SCHOOL DEVELOPMENT PLAN SUMMARY

Autumn 2026

Co-Principals: Simon Barber & Jenny Gaylor · Chair of Trustees: Rebecca McGowan

Carshalton Boys Sports College · September 2026

Introduction

This is our whole-school development plan summary. Each priority action below is drawn directly from a named, evidenced gap in our detailed self-evaluations for Safeguarding, Inclusion, Curriculum and Teaching, Achievement, Attendance, Behaviour, Personal Development & Wellbeing, Post-16 Provision, and Leadership and Governance. We have organised it by evaluation area so that each action can be read alongside the self-evaluation that identified it.

Safeguarding is not included as a section below: our self-evaluation concludes Met against every one of the toolkit's statutory factors, with every recommendation from our April 2026 Cognus external review closed with dated evidence and no outstanding gap requiring a development action. Maintaining this position — through our existing training (including the KCSiE 2026 update completed by every member of staff and our 2 September 2026 whole-staff CPD), Single Central Record and multi-agency arrangements — remains a standing priority even though it generates no new action here.

Four strategic priorities run through this plan: Attendance; Consistent Routines and Calm Classrooms; Inclusion and Belonging; and High Quality Teaching. Each section below is tagged with the strategic priority (or priorities) its actions serve.

Inclusion

Strategic priority: Inclusion and Belonging.

Priority action	Success criteria / evidence target
Extend our individualised transition-support model to the Year 7 to Year 8 transition point, the only one of four year-group transitions where year-on-year attendance decline worsened this year.	Year 7 to Year 8 attendance decline narrows in line with our other three tracked transitions.
Continue disaggregating destinations data and a SEND-specific attainment breakdown, named in our Inclusion self-evaluation as areas we intend to keep developing.	Disaggregated destinations and SEND attainment data available for the next annual review cycle.

Curriculum and Teaching

Strategic priority: High Quality Teaching.

Priority action	Success criteria / evidence target
Resolve the recurring Year 10 Business Studies culture concern, flagged at three consecutive faculty review points.	Culture concern no longer named as a live issue at the next faculty review.
Support the IT, Business Studies & Computing department to move from operating as 'four individuals' to a cohesive departmental unit.	Departmental cohesion confirmed through the next Deep Dive review.

Priority action	Success criteria / evidence target
Confirm consistency of use of our new 'Class at a Glance' booklets through lesson-visit monitoring, now that the provision has had a full term to embed.	Lesson-visit monitoring evidences consistent use across classes with SEND, Pupil Premium and EAL pupils.
Confirm that this term's improved implementation consistency (live marking, PATHS compliance) is sustained over a full academic cycle, not just an autumn-term snapshot.	Spring and summer term lesson visits confirm consistency is sustained.

Achievement

Strategic priority: High Quality Teaching.

Priority action	Success criteria / evidence target
Complete our commissioned Humanities subject audit and act on its findings, addressing the confirmed sig– Grade 4+ gap.	Humanities Grade 4+ moves toward the national average at the next results cycle.
Continue monitoring our Languages Grade 5+ gap, alongside our unusually broad entry rate.	Grade 5+ improves without narrowing entry breadth.
Continue our Building Stronger Foundations Disciplinary Writing strand to address the Key Stage 2 writing deficit that directly contextualises our Higher Prior Attainer attainment gap.	HPA Attainment 8 trend reverses its three-year decline.

Attendance

Strategic priority: Attendance; Inclusion and Belonging.

Priority action	Success criteria / evidence target
Continue to reduce persistent absence, which fell by 1.7pp to 27.1% this year but remains above national, regional and local authority averages.	Persistent absence continues its two-year downward trend and narrows the gap to national.
Continue closing the Pupil Premium and SEN attendance gaps, building on this year's narrowing (PP from 6.4pp to 6.0pp; SEN from 7.1pp to 6.1pp), to below their 2023/24 baseline levels.	Both gaps narrow below their 2023/24 baseline (5.7pp PP; 4.9pp SEN).
Evidence part-time timetable practice for attendance purposes separately, a gap neither our Attendance Review nor the IDSR currently addresses.	Part-time timetable use, duration and reintegration planning documented via SEND/pastoral case records.
Resource our most forensic level of weekly case-tracking across the full academic year, not only the autumn term.	Weekly reporting cadence sustained, or a resourced alternative agreed, for the full year.

Behaviour

Strategic priority: Consistent Routines and Calm Classrooms.

Priority action	Success criteria / evidence target
Sustain and test our now-reconciled account of the behaviour-points and suspension trends: read together, they show more complete logging of lower-level behaviour and more effective early intervention preventing escalation to suspension.	Reconciled account confirmed by a repeat pupil survey and by continued falls in suspensions and repeat suspensions across tracked cohorts.
Evaluate the impact of our September 2026 Behaviour for Learning Guide, now delivered to every member of staff at start-of-term INSET with full attendance confirmed.	Impact evidence available at the next review point, tracked through behaviour-points and suspension data, confirming consistent application of routines and a safe and calm environment.
Complete ratification of the four behaviour-relevant policies currently on the Trustees' agenda.	All six behaviour-relevant policies current and ratified.
Continue our named strategic-equality-plan action addressing the Black Caribbean pupil suspension-rate disparity.	Gap to the White British suspension rate narrows.

Personal Development & Wellbeing

Strategic priority: Inclusion and Belonging.

Priority action	Success criteria / evidence target
Run our planned Autumn 1 baseline mini-survey to test our redesigned PSHE programme against the previous 2.6/5 satisfaction score.	Quantified before/after satisfaction data available, beyond lesson-visit impression alone.
Disaggregate looked-after and young-carer enrichment participation from the wider SEND/Pupil Premium data.	Separate participation figures available for looked-after and young-carer pupils specifically.
Establish a dedicated pastoral-specific pupil-voice channel, distinct from our curriculum-feedback survey mechanism.	A named channel (for example, wellbeing ambassadors or a pastoral agenda item within student council) in operation.

Post-16 Provision

Strategic priority: High Quality Teaching; Attendance.

Priority action	Success criteria / evidence target
Assemble a staff qualification and experience audit for Key Stage 5 teachers as a discrete document — the single named item behind our Curriculum and Teaching grade for this area.	Audit document complete and available as inspection evidence.

Leadership and Governance

Priority action	Success criteria / evidence target
Build on our June 2026 staff wellbeing survey (92 respondents) by establishing it as a systematic, annual staff-wide wellbeing and workload survey.	Survey repeated annually and results reported to the Finance, Staffing & Resources Committee.
Establish a standing, explicit Board focus on the Co-Principals' own workload, distinct from the wider staff	Workload considered as a named agenda item at least annually.

Priority action	Success criteria / evidence target
body, alongside our existing Performance Management process.	
Adopt a formal, Board-approved AI Policy governing the generative AI tools already in live operational use.	Policy adopted and referenced in performance reports where AI tools are applied.
Adopt a standalone, Board-approved Procurement Policy, and introduce a rolling 12-month cashflow forecast into monthly management accounts, both recommended by our 2025/26 internal scrutiny cycle.	Both in place and reported to the Audit & Finance Committee.
Continue our active review of agency staffing costs, which have more than doubled year on year.	Agency spend trend reviewed and reported at each Finance, Staffing & Resources Committee meeting.
Improve Key Stage 3 data-capture and reporting practice, recommended by our internal scrutiny cycle.	Improved reporting in place for the 2026/27 academic year.
Actively manage the in-year deficit our own three-year budget plan projects for 2028/29.	Mitigating actions identified and reported to the Board ahead of the 2028/29 budget-setting cycle.