

Ofsted Self Evaluation Form

Agreed

Sutton Benger Church of England Primary School

URN: 147512

School Context

BRIEF SUMMARY

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."

The curriculum is clearly mapped out against the 39 weeks of the school year. It is well thought through and sequenced in a way that shows clear progression. It is deliberately knowledge and vocabulary-rich, enacted through units to support children to become immersed in deep learning and progressive through the use of key concepts that are built upon each year.

Subject leaders have a clear vision for each subject as set out in a 3Is statement, which articulates the intent, implementation and impact of their subject. Leaders sustain improvements and raise expectations in their subjects. Subject Leader Action Plans for all subjects are in place and form part of the monitoring and evaluation cycle.

Knowledge organisers are routinely used for all units. They highlight key vocabulary, make links to prior learning and provide information on current unit learning. They are adapted to meet the different age and stage of the children.

A professional culture with a shared ethos and vision has been established and embedded at Sutton Benger CE Primary School. All staff have clear roles and understand their responsibilities. Staff engagement is high and staff enjoy coming to work.

Safeguarding

JUDGEMENT



Safeguarding is the priority in school and is taken very seriously. Robust training is provided for all staff in September, with regular updates throughout the year; this is guided by a safeguarding provision map, which is created in September and followed throughout the year.

CPOMS is used to record and monitor concerns. Concerns are acted upon immediately and all information is recorded in detail on our system. Safeguarding concerns are escalated to the IFD where appropriate and the team’s actions are reviewed weekly to ensure that we are doing everything we can to support our children and their families. We have increased the capacity of our team this year to meet the need within our school.

The safeguarding team consists of the Headteacher, Assistant Headteacher, KS1 leader and one of our ELSA practitioners. They meet regularly to monitor safeguarding cases, review actions that have been put into place and review whether appropriate actions have been taken. They are reflective and have utilised the support of the Lighthouse team, through Blue Kite, to carry out supervision sessions; these happen termly.

All members of SLT are safer recruitment trained, which means that 3 members of the safeguarding team have this training. The safeguarding team attend annual training from Sarah Turner as part of the Blue Kite offer and a member of the team will also attend termly keeping in touch sessions with Sarah Turner to ensure that we are up to date with the latest legislation and policies.

Safeguarding is embedded in the curriculum through our use of Jigsaw in PSHE and computing curriculum, helping pupils to understand how to keep themselves safe, including when online. The computing lead, alongside the DSL, are using the 360 tool to review our online practices and have developed our action plan through the outcomes of this review.

In line with our statutory duties under the Prevent guidance, we take appropriate and proportionate action to prevent pupils from being drawn into terrorism or extremist views. Staff are trained to recognise the signs that a pupil may be at risk of radicalisation and understand the appropriate safeguarding procedures for raising concerns.

We promote fundamental British values, equality of opportunity and respect for diversity, preparing pupils to participate positively and confidently in modern British society. This work is embedded within our school’s core values and positive ethos and is reinforced through collective worship, class reflections, curriculum opportunities and everyday interactions. Through this approach, pupils develop an understanding of respect, tolerance, individual liberty, democracy and the rule of law, alongside a strong sense of belonging and responsibility as members of their school and wider community.

Leaders work effectively with external agencies to secure the help that pupils need, including Wilshire Local Authority, Blue Kite Trust and Sarah Turner Consultancy.

Next steps:

Our target on our SDP this year is to ensure that our practices align with the new KCSIE policies.

In line with our school context, this will particularly focus on earlier identification and early help; we build relationships with our children and families so that our school is a safe space to raise or request help and our next step is to continue to build on these relationships as well as developing them with our new families.

Inclusion

JUDGEMENT



Sutton Benger Church of England Primary School demonstrates good, secure practice in supporting pupils with special educational needs and disabilities (SEND). Leaders have a deep understanding of diverse needs and demonstrate a strength in meeting the requirements of pupils with Neurodiversity, Social, Emotional and Mental Health (SEMH), Physical and Sensory needs, and Speech and Language development. The school fosters an inclusive culture where every child feels a strong sense of belonging and is enabled to thrive. The school has a clear vision for the education of all pupils with SEND at the school. The school has a culture of high aspiration for all children.

