

School's Theologically Rooted Christian Vision

Inspection Conversations: Context

Context 1: Who are we?

(This factual information enables the inspector to understand the specific context of the school. No judgements are made on this information.)

- a. Is the school a Church of England, Methodist or joint denomination school?
- b. Is the school voluntary controlled or formerly voluntary controlled; voluntary aided or former voluntary aided; or does it have another designation?
- c. If a former voluntary controlled school does it, as an academy, provide denominational education?
- d. What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll?
- e. Is the school an academy or a maintained school? Is the school part of a federation?
- f. How is school (and trust) leadership structured and organised? If part of a trust, what authority is delegated locally?
- g. What characterises the school's pupil profile, and the community within which it is situated and/or that it serves? For example, how ethnically, culturally, and socially diverse is the community? And, what are the educational needs of pupils?
- h. What church and DBE/MAST partnerships does the school have?
- i. Does the school have any other links or partnerships?

Sutton Benger CE Primary School (previously voluntary aided) is a Church of England 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. The school structure changes annually, but for 2025-26 is organised as follows:

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

As a village school we are situated in a family based community. We are socially and economically diverse, but ethnically and culturally we are limited. We ensure our curriculum design and opportunities that we provide for our children extend these limitations.

Under the Diocese of Bristol Academy Trust, the school had a new Head Teacher appointed in September 2022. The school then joined the Blue Kite Academies Trust (BKAT) 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.

As a church school we are part of, and hugely supported by, the Diocese of Bristol and the Draycot Benefice. Our links with the Draycot Benefice are strong (reflected in our Silver Award for the 'Church and School Partnership Award') in September 2024. Our church, All Saints, and the PCC also support us in many ways, as we do them through regular link meetings which also include a foundation governor.

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 NWMA (North Wiltshire Mission Area) youth ambassador is involved in our church link meetings and also comes into school 3 times a year to lead Wild Church with Year 6. 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."

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%. We have 4 children with English as an additional language, which is 2.5% of our school population.

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.

Context 2: What are we doing here?

(This information enables inspectors to understand the theological underpinning of the school's Christian vision, the school/trust's governance structures, its arrangements for religious education and collective worship, and its partnerships. This information contributes to the judgements that the inspector makes.)

- a. Considering the answers under 'Who are we?', what is the vision of the school and of the trust?
- b. How is the school's vision a clearly-articulated, theologically rooted Christian vision? How is the trust's vision resonate with this?
- b. How do the specific needs of the school community inform the theologically-rooted Christian vision? In other words, do leaders understand the school's context, and do they know how to respond to it theologically?
- c. Why have school leaders decided to be a maintained school/an academy? How does this status enhance the effectiveness of the school as a Church school?
- d. As a result of the school's Christian vision, original foundation, and current context, why are school and trust structures of governance as they are?
- e. How do governance accountability and delegated authority in the school and trust enhance the work of the school as a Church school? How do leaders know this?
- f. What are the school's arrangements for collective worship? Why are these arrangements in place?
- g. How is religious education structured and organised? Why have these decisions been made?

- h. What is the relationship between the school/trust and the DBE and/or MAST? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?
- i. What is the relationship between the school/trust and local church/es? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?

When developing our school vision, we thought about who we are as a community. Research into Sutton Benger showed that in the past we were a strong farming community, providing produce to the local town of Chippenham and the surrounding villages, as well as Sutton Benger itself. As a community, this has evolved over time. Today, farming is still a part of the village, but in a very different way. In addition, the village has grown and developed – families have moved on, new families have joined, houses have been built and old buildings have disappeared. The school itself has moved sites from the old schoolhouse near the church to our present building, which has also changed over the years. We are a village of old and new – a village that is forever growing and changing. We also talked to the children and we decided that our school is a loving community that respects, cares and cherishes every person; has a full and exciting curriculum, with opportunities that encourage children to develop a love of learning; develops values that will help us grow as individuals and as a community; and helps our children to grow and shine, to be the best they can be. Thinking about who we are and why we are here, we developed our vision – “Together we learn, grow and flourish”. This vision also centres around the Church of England's vision of education – that our children will flourish and live life in its fullness, (John 10:10)

BKAT's aim is “to provide exceptional education that transforms children's lives, builds special memories and strengthens the community whilst fostering collaboration and innovation.” This links strongly with our vision and ensures that support from BKAT is centered on this. A ‘Flourishing Schools’ Brick has been formed to support the development of church schools within the trust (we are part of the first group of church schools to be in BKAT)

Our vision is one that is supported by its biblical underpinning – *“Remember this – a farmer who plants only a few seeds will get a small crop. But the one who plants generously will get a generous crop.”* (2 Corinthians 9:6). These seeds are the values that are embedded in our daily worship and the language of which is heard throughout the school daily and lived and modelled by all in our school community. The BKAT values of integrity, quality, care, ambition, creativity also link with our school values and again ensures that our approach as a school and as part of an academy is strongly linked.

