# \\OPTIMUSPRIME\Desktop$\gracepp\Desktop\headed paper\zZYrleJLWYGb9s.png\\OPTIMUSPRIME\Desktop$\gracepp\Desktop\headed paper\zZYrleJLWYGb9s.png **Sutton Benger Primary School 3-YEAR SCHOOL DEVELOPMENT PLAN 2024-2027**

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| **OFSTED Judgements** | **OFSTED Nov 23** |  | | | | **SIAMS 2019** |
| **Overall**  **Effectiveness** | **Leadership and Management** | **Quality of**  **Education** | **Personal Development** | **Behaviour and Attitudes** | **Early Years** | **SIAMs** |
| Good | Good | Good | Good | Good | Good | Requires Improvement |

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| **Context of the school** |
| 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, including a new housing development, as well as from the edge of Chippenham and other neighbouring villages.  As of September 2024, there are 160 children on roll. We are an inclusive setting, with 24% 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 5 children in school with an EHCP and 2 children have an EHCP pending. We have established ‘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 11% of the school, however the number of children experiencing disadvantage account for 17%.  The school joined the Diocese of Bristol Academies Trust in November 2019 and is due to join Blue Kite Academies Trust in January 2025.  The school had an Ofsted inspection visit in November 2023 and received a grading of Good in every area, having previously been Requires Improvement in 2019.  The school structure changes annually, but for 2024-25 is organised as follows:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Willow Class | Hazel Class | Beech Class | Ash Class | Sycamore Class | Oak Class | | YR | Y1/Y2 | Y2/Y3 | Y4 | Y5 | Y6 |   The Headteacher came into post in September 2022. 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 DBAT 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.  Attainment outcomes across the school are strong and meet or are above national average at measured outcomes:  **Data 2023-24:**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **GLD** | **Phonics Y1** | **Phonics Y2** | **KS1 reading** | **KS1 writing** | **KS1 maths** | **KS2 reading** | **KS2 writing** | **KS2 maths** | **KS2 combined** | | **81%** | **93%** | **89%** | **83%** | **61%** | **94%** | **92%** | **88%** | **92%** | **88%** | | **67%** | **79%** | **89%** | **69%** | **60%** | **68%** | **73%** | **71%** | **72%** | **60%** |   **Blue – school Green - national**  The school receives regular monitoring visits from DBAT and is also actively engaged with range of professional development networks provided by the trust. We also work with Integra to provide professional development for teachers in all year groups for writing and maths.  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.”* |

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| **STRATEGIC PRIORITIES (identified in the SER)** |
| **Overall Effectiveness**   * **For curriculum and educational opportunities to meet the needs of all children to allow them to be successful in writing, with a particular focus on Y4 and Y5, as well as children writing at Greater Depth standard.** * **To build on the success of phonics (Unlocking Letters and Sounds) and grow the code through more consistent whole class reading throughout KS2.** * **To establish clear assessment for learning expectations and processes for all subjects that ensure staff can assess the progress pupils make against the knowledge identified in curriculum plans, and to use this to effectively to inform future planning.** * **To ensure subject leaders have identified the knowledge and vocabulary that pupils are expected to know and remember in wider curriculum subjects.** |
| **Leadership and Management**   * **For leaders to ensure that curriculum and educational opportunities meet the needs of all children to allow them to be successful in writing** * **Develop pupils as leaders, to ensure they have responsibilities and a clear voice in various aspects of school life.** |
| **Quality of Education**   * **For curriculum and educational opportunities to meet the needs of all children to allow them to be successful in writing, with a particular focus on Y4 and Y5, as well as children writing at Greater Depth standard.** * **To build on the success of phonics (Unlocking Letters and Sounds) and grow the code through more consistent whole class reading in KS2.** * **To establish clear assessment for learning expectations and processes for all subjects that ensure staff can assess the progress pupils make against the knowledge identified in curriculum plans, and to use this to effectively to inform future planning.** * **To ensure subject leaders have identified the knowledge and vocabulary that pupils are expected to know and remember in wider curriculum subjects.** |
| **Personal Development**   * **Develop pupils as leaders, to ensure they have responsibilities and a clear voice in various aspects of school life.** |
| **Behaviour and Attitudes**   * **To continue to support the behaviour of a small proportion of children with SEND through the provision of a nurture group** |
| **EYFS**   * **Road to excellence: to continue to build on the high aspirations and improvements to provision by ensuring the provision meets all of the Ofsted ‘good’ criteria securely and consistently, as well as meeting the additional ‘outstanding’ criteria.** |