Our commitment to collaboration is evident through excellent relationships with the local SEND Partnership Team and active participation in SEND cluster groups and training opportunities. Leaders have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND. We promote the local offer and strengthen parental engagement through termly SEND Coffee and Chat sessions, which provide families with practical resources and direct access to professionals such as Wiltshire Parent Carer Council, School Nurses, Lighthouse Family Support Workers, and local secondary SENDCOs. We also encourage peer support through a dedicated parent WhatsApp group.

SEND Leaders work closely alongside the Head Teacher and other senior leaders to develop a whole school response to SEND. The school ensures that all teachers are aware of their responsibilities to pupils with additional needs. This has been made a priority focus this year on our SDP, where we aim to further develop our skills at adapting and scaffolding support for our children, across the curriculum.

In school, we have a range of interventions in place to meet the individual needs of our children. Support staff are deployed effectively to provide targeted support, helping targeted children to overcome barriers to learning, develop their skills and make progress for a range of diverse needs.

The school utilises specialist services including Wiltshire SSENs, Speech and Language Therapy (SALT), Educational Psychology (EP), and HCRG children's services via a robust referral process. Recommendations from these services are carefully monitored to ensure measurable impact for pupils. Our approach is underpinned by a clear Assess, Plan, Do, Review cycle where comprehensive assessment supports accurate identification of need and informs classroom practice. This is further supported by a flow chart that guides staff in identifying next steps. Leaders are knowledgeable about SEND Policy and practice. Parents and carers are also involved in APDR process and have regular meetings to review and discuss progress.

As part of the Blue Kite Academy Trust, we offer families access to a wide range of early intervention services such as Family Support, Educational Psychology, Play Therapy, and Behaviour Support. This comprehensive, multi-agency approach ensures that pupils' welfare and progress are consistently prioritised, making Sutton Benger Primary a beacon of inclusive practice and SEND excellence.

The SEND Governor holds the school to account in order to have a positive impact on the outcomes of all pupils.

Next steps:

Leaders and staff embed strategies that consistently enhance the opportunities and experiences for all pupil groups.

Curriculum & Teaching

JUDGEMENT



The curriculum intent links to our vision – it is deliberately knowledge and vocabulary-rich, enacted through units to support children to become immersed in deep learning, and progressive through the use of key concepts that are built upon each year.

The school is located in a semi-rural area surrounded by countryside. An important aspect of the curriculum is knowledge of our local environment. Children learn about the environment and how to protect it throughout the curriculum. Our commitment to outdoor education facilitates this.

The school embraces a broad and balanced curriculum. Opportunities include a wide range of sports on offer, including a commitment to learn to swim and opportunities to compete in a range of sporting events both with the Blue Kite Trust and with Fortius. Music has a high profile with an increase in music lessons on offer, including piano, guitar and recorder lessons; we also have a choir and a dedicated signing worship each week. Educational visits and experiences are planned in as part of our 39-weeks curriculum to enhance the learning, including residential camps in year 4 and year 6.

39 weeks curriculum maps are established for each class. These are live documents, which can be adapted so that the right learning takes place at the right time, depending on the needs of the children.

Blocked curriculum units are being used to enact the curriculum. Children have access to knowledge organisers that contain key vocabulary, knowledge required for the unit and links to prior knowledge/key concepts.

To support with early reading, we use an approved phonics scheme: Unlocking Letters and Sounds. We consistently have high levels of success in phonics and 89% children passing the phonics screening check in July 2026 in Y1 and 100% in Y2.

Leaders and teaching staff engage with professional development networks provided by the trust to develop the quality of education on offer at Sutton Benger CE Primary School; we are involved in the Professional Development approach that is led by Blue Kite Academy Trust to further enhance our CPD offer, which is having a positive impact in the culture of our school. Support staff engage in weekly TA meetings to support with professional development and regularly feedback their views to further enhance our provision.

