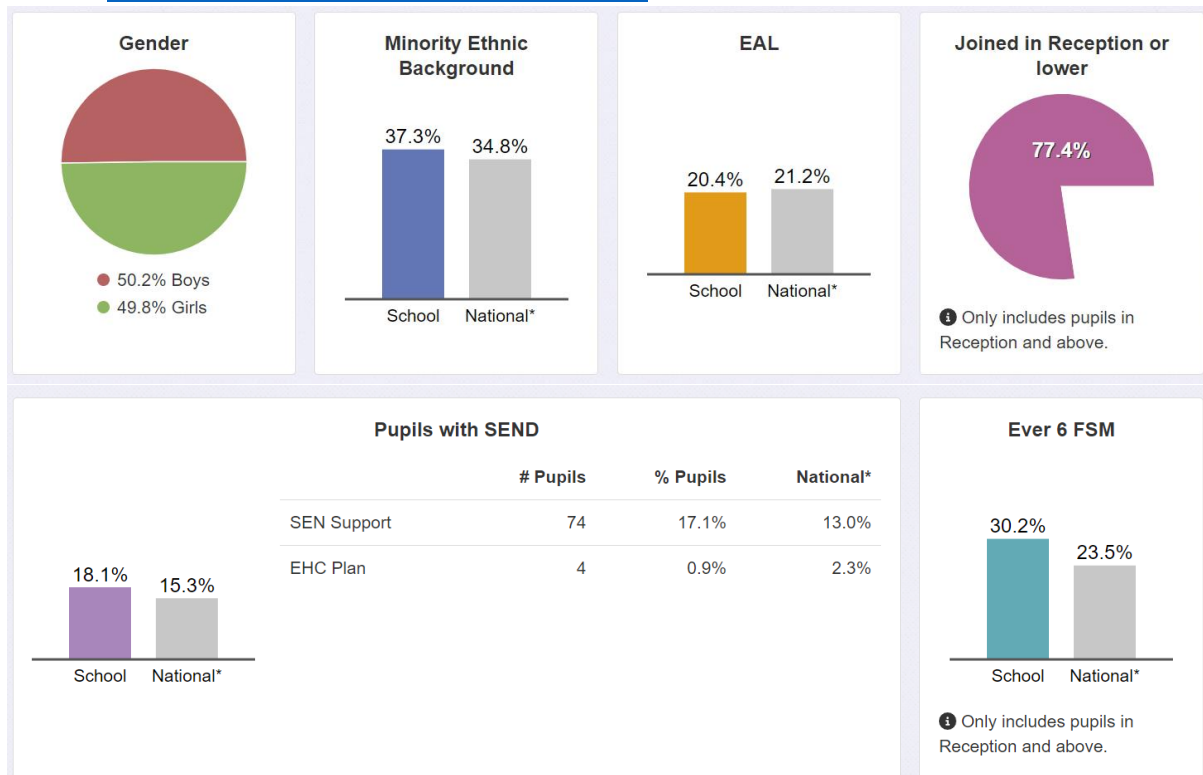




## Bonneygrove Primary School Self-evaluation Summary 2023-2024 Reviewed 2<sup>nd</sup> August 2023

### The context of the school

Bonneygrove Primary School serves the community of Cheshunt (Broxbourne), an area with pockets of high deprivation. Levels of local unemployment are higher than in Hertfordshire in general. We have 30.2% of the school population qualify for free school meals. Our Pupil Premium allocation is currently £125,000.00, and details of Pupil Premium spending are available on our website [Bonneygrove Primary School - Pupil Premium](#).



### Special Features:

#### Wraparound Care

- The school provides a breakfast club from 7.30 am until 8.30 am
- The school provides an after-school club from 3.15 pm until 6.00 pm

### Curriculum

Our curriculum promotes high expectations and has been developed and specific to the learners at Bonneygrove. The subject areas covered are contextualised to ensure children receive a broad and balanced curriculum. These include many opportunities to develop cultural capital through experiential learning, workshops, educational visits, links with our communities and opportunities to build lifelong skills – creating strong and lasting memories. Our approach to teaching and learning is systematic and structured to ensure the curriculum delivery meets the National Standards and goes beyond ensuring our children receive challenge and enrichment at every stage equipping them for the next phase of their education. "Beyond" includes our unique Golden Threads that weave through all subjects enriching learning through debates, philosophy, public speaking, growth mindset, and more. Our curriculum ensures that basic skills are a priority, including oracy, mathematics, reading fluency, writing, and phonics. We are gifted with a great outdoor environment



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- integral to our curriculum so that pupils are active, thus promoting physical development and progressing their responsibility for their health and well-being.

