



**Bonneygrove Primary School - Dark Lane, Cheshunt, EN7 5ED**



**Millbrook Primary School - Gews Corner, Cheshunt, EN8 9BX**

Bonneygrove Primary School and Millbrook Primary School Federation

<p><b>Priority One: Quality of Education</b></p> <p>Teachers will consistently provide clear, explicit explanations in lessons, with lesson observations evidencing pupils' clear understanding of the learning intentions. Teaching staff will routinely use teacher modelling to demonstrate key concepts and skills in lessons. Teachers will consistently use formative assessment strategies to identify and address learning gaps within lessons.</p>	<p><b>Priority Two: Mathematics in KS1 and KS2</b></p> <p>Improve the clarity and consistency of teaching in mathematics by ensuring all teachers deliver explicit, step-by-step instructions and clearly communicate learning objectives. Develop pupils' fluency and mental mathematics skills in by embedding daily practice and CPA (Concrete-Pictorial-Abstract) approaches. Structured Interventions: Implement small-group interventions for pupils struggling in mathematics, particularly those in the lowest 20%.</p>
<p><b>Priority Three: Phonics</b></p> <p>Achieve consistent and clear phonics lesson planning and delivery across Year R, One, and Two, with lessons observed showing clear learning intentions and explicit teaching steps. Ensure Year R, Year One, and Year Two teaching staff have completed targeted phonics training to enhance knowledge and consistency in delivering the phonics programme. Ensure pupils in Year R, One, and Two meet or exceed expected phonics milestones, with targeted interventions in place for the lowest 20% of readers.</p>	<p><b>Priority Four: SEND</b></p> <p>Teachers will consistently plan lessons that are closely aligned with the outcomes outlined in pupils' EHCPs, ensuring that pupils make progress towards meeting their individual targets. Teaching staff will use EHCPs to inform the selection of classroom strategies and resources, while working collaboratively with the SEND team to ensure that appropriate interventions are identified and implemented. The SEND team will routinely monitor the impact of interventions and adaptations, providing guidance and support to staff to ensure provision remains effective. Teachers will consistently embed adaptations within lessons, enabling all pupils with SEND to access learning and achieve success alongside their peers.</p>
<p><b>Priority Five: Behaviour</b></p> <p>Ensure teaching staff consistently deliver clear behavioural expectations through explicit instructions and routines, leading to a reduction in low-level classroom disruptions across all year groups. Increase pupil understanding and ownership of behaviour expectations by embedding the school's values (Resilience, Honesty, Ambition, Creativity, Kindness, Inclusion) through pupil parliament-led initiatives and assemblies. Reduce incidents of bullying and social-emotional difficulties through the implementation of a whole-school approach and enhanced social-emotional support for pupils.</p>	<p><b>Priority Six: EAL</b></p> <p>Improve EAL pupils' oral language proficiency through targeted use of intervention programme. Increase EAL pupils' reading comprehension levels by through enhanced phonics and vocabulary support.</p>