Leaders are keen to ensure that our school lives out its vision and is a place where children can develop into well rounded, kind and compassionate individuals. Parents and carers choose our school because of both its reputation, and because they are keen for their children to be taught in a setting where our Christian values are part of everyday school life. Our school bible verse guides all that we do at Sutton Benger. We see our values as seeds that we sow in ourselves and in each other, that help us to learn, grow and flourish.

The staff and governors are positive, committed and enthusiastic to ensure we provide the best for our children and school community in all ways. All stakeholders have the children's best interests at the heart of everything they do. Leaders and governors are keen to keep improving the school and create a School Development Plan (SDP) each year. This steers school improvement and enables our children to flourish. We have strong links with our village church and we support each other in many ways. This includes meeting with the school regularly, leading Collective Worship in school, leading and

supporting our church services, giving Bibles as leaving gifts for our Year 6 children, running Wild Church and Experiences throughout the year and supporting the schools Christian distinctiveness. This can be seen through our achievement of a Silver Award in the Church School Partnership Award.

Collective worship in our school has the purpose of exploring our vision and values and creating our community. It also allows us to encounter and explore the teachings of God and Jesus, allows us to look at other worldviews and real-life stories, and gives us another opportunity to grow spiritually. Collective Worship in our school is inclusive - it includes all adults and children, parents and the wider community at certain times, reflects the faiths and backgrounds of our school and is supported by our church partnership. It is invitational – there are opportunities to engage, to pray and reflect if children wish to in their own way; it includes pupil contributions and invites children to respond. It is also inspirational – it helps form individuals and their characters by having the focus on our values, provides sound and silence, stillness and movement and has a living message that our children can take out with them to make a change to our world.

Collective Worship is shaped by our school values (we have 6 values over a 2-year rolling programme) and church festivals. It is planned termly by our Christian Distinctiveness Lead who ensures that it is progressive across the term, has a variety of Christian based stories as well as other world views and real-life stories to support these. All staff are involved in the delivery of our worship. (see IQ3 for further details)

Our schools theologically rooted Christian vision drives the provision and impact of its 'Religion and Worldviews' (RW) curriculum, enabling every child to flourish in line with our Church school foundation and the Church of England's Statement of Entitlement. We also recognise the integral role that RW plays in enabling every child to flourish and experience 'life in all its fullness', as articulated in the Church of England's Vision for Education. This vision informs our commitment to delivering a high quality, focused and well-sequenced RW curriculum that reflects our foundation as a Church school and as members of a world society. We prioritise RW as a core subject within the curriculum, ensuring that it is taught regularly across all key stages as units of learning or alongside units of learning, signalling its importance as a core subject. Our vision shapes our provision of RW, ensuring that every child has opportunities to engage meaningfully with the curriculum in ways that connect with their own lives, beliefs, and experiences. The RW curriculum is carefully planned using Understanding Christianity and the Swindon RE Syllabus. We weave Christianity as a golden thread throughout our RW teaching, enabling children to engage deeply with core Christian beliefs. This approach encourages children to grapple with profound theological concepts and 'big questions', (see IQ6 for details)

Inspection Questions (IQ) : How then shall we live?

IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

- a) How is the Christian vision expressed, for example, through policies and character education/values that are faithful to the Anglican/Methodist foundation of the school?
- b) What other strategies might leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?
- c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?
- d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?

Our school vision “Together we learn, grow and flourish” is the lens through which everything is planned for and how everything is achieved at our school. Our school policies are rooted in our Christian vision and ensure that all children flourish. For example, our Attendance Policy reflects our attitude towards children having the opportunity to access school fully; as a result, our attendance data is above the National average. Our Behaviour Policy shows our restorative approach towards behavioural choices, and represents the emphasis we place on reflection. It enables our children to change and grow.

