

Buttsbury Infant and Junior School

School Development Plan

September 2024 – July 2025



Buttsbury
Infant School



BUTTSBURY
JUNIOR SCHOOL
AN ACADEMY SCHOOL



How did we formulate the School Development Plan?

A School Development Planning evening was held on 26th June 2024. All stakeholders, from both schools, were invited to attend. 96 people attended including teachers, support staff, midday assistants and members of the Trust Board/Governing Body. Parents and children also had the opportunity to contribute their ideas for school development and improvement via questionnaires which had been completed prior to the evening.

Attendees were placed in small groups to ensure there was a cross-section of representatives from different stakeholder groups at each table. A member of the Senior Leadership Team or nominated member of staff facilitated discussions at each table.

The following areas were discussed:

- Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management
- Premises and resources
- Strengths of the school and areas for development

All suggestions were then collated and formulated into this School Development Plan by the Headteacher. The School Development Plan is a working document. Progress is evaluated regularly and the School Development Plan is annotated periodically to reflect this.

Throughout this document, Buttsbury Infant School is referred to as BIS and Buttsbury Junior School is referred to as BJS

Trustees/Governors, EHT/HT and Parents' Association/Friends' Association – interchangeable terms

What's Going Well?

Quality of Education	Behaviour and Attitudes	Personal Development
<p>Progressive curriculum across both schools which is enriched by visits, visitors and themed days/weeks</p> <p>Curriculum has been adapted well to suit the needs of all learners</p> <p>Core knowledge and vocabulary underpin the schools' curricular approach, with a recent focus on Tier 2 vocabulary</p> <p>Standards in both schools have continued to rise overall</p> <p>Rocket Phonics scheme at BIS continues to have high impact</p> <p>Greater opportunities for outdoor learning across both schools</p> <p>Non-negotiables for teaching and learning have been reviewed and aligned across BIS and BJS</p> <p>Enhanced consistency in teaching approach and learning environment</p> <p>EYFS provision has been greatly enhanced and is now considered to be a flagship provision</p> <p>RE and Geography curriculums have been fully reviewed</p> <p>Partnership with Ciamanda Primary School, Kenya</p> <p>Introduction of the Spelling Bee competition in BJS</p> <p>Additional visits from authors and enrichment activities such as Pupil Voice and AIM High events at Brentwood School</p> <p>Creative Arts evening at BJS enabled more children to share their talents</p>	<p>Children's behaviour and attitude are excellent and are regularly commented on by visitors and external advisors</p> <p>A range of rewards are used to celebrate good behaviour and attitudes</p> <p>Consistent approaches are in place to manage behaviour; children are clear of expectations</p> <p>Individual behaviour management plans are in place to support children who need additional support with regards to behaviour</p>	<p>Pupil questionnaires are very positive, indicating children are happy, feel safe and enjoy school</p> <p>Transition for BIS to BJS is very smooth</p> <p>Opportunities for children to take part in activities in either the infant/junior school e.g. orienteering</p> <p>There has been an increase in the number of visits in BIS and a broadening of visits in BJS e.g. France and Hindu temple</p> <p>The BJS Eco-Team has been phenomenal – Green Flag Award achieved for the second time (with Merit this year)</p> <p>Huge range of opportunities in sport, across both schools –BIS attained the KS1, Physical Education, Sport and Activity Mark this year and BJS attained the Platinum School Games Award for the fourth time</p> <p>Arts Mark Silver awarded to BJS</p> <p>More clubs have been introduced for EYFS</p> <p>Strong partnerships with pre-schools and nurseries have ensured smooth transition into BIS</p> <p>Pyramid Club at BJS has supported children's well-being very positively</p> <p>More sporting activities – Panathlon for children with SEND and a range of other activities e.g. Festival of Sport, Mini-Olympics targeted for others</p> <p>Enhanced profile of libraries and Book Club in BJS</p> <p>Enterprise Day at BJS</p>

