Sutton Benger CE Primary 3-YEAR SCHOOL DEVELOPMENT PLAN 2023-2026

OFSTED Judgements	OFSTED Date 2019						SIAMS Date 2019
Overall Effectiveness	Leadership and Management	Quality of Education	Personal Development	Behaviour and Attitudes	Early Years/ Sixth Form		SIAMs
Requires Improvement	Requires Improvement	Requires Improvement	Requires Improvement	Good	Requires Improvement		Requires Improvement
Self Evaluation							
Overall Effectiveness	Leadership and Management	Quality of Education	Personal Development	Behaviour and Attitudes	Early Years/ Sixth Form		SIAMs
Trust Evaluation							
Overall Effectiveness	Leadership and Management	Quality of Education	Personal Development	Behaviour and Attitudes	Early Years/ Sixth Form		SIAMs

Context of the school
Sutton Benger CE Primary School is a primary school with 6 classes made up of some mixed and other single 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 2023, there are 171 children on roll. 20% of the children in school are 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 3 children in school with an EHCP; 4 children have an EHCP pending. The number of children entitled for Pupil Premium is low accounting for around 11% of the school, however the number of disadvantaged children account for 17%.

In February 2019 the school received an Ofsted judgement of Requires Improvement, having previously been graded as Outstanding. The school joined the Diocese of Bristol Academies Trust in November 2019.
The school is organised as follows:

Willow Class	Hazel Class	Beech Class	Sycamore Class	Ash Class	Oak Class
YR/Y1	Y1/Y2	Y2/Y3	Y4/Y5	Y4/Y5	Y6

The Headteacher has been in post for one year. The SLT is made up of the Headteacher, Assistant Headteacher (0.1 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 are two ECTS (first and a second year). The remaining teachers, as well as SLT, all have curriculum and subject leadership responsibilities.

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. We have a trained member of staff who is a Forest school teacher. Classes regularly receive outdoors education, 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."*

STRATEGIC PRIORITIES (identified in the SER)
• **Curriculum and educational opportunities meet the needs of all children, including disadvantaged pupils and pupils with SEND.** • **Rapid improvement in outcomes for KS1 to bring this in line with GLD and KS2 outcomes.**

Leadership and Management
- **Leaders ensure that curriculum and educational opportunities meet the needs of all children, including disadvantaged pupils and pupils with SEND.**
- **Develop subject leadership to ensure progress and attainment in all areas including writing**
- **Continue to support ECTs**
- **Academy Council to conduct annual well-being survey**

Quality of Education
- **To implement a new scheme to support with spelling progression – Essential Spelling**
- **To consistently and effectively embed the curriculum approach so that it meets the needs of all learners, including disadvantaged pupils and those with SEND.**
- **To improve the quality of writing in KS1 and lower KS2, as reflected in data**
- **Subject leaders to attend the relevant curriculum training to support professional development**
- **Subject leaders to have a focus on book scrutiny as part of the monitoring cycle to evidence the learning journey for each subject**

Personal Development
- **To develop the prominence and impact of Pupil Voice through providing more opportunities to get involved as an Agent of Change –Worship Team, Green Team, Play Leaders**
- **Explore additional opportunities for developing life skills e.g. Wiltshire Life Skills**

Behaviour and Attitudes
- **To support the behaviour of a small proportion of children with SEND through the provision of a nurture group**
- **Revisit school processes and policy for all staff and particularly new staff**
- **Induction week to focus on setting high expectations for behaviour as well as learning**
- **Behaviour learning walks to be included as part of monitoring cycle**

EYFS
- **Continue to ensure high quality provision for EYFS whilst also ensuring high quality teaching for Y1 children in the same shared class**

Three Horizons Summary

E.g. Sharing Excellence

E.g. Sustaining and Building Excellence

E.g. Embedding Excellence

Horizon 1 – e.g. Embedding Excellence

- Ensuring our curriculum and educational opportunities meet the needs of all pupils, including those with SEND and those experiencing disadvantage
- Rapid improvement for KS1 and lower KS2 outcomes to bring them in line with EYFS and KS2
- Subject leader action plans are rigorous, efficient and effective at identifying strengths and areas for development

