

School Development Plan - September 2023 - 2025



About the Schools

Broughton Infant School is a purpose built school for 4-7 year olds. It is classified as a town school and serves a fairly local area. As a town school, a majority of our children do not attend from our catchment area but from over Aylesbury. It is a two form entry school with classes from reception to Year 2, some of the children attending the school will have been to the linked nursery on site - however this is not associated with the school in any way. At the end of Year 2 the majority of children attend Broughton Junior School on the same site.

Broughton Junior School is a purpose-built school that caters for 7-11 year olds. It is a two-form entry school that has a linked infant school based in the same site but with a different leadership. Broughton Junior serves a fairly diverse local area and most of its children are fed through from the infant school. Both schools have a single Executive Headteacher who leads them and a team of SLT who lead the schools together.

Latest Ofsted

Broughton Infant School	Broughton Junior School
<p>February 2022 - Good</p> <ul style="list-style-type: none">The school's curriculum is not yet fully planned and sequenced in a small number of subjects, including art and design and technology. It is clear from leaders' actions that they are in the process of bringing this about. Leaders should now Inspection report: Broughton Community Schools (Infants) 9 and 10 February 2022 4 carefully monitor the full implementation of the curriculum to ensure	<p>September 2022 - Good</p> <ul style="list-style-type: none">In a number of foundation subjects, including history, geography and music, leaders have not yet identified with enough precision what they would like pupils to learn. This means that staff do not receive clear enough guidance about the precise and most important content that they need to teach pupils. Leaders should refine the curriculum in the foundation subjects. They should ensure that they identify

consistency across the school. For this reason, the transitional arrangements have been applied.

- Assessment within the foundation subjects is not yet in place. As a result, teachers are less confident in accurately checking how pupils' knowledge and understanding in some subjects are developing. This means it is difficult to determine where further support may be required. Leaders should carefully monitor the implementation of assessment processes to ensure that pupils know and remember more across the school's curriculum.
- While the needs of pupils are carefully identified, learning is not always adapted successfully to meet the needs of all pupils with SEND. Leaders should ensure that staff have the knowledge and expertise to adapt the daily curriculum quickly when required. This will help all pupils, including those with SEND, acquire the knowledge they need in readiness for the next stage of their education. For this reason, the transitional arrangements have been applied.

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- Some reading interventions for pupils who need to catch up are not always targeted precisely enough on the specific gaps in their learning. Additionally, books are occasionally not well enough matched to pupils' reading knowledge. This risks these pupils not catching up quickly enough. Leaders should implement their planned work to address this.
- A handful of pupils sometimes engage in rough play during break- and lunchtimes and some pupils play in areas where staff cannot maintain a clear enough line of sight. This means that sometimes boisterous or rough play goes unnoticed and is not addressed. Leaders should take action to address this. They should review the supervision of play areas during social times of day so that all pupils are within sight of staff.

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Priority point 1 - Regulation and Relationships						
Action	Start	Completion date/review	Responsible	Monitor	Success Criteria	Evaluation
Therapeutic Classrooms	Sept 23	Ongoing	CR/FW	CR/FW /SLT	<ul style="list-style-type: none"> Classrooms reflect a therapeutic approach, including colours, displays and furniture Children surveys reflect a strong outcome for satisfaction of working environment in Year 3 above other year groups Behaviour of Year 3 class has improved and records of behaviour incidents are less frequent than other year groups Parent and teacher satisfaction with the environment is positive All staff are aware of the rationale behind the changes in classrooms and why they are beneficial for the children Barefoot classrooms - research is conducted with current Year 3 children to view the impact of barefoot classrooms. 	
Work with Virtual School to train and develop Attachment and Trauma Informed approach	Oct 23	Ongoing - part of assessment process	CR/SLT	CR/SLT	<ul style="list-style-type: none"> Be part of the Trauma informed and Attachment aware schools award through the Local Authority Regular training from virtual schools and other providers in relation to trauma and attachment Staff/child survey points to improved outcomes for children and feedback from staff Behaviour policy reflects that of trauma informed and attachment Healthy Schools award - school is obtaining a new and updated healthy schools award 	

