Buttsbury Primary School

School Development Plan

September 2026 – July 2027

BUTTSBURY PRIMARY SCHOOL
AN ACADEMY SCHOOL









How did we formulate the School Development Plan?

A School Development Planning evening was held on 16th June 2026. All stakeholders, from across the school, were invited to attend. 88 people attended including teachers, support staff, midday assistants and members of the Trust Board. The views of parents and children were considered via the Ofsted questionnaire process.

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:

- Achievement
- Attendance and Behaviour
- Curriculum and Teaching
- Inclusion
- Leadership and Governance
- Personal development and Well-Being
- Early Years Foundation Stage (EYFS)
- 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.

What's Going Well:

Achievement	Attendance and Behaviour	Curriculum and Teaching	Inclusion
Children leave well-above national average in all areas; Disadvantaged children achieve higher than the national disadvantaged group; Children with SEND achieve higher than the national SEND group; Foundational knowledge is a priority; Identified groups, including children in EYFS who did not reach GLD, are targeted for support; Higher achievers are identified and extended; Celebrating our success across the town e.g. artwork in shops; Children's books show great progress in learning.	New whole school behaviour policy was introduced in January 2026; Children at Buttsbury behave well; Attendance is well-above national average for all children and identified groups; Monitoring systems for attendance are rigorous and robust; Part-time timetables are being used effectively.	Carefully thought out CPD is in place; The curriculum is very well-structured and thought out; Children enjoy their learning; Lessons are planned with plenty of scope for review/revision; Children make excellent links to prior learning; Positive impact of the revised approach to teaching spellings.	Excellent inclusive practice across the whole school; Highly effective systems and processes are in place; Hub provision is well-developed and effective; Strong adaptations are in place for children with SEND; Excellent support and provision for children entitled to the Pupil Premium Grant; Panathlon events for children with SEND; Young Carers identified and supported in school; Children with SEND and PPG make very good progress.

Leadership and Governance	Personal development and Well-Being	Early Years Foundation Stage (EYFS)	Other Miscellaneous Areas
Successful external review of governance in November 2025; Staffing structure has been completely reviewed; Subject leader roles have been developed further; Tracking grids introduced to monitor how we teach skills; Opportunities for staff to work across both sites; Support staff re-structuring in Years 4 and 6; Fluidity between staff teams; Staff well-being is positive.	All staff have completed Trauma Perceptive Practice (TPP) training; Eco-teams have been highly effective across the whole school; Numerous genuine opportunities for the children to take on leadership roles; Children are well-prepared for the next step in their journey; Huge number of visits and visitors – including Isle of Wight residential and trips to the mandir and the gurdwara; Opportunities in sport, art and music Visits to the Memory Café, Park Lodge, Pensioners' Praise and Humankind café; Online safety – Two Johns, Smart Phone free policy; Pupil voice is strong e.g. school menu changes; Fundraising and charitable work; Transition is strong; Mentoring provision.	Internal baseline was undertaken in September and many children have made rapid progress from this; EYFS focus in all subjects across the school; Staffing changes have been successfully managed; Outcomes in EYFS have risen significantly over the past four years; Strong progress seen in writing Areas for development have been identified and actions in place to improve; New Gardening Club has been a great success.	Excellent Ofsted report; Phenomenal progress in the evolution of Buttsbury Primary School; Introduction of Buttsbury's own WrapAround care – Explorers RAAC remediation project finished and the demountable was taken away; Alice in Wonderland themed week; Parents and Friends Association organising lots of events and raising a huge amount of money.

What would we like to improve:

Achievement	Attendance and Behaviour	Curriculum and Teaching	Inclusion
Continue to monitor and track progress closely, especially Summer-born children; Develop children's oracy; Children to play to other children on the way into assembly.	Ensure behaviour is of a consistently high standard; Review the PSHE policy and delivery of PSHE to ensure it matches school's vision; Monitor reduced timetables at a strategic level.	Ensure that tasks match the learning intent; Further develop opportunities for extension work; Review and refine the Skills' Tracker documents.	Focus on language use for children with SEND – keeping it simple; Develop a Key Stage Two Hub.

Leadership and Governance	Personal development and Well-Being	Early Years Foundation Stage (EYFS)	Other Miscellaneous Areas
Implement and review the new leadership structure across the school; Review Leadership Team approach to monitoring; Review support staff structure considering increasing budgetary challenges.	Review the PSHE policy and delivery of PSHE to ensure it matches school's vision; Monitor reduced timetables at a strategic level; Develop the House system across the infant site; Re-introduce the French café; Introduce a Gardening Club.	Ensure interactions between adults and children are high-quality and impactful, moving the learning on for the children.	Continue to replace IT equipment – iPads, laptops, Chrome books, over time. Fire safety and electrical projects across both sites to be undertaken – DfE funded – just under £1,000,000.