



# School Development Plan

Wiltshire Council

Sutton Benger Church of England Primary School

# Introduction

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Sutton Benger CE Primary School is a primary school with 6 classes made up of some single and other mixed year groups. It is located in the village of Sutton Benger, outside Chippenham, Wiltshire. Children are drawn from the village, as well as from the edge of Chippenham and other neighbouring villages.

As of September 2025, there are 166 children on roll. We are an inclusive setting, with 22% of the children in school on our SEND register, which is above the national average. The range of SEND needs we have in school is wide and varied. There are 9 children in school with an EHCP and 2 children have an EHCP pending. We have 'The Nest' to deliver nurture provision and bespoke, project-led learning to meet the needs of identified children. The number of children entitled for Pupil Premium is low accounting for around 12% of the school, however the number of children experiencing disadvantage account for 13%.

The school had an Ofsted inspection visit in November 2023 and received a grading of Good in every area.

Attainment outcomes across the school are strong and meet or are above national average at measured outcomes.

The school structure changes annually, but for 2025-26 is organised as follows:

Willow Class: YR    Hazel Class: Y1    Beech Class: Y2/3    Ash Class: Y3/4    Sycamore Class: Y5  
Oak Class: Y6

The school joined the Blue Kite Academies Trust in January 2025 and a new Head Teacher was appointed for September 2025. The SLT is made up of the Headteacher, Assistant Headteacher (0.2 leadership release) and EYFS/KS1 Lead (0.1 Leadership release). The SEND Team is comprised of a Strategic SENDCo who is in school 1 day per week (and who also works across other Blue Kite schools) as well as an Operational SEND Lead (0.2 Leadership release). There is one ECT (second year). The remaining teachers, as well as SLT, all have curriculum and subject leadership responsibilities.

The school receives regular monitoring visits from BKAT and is also actively engaged with range of professional development networks provided by the trust.

The school is part of an historical farming community and so to reflect our community, we are committed to outdoors education. Classes regularly receive outdoors education through forest and wildlife sessions, and classes in EYFS and KS1 benefit from direct access to an outdoor area, which is integral to their curriculum offering.

The school's vision, "Together, we learn, grow and flourish" underpins everything we do here and permeates school life. It is supported by the passage from 2 Corinthians 9.6, *"A farmer who plants only a few seeds will get a small crop. But the one who plants generously will get a generous crop."*

# Quality of Education- Religions and Worldviews

<b>RAG:</b>	● Not set	<b>Status:</b>	In Progress
<b>Priority:</b>	High	<b>Responsible:</b>	KB
<b>Team:</b>	SLT	<b>Monitor:</b>	HC
		<b>Dates:</b>	01/09/25 - 31/08/26

**Description:**

- The current RE curriculum needs to be more inclusive and more explicit at increasing awareness of our children's understanding of religions and worldviews
- The current RE curriculum needs to be more explicit at increasing awareness of our children's understanding of how we approach this exploration (theologian, philosopher, social scientist)
- The current progression, knowledge and skills needs to be enhanced to include a spiral progression and a deeper knowledge of particular religions and worldviews to support recall and retention

**Strategy:**

Short term (by end of Term 2):

- Develop the current overview for 'Religions and Worldviews' to incorporate a spiral progression and deeper knowledge of particular religions and worldviews in particular year groups
- CPD on 'Religions and Worldviews' and our new enhanced approach (philosopher, theologian, social scientist)
- Planning time as a staff, supported by KB, to plan first unit using new structure and approach
- Support to be sought from Julia Watts (Diocese of Bristol)

Medium term (by end of Term 4):

- Monitor and evaluate impact - pupil voice, learning walk, book looks
- CPD in response to monitoring
- Team teach and coaching to support staff if needed
- Support to be sought from Julia Watts (Diocese of Bristol)

Long term (by end of Term 6):

- Monitor and evaluate impact - staff voice, book looks
- Review of curriculum overview in preparation for rolling programme
- Support to be sought from Julia Watts (Diocese of Bristol)

# Success Criteria

DESCRIPTION	COMPLETED
There will be a progressive and spiral 'Religion and Worldviews' whole school overview in place.	<input type="radio"/> NO
Children can talk indepth about the religions and worldviews they have explored.	<input type="radio"/> NO
Book looks and pupil voice shows that the enhanced approach (philosopher, theologian, social scientist) is embedded. t	<input type="radio"/> NO
Staff are confident in our developed 'Religions and Worldviews' approach.	<input type="radio"/> NO



# Leadership & Management- Christian Distinctiveness

<b>RAG:</b>	● Not set	<b>Status:</b>	In Progress
<b>Priority:</b>	High	<b>Responsible:</b>	KB
<b>Team:</b>	SLT	<b>Monitor:</b>	HC
		<b>Dates:</b>	01/09/25 - 31/08/26

**Description:**

- As a church school we continually strive to ensure our Christian Distinctiveness is at the forefront of our ethos
- We want to deepen both staff and pupils' understanding of spirituality and explore ways to nurture it in everyone
- Diocese of Bristol training has highlighted specific areas of Christian Distinctiveness that we can develop further

**Strategy:**

Short term (by end of Term 2):

- Parent voice to show their understanding of our vision and values
- Reshare our vision and values to enhance our community understanding of these (e.g. newsletter, church visit)
- Revisit the biblical underpinning of our vision
- CPD to develop a shared way of reflecting across the school
- Collective worship planning to be evaluated and adapted
- New Vision Team to be chosen by pupils and focus decided
- To review worship structure and class worship

Medium term (by end of Term 4):