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Behaviour policy	Sept 23	July 24	SLT	LF/ER	<ul style="list-style-type: none"> • All staff trained on the Behaviour Policy and use this consistently throughout the school • Parents are aware of the new policy and had opportunity to share feedback and questions. • Children understand and follow the new school rules; Ready, Respectful, Safe. • A visual displayed around the sites remind the children of the rules. • Behaviour logs are used effectively to monitor behavior and communicate with parents • Reduced incidents of poor behaviour reported in schools 	
Pupil Parliament	Sept 23	Half termly	SLT	SLT	<ul style="list-style-type: none"> • All roles on the Parliament are filled and class representatives as MPs. • Half termly meetings take place with SLT and minutes are uploaded to the website/shared with parents. • Key representatives meet with staff e.g. H&S walk etc • Key dates are agreed and celebrated throughout the year • Pupil survey shows that children feel listened too and changes are made as a result of their ideas. • Children can explain how democracy works within the school and some can make links to government. 	
Voice 21 ORACY	Sept 23	Termly	SLT GH CK	GH/CK	<ul style="list-style-type: none"> • To have high expectations of Oracy across the school (speaking & listening), each class to have and refer to Oracy rules. • To teach Oracy explicitly • Year 2, 3 & 4 to pilot Oracy linked to PSHE • All staff to use one springboard in the classroom, each fortnight, introduced during KS meetings. 	

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					<ul style="list-style-type: none"> • GH to create a box with resources to support the teaching of Oracy for use in every class • Learning walks show that children are able to articulate their ideas and listen effectively in lessons 	
Development Time	Sept 23	Half termly	SLT AB	SLT/A B	<ul style="list-style-type: none"> • Staff surveys show that teachers' wellbeing is supported and SLT listens to staff needs and concerns. • Communication in year groups is clear and planning is complete as requested. • Subject Leaders have time for monitoring and this is reflected in Subject Leader reports. • Staff use the time for CPD and share their learning with staff. 	
Drop in sessions	Sept 23	Fortnightly	SLT	CR/SLT	<ul style="list-style-type: none"> • Attendance sheets show that all parents have attended at least one session across the year - increased engagement. • Parent survey shows that they are aware of what their children are learning in school and how they can support them at home. • Staff send out invites to hard-to-reach parents to encourage the relationship • Parents of Pupil Premium children attend. 	
SLT support Bucks schools in SSPC/SSLC roles	Sept 23	Termly	SLT	CR/LF. ER	<ul style="list-style-type: none"> • Senior Leaders attend termly meeting with the School Improvement Team to keep up to date with training • Senior Leaders are given time to visit and write up reports for support schools • The work brings in additional income for the school • The training and experience supporting other schools is CPD for SLT and develops a network. 	

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Communication with Parents	Sept 23	Half termly	SLT	CR/ER/LF/CK	<ul style="list-style-type: none"> • Fortnightly open classroom sessions for parents to come and share learning and speak to adults in classes about progress/curriculum and learning • Parent survey feedback shows open levels of communication between school and home • Parent forum minutes and meetings reflect a good level of communication and feedback is positive 	
Partnerships with External Agencies	Sept 23	Termly	SLT	SLT CKitchen	<ul style="list-style-type: none"> • Bucks MHST are used to support children and families who display anxiety/low mood in BIS and BJS and families share the positive impact this has. • Family Time Service continues to hold sessions with families and our Wellbeing Officer is trained to run workshops in school. • Play Therapy sessions continue to support our most vulnerable children across the schools. • School Nurse used to have sessions with children when referred for health concerns. • Diabetes Training • Bucks Mind continue to support and train our Peer Mentors in school. 	