When focusing on our vision, we consider our values as seeds that grow in our children. The more seeds we plant, the more our children will grow and flourish. As the Bible says *“Remember this – a farmer who plants only a few seeds will get a small crop. But the one who plants generously will get a generous crop.”* (2 Corinthians 9:6) Our vision is returned to on a regular basis, particularly through collective worship, and by weaving our values across the curriculum, children have the opportunity to continually reflect and live out the values that are at the root of our school vision.

Our curriculum design (detailed in IQ2) allows all to flourish academically. It is challenging, progressive and knowledge and vocabulary-rich, resulting in pupils becoming deep thinkers and learners. They are celebrated as individuals and they are encouraged to take responsibility in school, home and their local communities enabling them to flourish. We are an inclusive setting which supports all children and our care of our LED and SEND children ensures that everyone achieves their potential at our school. Visitors to the school comment on the positive behaviour of the children and on school trips, it has been noted that our children are eager to learn, be involved and have open and questioning minds.

Senior leaders and governors have high expectations of learners and staff. Our School Development Plan (SDP) is purposeful and progressive, with our Christian distinctiveness sitting at the forefront of our priorities and these have been shared and discussed with our local governing body. Appraisals encourage teachers to flourish and are driven to achieve the next stage in their professional development. Targets are drawn from the SDP and are monitored by senior leaders and governors. Staff are given the opportunity to decide on a personal target they would like to focus on as part of the appraisal process to ensure that not only do they develop in line with the key priorities of the school, but also as individuals on their own learning journey. The Headteacher has been given a ‘buddy’ from another school within the Diocese and this enables her to ensure that her expectations remain high of herself, the staff and our children. It also enables her to reflect on whether our practices are purposeful and meaningful within our school context, continually returning to our vision for our root purpose.

As a school, we live out our vision and values daily. A significant example of this is through the use of our ‘gem powers’, which are embedded in our day-to-day life and language. These gem powers are closely linked with our Christian values and encourage our children to flourish in their behaviours and attitudes both in, and outside, of the classroom. For example, ruby power encourages our children to be kind and helpful to others, creating a school that is loving (which links to our value of compassion), emerald power and grit power encourage our children to have ‘bouncebackability’ and determination to keep on trying (which links to our value of perseverance). Children love our gem power approach and speak enthusiastically about these and how they help them. At the end of every week, we enjoy a celebration worship together, where we encourage our children to be reflective and celebrate their achievements. We give certificates to children who have demonstrated certain gem powers and parents are invited to join us for this. Pupils and staff are proud and reflective of their achievements, they acknowledge each other’s achievements, resulting in a sense of mutual respect for everyone across the school.

Alongside our Friday celebration worship, we have daily worship in different forms (See IQ3) and as a school have chosen to teach our Religion and Worldviews curriculum in blocks, in order to ensure that this is given the same prominence in our curriculum as the other core subjects. We have a link governor for Christian Distinctiveness, and she is a proactive member of our team, asking challenging questions and enabling us to continually reflect on our school practices. Through the support and challenge of our link governor, we continually reflect on our practice to enhance our offer to our children.

BKAT's aim is "to provide exceptional education that transforms children's lives, builds special memories and strengthens the community whilst fostering collaboration and innovation." This links strongly with our vision and values and ensures that support from BKAT is centred on this. Through the 'Flourishing Schools' Brick, this vision will continue to be strengthened through collective discussion, reflection and understanding.

IQ2 How does the curriculum reflect the school's theologically rooted Christian vision?

- a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?
- b) How is spiritual development an intrinsic part of the curriculum?
- c) How do leaders know that the curriculum is having the intended effect for pupils?
- d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?
- e) How does being part of the trust enhance the school's curriculum?

Our theologically rooted Christian vision shapes our bespoke curriculum that we have focused on since September 2022. The design of our curriculum allows for children to learn, grow and flourish by providing a broad and balanced curriculum, and providing the knowledge, skills and understanding that will prepare them as citizens of the 21st century. Our environment and curriculum approach ensures that the right ingredients are there for our children to grow.

Our curriculum is organised as 'Units of Learning' within a 39-weeks curriculum overview. Children in KS1 and KS2 take on 'States of Being' for each unit e.g. Being a Scientist, Being an Artist, Being a Designer. This approach is rooted in cognitive science evidence-based research that understands how children learn - our Unit Blocks allow all children, including those who are experiencing disadvantage and those with SEND, to become fully immersed in their unit learning, providing opportunities for deep knowledge and understanding across all subjects. Our reading and writing curriculum objectives are deliberately woven throughout the unit learning, allowing children to 'learn to read and write' as Scientists, Historians, Geographers etc. as well as applying their skills of 'reading and writing to learn'. Our curriculum is deliberately knowledge and vocabulary rich. It is designed to be cumulatively sufficient so that children build on their skills and knowledge as they progress throughout the year and throughout the school, ensuring they are next-stage ready. Key concepts and skills are mapped out carefully and teachers ensure that opportunities for recall and retrieval are planned in to support children's long-term memory acquisition. Children love our curriculum approach and speak proudly of their learning.