- To develop the 3 aspects of spirituality - mirror, window and door through CPD and supporting staff to recognise opportunities both planned and spontaneous
- Vision Team to support and lead worship and help develop Christian Distinctiveness - monitor impact of this

Long term (by end of Term 6):

- Vision Team to support and lead worship and help develop Christian Distinctiveness - monitor impact of this
- Develop reflection spaces around the school grounds

# Success Criteria

DESCRIPTION	COMPLETED
Parent voice shows that there is an increased understanding of our vision and values.	<input type="radio"/> NO
Our community can voice our biblical underpinning of our vision.	<input type="radio"/> NO
Monitoring shows that there is a shared way of reflecting across the school.	<input type="radio"/> NO
There is an established Vision Team that leads pupil voice to develop focus areas decided upon.	<input type="radio"/> NO
Monitoring demonstrates that the 3 aspects of spirituality are embedded in collective worship and the curriculum - both spontaneous and planned.	<input type="radio"/> NO
Children pro-actively seek out and use reflection spaces in school - pupil voice shows that these spaces are valued and respected.	<input type="radio"/> NO

## Leadership & Management- CPD approach

<b>RAG:</b>	● Not set	<b>Status:</b>	In Progress
<b>Priority:</b>	High	<b>Responsible:</b>	HC
<b>Team:</b>	SLT	<b>Monitor:</b>	RH
		<b>Dates:</b>	01/09/25 - 31/08/26

**Description:**

- As a member of BKAT, we want to lead our staff CPD through the trialed approach, developed within the trust to strengthen whole school teaching and learning
- We want to ensure that all staff within the school understand the approach and recognise how developing practice in small steps has the biggest impact
- As a successful school, we are in a position to further strengthen identified areas in order to strive for outstanding.

**Strategy:**

Short term (by end of Term 1):

- Focus objective for the term CPD is identified and plan in place
- At least 50% of staff meetings focus on this
- Each session follows the approach designed by Ambition

Short term (by end of Term 2):

- New focus is identified (if needed)
- Staff meetings reduced to 45 minutes after school
- 15 minutes of training time is in place in the morning following each session for deliberate practice
- Staff are involved - either actively or passively - in the deliberate practice session

Medium term (by end of Term 4):

- Staff are familiar with the approach and are now all actively engaged in the deliberate practice sessions.
- drop-ins are now embedded and whole school feedback is given to address areas for development and good practice
- Support is provided for staff members who need more individualised actions

Long term (by end of Term 6):

- coaches have been trained and more individualised CPD is provided to some staff

# Success Criteria

DESCRIPTION	COMPLETED
Senior leaders attend the BKAT training	<div><div></div></div> NO
Termly CPD is mapped out in line with Ambition resources	<div><div></div></div> NO
At least 50% of staff meetings focus on CPD training approach	<div><div></div></div> NO
CPD foci develop across the year	<div><div></div></div> NO
Staff partake in deliberate practice sessions	<div><div></div></div> NO
Collaborative feedback is provided as of T3	<div><div></div></div> NO
Coaching is in place for some staff by T6	<div><div></div></div> NO



## Quality of Education- KS2 Reading

<b>RAG:</b>	● Not set	<b>Status:</b>	In Progress
<b>Priority:</b>	High	<b>Responsible:</b>	RH
<b>Team:</b>	SLT	<b>Monitor:</b>	HC
		<b>Dates:</b>	01/09/25 - 31/08/26

**Description:**

- There is not yet a consistent and deliberate structure to whole class teaching of reading in KS2.
- Following support and successful implementation of Early Reading strategies, this is our next whole school step.
- This has also been identified through the QAR (April 2025).

**Strategy:**

Short Term (by end of Term 2):

- Establish a clear structure for Learning to Read in KS2
- Develop a whole school progression document
- CPD regarding structure and progression
- RH and AF to trial new structure - evaluate and review impact

Medium Term (by end of Term 4):

- Share finalised approach and impact with staff
- Continue CPD regarding structure and progression
- Roll out reading approach across KS2

Long Term (by end of Term 6):

- Continue CPD regarding structure and progression
- RH and AF to build on new structure - evaluate and review impact
- All KS2 staff to teach new reading structure - evaluate and review impact

Staff CPD.

4) Modelling, team teaching and coaching of reading structure.

### Success Criteria

DESCRIPTION	COMPLETED
Learning walks show a consistent and deliberate structure to reading in KS2	● NO
Staff voice reflects a collective approach	● NO
Pupil voice reflects a collective approach	● NO
Data remains strong	● NO

## Safeguarding - CPOMS categories

<b>RAG:</b>	● Not set	<b>Status:</b>	In Progress
<b>Priority:</b>	High	<b>Responsible:</b>	HC
<b>Team:</b>	SLT	<b>Monitor:</b>	RH
		<b>Dates:</b>	01/09/25 - 31/08/26

**Description:** - To align our use of CPOMS categories to match that of the trust (to support reporting)

**Strategy:** Short term (by end of Term 2):

- Categories changed.
- Head teacher training.
- Staff training.
- Continual CPD throughout the year.
- Reviewed regularly by Safeguarding team - CPD and support given as necessary.

### Success Criteria

DESCRIPTION	COMPLETED
CPOMS categories will be aligned to the trusts.	<input type="radio"/> NO
CPD completed.	<input type="radio"/> NO
All staff are confident in using new categories in CPOMS.	<input type="radio"/> NO
Ongoing CPD has taken place for head, safeguarding team and all staff.	<input type="radio"/> NO
Trust feedback has been positive.	<input type="radio"/> NO