

Bonneygrove Primary School:

Self-Evaluation Form (SEF)

Academic Year: 2025-2026

Executive Headteacher: Mr Craig Hamilton **SEF Date:** January 2026

1. Curriculum

Judgement: STRONG

Leaders have designed and implemented an ambitious, inclusive and coherently sequenced curriculum that is consistently realised in classrooms. The curriculum is broad, balanced and at least as ambitious as the national curriculum, ensuring that pupils build knowledge and skills cumulatively over time and are well prepared for future learning and life in modern Britain.

Curriculum intent is clearly articulated and understood by staff. Subject leaders have strong subject knowledge and a clear understanding of progression, enabling them to ensure that learning builds logically and avoids unnecessary repetition. Pupils can recall prior learning and make meaningful connections between concepts, supporting deep understanding and retention.

Implementation is strong. Teaching consistently reflects curriculum intent through clear explanations, structured sequences, and effective modelling. Reading is a particular strength. Phonics teaching is systematic and consistent, and a strong reading culture ensures pupils read widely and often. The use of Bug Club and structured interventions ensures pupils who fall behind are supported swiftly and effectively.

The Early Years curriculum is a significant strength. The award of ECERS Gold confirms the high quality of provision, with purposeful environments, skilled adult interactions and strong foundations in communication, language, early reading and mathematics.

Leaders ensure the curriculum is ambitious for all pupils, including those with SEND and disadvantaged pupils. Adaptations are well-judged, enabling pupils to access the same curriculum while maintaining high expectations. The SEND curriculum is embedded and contributes to strong progress from pupils' starting points.

Curriculum impact is reviewed rigorously. Leaders use assessment information, lesson visits, work scrutiny and pupil voice to refine provision. As a result, curriculum quality continues to improve and outcomes are sustained over time.

Strengths:

- Ambitious, well-sequenced curriculum consistently implemented.
- Subject leaders demonstrate strong understanding of progression.
- Reading and phonics provision is highly effective.
- ECERS Gold confirms exemplary EYFS provision.
- SEND curriculum is inclusive, adaptive and ambitious.

Areas for Development:

- Leaders focus on refinement and consistency at the highest level.

Next Steps:

- Continue refining instructional clarity to sustain consistently strong teaching.
- Use curriculum evaluation to further sharpen sequencing and depth.

2. Developing Teaching**Judgement: STRONG**

Teaching at Bonneygrove Primary School is consistently effective and increasingly strong. Leaders have an accurate and detailed understanding of teaching quality across the school and use this insight to secure continuous improvement.

Teachers demonstrate strong subject knowledge and deliver lessons with clear explanations, purposeful modelling and structured sequences. Pupils typically understand what they are learning and why. Teachers check understanding routinely and address misconceptions swiftly, enabling pupils to make secure progress.

Professional development is a strength. Leaders provide a coherent, well-sequenced programme of CPD that supports staff at all career stages, including early career teachers. Coaching, modelling and collaborative practice are embedded, ensuring professional learning translates directly into classroom improvement.

Teachers adapt teaching effectively to meet pupils' needs. Disadvantaged pupils and those with SEND are supported through high-quality classroom practice and well-targeted interventions. Pupils' work shows secure progress across subjects, and assessment outcomes are broadly in line with, or above, national averages.

Leaders evaluate the impact of teaching over time and refine practice accordingly. As a result, teaching quality is sustained and continues to improve.

Strengths:

- Teaching explanations are typically clear and precise.
- Strong use of formative assessment.
- Effective coaching and professional development.
- Inclusive practice embedded across classrooms.
- Pupils make sustained progress from their starting points.

Areas for Development:

- Leaders continue to refine practice to ensure excellence is sustained consistently.

Next Steps:

- Embed highly effective practice through peer coaching and lesson study.
- Continue to refine intervention deployment to maximise impact.

3. Leadership and Governance**Judgement: STRONG**

Leadership and governance at Bonneygrove Primary School are strong and effective. Leaders demonstrate a clear moral purpose, high ambition for pupils and staff, and an accurate understanding of the school's performance.

Leaders evaluate teaching, curriculum and outcomes rigorously and act decisively where refinement is needed. Systems for monitoring and improvement are embedded and consistently lead to measurable improvements. Staff share a strong sense of collective responsibility and high expectations.

Leadership capacity is strong. Subject and middle leaders are confident, knowledgeable and influential. They use assessment and monitoring information effectively to improve practice and outcomes across the school.

Governance is a strength. Governors fulfil statutory responsibilities diligently and provide informed challenge and support. They understand the school's priorities, including outcomes for disadvantaged pupils and those with SEND, and hold leaders to account effectively.

Staff wellbeing is prioritised. Leaders manage workload carefully and foster a positive, collaborative culture.

Strengths:

- Accurate self-evaluation and decisive leadership.
- Strong leadership capacity at all levels.
- Effective governance and statutory compliance.
- Positive culture supporting staff wellbeing.

Areas for Development:

- Leaders focus on sustaining excellence.

Next Steps:

- Continue developing leadership expertise and succession planning.
- Maintain rigorous evaluation and governance challenge.