We enhance the curriculum further by offering enrichment days linked to our units of learning (e.g. Fairy Tale day, Anglo-Saxon day, WWII day). Our extra curriculum offer also gives children opportunities to be courageous and experience new enrichment opportunities. These include sport and music. We also have school trips both locally and further afield (including a Year 6 residential and Year 5 attending LifePath at Malmesbury Abbey) which allows children to

learn outside of the classroom in a new and exciting way. We also have a flourishing Vision Team (who look at developing our school vision, values and Christian distinctiveness) and Reading Champions (who encourage our love of reading as a whole school).

Our local context of being part of a farming community means that outdoor and physical learning is particularly important to us and is reflected in our curriculum. We provide Forest School experiences for all children from Reception to Y6 and we have dedicated outdoor areas to enhance the learning in EYFS and KS1. Physical activity is also shown through our commitment and use of specialist PE providers to support teaching and learning in PE; all children also have the opportunity to learn to swim during their time in KS2, with many children exceeding National Curriculum requirements. In music, we have a large number of children engaging in additional musical instrument lessons, as well as the external agency 'Irock' attending weekly, which enables children to flourish beyond the curriculum.

Subject leaders have high aspirations for our children and have worked hard to ensure the progression maps for their subjects enthuse, motivate and inspire our pupils. They have also developed key vocabulary which is progressive in all subjects and ensures children are developing their vocabulary knowledge and use as they progress throughout the school. Leaders and governors know whether the curriculum is having the intended impact for all our children using a range of monitoring approaches. We are supported by our Academy through a School Improvement Partner and whole school reviews 3 x a year to assess the impact of our teaching and learning and focus areas. They identify strengths and agree next steps with SLT and subject leaders. We are also supported by other reviews (e.g. Ramsbury Hub Early Reading Review in June 2025) which also support our development and ensure our pupils are flourishing. The information is shared with our school governors in regular meetings. Staff have termly Subject Leader Monitoring time where they undertake a variety of activities including book looks, learning walks and pupil voice. From these, strengths are celebrated and shared and next steps are incorporated into subject leader plans and CPD where necessary. These have a key focus each term to ensure that as a school we are always looking at a combined and cohesive approach to subject development. Governor monitoring focuses on priorities in the School Development Plan and how the school is working toward the targets they have set.

Our curriculum is fully inclusive and allows for all children to access their learning. We ensure our children who are likely to experience disadvantage (LED) and our children with SEND are supported both in, and out, of the classroom environment. The Nest, which is an additional provision, provides some of our children with a safe, quiet and engaging space, where learning can be specific to their individual needs, and also support the learning in their classroom. We also have a dedicated ELSA, who meets regularly with children who need this support, whether it be long term or short term; this provides the time and space that children need in order to be emotional and spiritually ready to return to their learning.

Throughout our school, there is a collective teacher efficacy that all children can and will succeed.

IQ3 How is daily collective worship enabling pupils and adults to flourish spiritually?

- a. How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?
- b. How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?
- c. In what ways is the worship life of the school inclusive, invitational, and inspirational?

- d. In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?
- e. How does the trust contribute to and enhance the school's worship and spiritual life?

Collective worship in our school has the purpose of exploring our vision and values and strengthening our community. It also allows us to encounter and explore the teachings of God and Jesus, allows us to look at other worldviews and real-life stories, and gives us another opportunity to grow spiritually.

Collective Worship in our school is inclusive - it includes all adults and children, parents and the wider community at certain times, reflects the faiths and backgrounds of our school and is supported by our church partnership. It is invitational – there are opportunities to engage, to pray and reflect if children wish to in their own way; it includes pupil contributions and invites children to respond. It is also inspirational – it helps form individuals and their characters by having the focus on our values, provides sound and silence, stillness and movement and has a living message that our children can take out with them to make a change to our world.