Leadership and Management	Premises and Resources	Other Miscellaneous Areas
<p>Outstanding leadership and management across both schools</p> <p>External validation of both schools has been very positive</p> <p>Strong focus on well-being support for both children and staff, including well-being day in the Baptist church hall.</p> <p>Consistency in approach across the schools has enabled BIS and BJS to work incredibly closely together – staff, children and parents</p> <p>Better communication across schools and for parents</p> <p>BIS Governing Body and BJS Trust Board have worked closely together, alongside the Department for Education and the Local Authority – proposed amalgamation planned for 1st January 2025.</p> <p>Subject Leaders have developed their knowledge, skills and confidence and a clear progressive curriculum, from EYFS to Year 6, has been developed for each area.</p> <p>One SENCO across both BIS and BJS has enhanced transition</p> <p>Focused monitoring time has been introduced for all subject leaders</p> <p>More specific feedback has been given during Parents' Evening at BIS</p>	<p>Robust management of the RAAC situation ensured safety for children, staff and site users, whilst limiting disruption as much as possible</p> <p>Strategic management of the school budget has enabled the schools to maintain the current support staff ratio in classes, in spite of significantly reduced funding from the DfE/Local Authority</p> <p>Wraparound Care developed by Treehouse being on the BIS school premises</p> <p>CAT Club expanding from September</p> <p>Plans for Little Legs/Party House to open before school/after school provision on the Noah's Ark site</p> <p>Beautiful mural in BIS</p> <p>Continued programme of redecoration across both schools</p>	<p>Dad readers for World Book Day</p> <p>CPOMS (Child Protection Online Management System) introduced in BJS to align with BJS</p> <p>Parental engagement e.g. Book Bus, hearing readers, coming on visits, assisting with events in school e.g. DT</p>

What would we like to improve?

Quality of Education	Behaviour and Attitudes	Personal Development
<p>Continue to adapt teaching and learning to ensure that all children can access the task by providing suitable scaffolds and there is challenge for more-able children through carefully planned extension tasks</p> <p>Continued focus on recall of knowledge via Brain Busters</p> <p>Ensure vocabulary is subject-specific and progressive</p> <p>Continue to implement Tier 2 vocabulary</p> <p>Embed the use of 'double teach' to ensure children are moved on to new learning quickly</p> <p>Review the schools' handwriting policy</p> <p>Develop the use of the BJS orienteering course to support cross-curricular outdoor learning</p> <p>Increase the percentage of children attaining Greater Depth in Writing</p> <p>Introduce writing books in EYFS and subject specific books in Key Stage 1.</p> <p>Implement the Saffron Trust RE Scheme of Work across both schools</p> <p>Introduce weekly 'map time' sessions to improve children's locational knowledge</p>	<p>Continue to maintain our consistent approach to behaviour management and rewards</p>	<p>Continue to develop the work of the Eco Schools Committee and expand into KS1</p> <p>Continue to support children's well-being</p> <p>Introduce Circle Time into BIS</p> <p>Introduce Year 2 monitors</p> <p>Introduce Inter-House competitions into KS1</p>

Leadership and Management	Premises and Resources	Miscellaneous
<p>Continue to place a high focus on pupil and staff well-being</p> <p>Introduce more stream-lined approaches regarding SEND documentation</p> <p>Continue with the proposed amalgamation of BIS and BJS to open Buttsbury Primary School in January 2025</p> <p>Work in partnership with parents so that interactions do not impact staff well-being in a negative way</p> <p>Continue to implement the school's Climate Change strategy</p>	<p>Oversee the RAAC remediation programme so the RAAC is removed and BJS returns to normal</p> <p>Re-decorate the School Kitchen and other identified rooms</p> <p>Re-decorate the EYFS classrooms</p> <p>Continue with the rolling programme of replacement of computing equipment across both schools</p>	