**Three Horizons Summary**

**Innovating excellence**

**Inspiring and sharing excellence**

**Sustaining and building excellence**

**Priority 1 - Writing**

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| **Problem**  ***(why?)*** | **Intent**  ***(what?)*** | **Implementation Activities**  ***(what?)*** | **Intended Impact**  ***(how well?)*** | **Impact Evaluation**  ***(how well - really?)*** |
| The curriculum and education opportunities do not yet meet the school’s high ambitions for all children to be successful in writing:  - In Y4 and Y5, not enough children are meeting age related expectations  - Children rarely attain greater depth standard in writing across the school | **For curriculum and educational opportunities to meet the needs of all children to allow them to be successful in writing, with a particular focus on Y4 and Y5, as well as children writing at Greater Depth standard.** | **Active ingredient 1**  Implement Core Team Meetings, led by a member of SLT, for staff teams in Y4 and Y5. These meetings will enhance the Pupil Progress meetings by ensuring regular communication, monitoring and planning support to bring about rapid improvement in writing outcomes.  **Active ingredient 2**  Ensure greater depth writing opportunities are clear within each subject area, in line with the school’s curriculum approach. Curriculum mapping with a focus on grammar and writing objectives to be evidenced, understood and adapted to meet needs of children at all attainment levels.  **Active ingredient 3**  Embed the successful curriculum approach to maintain effective learning journeys for writing. Writing skills will build over time and allow children to implement and demonstrate writing objectives throughout various writing types.  **Active ingredient 4**  Provide staff professional development in writing, with a focus on adaptive teaching to meet the needs of all children. | **Short term (end of Autumn Term)**  Core team meetings established for Y4 and Y5, key marginal children identified and Integra writing grid used to identify targets/gaps that need to be closed.  Staff training on GDS to be delivered to ensure teachers have the skills and understanding of how to plan opportunities that meet the needs of all children.  Curriculum map for every class is completed, with clear objectives (writing and grammar) mapped out.  **Medium term (end of Spring Term)**  Clear progress evidenced for key marginal children in Y4 and Y5.  Book scrutiny shows evidence of adaptive teaching. Opportunity to look at evidence of GDS across the school to see what progress at this standard looks like.  Staff training to address issues raised from monitoring.  **Long term (end of Summer Term)**  Y4 writing outcomes have improved from 64% to 75% children meeting expected standard.  Y5 writing outcomes have improved from 50% to 70% children meeting expected standard.  Evidence of GDS for all year groups. Outcomes at KS2 – GDS in writing at least in line with national average (13%) with an aim of 20%. | **Short term (end of Autumn Term)**  **Medium term (end of Spring Term)**  **Long term (end of Summer Term)** |
| **Next steps (and so…)** | | | | |
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**Priority 2 - EYFS**

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| **Problem**  ***(why?)*** | **Intent**  ***(what?)*** | **Implementation Activities**  ***(what?)*** | **Intended Impact**  ***(how well?)*** | **Impact Evaluation**  ***(how well - really?)*** |
| The EYFS provision is a strength of the school but is not yet consistently excellent in all areas. | **Road to excellence: to continue to build on the high aspirations and improvements to EYFS by ensuring the provision meets all of the Ofsted ‘good’ criteria securely and consistently, as well as meeting the additional ‘outstanding’ criteria.** | **Active ingredient 1**  The EYFS curriculum provides no limits or barriers to the children’s achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.  **Active ingredient 2**  The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those experiencing disadvantage, do well. Children with SEND achieve the best possible outcomes.  **Active ingredient 3**  Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.  **Active ingredient 4**  There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.  **Active ingredient 5**  Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children’s understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary. | **Short term (end of Autumn Term)**  RAG rate Ofsted descriptors for Good and Outstanding to identify key actions – EYFS action plan written  Early language focus – opportunities deliberately planned and mapped across 39 weeks curriculum plan – to ensure children are developing their vocabulary and understanding of language to ensure they are able to communicate effectively.  Floor books introduced to evidence progress in all areas of learning  **Medium term (end of Spring Term)**  Learning walk with a focus on Early Language.  Whole staff training on EYFS Early language approach.  Parent information sessions on phonics, early language and early maths.  **Long term (end of Summer Term)**  EYFS lead is sharing best practice across the Trust  Monitoring visits identify areas of excellence within EYFS. | **Short term (end of Autumn Term)**  **Medium term (end of Spring Term)**  **Long term (end of Summer Term)** |
| **Next steps (and so…)** | | | | |
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**Priority 3 – Assessment in wider curriculum subjects**

