SCHOOL SELF-EVALUATION SUMMARY

Autumn 2026

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Carshalton Boys Sports College · September 2026

Introduction

This is our whole-school self-evaluation summary, drawing together the detailed, evidence-led self-evaluations we have produced this year against the Ofsted state-funded schools inspection toolkit's evaluation areas: Safeguarding, Inclusion, Curriculum and Teaching, Achievement, Attendance, Behaviour, Personal Development & Wellbeing, Post-16 Provision, and Leadership and Governance. Each area has its own full self-evaluation and, where applicable, a companion data set appendix; this document summarises our grade and headline evidence for each, and sets out the overall picture we hold ourselves to.

Whole-school self-evaluation grades

Area	Grade	Direction of travel
Safeguarding	Met	Maintaining
Inclusion	Strong	Improving
Curriculum and Teaching	Expected	Improving
Achievement	Expected	Improving
Attendance	Expected	Improving
Behaviour	Expected	Improving from a recently identified position
Personal Development & Wellbeing	Expected	Improving
Post-16 Provision	Expected	Improving
Leadership and Governance	Expected	Improving

Inclusion is the one area we assess as Strong standard, and Safeguarding meets its own toolkit criteria in full. Every other area concludes Expected standard: each is genuinely improving, and each has a specific, named reason it has not yet cleared the bar for Strong. We set out both the strength and the reason honestly below, area by area.

Our strategic priorities

Four strategic priorities run through this self-evaluation and the individual documents behind it: Attendance; Consistent Routines and Calm Classrooms; Inclusion and Belonging; and High Quality Teaching. We reference each explicitly against the relevant evidence area below, rather than treating them as a separate list disconnected from our grades.

— Attendance: our own priority for pupils to be in school, evidenced directly in our Attendance self-evaluation (91.4%, closing to within 0.1pp of national) and reinforced by our Post-16 attendance data, which shows the Sixth Form materially outperforming the rest of the school.

— Consistent Routines and Calm Classrooms: evidenced in our Behaviour self-evaluation's suspension and incident trends and our September 2026 Behaviour for Learning Guide, and in our Curriculum and Teaching self-evaluation's work on implementation consistency (live marking, PATHS compliance) across subjects.

— Inclusion and Belonging: evidenced directly in our Inclusion self-evaluation (Strong standard) and our Attendance self-evaluation's Guardian of Belonging programme, and reinforced by our Personal Development & Wellbeing self-evaluation's safeguarding and welfare caseload work.

— High Quality Teaching: evidenced in our Curriculum and Teaching self-evaluation's coaching and review programme, our Achievement self-evaluation's outcomes (which reflect teaching and provision rather than a selection effect), and our Post-16 self-evaluation's Deep Dive and Steplab coaching cycles.

Safeguarding — Met

— We meet every one of the toolkit's statutory safeguarding factors, with none of its 'not met' trigger conditions present.

— An external review commissioned from Cognus (April 2026) rated our leadership and culture, and our policies and their understanding by pupils and staff, as strong met, describing our Child Protection and Safeguarding Policy as 'an excellent example that could be shared with other schools' and quoting a pupil: 'It's not like other schools. I definitely feel safe, 100%.'

— Every specific gap that review identified has since been closed with dated evidence: whole-staff training on defining a 'low-level concern', a completed Single Central Record Date/Name/Action tab, and a designated teacher for looked-after pupils named distinctly from our DSL team.

— Every member of staff completed our KCSiE 2026 update, with signed confirmations in place by 4 September 2026, and our 2 September whole-staff CPD extended to adultification bias, female genital mutilation and forced marriage, sextortion and misogyny/incel content, with CEOP resources now added to Year 9 and 10 PSHE.

— 96% of pupils are clear on the routes available to raise a concern, and our student support cards, linking to Report It Sort It by QR code, were commended by Cognus as a strong example to share with other schools.

Inclusion — Strong

Strategic priority: Inclusion and Belonging.

— Our graduated approach (assess, plan, do, review) is embedded and independently validated by an Educational Psychologist for fidelity, with Individual Graduated Response records and monthly Team Around the Year Group meetings giving it real operational infrastructure.

— All pupils on our SEN register have an Individual Education Plan, updated with the pupil and family termly; 100% of EHC plan annual reviews were completed on time.

— We provide system-level leadership of the local SEND reform agenda, and this is evidenced operationally: a joint casework tracker with Sutton shows a Team Around the Child meeting for every one of 23 pupils at risk of permanent exclusion, with EHC annual reviews on time for all of them.

— 20 of our 22 permanent exclusions since September 2023 followed a documented, multi-year graduated response, with every realistic alternative genuinely tried and exhausted first.

— Destinations are a genuine strength: 2026 leavers achieved 100% positive destinations with zero NEETs, and our Inclusion Strategy is Board-approved and published on our website, ahead of the 31 December 2026 statutory deadline.