Pupil progress meetings are held x3 per year. This is an opportunity to identify key marginal and focus children and to consider how to adapt the curriculum to best meet their needs. Key groups are discussed in depth and monitored closely throughout the year.

The learning environment is engaging and purposeful. Learning walls are used to ensure consistency in practice, expectation and learning behaviours.

Our data is strong:

81% of children reached GLD in July 2026.

100% of Y2 children who did not pass in Y1 have now passed.

KS2 data showed that 80% of children met ARE for Maths and Reading, and 77% met ARE for Writing and Combined attainment.

Pupils are enthusiastic about their learning and the curriculum approach. Pupils are proud and enthusiastic to share their learning with visitors and speak passionately about the units they have covered previously; they are able to recall knowledge with confidence.

Parents are positive about the curriculum approach the school is taking. Parent Voice has informed us that children talk about their learning at home and are enthused by what they are doing in school.

Next steps:

As part of our SDP, we have an increased focus on writing this year to ensure that this is taught daily, with a focus on consistency of approach in order to raise pupil outcomes in all year groups.

Adaptive teaching meets diverse needs without lowering the curriculum.

Achievement

JUDGEMENT



Children in our school are well prepared for the next stage of their education. They achieve well in our school and often exceed age-related expectations.

In the academic year of 2025-2026, our year 6 children were in line or above National ARE outcomes at the end of KS2: Reading 80% ARE and 30% GD; Writing 77% ARE and 7% GD; Maths 80% ARE and 40% GD.

In KS1, our results were similarly high: Reading 88% at ARE and 18% GD; Writing 77% ARE and 6% GD; Maths 100% ARE and 24% GD.

Our phonic screening results also exceed National results with an 89% pass rate in year 1 and 100% pass rate in year 2.

For children in the Early Years, 81% achieve GLD, which is again, well above the National average.

Children’s attainment is assessed regularly through both formative and summative assessment. Pupil progress meetings are held throughout the academic year, and individual children’s attainment and progress is reviewed in detail; our school has high expectations for every child.

Next steps:

To increase outcomes in writing at both ARE and GD, in all year groups. .

Attendance & Behaviour

JUDGEMENT



We have updated our policy for managing behaviour this year, which was prepared in consultation with our pupils, staff, governors and parents. The policy is based upon the three school rules of 'Be Ready, Be Respectful and Be Safe' and children's learning behaviours are supported and developed through our metacognitive approach of Gem Powers. The school rules and Gem Powers are clearly displayed and referred to throughout the school.

The use of Gem Powers provides a consistent language for teaching and promoting learning behaviours. This is used and understood by all staff and children across the school. As a result, children take responsibility for their behaviour and understand the expectations.

There is a clear approach to behaviours and consequence, and our children recognise that they must take responsibility for their actions. This is further reinforced and underpinned by our school values.

The relationships built between staff and children are respectful and caring. As a result, children feel safe and are able to ask for help when needed. Children are able to identify '5 trusted adults' that they would be able to go to for support and advice.

Our current CPD process focuses on whole-school culture and has strengthened the consistency and processes in place to support children achieve our high expectations. This is an ongoing program which enables both staff and children to flourish in our school community.

Designated safe spaces are provided for children and are used appropriately to support when needed e.g. a child may use the ELSA room or The Nest to practice calming strategies to support them to be ready to learn. There is also 'The Sanctuary' which is an indoor, quiet space for children to access during lunchtime.

Behaviour incidents are recorded on CPOMs and are monitored by the Headteacher. Individual behaviour plans and risk assessments are created and used to support children where necessary, which are developed alongside the child and their family. Our channels of communication are clearly laid out in our communication policy and these are utilised effectively.

ELSA sessions are used to develop and support social skills for groups of identified children. This is monitored for impact and next steps.

The Nest is available in the morning as a safe space to provide nurture sessions for any children who have had a difficult moment and aren't yet ready to learn. This is supported by one of our trained ELSA's and is used dynamically across the week.