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| **Problem**  ***(why?)*** | **Intent**  ***(what?)*** | **Implementation Activities**  ***(what?)*** | **Intended Impact**  ***(how well?)*** | **Impact Evaluation**  ***(how well - really?)*** |
| The school does not yet use assessment well across all subjects.  In some subjects, leaders have not identified the important content it wants pupils to know and remember. This limits pupils’ learning. | **To establish clear assessment for learning expectations and processes for all subjects that ensure staff can assess the progress pupils make against the knowledge identified in curriculum plans, and to use this to effectively to inform future planning.**  **To ensure subject leaders have identified the knowledge and vocabulary that pupils are expected to know and remember in wider curriculum subjects.** | **Active ingredient 1**  Assessment processes and expectations are evidence-informed and based on current best practice and research.  **Active ingredient 2**  Subject leaders have identified vocabulary (tiered) that pupils are expected to know and remember. These are included on knowledge organisers for all subjects.  **Active ingredient 3**  In lessons, staff check for understanding, progress against key concepts/skills and misconceptions. They adapt teaching accordingly.  **Active ingredient 4**  To ensure children know and remember their learning, retrieval opportunities are deliberately planned in through ‘pearl power quizzes/activities’.  **Active ingredient 5**  Feedback policy is used effectively and consistently to develop writing across the curriculum. | **Short term (end of Autumn Term)**  Explore assessment processes within BKAT  Conduct research into assessment processes to ensure decision made and implemented are evidence-informed  Subject leaders have created vocabulary lists – these are added to knowledge organisers to show clear progression as well as key concepts that are referred to e.g. in DT, prototype, design, adapt, skills focus task, evaluate.  **Medium term (end of Spring Term)**  Trial assessment processes for agreed subjects (history and DT – tbc)  Monitoring evidences assessment for learning opportunities in all lessons and teachers adapt teaching as a result  Book scrutiny - focus on vocabulary on knowledge organisers and evidence within unit learning journey  **Long term (end of Summer Term)**  Clear assessment processes are agreed, shared and understood by all teachers.  Teachers have all had the opportunity to trial the assessment processes in identified subjects. | **Short term (end of Autumn Term)**  **Medium term (end of Spring Term)**  **Long term (end of Summer Term)** |
| **Next steps (and so…)** | | | | |
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**Priority 4 – Reading in KS2 (grow the code)**

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| **Problem**  ***(why?)*** | **Intent**  ***(what?)*** | **Implementation Activities**  ***(what?)*** | **Intended Impact**  ***(how well?)*** | **Impact Evaluation**  ***(how well - really?)*** |
| Whole class reading approach in KS2 is not yet consistent and does not progress smoothly and deliberately enough from the strong start in EYFS/KS1. | **To build on the success of phonics (Unlocking Letters and Sounds) and grow the code through more consistent pedagogy for whole class reading in KS2.** | **Active ingredient 1**  Reading approach - Reading 2 learn, Learning 2 read and Reading to demonstrate (for pleasure) – understood and implemented. Within Learning 2 Read strand, processes are tight and greater consistency in pedagogy is achieved throughout KS2.  **Active ingredient 2**  Whole class reading sessions allow for deliberate practice to ensure marginal gains are made that meet the needs of all children.  **Active ingredient 3**  To enhance the reading culture by improving the library environment, so that it is a space the supports and enthuses all children to be readers through being an inviting and accessible space. | **Short term (end of Autumn Term)**  Library furniture ordered  New books (fiction and non-fiction) are ordered  Staff training delivered on Learning 2 Read strand – processes understood by all staff.  **Medium term (end of Spring Term)**  Learning walk for reading – evidence of consistency for whole class reading. Strengths and areas for development shared in further staff training.  New library in place  **Long term (end of Summer Term)**  Staff and pupil voice is positive about whole class reading and reading culture.  Outcomes in reading remain high across the school and above national average. | **Short term (end of Autumn Term)**  **Medium term (end of Spring Term)**  **Long term (end of Summer Term)** |
| **Next steps (and so…)** | | | | |
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**Priority 5 – Pupils as leaders**

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| **Problem**  ***(why?)*** | **Intent**  ***(what?)*** | **Implementation Activities**  ***(what?)*** | **Intended Impact**  ***(how well?)*** | **Impact Evaluation**  ***(how well - really?)*** |
| Pupils do yet have the full range of opportunities to develop leadership skills through having an active voice in school improvement. | **Develop pupils as leaders, to ensure they have meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute to various aspects of school life and the wider society.** | **Active ingredient 1**  Children to be encouraged to take on areas of responsibility and leadership through being an Agent of Change. This includes being part of the Worship Team, Green Team or Lunch Leaders. The culture established encourages courageous advocacy and enables children to make ethical choices.  **Active ingredient 2**  Y6 buddies to be established to promote qualities of leadership and responsibility.  **Active ingredient 3**  Pupils know how to discuss and debate issues and ideas in a considered way, and do this through being an Agent of Change.  **Active ingredient 4**  Sutton Benger Citizen established – agreed by staff, pupils and parents.  This is rooted in our school vision – Together, we learn, grow and flourish – as well as British Values. | **Short term (end of Autumn Term)**  Staff to be identified to take on responsibility for overseeing areas of Agents of Change. Look at best practice from across Trust to identify how to run these teams effectively.  Children selected for Worship Team, Green Team and Lunch Leaders (democracy link).  Y6 buddies – letters sent, opportunities to work together planned in  Worship Team used to support on school tours, at parents evenings, book fairs etc.  **Medium term (end of Spring Term)**  Sutton Benger Citizen – launched through Collective Worship. Aim of Worship Team for T3/4.  **Long term (end of Summer Term)**  Pupil voice – positive feedback about leadership opportunities and how children can flourish in this area | **Short term (end of Autumn Term)**  **Medium term (end of Spring Term)**  **Long term (end of Summer Term)** |
| **Next steps (and so…)** | | | | |
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