— Our one named area for development within an otherwise strong picture is the Year 7 to Year 8 transition, the only one of four year-group transitions where year-on-year attendance decline worsened this year; the individualised model that has worked so well at Year 6 to Year 7 is the one we are now extending to this point.

Curriculum and Teaching — Expected

Strategic priority: High Quality Teaching.

— Our self-evaluation is built on 21 candid faculty reviews across 2025/26, deliberately hyper-critical by design as an internal improvement tool, naming unresolved issues in our own words — a recurring Year 10 Business Studies culture concern and an IT/Business department 'operating as four individuals rather than a cohesive unit'.

— Oracy is now embedded as a genuine whole-school practice through a sentence-starters approach, and Religious Education is now staffed entirely by subject specialists, resolving a previously named disparity.

— Our new ‘Class at a Glance’ booklets give every teacher personalised, IEP-derived strategies for the SEND, Pupil Premium and EAL pupils in each class; as a newly introduced provision, we have not yet confirmed consistency of use through lesson-visit monitoring.

— The remaining barriers to Strong standard are narrower than before: the unresolved Year 10 Business Studies culture concern, and confirming that this term’s improved implementation consistency is sustained over a full cycle.

Achievement — Expected

Strategic priority: High Quality Teaching.

— Our intake is broadly representative of the national prior-attainment profile, so our outcomes reflect teaching and provision rather than a selection effect; 15 of 17 all-pupil attainment measures sit at or above national.

— Progress is positive across every prior-attainment group, and our Low Prior Attainers have been significantly above the national average on Attainment 8 for three consecutive years — the clearest evidence in our whole self-evaluation that inclusive pedagogy is working where it is embedded consistently.

— Three named areas remain below the Expected standard threshold — Humanities Grade 4+, Languages Grade 5+, and Higher Prior Attainer Attainment 8 — and each is understood, not merely noted: a Humanities subject audit has been commissioned, the Languages gap is partly explained by our unusually broad entry rate, and the HPA gap is directly contextualised by our Key Stage 2 writing deficit on entry.

— We identified and corrected an internal data inconsistency openly rather than leaving it unresolved, and 100% of this year’s Year 11 leavers have a secured destination.

Attendance — Expected

Strategic priority: Attendance; Inclusion and Belonging.

— Overall attendance rose to 91.4% (from 90.5%), closing the gap to the national average to just 0.1pp and exceeding the DfE’s Attendance Baseline Improvement Expectation more than twofold.

— Severe absence fell to 2.9%, its lowest level in three years; Pupil Premium attendance grew faster than non-PP attendance for the first time in three years, and SEN attendance grew at more than double the rate of non-SEN peers, narrowing both gaps.

— Our own year-on-year cohort tracking, day-of-week analysis and forensic decomposition of a December illness outbreak go well beyond a simple headline percentage, showing us exactly when and for whom the pull to attend is weakest.

— The Guardian of Belonging programme (87 pupils from January 2026) flattened the targeted cohort’s average attendance decline from –4.7pp to –0.2pp, with 39 of those pupils improving their cumulative attendance. We also transformed our Local Authority engagement through a standardised three-meeting proforma, so that cases are now escalated rather than returned.

— Persistent absence fell by 1.7 percentage points to 27.1% this year; continuing that downward trend toward national, regional and local authority averages is the clearest remaining step between this area and Strong standard.

Behaviour — Expected, improving from a recently identified position

Strategic priority: Consistent Routines and Calm Classrooms.

— Our three-year suspension and incident trend is a genuine, sustained record of improvement: suspensions down 22%, total incidents down 32%, repeat suspensions down 36%, with Pupil Premium and SEN pupils improving even faster than their peers.

— Our exclusions process is rigorous and independently tested: in every one of our 22 permanent exclusions since September 2023, the pupil had a named pastoral key worker and parent and reintegration meetings, and all 22 were upheld by the Board of Trustees as lawful, reasonable, fair and proportionate, with none overturned or requiring reinstatement.

— We have resolved the apparent tension between our two-year, individually-tracked behaviour-points export and our falling suspension trend. Using the same cohort-tracking method, every cohort tracked longitudinally

shows suspensions and repeat suspensions falling as it ages through the school: read together, the two data sets tell a consistent story of more complete logging of lower-level behaviour and more effective early intervention preventing that behaviour from escalating to suspension.

— Our September 2026 Behaviour for Learning Guide, a direct, evidence-led response to staff- and pupil-survey findings, was delivered to every member of staff at start-of-term INSET with full attendance confirmed; its impact will be tracked through our behaviour-points and suspension data over the year.

— Parents have real confidence in our culture and approach to behaviour: 97% said they would recommend the school at our last Ofsted inspection, and Parentkind has since awarded us Silver Status. Restrictive physical intervention, reintegration and alternative-provision oversight are all structurally sound, with zero restrictive-intervention incidents this year.

