

Inspection of Sutton Benger Church of England Primary School

40 Chestnut Road, Sutton Benger, Chippenham, Wiltshire SN15 4RP

Inspection dates: 1 and 2 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Becca Hine. This school is part of The Diocese of Bristol Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Stephen Mitchell, and overseen by a board of trustees, chaired by Nigel Daniel.

What is it like to attend this school?

Sutton Benger Primary School has a warm, inclusive ethos. Staff create an atmosphere where pupils feel valued and listened to. Pupils know they can talk to a trusted adult if they have a problem. Pupils' attitudes reflect the school's values of forgiveness, respect, perseverance, integrity, responsibility and compassion. Pupils believe everyone should be welcomed and treated equally. They feel safe at school.

Staff expectations of pupils' behaviour are high. Pupils behave well around the school and in lessons. Staff sensitively help pupils manage anxieties and behaviour. They promote pupils' health and well-being, including those with additional needs. Pupils say if bullying happens, they are confident adults sort it out quickly. Pupils are happy and want to do well. They concentrate on learning in class. There is little distraction.

Pupils have a range of opportunities to develop interests outside the classroom. This includes a variety of clubs such as sports, music and team activities. Pupils enjoy leadership responsibilities as worship leaders and as buddies to younger children. They play a full part in the life of the school and the community.

Many parents are supportive of the school. They praise the commitment and dedication staff provide.

What does the school do well and what does it need to do better?

The school's curriculum is ambitious. It is designed to help pupils build on what they have already learned. In most subjects, the school has put together well-designed and sequenced curriculums that are implemented well. This ensures that pupils know and remember more over time. For example, in mathematics, pupils in Year 5 can use their knowledge of place value to help them when subtracting numbers. However, in some subjects, the curriculum does not make clear the important vocabulary and knowledge that pupils need to know and what to learn next.

Staff check effectively on how well pupils learn the curriculum in most subjects. For example, in reading and mathematics, staff correct misconceptions and errors quickly. This means pupils' understanding deepens over time. However, in some subjects, the checks staff make on what pupils know and remember are not used well. This can mean that pupils' errors and misconceptions go uncorrected.

Leaders prioritise reading. Children in Reception begin to learn to read as soon as they start school. The phonics curriculum is well planned. Staff teach phonics skilfully. They check pupils' progress and match reading books to the sounds that have been taught. Staff use assessment well to swiftly pick up pupils who fall behind. These pupils get extra support to help them catch up. Pupils read a wide range of books. They become confident and fluent readers. Pupils enjoy discussing and reading books that introduce them to a range of social issues, for example treating others who are different with kindness and fairness.

Pupils with special educational needs and/or disabilities (SEND) follow the full curriculum. Staff work closely with parents to meet pupils' individual needs. They understand pupils with complex needs well. Staff adapt the curriculum well to enable pupils with SEND to learn successfully.

In the early years, children learn how to listen well and to follow instructions. Consistent expectations and routines continue as they move up the school. The school strives to improve pupils' attendance. Staff look for trends and patterns. They discuss improving pupils' absence with parents.

The school offers a range of opportunities for pupils' wider development. Pupils learn to appreciate religions and beliefs that differ from their own. Pupils appreciate difference and have confidence to challenge discrimination. Through the curriculum, all pupils learn to keep themselves safe when online.

The academy council and the trust understand accurately the school's strengths and next steps for development. They check the success of the school's actions. The trust and governors fulfil their statutory duties. Staff agree the school supports them to carry out their job well. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not identified the important content it wants pupils to know and remember. This limits pupils' learning. The school should ensure that the curriculum identifies the knowledge and vocabulary that pupils are expected to know and remember.
- The school does not use assessment well across all subjects. The school should improve how well staff assess the progress that pupils make against the knowledge identified in curriculum plans and use this information productively to inform future planning.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147512
Local authority	Wiltshire
Inspection number	10298089
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	172
Appropriate authority	Board of trustees
Chair of trust	Nigel Daniel
CEO of the trust	Stephen Mitchell
Headteacher	Becca Hine
Website	www.suttonbenger.org
Date of previous inspection	Not previously inspected

Information about this school

- Sutton Benger CofE Primary School converted to an academy in October 2019. When the predecessor school, Sutton Benger CofE Primary School, was last inspected by Ofsted, it was judged to be requires improvement overall.
- The school uses one unregistered alternative provider.
- The school is a Church of England school in the Diocese of Bristol. Its latest section 48 inspection took place in 2019.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19

pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with senior and middle leaders, teaching and administrative staff, governors, a trustee and leaders from the trust, including the chief executive officer.
- Inspectors carried out deep dives into these subjects: reading, mathematics and geography. They looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- The lead inspector listened to pupils read to an adult.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open positive culture around safeguarding that puts pupils' interests first.
- The lead inspector considered responses to Ofsted's online survey for parents, Ofsted Parent View. He also took into consideration the responses to the surveys for pupils and staff.

Inspection team

Richard Vaughan, lead inspector	Ofsted Inspector
Paula Marsh	Ofsted Inspector

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