

STATEMENT OF INTENT

TARGETED STRATEGIC PRIORITIES

Burtonwood Community Primary School was last inspected in May 2023. Under the full (section 5) inspection, the school was downgraded to 'good' following the previous the previous ungraded (section 8) inspection in February 2022, where it had previously been reported as being 'outstanding'.

The key areas for continued improvement at Burtonwood are defined as:

1. Leaders should ensure that all staff continue follow the school's agreed approach to the delivery of phonics and monitor its impact on standards in phonics and pupil fluency.
2. Leaders should ensure that all curriculum areas in key stage 1 builds on the skills and knowledge that children acquire in the early years. This will help pupils to better deepen their knowledge and understanding of these subjects over time.
3. (Latest OFSTED recommendations)

To ensure that the school continues to build on the improvements made since the last inspection, the following areas should be considered as key priorities for school development:

1. Data and need analysis for our most vulnerable children should form an integral part of assessment review and pupil progress conversations.
2. School leaders, including those in middle leadership, should have a sharp focus on their specific areas for school improvement.
3. Consistency in the implementation and delivery of Pathways to Writing, alongside development of transcription skills.
4. Adaptive practices and the whole school approach to our inclusive curriculum, should remove barriers to learning, support the individual needs of all pupils and make school unmissable.



GOVERNANCE & COMPLIANCE



SCHOOL STANDARDS



LEARNING & DEVELOPMENT

Develop the role of governance in improving standards across the curriculum, by supporting subject leads during quality assurance activities.

Support school leaders in analysing outcomes and developing best practice for our most vulnerable children, including those who are SEND and Pupil Premium.

Develop a sharp focus on improving outcomes in writing for all pupils, especially for those identified as being vulnerable.

Enhance our whole school approach to adaptive teaching to ensure that we systematically remove barriers to learning and increase pupil outcomes.

Provide individualised support for our most vulnerable learners, ensuring a truly inclusive education for all.

Ensure successful implementation of Year 2 of the High Performance Learning (HPL) programme.

Develop the implementation and quality assurance skills of middle leaders to ensure that there is a specific focus on identified whole school development priorities.

Refine the review processes for foundation subjects as part of effective leadership quality assurance.

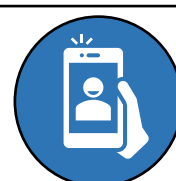
ASSOCIATED KEY PERFORMANCE INDICATORS



Headline Performance Measures are consistently above national standards in all reportable areas.



Outcomes for vulnerable groups indicates an impactful, inclusive curriculum.



Self-evaluation drives the precise identification of areas for improvement and effective school-to-school collaboration.



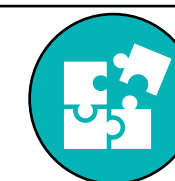
Consistent reporting of school performance data underpins effective accountability and governance.



Estates Strategy ensures learning and work environments promote inclusivity and wellbeing.



Data risks are identified and addressed, with specific accountability relating to vulnerable pupils.



Coherent CPD programme complements and meets school priorities, with career-phase, specific development.



Practitioner Networks promote the sharing of best practice and the deployment of expertise as required.