4. Behaviour and Attitudes

Judgement: STRONG

Pupils' behaviour and attitudes at Bonneygrove Primary School are consistently positive. The school environment is calm, orderly and purposeful, enabling learning to proceed without disruption.

Leaders have embedded clear behaviour expectations rooted in the school's values. Staff apply the behaviour policy consistently, and pupils understand expectations and consequences. Relationships are respectful, and pupils demonstrate self-discipline and positive attitudes to learning.

Restorative approaches are well established and effective. Incidents of poor behaviour are rare and dealt with promptly. Pupils feel safe and supported, and bullying is not tolerated.

Attendance to learning time is protected, and pupils typically engage fully in lessons.

Strengths:

- Calm, orderly learning environment.
- Consistent application of behaviour policy.
- Strong relationships and positive attitudes.
- Effective restorative practices.

Areas for Development:

- Continue to embed the new behaviour policy.
- Support a small number of children in self-regulation through effective interventions, clubs, discussions

Next Steps:

- Continue promoting pupil leadership and self-regulation.

5. Attendance

Judgement: IMPROVING STRONGLY

Leaders recognise attendance as a key priority and have taken decisive action to improve it. Systems for monitoring attendance are robust, and data is used strategically to identify pupils at risk of persistent absence.

Targeted support, early intervention and improved communication with families are beginning to have a positive impact. While overall attendance and persistent absence remain below national averages, trends show improving attendance for increasing numbers of pupils.

Leaders are strengthening partnerships with families, external agencies and the local authority to remove barriers to attendance and promote a strong attendance culture.

Strengths:

- Robust monitoring and statutory compliance.
- Targeted interventions in place.
- Improving attendance trends for many pupils.

Areas for Development:

- Overall attendance and persistent absence remain too high.

Next Steps:

- Sustain and intensify strategic attendance work.
- Embed attendance culture consistently across the school community.

6. Personal Development

Judgement: STRONG

Personal development at Bonneygrove Primary School is a clear strength. Leaders provide a broad, inclusive and well-sequenced programme that supports pupils' character, wellbeing and readiness for future life.

The Jigsaw PSHE curriculum is embedded and effective. Pupils understand healthy relationships, diversity, respect and personal responsibility. Disadvantaged pupils and those with SEND access the full personal development offer, including enrichment and extracurricular activities.

Pastoral care is highly effective. Pupils feel safe, listened to and supported. Leaders track participation and impact carefully, ensuring equity and inclusion.

Strengths:

- High-quality PSHE and RSE provision.
- Strong pastoral care and pupil wellbeing.
- Equitable access to enrichment opportunities.

Areas for Development:

- None significant.

Next Steps:

- Continue refining evaluation of impact.

7. Inclusion

Judgement: STRONG

Inclusion is a significant strength. Leaders demonstrate deep understanding of pupils' needs and ensure timely, effective support. The SENDCo provides strong strategic leadership, and the graduated approach is embedded.

Pupils with SEND and disadvantaged pupils access the full curriculum and make strong progress from their starting points. Staff adapt teaching effectively and maintain high expectations.

The pupil premium strategy is well aligned with school priorities and demonstrates measurable impact. Strong partnerships with families and external agencies support pupils' wellbeing and success.

Strengths:

- Strong SEND leadership and systems.
- Inclusive classroom practice.
- Effective use of pupil premium.

Areas for Development:

- None significant.

Next Steps:

- Sustain strong inclusive practice and refine early identification further.

8. Achievement

Judgement: STRONG

Pupils achieve well across the school. Outcomes over time are broadly in line with, and in some areas above, national averages. Pupils make sustained progress from their starting points.

Early Years outcomes are strong, providing excellent foundations. Phonics, reading and GPS outcomes are consistently strong. While there has been some cohort variation in mathematics, leaders have implemented effective strategies to secure improvement.

Disadvantaged pupils and those with SEND achieve well, and gaps are narrowing. Leaders track progress precisely and intervene swiftly.

Strengths:

- Strong outcomes over time.
- Secure progress across subjects.
- Effective support for vulnerable pupils.

Areas for Development:

- Increase proportions achieving greater depth.

Next Steps:

- Embed metacognition and challenge to raise attainment further.

9. Early Years

Judgement: STRONG

Early Years provision is consistently strong. The ECERS Gold award confirms high-quality provision. Children make strong progress from their starting points and are well prepared for Year 1.

Teaching is skilled and purposeful, with high-quality interactions supporting language, early reading and mathematics. Children are confident, independent and emotionally secure.

Strengths:

- ECERS Gold-accredited provision.
- Strong early reading and language development.
- Excellent preparation for KS1.

Areas for Development:

- Further strengthen parental engagement.

Next Steps:

- Deepen home–school learning partnerships.

10. Safeguarding

Judgement: MET (STRONG CULTURE)

Safeguarding is highly effective. Leaders have embedded a strong culture of vigilance and compliance. Staff are well trained and confident in reporting concerns. Systems are robust and reviewed regularly.

Pupils feel safe and know who to talk to. Governors provide strong oversight, and safeguarding practice meets all statutory requirements.

Strengths:

- Embedded safeguarding culture.
- Strong staff training and compliance.
- Effective governor oversight.

Areas for Development:

- None identified.

Next Steps:

- Continue proactive review and refinement.