Advice is actively sought from outside agencies (Behaviour Support Service, Educational Psychologists, Lighthouse) and is implemented effectively.

Weekly Celebration Worship focuses on learning behaviours and Gem Powers, and how these have supported children to be effective. These weekly celebrations are attended by parents to further enhance the sense of community in school.

End of year reports include a section on Gem Powers to show strengths and areas for development within learning behaviours. Children have spoken positively about this part of the report, which emphasises the importance of learning behaviours as well as learning within each subject area.

Attendance is strong, supported by rigorous and well-established systems and processes. It is monitored closely in school, alongside the local authority and the Blue Kite Trust, with clear expectations communicated to pupils, families and staff.

Leaders respond promptly to emerging concerns and work closely with families and relevant agencies where appropriate to address barriers to attendance. This ensures that attendance remains a shared priority across the school and that pupils are supported to attend regularly and engage fully in their education.

Next steps:

The new behaviour policy is applied consistently across the school in order to support a safe and respectful environment.

Personal Development & Well-being

JUDGEMENT



The ambition of the school is that all children learn, grow and flourish so that they are ready for their next stage of life and our vision statement reflects this. Within this, our approach to personal development is comprehensive: we foster children's growth to enable them to develop spiritually, we support our children to flourish in all aspects of their being, and we build curiosity and confidence through a well-planned curriculum. Through this, and the additional educational opportunities we provide, children are enabled to develop their whole self.

Daily worship and the integration of our Christian Values underpin our spiritual, moral, social, and cultural development, reinforcing our Christian ethos. As a church school, children's spiritual development has high profile. Worship takes place daily, either as a whole school, in Key Stages or as a class. Children know, and can sign, our school vision - *Together we learn, grow and flourish*. Our Christian Vision is the foundation upon why we do things here.

Our 6 key values are explored in depth during Collective Worship, as part of a 2-year cycle and are the Christian Values of Respect, Perseverance, Integrity, Responsibility, Compassion and Forgiveness. We use the mirrors, windows, doors approach to ensure that children have time to reflect on themselves, see and experience the lives of others, and take action to become proactive global citizens. One example of taking action through our values is our use of the 'Buddy' system whereby our year 6 children have buddies in our Reception class. They send the children letters over the summer and support them at break time and lunch time in their transition into school life, showing incredible compassion towards our youngest members of our school community.

We have also introduced leadership roles in Year 6 which involves prefects being assigned to all classes as well as Head and Deputy Head pupils. Their roles are evolving over time but this responsibility has been positively embraced by all of our year 6 cohort.

We have strong Church links with our local church. This includes the school attending church services throughout the year (welcome service, Harvest Festival, Christmas, Easter and Leavers Service). We also welcome church members into school to lead Collective Worship and to enhance areas of our curriculum where possible. Y6 children engage with 'Wild Church' three times a year to support their spiritual development as well as to support with Y6-7 transition. We also have a 'Vision Team' which involves children from Y3-6 who have been democratically elected. They work alongside members of our local church, and school staff, to embody our Christian distinctiveness; this includes playing a key role in our worship by lighting the candles, leading the signing of our school vision, creating our advent wreath and developing initiatives across the school.

Due to our history that is rooted in the farming community, nature and the outdoors play a key part in our school identity. Forest and wildlife sessions have a high profile, and our children benefit from this experience. All children access a term of forest and wildlife sessions, which take place on-site or in our local 'French Gardens'.

Being part of the Blue Kite Academy Trust, our children understand they are part of a wider group of schools, and they enjoy taking part in events such as the Blue Kite Games, which take place annually. There are also opportunities to attend other sporting events organised through external bodies with whom we work. Our children have had the opportunity to attend cross country events, cricket experiences and football tournaments. Swimming takes place for all children in Y3, with catch up lessons happening for children in Y4, Y5, Y6 where necessary. Y6 children also have the opportunity to take part in Bikeability sessions every year. These are very well attended. We promote participation in a range of sports competitions, and both children and parents are positive about these extra opportunities. We also have strong ties with Fortius who provide us with specialist PE sessions in addition to the lessons they receive from their class teachers.