Our Collective Worship are consistent and include a rhythm that they all follow. This includes a Greeting (e.g. the lighting of the 3 candles to represent the Father, the Son and the Holy Spirit with a call and response), Engagement (a key stimulus e.g. Bible story, news story, poem, story from another culture), Reflection (e.g. reflection on the stimulus, questioning, activity, prayer) and Response / Sending Out (e.g. how can you live out this message / value. Setting of a challenge for the day).

Collective Worship is shaped by our school values (we have 6 values over a 2-year rolling programme) and church festivals. It is planned termly by our Christian Distinctiveness Lead who ensures that it is progressive across the term, has a variety of Christian based stories as well as other world views and real-life stories to support these. All staff are involved in the delivery of our worship. On a Monday, we start with a whole-school worship which introduces and begins to explore that week's focus based on our value of the term. This is led by the Head Teacher. We then have key-stage worship the following day to explore this further at an age-appropriate level – this is led by all teachers across the term. On Wednesdays, we have 'Praise and Prayer' where the children enjoy learning and performing a variety of songs and hymns related to our value of the term and linked to our church services. On Thursdays, we have class worship, where the theme for the week is explored again at an age-appropriate level and allows for class reflection and discussion around this. On Fridays, we finish our week with a celebration worship as a whole school, where we encourage our children to be reflective and celebrate their achievements. Every term we have a worship led by Rev Suzanne Grindrod and Katherine Bloomer (Draycot Benefice Lay Minister) who link their Christian worship to our termly value or festival. They also support the development of our Collective Worship, including the planning, providing a termly focus (e.g. 'Pilgrimage through Lent' and 'Christmas Around the World') and providing additional opportunities to develop our worship (e.g. making an advent wreath with our Vision Team, leading Christingle making).

Our prayer in Collective Worship is taken from the children's 'Pause for Thought' reflection book. Each term, a different class writes prayers linked to our value of the term. This creates a bank of children's prayers, emanating from the school vision and values; these are shared by the children with the whole

school community during Collective Worship. This gives children ownership of their spiritual development; thus ensuring that prayer time creates a culture that gives our children time to be still, reflective and develop their spirituality.

We have extremely strong links with our church and Draycot Benefice. We meet 3 times a year to discuss our development as a school and how we can support each other in our community through our church link meetings; these involve the Headteacher, RWV leader, Lay Minister, Reverend and Youth Mission Enabler. We have achieved a Silver award in the 'Church School Partnership Award' which reflects the hard work and dedication of all involved to ensure our school and church are supportive and moving forward. A governor of the school (and also part of the 'Church School Partnership') recently purchased 'Hymnpact' as her leaving gift to the school to support singing in both the school and church. We hold church services at All Saints Church 3 times a year, where parents and friends are welcome. Services are extremely well attended. Recent services include Harvest, Remembrance and Easter. With the support of our church link partnership, these services are varied across 2 years and are led by both our church partners and by the school. Our EYFS and KS1 children perform the Nativity play to our whole school community, parents, Benger Bears preschool and village childminders every Christmas.

Part of BKAT's aim is "to strengthen the community..." This ensures that they will contribute to and enhance our worship and spiritual life. A 'Flourishing Schools' Brick has been formed to support the development of church schools within the trust (we are part of the first group of church schools to be in BKAT). As part of this network, members of the Diocese have led training sessions in areas such as spirituality, which has further supported our staff in school to lead and develop our children's understanding of this concept.

In terms of spirituality, as a school we are working hard to ensure that the children's spiritual development is both an intrinsic part of our curriculum, as well as a framework around the curriculum. We have developed 'spiritual spaces' within our classrooms to enable every child to reflect, appreciate and develop a sense of meaning of the world around us and we are developing as a staff to ensure that we are continually facilitating opportunities for spiritual growth. We are also using the concept of 'Mirrors, Windows, Doors' through our Collective Worship and are building towards embedding this shared language so that children are able to recognise how they can view and express themselves as spiritual beings.

IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?

- a. How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?
- b. How do school policies and practice create a culture in which people's wellbeing is enhanced?
- c. How is enabling good mental health for all central to the school's work?
- d. As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?
- e. How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?

The word 'together' is deliberately used at the start of our vision as we are a community that works as one. Our theologically rooted Christian vision enables all to live well together in an inclusive, dignifying, and equitable culture with everyone feeling they are welcome and respected at Sutton Benger CE Primary School. Rooted in the words of 2 Corinthians 9:6, we believe that when we sow love, kindness and wisdom into every aspect of school life, God brings growth and flourishing for all. As a church school, our vision is to create a nurturing community where every adult is encouraged to learn with curiosity and joy, grow

in character, compassion and faith and flourish academically, spiritually and socially, contributing to the life of the school, the church and the wider world. Our school values develop and instill in children the core values that we want them to have and take forward as they venture into the world.