Horizon 2 – e.g. Sustaining and Building Excellence

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Horizon 3 – e.g. Sharing Excellence

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Priority 1 (SEND)

Problem (why?)	Intent (what?)	Implementation Activities (what?)	Intended Impact (how well?)	Impact Evaluation (how well - really?)
The needs of some children with SEND are not yet being fully met.	**To consistently and effectively embed the curriculum approach so that it meets the needs of all learners, including disadvantaged pupils and those with SEND.**	**Active ingredient 1** Processes for SEND across the school - Ensure all stakeholders (SLT, SEND team, teachers and parents/carers) have a clear and shared understanding of the processes in place and their purpose - Strategic SENDCo and Operational SEND Lead to support teachers with the processes and conduct monitoring through RAP. **Active ingredient 2** Ensure the provision in place for children with SEND meets the needs of all learners through: - Quality First Teaching that supports, scaffolds and differentiates learning to enable all children to access the curriculum. - Providing a learning environment that is deliberately SEND focused to support an inclusive culture - Providing bespoke plans for individual children to support with academic achievement and outcomes, behaviour, SEMH and other areas of identified need - Purchasing resources that support learners with SEND to be ready to learn and access the curriculum - Set up a daily Nurture Group for an identified group of children to support them with strategies for managing and understanding emotions that allow them to be ready to learn. **Active ingredient 3** To ensure the correct Professional Development opportunities are in place, and that relevant training is attended by staff, to develop the skills, knowledge and understanding of all staff supporting children with SEND - Op SEND Lead induction with Strategic SENDCo to establish clear roles and responsibilities - Staff training in the following areas – Team Teach, Zones of Regulation, ASD, (Catherine and Rachel P) - SEMH Library – resource to be introduced to all staff to support in understanding specific needs of children they are supporting	**Short term (end of Autumn Term)** SEND processes mapped out across the school year and shared with staff Strategic SENDCo and Operational SEND Lead to have completed induction and have an understanding of each role and how they work together Staff meetings – Zones of regulation training completed and strategies in place across the school Sensory room established Nurture group started, with individual targets for each children set Staff survey identifies strengths and areas for development in SEND **Medium term (end of Spring Term)** Bespoke support plans in place for every child with SEND and these have been created with parent and pupil voice SEND learning walk can identify QfT of SEND in every class, with strategies specific to individuals as described as part of support plans where necessary Resources have been purchased and are available to support SEND children **Long term (end of Summer Term)** Parent voice of those with children who have SEND is positive Staff survey for SEND shows that all staff feel more empowered and that	**Short term (end of Autumn Term)** **Medium term (end of Spring Term)** **Long term (end of Summer Term)**

			their skills and knowledge has developed throughout the year	

Priority 2 (Writing KS1 and lower KS2)

Problem (why?)	Intent (what?)	Implementation Activities (what?)	Intended Impact (how well?)	Impact Evaluation (how well - really?)
Not enough children meet the expected standard in writing at the end of KS1 and consequently start KS2 at a disadvantage	**To improve the quality of writing in KS1 and lower KS2, so that there is rapid improvement in outcomes for KS1 to bring this in line with GLD and KS2 outcomes.**	**Active ingredient 1** To complete a detailed Gap analysis to determine why children are not reaching age related expectations – is there a common theme e.g. spelling handwriting, punctuation, knowledge etc. **Active ingredient 2** Ensure 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 and understood. **Active ingredient 3** Implement a whole school approach to spelling – Essential Spelling new scheme. This scheme is based upon Unlocking Letters and Sounds, which we use for phonics. **Active ingredient 4** Implement a new Feedback Policy to ensure progress in writing. **Active ingredient 5** Ensure regular monitoring and evaluation takes place in line with the RAP.	**Short term (end of Autumn Term)** Gap analysis of writing in Y2 and Y3 has identified key priorities to work on *(spelling, handwriting, planning of writing journey)* Curriculum map for every class is clear and understood by teachers and SLT – expectations are established and monitoring is able to be rigorous Essential Spelling programme is being delivered. Staff have received training and learning walks show fidelity to the scheme. Feedback policy has been shared with staff and is beginning to be implemented. Opportunity for staff feedback is planned in. **Medium term (end of Spring Term)** Book scrutiny with a focus on feedback shows that children are making progress because the right areas for development are being identified. Curriculum books clearly show the learning journey of each unit, with a focus on learning objectives in the subject as well as writing. **Long term (end of Summer Term)** Children and staff survey of feedback policy is positive. All stakeholders can articulate why it is helpful. Writing in KS1 and lower KS2 – rapid progress being made (36% up to 60%)	**Short term (end of Autumn Term)** **Medium term (end of Spring Term)** **Long term (end of Summer Term)**

