageable. Retention is strong, and the school has built a cohesive, committed workforce that understands the importance of relational practice in SEMH settings.

Stakeholder engagement is also a strong aspect of leadership. Parents are regularly consulted through surveys, EHCP reviews, and informal feedback mechanisms. In the Parent Survey (Summer 1 2025), 92% of parents agreed the school is well led, 91% agreed their child feels safe and understood, and 89% said they were well-informed about their child’s progress and support.

Leaders also respond actively to pupil voice. Pupils are consulted on curriculum choices, enrichment activities, food options, and elements of school improvement such as the outdoor gym project. In Summer 1 2025, 88% of pupils agreed that they feel listened to by adults in school.

Sutton House is fully compliant with all statutory duties, including the Equality Act 2010, Prevent Duty, SEND Code of Practice, and safeguarding regulations. All policies are reviewed regularly and made available on the school website. Termly audits, including those conducted by the Trust, confirm that the school meets and often exceeds required standards.

Overall, leadership at Sutton House Academy is driving meaningful and sustained improvement. The school benefits from strong systems, a coherent vision, and a shared commitment to high expectations and inclusion. Leaders ensure that all pupils — particularly those with significant barriers to learning — are given the tools, opportunities, and support to succeed.

Overall

Sutton House Academy provides a highly effective and nurturing environment for pupils with complex social, emotional and mental health (SEMH) needs. The school is deeply committed to its ethos of ensuring every child is “seen, supported and safe,” and this commitment is embedded across all areas of school life. The leadership team provides a strong and consistent vision that permeates teaching, safeguarding, behaviour, curriculum and pastoral care. The school’s drive to improve and evolve in response to pupil need is a key strength, and it has secured impressive improvements in both academic and personal outcomes over the past academic year.

The academy’s most recent Ofsted inspection in March 2024 judged the school as ‘Good’ across all areas. Inspectors highlighted the strength of leadership, the positive culture, and the school’s success in helping pupils re-engage with learning. The report stated that, “Leaders know their school well and understand what needs to improve. They create a calm and nurturing environment that allows pupils to re-engage with learning.” These findings reflect the academy’s deep understanding of its community and its clear ambition to provide sector-leading SEMH provision.

The school has also achieved notable external recognition in 2025, including the **Excellence in Pupil Development Award (EPDA)**, which evidences the strategic and embedded approach to personal development, character education, and pupil voice.

Across the quality of education, the school has designed a curriculum that is ambitious, trauma-informed and tailored to the needs of every pupil. It includes core academic learning, vocational pathways, and therapeutic interventions, allowing pupils to succeed and progress despite prior educational disruption. The curriculum is carefully sequenced, regularly reviewed, and clearly aligned to pupils’ Education, Health and Care Plans (EHCPs). In Summer 1 2025, internal data showed that **74.5% of work scrutinies were rated as Good or better, 89.3% of primary learning walks were judged Outstanding, and 100% of pupils made measurable progress in phonics.** These outcomes reflect the quality of planning, assessment and teaching.

Pupil outcomes are strong and improving. In 2024–25, **100% of Year 11 pupils secured a post-16 destination**, and all completed qualifications in literacy, numeracy, vocational skills or wellbeing. Compared with the previous year, outcomes at GCSE level show significant improvement: 85.7% of pupils achieved GCSEs in both English and Maths (up from 33.3% in 2023/24), while the proportion of pupils gaining at least five qualifications including English and Maths rose from 33.3% to 71.4%. Both English and Maths GCSE pass rates individually increased from 44.4% to 85.7%. Functional Skills outcomes also improved, particularly in English (L1 rising from 33.3% to 42.9%) and Maths (L1 from 11.1% to 28.6%). These sustained improvements demonstrate the effectiveness of curriculum design, targeted teaching, and robust intervention strategies.

Performance for Non-Pupil Premium (NPP) pupils was particularly strong, with 100% achieving at least five (9–1 or equivalent) qualifications including English and Maths, and 100% gaining GCSEs in both English and Maths.

Pupil Premium (PP) pupils also showed substantial progress compared to 2023/24, with 50% achieving at least five qualifications including English and Maths, and 50% achieving GCSEs in both English and Maths representing a notable uplift from previous years. This reflects the school's ability to raise outcomes for disadvantaged learners while ensuring NPP pupils maintain consistently high achievement.

Attendance has risen from 67.6% in 2023–24 to **79.76% in Summer 2025**, showing the impact of sustained strategies, including the appointment of an Attendance Officer, weekly incentives, and home engagement.

Behaviour and attitudes are a notable strength. Pupils arrive at Sutton House with complex behavioural histories, but the school creates a calm, structured and emotionally safe environment. All staff are trained in CPI de-escalation strategies, regulation planning and restorative practice. As a result, incidents of fixed-term suspension have been reduced by **96.8%**, and restrictive physical interventions dropped from 26 incidents last year to just 1 this year. Staff and pupil surveys report consistently high confidence in behaviour systems, and safeguarding logs show that interventions are timely, proportionate, and successful.

Personal development is exceptionally well embedded. Pupils benefit from a mapped RSHE curriculum, therapeutic support, regular mentoring, enrichment activities, and strong preparation for adulthood. In Summer 2025, **83% of pupils met their personal wellbeing targets**, and **92% said they had access to meaningful enrichment activities**. Pupil voice is used to shape curriculum design, school events, and enrichment offers. Every pupil is supported to build resilience, confidence and self-awareness through structured opportunities both in and out of the classroom.

Leadership and management at the school are highly effective. The senior team sets high expectations, supported by clear systems for self-evaluation, CPD, safeguarding and staff wellbeing. Middle leaders are developed through coaching, and governors provide challenge and oversight. Staff surveys show that **98% of staff feel supported by their line manager**, and **95% say CPD has improved their practice**. The Trust and local authority report positively on the school's responsiveness and strategic direction.

The school complies fully with all statutory duties, including safeguarding, equality, SEND and health and safety. There is a culture of openness, reflection and improvement, with feedback from parents, professionals and external bodies actively used to shape future planning.

Sutton House Academy is outward-facing and plays a significant role within the Parallel Learning Trust and the wider Southend SEMH network. It is regarded as a trusted partner by professionals across social care, education and therapeutic services. The school's ability to transform outcomes for some of the most vulnerable pupils in the area is evident in its data, case studies, and the lived experience of pupils and families.