

Buttsbury Primary School

Address: Norsey View Drive, Billericay, Essex, CM12 0QR

Unique reference number (URN): 136734

Inspection report: 24 March 2026

Exceptional	
Strong standard	● ● ● ● ● ●
Expected standard	●
Needs attention	
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve highly across the school. They perform very well in statutory assessments. Pupils demonstrate adept recall of what they learn across the whole curriculum. For example, pupils can explain complex ideas clearly, such as how rocks are formed or how writing structures help them to organise their work. This shows their knowledge is deeply secure and applied with confidence. Over time, pupils' attainment in reading, writing and mathematics by the end of Year 6 is consistently above national averages. This is also the case for pupils' scores in the Year 1 phonics screening check and the Year 4 multiplication tables check. These highly positive outcomes reflect pupils' achievement in different subjects.

Disadvantaged pupils outperform similar pupils nationally. Pupils, regardless of their needs or barriers to learning, move through the curriculum very securely. By Year 6, pupils are very well prepared for the next stage of education.

Attendance and behaviour

Strong standard ●

Leaders have clear and effective systems that help pupils attend school regularly. Leaders promote attendance successfully. Pupils value coming to school. It is a place where they love to be. Overall rates of attendance are high. Leaders analyse attendance in detail. They look at reasons for any absences and when they happen, enabling them to identify patterns early and respond swiftly. Leaders act creatively, making adjustments to their approaches to reduce term-time absence. This has been successful. Leaders are compassionate in their approach to supporting families. Leaders focus discussions with parents and carers on the child's best interests. They work relentlessly to remove barriers, including for disadvantaged pupils and those with special educational needs and/or disabilities (SEND).

Behaviour across the school is calm, respectful and purposeful. Clear routines support smooth movements between activities, focused learning and positive play. Pupils understand the school's high expectations and rise to them. Staff apply them consistently. Pupils show considerate attitudes and speak confidently about fairness, inclusion and respect. When issues arise, staff respond promptly. Pupils trust adults to resolve concerns quickly. Leaders make effective adjustments for pupils with SEND. As a result, pupils demonstrate highly positive attitudes to their learning. Pupils take pride in their school.

Curriculum and teaching

Strong standard ●

The curriculum is well designed and thoughtfully refined. There is clear progression so that pupils build up their knowledge, skills and vocabulary over time. The curriculum is ambitious and pupils want to learn. Pupils gain the important foundations they need in reading, writing and mathematics. Learning environments are positive and purposeful, which helps pupils to engage deeply in their lessons. Pupils are well prepared for each successive stage of learning. Teaching across the school is highly effective. Staff benefit from research-informed training, ensuring they remain experts in their fields. As a result, teaching is clear, precise and underpinned by secure subject knowledge. Staff make skilled use of techniques that

support language development in the classroom, for example by pre-teaching new vocabulary that pupils will encounter. Overall, these aspects of teachers' practice help pupils to understand new concepts and apply them with growing confidence. Teachers use routines such as 'quick quizzes' well so that pupils remember important knowledge over time.

Leaders and staff keep a close eye on pupils, including those with special educational needs and/or disabilities, who are further behind in their speaking, reading, writing or number. They put timely support in place quickly so pupils can overcome gaps and keep up with the curriculum.

Inclusion

Strong standard ●

Inclusion is a well-established strength of the school. This is underpinned by clear systems that ensure that pupils' needs are spotted quickly and met effectively. Leaders take a careful, well-informed approach, ensuring that every child is known as an individual and receives the support they need to flourish. Pupils benefit from staff's swift action to address any barriers to learning. Staff are well trained to adjust their teaching so that pupils are able to make progress across the entire curriculum.

Disadvantaged pupils and those pupils with special educational needs and/or disabilities benefit from highly effective pastoral support. So too do others who may experience temporary difficulties in their lives. This provision enables pupils to thrive. Leaders work with parents and carers to build an accurate understanding of each pupil's needs. Leaders, including those responsible for governance, monitor the impact of support for pupils effectively and robustly. Close liaison with parents, carers and external agencies means that support can be tailored and amended to adapt to changing needs over time.