Priority 3 (RAP to support Leadership and Management)

Problem *(why?)*	Intent *(what?)*	Implementation Activities *(what?)*	Intended Impact *(how well?)*	Impact Evaluation *(how well - really?)*
The monitoring cycle is not yet supporting leaders to identify areas for development as efficiently and effectively as it could.	**To devise and implement a Raising Attainment Plan (RAP) that supports leaders at all levels with robust and rigorous monitoring and evaluation**	**Active ingredient 1** Devise a RAP for each term with clear and timely monitoring expectations and specific areas. **Active ingredient 2** Ensure leaders understand the RAP and their roles and responsibilities within it. **Active ingredient 3** Ensure all staff are aware of the RAP so that key monitoring and evaluation dates and expectations are communicated and understood effectively.	**Short term (end of Autumn Term)** Hub Director and Headteacher have devised a RAP and this has been shared with staff. This has improved understanding and expectations for what is happening, when and why. RAP is on display in key places around the school (HT office, Finance/SEND office, PPA room, staff room, admin office) **Medium term (end of Spring Term)** Regular meetings with Hub Director and Headteacher demonstrate improved rigour around the monitoring cycle. All areas of monitoring due to be conducted have been completed. **Long term (end of Summer Term)** Leaders at all levels have improved monitoring and evaluation for their subject area and are able to evidence impact on subject leader action plans as a result.	**Short term (end of Autumn Term)** **Medium term (end of Spring Term)** **Long term (end of Summer Term)**
Next steps (and so…)				

Priority 4 (Subject Leadership)

Problem *(why?)*	Intent *(what?)*	Implementation Activities *(what?)*	Intended Impact *(how well?)*	Impact Evaluation *(how well - really?)*
Subject leaders are developing in their role(s). Subject leader action plans are not yet SMART and impact based upon monitoring and evaluation is not fully embedded.	**Develop subject leadership to ensure progress and attainment in all areas including writing**	**Active ingredient 1** Share RAP with all subject leaders to ensure they understand their roles and responsibilities within this. **Active ingredient 2** Develop Subject Leader action plans with a clear focus on ensuring progress and attainment, in line with the SDP. **Active ingredient 3** Ensure writing opportunities are clear within each subject area, in line with the school's curriculum approach. **Active ingredient 4** Subject leaders to have a focus on book scrutiny as part of the monitoring cycle to evidence the learning journey for each subject	**Short term (end of Autumn Term)** Hub Director and Headteacher have devised a RAP and this has been shared with staff. This has improved understanding and expectations for what is happening, when and why. RAP is on display in key places around the school (HT office, Finance/SEND office, PPA room, staff room, admin office) Subject leader action plans have SEND as an area of focus Subject leader action plans have writing as an area of focus **Medium term (end of Spring Term)** Subject leader release time is carefully planned and ensures that rigorous monitoring and evaluation of taking place in all subject areas **Long term (end of Summer Term)** Leaders at all levels have improved monitoring and evaluation for their subject area and are able to evidence impact on subject leader action plans as a result.	**Short term (end of Autumn Term)** **Medium term (end of Spring Term)** **Long term (end of Summer Term)**

Next steps (and so…)