The curriculum at Bonneygrove equips pupils with a positive attitude towards their learning by empowering them to have high aspirations and set challenging goals for themselves. Our curriculum fosters independence, creativity, resilience, curiosity, determination, collaboration, and the ability to make connections to prior learning to ensure firm foundations for the learning ahead. Our teachers are proactive and reflective practitioners with the highest expectations and who use assessment for learning to evaluate start points and how best to challenge all learners. 'Our curriculum will ensure our children complete fifty amazing things before leaving our school.'

**Quality of Education**  
**GOOD (2)**

The quality of education is good. At Bonneygrove Primary School, we deliver a context-specific curriculum to our children and the area in which they live. We have a progressive curriculum design model where pupils build on previous learning through their knowledge and application of clear and concise objectives. Pupils now know more and remember more through rehearsal, leading to a more profound and secure understanding of the subjects and skills learned.

The curriculum's intent is designed to meet the needs of our school community and considers deficiencies in cultural capital. Our curriculum's intent and implementation are embedded through precise pedagogical approaches, structures, and sequences. All staff members understand the school's curriculum intent and its meaning for their practice. Each aspect of work given to pupils matches the aims and goals of the curriculum and shows a sequence of how knowledge and skills build for future learning. Pupils build on their previous learning, practise, and rehearse to develop understanding in long-term memory, which helps them connect with new knowledge. Pupil outcomes are rapidly improving, including disadvantaged pupils and pupils with SEND.

Our curriculum is ambitious and ensures a strong challenge for all groups of pupils. The curriculum goes beyond academics to build cultural capital through music, the arts, sports, and languages. The level of curriculum coverage and depth of learning is good. Teachers' subject knowledge is rapidly improving, and leaders have provided professional development opportunities to build confidence and expertise. Teachers systematically check pupils' understanding and identify misconceptions through verbal feedback and live marking. Teachers are now assessing the impact of the curriculum through half-termly assessments of our goals. The school's assessments ensure pupils remember the curriculum and that teaching is adapted depending on the outcome. Teachers now adjust their teaching to meet pupils learning needs and have the highest expectations of all pupils.

The learning environment has improved immensely, and reading is prioritised across the curriculum. The reading curriculum is sequenced to develop skills, confidence, and fluency. Books supporting early reading match the phonics phases taught (Little Wandle). There is now a 'love of reading' across the school, evident in high-quality texts within classrooms and our new library areas. Any gaps in learning are identified, and a range of additional support is available by trained Teaching Assistants to support pupils and accelerate learning.



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Pupils' work across the curriculum is rapidly improving, and we have high expectations of all our pupils' attainment in national tests in 2022-2023 and beyond. Pupils attaining the expected standard in EYFS and Key Stage One is aligned with national expectations.

**Leadership and Management**

**GOOD (2)**

Leadership and management are good. Teachers' subject knowledge has been developed and supported through good pedagogical support. All staff and subject leaders are now supported in developing knowledge and skills to consistently improve the curriculum's teaching. Leaders are committed to staff well-being and work rigorously to ensure manageable teacher workload. Staff support our leaders and are clear on the vision and ethos of the school.

Curriculum Subject Leaders are paramount to the development and strategic drive of Bonneygrove Primary School's curriculum. Each curriculum area and its statements have been closely matched against the National Curriculum objectives. Leaders work hard to find ways to ensure that each curriculum area goes beyond the academic. Schemes of work are written and designed to develop the pupil's vocabulary and are rich in content, knowledge, and skills. The Headteacher, Deputy Headteachers and curriculum leaders ensure a robust and continuous monitoring cycle that tracks the sequence of lessons, ensuring key components and goals are embedded into the pupil's long-term working memory.