Additional funding is used thoughtfully to support disadvantaged pupils. Leaders' decisions are rooted in a strong understanding of each pupil's needs. They keep a close eye on pupils' learning, attendance and behaviour. This means that help can be targeted quickly and successes can be celebrated.

Leadership and governance

Strong standard ●

Leaders have established an environment in school that allows pupils to thrive, achieve and succeed. Their work makes a positive difference to pupils' education and care. Leaders, including trustees, have crafted a rigorous system to check on the quality of the school's work. They have an accurate and well-evidenced understanding of the school's strengths. Leaders have identified the right priorities for further improvement.

Trustees meet all of their statutory obligations. They fulfil their roles with diligence. Trustees are well informed about all aspects of the school's performance. They use this information to hold leaders to account. Trustees make their own visits to the school to verify the information they are given. They also ensure that they seek the views of experts on the impact of the school's work. The board of trustees ensures that all decisions are made in the best interests of pupils. For example, they carefully monitor the impact of the pupil premium strategy on disadvantaged pupils.

Leaders ensure that the professional learning programme is relevant, purposeful and beneficial for all staff. When appropriate, they seek external expertise to support high-quality practice. Leaders make good use of local partnerships to strengthen expertise. Leaders' commitment to staff wellbeing and workload is evident in the well-considered systems that support staff to thrive.

Staff, parents and carers, pupils and trustees all speak with pride about being part of the Buttsbury Primary School community. Everyone works together towards the same shared vision. This collective commitment drives continuous improvement in every aspect of school life.

Personal development and wellbeing

Strong standard ●

The school's work to promote pupils' personal development and wellbeing is wide-ranging and intentional. Pupils benefit from a comprehensive personal development programme. This is rooted in the school values of 'fun, pride, teamwork and learning'. The curriculums for personal, social, health and economic education and relationships and sex education build progressively each year. This helps pupils to understand health, safety and diversity. They develop a solid understanding of relationships and how to stay safe in different social situations, including online. Pupils learn about the fundamental British values, major world faiths and different cultures. This helps them to develop a secure moral compass as they move through the school. Pupils are astutely aware of how democracy helps them to have a voice in their school. As a result, they are well prepared for their future lives.

Character development is key to the school's work. Older pupils take on many roles across the school. Pupils speak proudly about the contributions they make to the school. The school council is incredibly proud of its work to improve school meals. The eco-council is equally proud of its contributions to the school community through its eco-shop.

Pupils develop their confidence and social skills through many opportunities. They especially look forward to the popular afternoon tea sessions with the headteacher. This provides pupils with a platform to discuss school issues and reflect on their learning in a relaxed and respectful environment.

Pastoral support is a real strength. Leaders are quick to reduce barriers so that all pupils can benefit from the opportunities and experiences on offer. The school's mentor and the pyramid club provide nurturing spaces if pupils need extra support. This helps pupils develop resilience, confidence and positive relationships. As a result, they feel safe, valued and well cared for. Pupils benefit considerably from this high-quality offer, including pupils with special educational needs and/or disabilities and those who are otherwise disadvantaged. They leave the school as confident, compassionate and well-prepared young citizens.

Expected standard

Early years

Expected standard

The early years curriculum is well structured. It sets out the essential knowledge children need in each area of learning. This builds into the Year 1 curriculum so that children are well prepared for what comes next in their learning. Communication and language are at the core of the curriculum. Staff engage children in quality conversations. However, in some instances, staff do not always use the opportunity to develop children's learning further. This means that some children do not develop the language skills they need to access the full curriculum, explain their learning or engage socially with their peers.

Reading is prioritised. Children learn a structured phonics programme as soon as they start the Reception Year. This is taught with precision. Staff ensure that children have secured the sounds they need before moving on to new learning. Teachers make appropriate adaptations for children who face barriers to learning. The learning environment is engaging. Children select equipment independently. They take turns and share the equipment kindly. Children know how to be kind and caring. For example, when children hurt themselves, they take their friends to the 'bumps and bruises station' so that staff can help them.

Children, parents and carers benefit from warm, trusting relationships with staff. Staff work closely with parents before children join the school, ensuring their needs are well understood from the outset.