Alongside sporting events, because of being part of the Trust, our Year 5 children have the opportunity to participate in a trust-wide debating competition, which involves an internal school competition followed by trust wide heats and a final; and our Year 6 Vision Team representatives also represent our school on the 'pupil parliament'. This opportunity enables them to visit the House of Parliament on an annual basis as well as the civic offices in Swindon.

We enrich the curriculum through trips and visitors, something that is planned for carefully in all year groups. Although our trips may change each year, all children know that in year 4 they will experience their first overnight residential, and in year 6, they will experience both a residential and a theatre trip to London.

Our children in Upper Key Stage 2 have several opportunities to visit our local secondary schools and we have good ties with them in order to support this crucial transition stage at the end of key stage 2.

We run a wide range of extra-curricular clubs (magic club, gymnastics, football, tag rugby, cheer leading, science club etc.) We make these inclusive by ensuring our pupil premium children are prioritised or subsidised to enable them to take part.

Music is also a prominent part of school life here at Sutton Benger. Piano, guitar and drum lessons take place throughout the week, and we also have a number of children signed up to irock. The children have opportunities to share their musical achievements through events such as collective worship, our Christmas fayre and parent presentations. We also have a substantial choir and are participating in this year's Young Voices festival.

Next steps:

To identify further opportunities to enhance our personal development offer.

Early Years

JUDGEMENT



The early years provision at Sutton Benger CE Primary School gives children a positive and purposeful start to their education. Leaders have established a clear vision for the EYFS. They know children as individuals, value their interests and starting points, and structure learning carefully to build knowledge, skills and vocabulary over time. They have designed the curriculum carefully to meet the needs of young children and establish strong foundations for future learning.

The curriculum combines carefully sequenced adult-directed teaching with purposeful child-initiated learning. Children regularly explore, practise and apply what they have learned through a well-resourced enabling environment. Staff draw on their knowledge of individual children to adapt provision, identify misconceptions and extend learning through high-quality interactions.

Children develop as confident, curious and increasingly independent learners. They form positive relationships with adults and their peers. Staff support them to develop resilience, perseverance, self-regulation and a positive attitude towards learning. The provision places appropriate emphasis on children's wellbeing and creates a secure environment in which all children feel valued and included.

Leaders have developed a broad, balanced and knowledge-rich EYFS curriculum. They use children's starting points, interests and developing needs to inform curriculum planning while maintaining a clear progression in knowledge, skills and vocabulary. This approach enables children to experience a wide range of opportunities, develop new interests and build the foundations they need for the next stage of their education.

The curriculum gives appropriate priority to communication and language, personal, social and emotional development, and physical development, alongside literacy, mathematics, understanding the world, and expressive arts and design. Staff place particular emphasis on developing vocabulary and communication and teach literacy, mathematics and phonics daily.

The school uses 'Unlocking Letters and Sounds' to provide a structured approach to early phonics. Staff complement this approach by giving children regular opportunities to apply their developing phonics knowledge during independent activities. By the end of Reception, the intended outcome is for children to use their phonics knowledge to read accurately and with increasing fluency, in line with end-of-year expectations.

Teachers deliver learning through a range of approaches:

- Focused group teaching introduces, revisits, consolidates and extends learning.
- Objective-led planning incorporates specific learning intentions into continuous provision.
- In-the-moment planning enables adults to respond immediately to children's interests, misconceptions and emerging learning.
- Exploring time gives children sustained opportunities to practise and apply knowledge and skills independently.

This approach enables staff to respond flexibly to children's learning. Adults use questioning, modelling, explanation and verbal feedback to deepen children's understanding. They address misconceptions promptly and extend learning when children are ready for greater challenge.

Staff give the indoor and outdoor environments equal importance. Children regularly develop their physical skills, independence, problem-solving and collaborative learning through purposeful experiences in both spaces.