Leaders are ambitious in providing high-quality education for all pupils. Shared purpose is a vital school feature through shared values, policies, and practice. The induction of new staff is rigorous and robust support is available for all staff. Bonneygrove Primary School is committed to inclusion, equality of opportunity, the Equality Act 2010, and a celebration of diversity. Governors know our school well and present effective challenges and support for leaders. Our leaders have developed a strong culture of safeguarding 'it could happen here'. Early help and the safeguarding team in school have ensured all staff are vigilant to signs of risk or harm. Pupils' mental health and well-being are carefully supported (through nurture and Boxall Profiles), and our pupils know how to keep safe in their wider community.

**Behaviour and Attitudes.**

**GOOD (2)**

Behaviour and attitudes at Bonneygrove Primary School are good. Pupils respect each other. They learn from their similarities and celebrate their differences. Behaviour is positive in classrooms and playgrounds; children play and work well together. Pupils uphold the school's core values of Resilience - Honesty - Ambition - Creativity - Kindness – Inclusion, and where they fall short - we remind children about their responsibility and deal with issues effectively. At Bonneygrove, bullying is rare and is dealt with quickly and effectively to support pupils' mental health and well-being. Children take a proactive approach in the life of our school through 'School Parliament' (introduced in the academic year 2021-2022) members. All staff have consistently high expectations of behaviour, and low-level disruption is not tolerated in classrooms. Behaviours for learning are always positive, and pupils are now showing strong resilience in their learning. Pupils -



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in general, have high attendance, and persistent absence is relative to national. Where these falls short, the leadership team meet with parents/carers to address this area of opportunity. Staff are clear on behaviour procedures and know to follow these in terms of behaviour and attendance. The exclusion rate is zero, and there are positive relationships between staff, pupils, and parents. Our pupils feel safe in school and feel well looked after.

**Personal Development**  
**Outstanding (1)**

Personal development is good. The school staff go beyond the expected to enable all pupils to access experiences that would be unavailable to them. Pupils are taught Spanish. Pupils in Year Six can go on a residential visit. All our children have the opportunity to; visit museums, theatres, galleries, and curriculum managers ensure our pupils have the opportunity to undertake workshops and pantomimes - all make Bonneygrove Primary School an exciting place to learn. Our disadvantaged pupils are offered the opportunity to participate in school clubs. A multi-sports club on Thursday and Friday is specifically for our PPG children (and includes breakfast). We are also part of the National Breakfast Programme Family Action, Building stronger families ([family-action.org.uk](http://family-action.org.uk)). We supply ALL our children with a bagel at break time as we are committed to supporting child development. We believe a healthy school breakfast, without barriers or stigma, can prepare children to succeed and give them the best chance to learn.

At Bonneygrove Primary School, teachers, teaching assistants, midday supervisors, play therapists, speech and language therapists, sports coaches, art therapists, music therapists, nurture projects, and specific language specialists support personal development, character, and well-being. We have also undertaken 'Boxall Profiles' for all children in Key Stage Two to address issues after extended periods away from school. We also fully participate with the 'The Lancaster Model' to ensure our children are assessed to ensure we proactively meet the needs of individuals and our school populations. The process ensures early intervention and supports our children, young people, and their families, who, without it, could get missed and sit "under the radar".

Our pupils develop resilience in an environment that promotes strong spiritual, moral, and social cohesion. Our leaders offer strong pastoral support, and pupils are highly knowledgeable about their physical and mental health and well-being. Our pupils are aware of age-appropriate healthy relationships and sexual harassment, addressed through our PSHCE programme of study (Jigsaw). Our pupils respect cultural, religious, gender and sexuality differences. They understand the fundamental British values, and our pupils are well-prepared for life in modern Britain.

Over the last two years, we have worked hard to ensure our children understand their rights and the rights of others within our school and the wider community. We have formed a school parliament, and the children have been instrumental in making changes within the school (both in class and the wider school environment). For a pupil to become a member of the school parliament – they must first complete a presentation to their peers and canvas for votes.