What it's like to be a pupil at this school

Buttsbury Primary School is a caring and inclusive place to learn. Pupils embrace the school motto of 'have fun, flourish and learn for life'. Pupils rush through the door to get started, hardly ever missing a day. They look forward to the exciting opportunities that await them. Leaders plan meaningful opportunities for pupils to grow both socially and academically.

Pupils are proud to be part of their school. They help to create a warm, respectful community. Pupils are socially confident. They interact positively with each other. Pupils show polite conduct, good manners and positive relationships. This reflects the models set out by staff. As a result, pupils feel safe and know who to talk to if they have worries or concerns. Whether holding doors open, helping a friend or joining in a discussion, their behaviour shows real care for others. Relationships are at the centre of school life. As a result, bullying is rare.

Pupils enjoy their learning. They approach each day with curiosity, energy and a clear sense of purpose. Pupils engage well in lessons. They take pride in their work and produce high-quality work across the curriculum. As a result, they make excellent progress. Pupils achieve very well. They gain the knowledge and skills they need to move confidently to their next steps. Pupils respond enthusiastically to the challenges teachers set for them. Pupils listen carefully, contribute thoughtfully and celebrate learning. Consequently, pupils develop positive learning habits ready for their next steps.

Democracy is an important part of school life. Pupils can stand for election to the school council, learning how to listen to others, gather ideas and help to shape positive change. Their contributions have influenced fundraising decisions and even helped to make healthy improvements to the school dinner menu. For instance, pupils make eager use of the fresh salad bar.

Next steps

- Leaders should further strengthen how staff interact with children in the early years, ensuring that everyday conversations, questions and responses consistently help children to develop their ideas, language and understanding.
 - Leaders should continue to respond swiftly to any emerging dips in pupils' progress, or variability in teaching practice, so that pupils' learning remains consistently secure across all year groups and subjects.
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About this inspection

Buttsbury Primary School is a single academy trust, which means other people in the trust also have responsibility for running the school. The academy trust is run by the headteacher, Ann Robinson, and overseen by a board of trustees, chaired by Andrew Fry.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with representatives of the trust board, including the chair. Inspectors met with the headteacher, other school leaders and staff. They also spoke with pupils and some parents and carers. They considered the responses to Ofsted Parent View and the responses to the staff and pupil surveys.

The inspectors confirmed the following information about the school:

The school makes use of one alternative provision, which is unregistered.

The school has undergone significant change since the last inspection. The school has merged with Buttsbury Infant School to become one primary school.

Headteacher: Ann Robinson

Lead inspector:

Nerrissa Bear, His Majesty's Inspector

Team inspectors:

Daniel Short, His Majesty's Inspector

Craige Brown, Ofsted Inspector

Katie Devenport, His Majesty's Inspector

Ania Vaughan, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 March 2026

School and pupil context**Total pupils**

856

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

872

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

5.37%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.57%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

9.58%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	61%	Above
2024/25 (revised)	79%	62%	Above
2023/24 (final)	73%	61%	Above
2022/23 (final)	83%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	74%	Above
2024/25 (revised)	88%	75%	Above
2023/24 (final)	86%	74%	Above
2022/23 (final)	91%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	72%	Above
2024/25 (revised)	90%	72%	Above
2023/24 (final)	82%	72%	Above
2022/23 (final)	88%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	73%	Above
2024/25 (revised)	87%	74%	Above
2023/24 (final)	87%	73%	Above
2022/23 (final)	88%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	46%	Above
2024/25 (revised)	71%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	62%	Above
2024/25 (revised)	71%	63%	Close to average
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	59%	Above
2024/25 (revised)	86%	59%	Above
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	60%	Above
2024/25 (revised)	86%	61%	Above
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	68%	-5 pp
2024/25 (revised)	71%	69%	2 pp
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	80%	-5 pp
2024/25 (revised)	71%	81%	-9 pp
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	78%	-3 pp
2024/25 (revised)	86%	78%	7 pp
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	88%	80%	8 pp
2024/25 (revised)	86%	81%	5 pp
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.3%	5.2%	Below
2023/24 (3 term)	3.3%	5.5%	Below
2022/23 (3 term)	3.6%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.1%	13.3%	Below
2023/24 (3 term)	3.5%	14.6%	Below
2022/23 (3 term)	5.6%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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