Children speak positively about our school to staff, governors and visitors. They share how teachers and children care for one another, feel safe and make sure everyone is included. Children say that teachers care about them and they make learning fun. Our policies and procedures support and guide the school to develop a culture where everyone's well-being is nurtured and enhanced. Our green space, wild garden and visits to the French Gardens spiritually connects adults and children with the outdoor environment and encourages spiritual growth, peace and tranquillity. Outdoor learning for all children stimulates positive mental health experiences and teamwork. The school has a kind and caring environment where you can see empathy, hear laughter and see teamwork in action. You can see our values being lived out by all in our school. Restorative practice is in place and embedded in our Behaviour Policy to support children and ensure they feel supported in the changes they need to make. ([behaviour_policy_2025_1.pdf](#))

SEND and support for families of SEND children is a strength of our school, whereby 25% of our children are identified as having an additional learning need. Recent examples include children finding it difficult to be in school and in a classroom environment who, through specific support and use of The Nest, are now back in classrooms and accessing learning with their peers, supported by an adult as needed. The SENDCo team also run coffee and training workshops for parents of children with SEND on a termly basis. These are good examples of our vision being lived out with our school community, helping pupils and their families to learn, grow and flourish.

We have a strong safeguarding culture in which people's wellbeing is supported at all times. We know that safeguarding is everyone's responsibility and as a school we ensure that staff are professionally curious when it comes to keeping children safe. Children know about their 5 safe adults and ELSA support is paramount at supporting children on a long-term or short-term period. A designated ELSA is in school for 3 days to support this and we are planning to build on this capacity to meet the increasing need of our children. Weekly meetings between DSL and DDSLs (1 of whom is the ELSA) ensure that safeguarding is rigorous, followed through and children and families can receive the support they need. Regular safeguarding training is part of our CPD, along with weekly safeguarding notes shared with all staff at our weekly briefings.

Since joining BKAT, we have a Senior Mental Health Lead (who is also our ELSA) who develops and supports staff wellbeing. There is an interactive display in the staffroom to support well-being and we have weekly 'Thank You's' as part of our notes for the week,. Our team is a family, but we also know that our staff have families of their own and so we support each other with this too, whether it be sharing and celebrating good news or supporting each other through difficult times. Pastoral support is also given by the church.

Staff are encouraged to develop themselves through CPD both in school, through outside agencies and in our academy BRICKs. SLT ensures that workload and well-being is discussed and prioritized and is also discussed in staff meetings. Because staff feel valued, listened to and part of a team, they are often willing to go above and beyond for our children and school community. Many supply staff have commented on the welcoming and friendly atmosphere at

our school and staff surveys support this. Our parent association (FOSBS) are also a proactive element of our school community, providing the children with wonderful additional opportunities beyond the classroom and are willing to give up additional time for events such as our 'Make a Difference' days.

The Headteacher or another staff member is always on the gate every morning to meet and greet families to provide a daily offer of welcome support and contact point for any communication about children or their family. They are also always on the gate at the end of the day to say goodbye and again be a point of contact. Parents and carers can chat with the Head Teacher and pass on information about their child which can be shared with the class teacher and we have recently published our Communication Policy to ensure that our channels of communication are transparent and clear. The Head Teacher took up her post in September 2025 and is making it a priority to know the families and children in our school. There is an open-door policy where staff and parents / carers can come and discuss concerns. Children are brought to the attention of all staff if they are vulnerable or going through a difficult time at home in order for all to support them. Families are supported too, whether it be pastorally or educationally. In Pupil Progress meetings we focus our discussion on vulnerable and disadvantaged children and discuss ways to support them. Agreed actions and strategies from the meetings are listed and the impact of these is reviewed in the next meeting. Strategies could be ELSA support, regular check-ins with named children by the Head Teacher or Assistant Head or an intervention to develop children's knowledge and understanding. All of these things provide an environment where pupils can learn, grow and flourish.

BKAT's aim is "to provide exceptional education that transforms children's lives, builds special memories and strengthens the community whilst fostering collaboration and innovation." This links strongly with our vision and ensures that support from BKAT is centred on this. Not only do we have our 'Flourishing Schools' Brick to support the development of church schools within the trust but we also work closely with their Lighthouse provision which enables us to draw on further support to guide and develop our children in order for them to be able to flourish.

IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?

- a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?
- b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?
- c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people's lives?
- d) How does the trust make a positive impact on the culture of the school?

Our Christian vision and theological underpinning are the foundations for our positive school culture and environment. Children are encouraged to share their views through focused pupil voice as well as incidental conversations, on what they enjoy about learning and ways in which we can improve the school moving forward. Our Vision Team is democratically elected to demonstrate British Values in action, and they are a further channel of communication for our children to share their vision for our school. Our year 6 representatives also have the opportunity to share our vision and values within the trust. They are part of the wider BKAT 'Pupil Parliament' which links schools together to 'make a difference' – this year they are fundraising for 'Treehouse' (a local charity that supports grieving children) and share this with all other BKAT schools in their meeting in the council chambers at the end of the academic year.

Children's ideas and views are listened to and respected, encouraging courageous advocacy and enabling them to make ethical choices and be agents of change. An example of this is when KS1 children were inspired by conservation learning as part of an art unit and decided to sell their tiger artwork to raise money to adopt a tiger for both classes. Another example of this is when Year 6 children learnt about homelessness in an authors unit and raised money to help a local homeless shelter. We encourage our children to understand that we are linked to our community and part of it.

Our children are also inspired to be active volunteers and take on different roles and responsibilities within our school community (e.g. Reading Champions and Year 6 buddies for our EYFS children). These teams are given the opportunity to have responsibility and make change to the school and wider environment. They take their roles seriously and have a positive impact on our community's lives and well-being. They are living and breathing the Christian vision and values we hold at the heart of our school. Any child knows that the school will support them if they come forward with an idea to make a difference.

All staff are trained to facilitate restorative conversations, which fosters a culture of justice and responsibility. Through following our values and school rules, we listen to children and aim to resolve the conflict by allowing them to express how they are feeling and agree what should happen next to make things better or right. It encourages children to take responsibility and seek justice through respectful conflict resolution practice.

Our PHSE curriculum facilitates learning about, and respecting, difference. It also celebrates the different cultures we have within school. Children and staff embrace the difference between different cultures and faiths, and our children are given the opportunity to appreciate and understand the differences within these. This is particularly important to our school because we have but a small percentage of practicing Christian families - the majority of our families are agnostic. Our non-faith families have chosen a church school for their children because they want their children to learn in a caring and nurturing environment based on the Christian values we develop and foster, and we work hard to achieve this.

We actively live out our Christian values, which are embedded in all our policies and practices. For example, our Behaviour Policy is rooted in the Christian values of forgiveness, and developed in consultation with all stakeholders. This approach is consistent across all classes and helps foster a harmonious, caring community where people can flourish. As a school, we are committed to developing well-rounded children who enjoy learning and treat others as they would like to be treated. Our partnership with the church plays a vital role in ensuring that we continue to live out our Christian values and vision together. We are also proud to be actively involved in our wider community, taking part in events such as the village VE Day celebrations and welcoming members of the Over 60s Club and Beneger Bears to school occasions.

BKAT make a positive impact on the culture of the school by "provid[ing] exceptional education that transforms children's lives, builds special memories and strengthens the community whilst fostering collaboration and innovation." This links strongly with our vision and ensures that support from BKAT is centered on this.

IQ6 Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?

- a. How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?
- b. How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?
- c. How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?

Our schools theologically rooted Christian vision drives the provision and impact of its 'Religions and Worldviews' (RW) curriculum, enabling every child to flourish in line with our Church school foundation and the Church of England's Statement of Entitlement. We also recognise the integral role that RW plays in enabling every child to flourish and experience 'life in all its fullness', as articulated in the Church of England's Vision for Education. This vision informs our commitment to delivering a high quality, focused and well-sequenced RW curriculum that reflects our foundation as a Church school and as members of a world society. We prioritise RW as a core subject within the curriculum, ensuring that it is taught regularly across all key stages as units of learning or alongside units of learning, signaling its importance as a core subject. This commitment is monitored regularly throughout the academic year to maintain high standards and ensure continuous improvement.