Personal Development & Wellbeing — Expected

Strategic priority: Inclusion and Belonging.

— Our redesigned Personal Development Plan, live from September 2026, is PSHE Association-compliant and DfE RSE/Health Education-compliant; as a newly launched programme, only satisfaction narrative and lesson-visit impression evidence its impact so far.

— Our own SMSC audit identified female genital mutilation and forced marriage as the only two toolkit-named safeguarding-curriculum categories without coverage in our personal development programme, and we have closed this gap in full: both topics are now covered in the curriculum, with female genital mutilation content in Year 9 and 10 PSHE, and both are included in our September 2026 whole-staff CPD.

— 164 or more enrichment activities across 11 categories and 7,200 or more participation records evidence breadth and scale, though looked-after and young-carer participation is not yet separately disaggregated from the wider SEND/Pupil Premium data.

— We proactively track a safeguarding and welfare caseload of 57 pupils, managed through CPOMS.

Post-16 Provision — Expected

Strategic priority: High Quality Teaching; Attendance.

— Five of the toolkit's six post-16 evaluation areas — Strategic Leadership, Achievement, Preparation for Next Steps, Wider Opportunities and Personal Development, and Inclusive Practices — meet the strong standard in their own right.

— Our vocational strength is DfE-corroborated, not just internally asserted: Applied General and Tech Level APS are both confirmed 'Above (sig+)', and our FFT Aspire value-added sits in the top 2% nationally for %A*–C.

— Every substantive pupil group is at or above national value added: SEND pupils achieve value added of +3.9, above our all-pupil average, and progress to university at a higher rate than their peers (84.2%), while in-year Year 13 retention stands at 98.0%.

— 16–18 sustained destinations are Significantly Above national (94%), our statutory GCSE English and Maths resit provision performs at three to five times the national pass rate, and our enrichment participation is confirmed at 100% across every context group in both Year 12 and Year 13.

— Curriculum and Teaching is graded Expected standard: our twice-yearly Deep Dive review and weekly Steplab coaching cycle already generate direct evidence of Key Stage 5 teaching quality, with Key Stage 5 teachers included as standard, and assembling our staff qualification and experience audit for Key Stage 5 teachers as a discrete document is the single, named action between our current position and a strong standard overall.

Leadership and Governance — Expected

— Our financial stewardship is genuinely strong: a turnaround from a £282k deficit to a £670k surplus in a single year, free reserves rising from £277k to £380k by August 2026 (tracked monthly through signed management accounts), an unqualified audit opinion and regularity conclusion, and £1,434k in competitively-secured capital grants, more than double the prior year.

— Our governance oversight extends well beyond financial matters: a dedicated Students Trustee Committee brings minuted, granular challenge on attendance, behaviour, SEN and safeguarding, and the Full Trust Board has directly challenged the accuracy of our own contextual data rather than accepting it uncritically.

— Our estate-specific GEMS self-assessment rates 32 of 34 areas 'Yes', and our risk register explicitly models Schools White Paper risks — further, granular evidence of effective resource use and strategic foresight.

— Six of the seven other evaluation areas in this summary conclude at Expected standard, not Strong, with specific, named gaps still open in each; the toolkit's strong-standard bar for leadership requires consistency across all areas of the school's work, and this cross-domain factor — not any remaining deficiency in governance itself — is the binding constraint on our overall leadership and governance grade.

— Our staff wellbeing and workload evidence includes a formal Performance Management process for the Co-Principals involving an external independent advisor, a discrete Staff Wellbeing agenda item at committee, a trustee-initiated action to protect a senior safeguarding lead's work-life balance, and our June 2026 staff wellbeing survey (92 respondents); a standing, explicit focus on the Co-Principals' own workload is a narrower point we are keeping under review.

Overall Summary

Strong standard is conjunctive throughout this suite of self-evaluations: every one of its conditions has to be met, not most of them, before an area's grade can move. We hold ourselves to that standard rather than rounding up individually strong elements into an overall Strong grade where a genuine, named gap remains.

— The clearest strength across this whole suite of self-evaluations is a pattern rather than a single achievement: in every area, we have identified our own gaps through granular, disaggregated data analysis, rather than waiting for gaps to be found for us, and built dated, owned action plans in response.

— Two areas meet the toolkit's highest available standards on today's evidence: Inclusion (Strong) and Safeguarding (Met, its own scale's top position).

— Six areas — Curriculum and Teaching, Achievement, Attendance, Behaviour, Personal Development & Wellbeing, and Post-16 Provision — conclude Expected standard, each with genuinely positive direction of travel and a specific, named reason it is not yet Strong.

— Leadership and Governance itself concludes Expected standard, constrained not by any deficiency in governance practice but by the structural, cross-domain fact that most of the areas it leads have not yet reached Strong standard themselves.

— Our direction of travel is positive in every single area covered by this summary, and every named gap carries a specific, owned action rather than a general aspiration to improve.