Through discussion with the whole school community, we have also introduced new values. These values were chosen by our school families and collated; the values determined were:



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**Resilience - Honesty - Ambition - Creativity - Kindness – Inclusion.** The children are also awarded pips throughout their time at Bonneygrove Primary School that link directly with showing continuous alignment with one or all our school values. We have also introduced 'fifty things to do before leaving Bonneygrove' - a list of activities and experiences the children will undertake before moving on to the next stage of their education (secondary school). These fifty things include:

<b>Nursery</b>	Make New Friends	Bake a cake	Paint with your fingers	Try a new food	Meet a dinosaur	Have your face painted
<b>Reception</b>	Get Changed for PE	Hold an animal	Perform a nativity	Have a teddy bears' picnic	Meet a dinosaur	Write your name in glitter
<b>Year 1</b>	Play Dominoes	Design a raincoat for a teddy bear	Read a story under a tree	Taste exotic fruits	Meet a dinosaur	Touch a sea creature
<b>Year 2</b>	Make a paper aeroplane	Listen to live African drumming	Visit a real castle	Play a board game	Meet a dinosaur	Visit the library
<b>Year 3</b>	Visit a church	Experience life as a caveman	Learn circus skills	Learn to write your name in hieroglyphs	Meet a dinosaur	Dress up as an Egyptian
<b>Year 4</b>	Take swimming lessons	Navigate using a map	Dress up as a Roman	Grow a plant	Meet a dinosaur	Eat something you grew
<b>Year 5</b>	Write to a pen pal	Visit a gallery	Open a pop-up soup café	Dress up as an ancient Greek	Meet a dinosaur	Make a space rocket
<b>Year 6</b>	Dress up as a Mayan	Experience a night in The Blitz	Learn to sew	Learn emergency first aid	Meet a dinosaur	Make your own chocolate

### Early Years Provision

#### GOOD (2)

The quality of Early Years and Foundation Stage (EYFS) education is good, with many outstanding features. The EYFS curriculum has high aspirations for all learners regardless of their starting points. Our children are highly motivated, engaged, behave well, share, and include others. All staff have high expectations, and some children demonstrate sustained concentration levels. Our children know more and remember more through repetition and rehearsal, which can be seen throughout the teaching of phonics and early reading. All pupils are immersed in a language-rich setting - where the love of reading is at the heart of everything we do. All pupils achieve good outcomes against their starting points. Our pupils have the opportunity to practise and rehearse their phonic skills, whole word recognition and new vocabulary, and some can transfer this into independent writing.

At Bonneygrove Primary School, our children are given the knowledge, self-belief, and cultural capital to succeed. Our curriculum is sequenced carefully to build on their previous learning and allow time for repetition and rehearsal to develop skills confidently. At our school, vocabulary is a



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key priority. Ambitious vocabulary is introduced from the outset and modelled in context through repetition, leading to automaticity, prosody and fluency. Staff are proficient in early reading, and the phonic phases taught across the early years are ambitious and challenging for all learners. Staff are knowledgeable in delivering a meaningful curriculum in Reception. Reading, writing and mathematics follows Ofsted's 'Bold Beginning' guidelines, and curriculum plans are rich in challenges to ensure all children are ready to undertake the Year One curriculum.

At Bonneygrove Primary School, our pupils develop knowledge and skills across all seven areas of learning. Our new EYFS curriculum supports our children on an emotional level and ensures the physical development of all children. Our experienced staff ensure speaking and listening opportunities are built into the daily activities alongside familiar stories, nursery rhymes and songs. We use 'continuous provision' [earlyexcellence.com](http://earlyexcellence.com), which states that carefully planned continuous provision will enable children to learn skills, challenge their thinking, and help them embed concepts. It provides the context for various learning conversations between children and adults, with rich opportunities for modelling and extending speech and vocabulary. Within this learning environment, the children will also develop key learning attributes. We ensure our environments are planned, resourced, valued, and used, positively or negatively impacting children's engagement, independence, collaboration, self-confidence, resilience, and curiosity.

Our EYFS team collaborates closely with parents/ carers to support their children's development and share books (during our Book Bonanza) reinforcing the sounds taught in class. Our pupils have a good level of development at the end of the Reception year (in line with national), with our SEND children making good progress from their starting points.

**Overall Effectiveness of our school**  
**GOOD (2)**