Our vision shapes our provision of RW, ensuring that every child has opportunities to engage meaningfully with the curriculum in ways that connect with their own lives, beliefs, and experiences. The RW curriculum is carefully planned using Understanding Christianity and the Swindon RE Syllabus. All staff are trained in this and continue to be supported by our newly appointed RW lead. We weave Christianity as a golden thread throughout our RW teaching, enabling children to engage deeply with core Christian beliefs such as Creation, God as Creator, and the idea of being made in God's image. This approach encourages children to grapple with profound theological concepts and 'big questions' like 'Who made the world?' and 'Who made me?', supporting their spiritual development. We use 'Knowledge Organisers' as we do with all subjects, to outline the unit's key question, previous knowledge, new knowledge, vocabulary, grammar focus and writing outcome.

Alongside Christianity, our curriculum includes diverse religious traditions and worldviews. A different religion/worldview is introduced and explored in each year and then in Year 5 and 6 they are looked at side by side to look at common threads. This broadens our children's understanding and promotes respect for religious diversity. This diversity ensures the curriculum remains balanced and relevant to our school community and the wider world in which our children live. The curriculum is sequenced to build knowledge progressively and to encourage children to make meaningful connections between their learning and their own experiences. This well-planned curriculum content, and reflective opportunities, all contribute to our children flourishing in their RW learning. We use our local resources such as visiting All Saints Church for learning opportunities (e.g. looking for 'treasures' when investigating special places) and for experience days, which both bring learning to life and provide tangible experiences that enhance understanding and spiritual growth. Our Youth Mission Enabler works alongside our year 6 children as part of Messy Church, providing additional opportunities for spiritual development.

The RW Lead took up her post in September 2025. In June 2025, she worked with Julia Watts from the Diocese of Bristol to create a spiral and progressive curriculum map for the year. Following training, she introduced the approach of learning as a theologian, sociologist, or philosopher, which links

closely to our whole-school curriculum and ensures all key elements of RW are fully embedded. She continues to use BKAT's BRICK Flourishing Schools resources to support our development as a church school. Ongoing staff training is in place, and she provides support with planning. Moving forward, she will continue to monitor progress and identify next steps to further support staff. School leaders place a strong emphasis on staff professional development in RW. Ongoing training opportunities, including engagement with the Diocese and our church school partnership, helping ensure staff confidence and expertise, which directly impacts the quality and effectiveness of RW teaching and learning.

IQ7 What is the quality of religious education?

- a. What is the quality of teaching?
- b. How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?
- c. How does assessment inform teaching and learning?

The quality of 'Religions and Worldviews' (RW) provision is underpinned by our theologically rooted Christian vision – that we sow seeds in our children that we nurture and encourage to grow in them. Within RW in particular, it shows our commitment to nurturing each child's understanding of religions and worldviews and helps them to develop a questioning, understanding and respectful mind.

As outlined in IQ6, our schools theologically rooted Christian vision drives the provision and impact of its 'Religions and Worldviews' (RW) curriculum. We deliver a high quality, focused and well-sequenced RW curriculum that reflects our foundation as a Church school and as members of a world society. We prioritise RW as a core subject within the curriculum, ensuring that it is taught regularly across all key stages as units of learning or alongside units of learning, signalling its importance as a core subject. This commitment is monitored regularly throughout the academic year to maintain high standards and ensure continuous improvement. The integration of Understanding Christianity alongside the Swindon Syllabus deepens pupils' engagement and opens them to many religions and worldviews. Children's learning journeys are supported by valuing different learning styles and recognising individual needs and strengths. This inclusive approach ensures that progress is accessible for all, including disadvantaged and SEND children. Regular enrichment activities (e.g. visits from the local vicar, visiting the church to support RW learning) enhance pupils' understanding and engagement in RW. Ongoing assessment informs our teaching and learning, which is adapted to ensure that all children are meeting the expected standard at the end of each unit of learning. Misconceptions are addressed and further support given when needed. Advice is also being sought from the RW lead if teachers need support with the next stage of learning for their children. Within RW we currently use syllabus assessment, teacher knowledge and pearl power quizzes (looking back to prior learning) to ensure our children are on track in RW and have long term learning in place. As a school, we are currently developing our assessment approach to all our core and foundation subjects so this will continue to influence how we assess in RW.

Our newly appointed RW lead and Head Teacher are undergoing continual training and are seeking support from Julia Watts (Diocese of Bristol) in order to ensure that RW continues to grow and develop and be a priority in our school. The RW Lead has led CPD on planning and has supported teachers in this to ensure the new approaches discussed have been understood and applied. Learning walks and governor visits highlight the good practise that is happening in RW teaching and learning and how new approaches are being developed.