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Priority point 2 – Coaching for Performance				
Action/Focus	Completion date/review	Responsible	Success Criteria	Evaluation
SLT to complete coaching qualification	Ongoing from Sept 2023	SLT	<ul style="list-style-type: none"> • Certificates from course completion. • Staff survey shows coaching is making a positive impact on staff and they are valuing it 	
Implement coaching through Leadership Edge	Ongoing from Sept 2023	SLT	<ul style="list-style-type: none"> • SLT complete training. • Key members of staff trained as coaches. 	
Adapt Performance Management approach for SLT and Teachers	Starting Autumn 2023	SLT	<ul style="list-style-type: none"> • New PM form amended to reflect the coaching approach • More regular PM meetings - a minimum of 4 a year • Staff surveys show that they feel listened too • Staff CPD is targeted towards specific needs and staff make progress towards these. 	

Priority point 3a – Embed core subjects (English)						
Action/Focus	Start	Completion date/review	Responsible	Monitor	Success Criteria	Evaluation
Phonics and Reading	Spet 23	Termly review	LF/ER/CH	LF/ER/CH	<ul style="list-style-type: none"> • All staff have been trained or had refresher training for Little Wandle • All Little Wandle resources and books organized and available • 90% of children in Year 1 pass the Phonics Screening check in June. • Parents attend Phonics and Reading Meeting • Book Bands from Y2 - Y6 consistent and monitored across year groups • Reading corners cleared and organized to promote quality, age-appropriate reads 	

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					<ul style="list-style-type: none"> • Reading is assessed and tracked in each year group • Parent Volunteers supporting Pupil Premium children • All teachers and LSAs trained with John Murray for Guided Reading and Interventions. This is taught consistently across the school from Y2-Y6 • Key dates for Reading are celebrated throughout the year • Literary Festival / Book Club • Helicopter stories is embedded in EYFS and children are engaged with stories 	
Writing (including handwriting)	Sept 23	Half termly review	ER/CH	ER/CH	<ul style="list-style-type: none"> • High expectations for presentation and handwriting in all classes. • Quality feedback is given to children using the feedback sheet. • Monitoring is carried out consistently and shows progress throughout the year. • A bank of model texts and resources to share and use across the school • Moderation with local schools and with trained moderator in Y6 supports accurate judgements • Planning is consistently of a high quality • The gap for writing and spelling between Y2 and Y3 is reduced • Greater depth are challenged and show xxxx • Handwriting is taught daily in the Autumn term, using Letterjoin programme • Activities such as dough disco are used to develop fine and gross motor skills starting in EYFS 	
Spelling	Spet 23	Half termly review	ER/CH	ER/CH	<ul style="list-style-type: none"> • Spellings are taught consistently across the school 	

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					<ul style="list-style-type: none"> • Spellings are assessed and tracked throughout the year • Baseline assessments provides targeted teaching • Teachers are trained or re-tranied and feel confident teaching spellings through spelling shed • Parents know how to support their children with spelling and the expectations around home-learning • Resources in classroom support children to independently correct spellings • All classrooms have dictionaries to support children with writing. 	
SEND	Sept 23	Termly review	CK	CK	<ul style="list-style-type: none"> • Adaptive teaching - staff meeting - developing specific resources/planning/ expectations • Precision Teaching to support spelling and termly review of impact of these interventions 	

Priority point 3b - Embed core subjects (Maths)

Action/Focus	Start	Completion date/review	Responsible	Monitor	Success Criteria	Evaluation
Lesson Structure					<ul style="list-style-type: none"> • All staff have completed staff meetings where expectations, format and structure has been shown and discussed. • Lessons must include a 'we do, you do' element. • All staff to use Power Maths and/or White Rose to plan their lessons from • Maths board to be current with the correct topic being covered and appropriate vocab • Complete White Rose Assessment at the end of a unit. • Maths Day 	

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99 Club TTRockstars					<ul style="list-style-type: none">• Non- negotiables shared with all staff on how to administer 99 Club.• 99 Club displays visible in both schools.• All classes from Year 2-6 completing 99 club weekly - awards given out in assemblies.• Year 4 times tables check shows improved progress in results	
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