The school sets high expectations for children's attainment and aims for children to achieve the Good Level of Development (GLD) by the end of Reception. Children make good progress from their individual starting points because staff know each child well and use this knowledge to inform subsequent teaching and provision.

Staff integrate assessment into daily practice. They draw on observations, interactions, children's independent work, focused activities and information from parents to build an accurate picture of children's learning. Staff use assessment to identify next steps and adapt teaching accordingly. At appropriate points throughout the year, they use summative assessment to review children's progress and draw on progression documents to support their judgements.

Leaders use assessment information alongside their professional knowledge of children to identify areas that require additional teaching, intervention or adaptation. Staff provide additional support where needed, using targeted support and additional scaffolding when children do not make the expected progress. Early involvement from parents gives staff a fuller understanding of each child and helps them identify appropriate strategies to support learning and development.

Staff create a warm, caring and positive environment in which they encourage children to develop confidence, resilience and perseverance. Positive and supportive relationships between adults and children help children feel secure and develop a strong sense of belonging.

The curriculum deliberately develops the characteristics of effective teaching and learning: playing and exploring, active learning, and creating and thinking critically. Adults encourage children to persevere when learning becomes difficult, solve problems, try different approaches, and celebrate their own and others' successes. They help children recognise and regulate their emotions and develop the social skills they need to learn and play successfully with others.

The school recognises parents as important partners in children's learning. Staff use information from parents to develop their understanding of children's interests, experiences and development. Parents can access their child's learning journal, Tapestry, which enables them to discuss learning with staff and contribute information from home.

Leaders have established strong transition arrangements to support children as they join the school. These include parent meetings, nursery and childminder visits, stay-and-play sessions, and a parent and carer coffee morning. These activities help children and their families make a smooth transition into school life.

Next step:

Leaders should further strengthen the use of assessment information to identify and address gaps in children's knowledge, skills and vocabulary.

Leadership & Governance

JUDGEMENT



The leadership of the school, including the Local Board of Governors, have a clear and relentless focus on improving teaching and learning across the school. Senior Leaders have developed a clear vision, alongside the staff and children, that has been shared with the whole school community (Together, we grow, learn and flourish). This vision is referred to and underpins every school improvement drive.

Middle Leaders, as well as Senior Leaders, all have responsibility for subject areas. Action plans are written in line with the overall School Development Plan. The Assistant Head/KS2 lead and EYFS/KS1 Phase Lead are strong role models for other teachers and are rigorous in their support and high expectations of the team. They have had a key role in supporting curriculum planning and modelling effective teaching across the school.

Parental communication is strong. A bi-termly newsletter, along with termly overviews of the units being covered in the curriculum, ensure that parents are aware of what is happening in school. High visibility of SLT on the school gates, as well as teachers availability at the end of the day, supports effective communication. Parents are invited into school once a term to engage with their children’s learning and we hold parents’ evenings twice a year.

Additionally, we have established a parent forum, where representatives from each class meet with the headteacher once a term to raise and discuss operational concerns. This has provided a valuable opportunity for constructive dialogue, enabling leaders to listen to parents’ perspectives and, where appropriate, develop and refine their approaches in response to the issues raised.

Parental concerns are dealt with swiftly and effectively.

Children are well looked after by staff. ELSA provision is used to ensure the needs of children, especially those experiencing disadvantage or who have an SEND profile of SEMH, are met. A dedicated ELSA room is established in the school. This is further enhanced by our Nest provision, which supports children who might need a softer start to the school day. Staff have an open-door policy and communicate well with parents and carers on the playground at the end of the school day.

The Pupil Premium strategy is well targeted, evidence-informed and supports children who are experiencing disadvantage to access the curriculum and wider opportunities.

We have a supportive and committed governing body who provide valuable challenge, insight and strategic oversight through our termly meetings. We have also established link governor roles across a range of key areas, enabling governors to develop a deeper understanding of the school’s work and provide focused support and challenge where appropriate.

Next steps:

Leaders ensure improvement is strategic and leads to rapid improvement.

Further develop the role of our link governors across a wider range of areas.