

School Development Plan



Wiltshire Council

Sutton Benger Church of England Primary School

Introduction

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 2026, there are 157 children on roll. We are an inclusive setting, with 11% of the children in school on our SEND register, 8% of whom have EHCPs, which is above the national average. We have 'The Nest' to deliver nurture provision and a range of interventions to meet the range of varied SEND needs we have in our setting. 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. We had our SIAMS visit in January 2026 and received a J1 judgement.

Attainment outcomes across the school are strong, with outcomes in most areas meeting or exceeding national averages. Where outcomes are not yet in line with the national average, we have implemented immediate, targeted action, supported by clear milestones to monitor progress and track impact.

The school structure changes annually, but for 2026-267 is organised as follows:

Willow Class: YR/Y1 Hazel Class: Y1/Y2 Beech Class: Y2/3 Ash Class: Y4 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 Inclusion Lead (0.2 Leadership release). The 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: Improve writing outcomes

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	RH
Team:	SLT	Monitor:	HC
		Dates:	01/09/26 - 31/08/27

Description: Writing outcomes need to improve throughout the school so that more pupils are meeting age related expectations in each year group. This will support stronger progress and greater consistency in pupils' written work.

Strategy: SLT will establish a clear whole-school focus on writing by reviewing current provision, identifying key weaknesses and agreeing consistent expectations for planning, teaching and assessment. Leaders will monitor pupils' writing regularly, use book scrutiny and pupil progress discussions to check impact, and provide targeted support and professional development for staff where needed. Subject and phase leaders will evaluate the quality of implementation over time, with actions adjusted in response to evidence from pupils' work and assessment information.

Success Criteria

DESCRIPTION	COMPLETED
More pupils meet age-related expectations in writing	☐ NO
Quality of planning is consistent across year groups	☐ NO
Quality of teaching writing is consistent across year groups	☐ NO
Lower prior attainers receive timely targeted support	☐ NO
Feedback is given to enable children to make progress	☐ NO
Monitoring shows sustained improvement in pupils' books	☐ NO

L&M: Spirituality in the Curriculum

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	KB
Team:	SLT	Monitor:	HC
		Dates:	01/09/26 - 31/08/27

Description: Spirituality is embedded across the curriculum so that pupils have regular opportunities to reflect, consider meaning and develop a sense of self, others and the wider world. This was a next step in our SIAMS report and will further support our development of our windows, mirrors, doors approach.

Strategy: SLT will work to identify where spiritual development is already present and where it can be strengthened across subjects and year groups. Leaders will agree clear expectations for curriculum planning, support staff with suitable examples and vocabulary, and check that opportunities for reflection are included in planned learning opportunities and classroom practice. Monitoring will include book looks, planning reviews, learning walks and pupil voice, with findings used to refine provision for consistent implementation across the school.

Success Criteria

DESCRIPTION	COMPLETED
Spiritual opportunities identified across subjects	● NO
Curriculum plans show regular reflection opportunities	● NO
Staff use shared vocabulary consistently	● NO
Pupils can explain reflection in learning	● NO
Provision is consistent across year groups	● NO
Monitoring shows planned spiritual development in planning and lessons	● NO

Safeguarding: align practice to new KCSIE guidance

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	HC
Team:	SLT	Monitor:	KB
		Dates:	01/09/26 - 31/08/27

Description: Safeguarding practice is aligned with the updated KCSIE guidance (2026) so that statutory duties are met consistently across the school. This supports a clear, current and compliant approach to keeping pupils safe.

Strategy: The senior leadership team will review safeguarding policies, procedures and recording systems against the 2026 KCSIE requirements and identify any gaps for action. Staff training will be updated accordingly, with clear expectations for reporting, referral and record-keeping, and compliance will be checked through regular safeguarding audits, case sampling and governor oversight. Any amendments will be communicated to staff and, where relevant, to parents and wider stakeholders so that practice remains consistent and accountable over time.

Success Criteria

DESCRIPTION	COMPLETED
Safeguarding policy reflects 2026 KCSIE	☐ NO
All safeguarding procedures match current guidance	☐ NO
Staff can describe reporting and referral routes	☐ NO
Safeguarding records are complete and timely	☐ NO
Audit actions are completed by deadline	☐ NO
Governors receive regular compliance updates	☐ NO
Relevant stakeholders receive clear updates	☐ NO
Ensure the new DDSL is trained and supported in their new role	☐ NO

SEND scaffolding and adaptation

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	HC
Team:	SLT	Monitor:	HC
		Dates:	01/09/26 - 31/08/27

Description: Improve the quality of scaffolding and adaptation in learning for children with SEND so that they can access the full curriculum and participate more consistently in lessons. This will support inclusion and reduce barriers to learning and engagement.

Strategy: SLT and SEND team will strengthen whole-school expectations for adaptive teaching through clear guidance, coaching and regular review of classroom practice. Leaders will monitor the consistency and impact of scaffolds and adaptations through learning walks, book looks, pupil voice and discussion with staff, then use findings to refine support, share effective practice and teachers and subject leaders to account. SENDCo and class teachers will use ongoing assessment and review to ensure adaptations are matched to individual need, with parents and carers involved where appropriate so that support remains responsive and well understood. Staff will be supported to use a flexible repertoire of strategies, including planned scaffolds, adjusted questioning, accessible resources and appropriate use of adult support, so that pupils with SEND remain included in high-quality teaching rather than separated from it.

Success Criteria

DESCRIPTION	COMPLETED
Classrooms show consistent adaptive teaching	☐ NO
Pupils with SEND access whole-class learning	☐ NO
Lesson participation is more consistent	☐ NO
Adaptations match identified pupil needs	☐ NO
Parents and carers understand support in place	☐ NO
Leaders can identify and share effective practice	☐ NO

L&M: Behaviour and School Culture

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	HC
Team:	SLT	Monitor:	RH
		Dates:	01/09/26 - 31/08/27

Description: To improve behaviour in line with the new policy and strengthen the whole-school culture through a tailored CPD programme. This will support a more consistent approach to behaviour and help staff apply the policy effectively across the school.

Strategy: SLT will lead the implementation of the new behaviour policy, ensuring staff understand expectations, routines and responses so that practice is consistent across classes and key times of the day. The tailored CPD programme will be sequenced over time, with coaching, modelling and opportunities for staff to reflect on and refine their practice. Leaders will monitor behaviour patterns, staff confidence and policy compliance through learning walks, behaviour logs and pupil voice, then use this information to adapt training and provide targeted support where needed. The impact of the policy and CPD will be reviewed regularly by SLT, with clear accountability for follow-up actions and communication with staff, pupils and parents to support shared ownership of the school culture.

Success Criteria

DESCRIPTION	COMPLETED
Consistent policy use across school	 NO
Fewer repeated behaviour incidents	 NO
Improved staff confidence with policy	 NO
Clear routines seen at key times	 NO
Pupil understanding of expectations	 NO
Parent awareness of behaviour expectations	 NO
Monitoring shows follow-up actions completed	 NO