

Inspection of Bengeworth CE Academy

Kings Road, Bengeworth, Evesham, Worcestershire WR11 3EU

Inspection dates: 28 and 29 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected

Ofsted has not previously inspected Bengeworth CE Academy as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

The headteacher of this school is Hayley Potter. This school is part of the Bengeworth Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, David Coaché, and is overseen by a board of trustees, chaired by Andrew Martyr-Icke.

What is it like to attend this school?

Bengeworth CE Academy is a happy and vibrant place for pupils to learn. Staff know families very well and there is a strong sense of community spirit. Each morning, pupils enter school with smiles, keen to meet their friends and teachers. They feel safe at school and trust adults to help them when needed.

Pupils gain a strong understanding of the school's guiding values and they put these values into practice. Pupils behave well and appreciate having their positive behaviours recognised and rewarded by staff.

The school ensures that all pupils study a broad range of subjects. Staff work hard to bring the curriculum to life and plan activities that pupils enjoy. They connect the curriculum through 'global themes' that broaden pupils' understanding of the world. Older pupils talk about current events and social issues with thought and maturity. Pupils learn well and are prepared for the next phase of their education by the time they leave the school.

The school's work to promote pupils' personal development is exceptional. The school goes beyond the expected. Pupils thrive by taking part in a rich and diverse set of experiences that spark their talents and interests. There is something for everyone.

What does the school do well and what does it need to do better?

Leaders have identified the information that pupils are expected to know and remember in each subject. Pupils build this knowledge logically, from the early years through to Year 5. For example, in art, pupils learn how to mix colours before going on to complete composite pieces of work. Teachers also place emphasis on teaching key vocabulary to broaden pupils' understanding. All this helps pupils to make progress through the curriculum. They become better in the subjects that they study over time.

Teachers present new information clearly and provide useful explanations to help pupils grasp concepts, methods and strategies. In addition, they make regular checks on what pupils know and remember, asking them questions to identify and resolve misconceptions. These approaches support pupils to learn well. However, sometimes the activities that staff ask pupils to complete are not well considered. The tasks do not always link closely enough to the curriculum's aims. This sometimes hinders pupils from developing the depth of knowledge that leaders expect.

The school makes reading a priority. Pupils benefit from studying a variety of stories and texts, many of which they remember and recount. Children who are starting to read take part in daily phonics lessons. They practise reading using appropriate books that are well-matched to their knowledge. The majority of pupils are fluent readers by the time they reach Year 3.

Leaders adapt the curriculum successfully to support pupils with special educational needs and/or disabilities (SEND). Staff have a secure understanding of these pupils' needs. They often break information down into smaller steps and arrange for pupils to use additional resources. As a result, pupils with SEND access the curriculum and have a full share in school life.

The school promotes a collaborative approach to school improvement work. Subject leaders develop expertise by working with 'link leaders' who coach and mentor them. This has helped leaders to enhance aspects of the curriculum. However, the school's approach to monitoring is not as well developed as it might be. The checks that are made do not focus sharply enough on how well the curriculum is implemented, or its impact on what pupils know and remember in all subjects.

The school provides a calm learning environment. Pupils share in establishing 'class promises' that set out expectations for behaviour. Pupils live up to these expectations. They are kind to each other and look after one another. They follow routines in classrooms and on the playground. Pupils typically maintain focus in lessons and enjoy learning. However, on occasion, some pupils become distracted from their work. This is sometimes due to the variation in how well adults help pupils refocus on their learning.

Leaders have paid great attention to ensuring high-quality opportunities for pupils across the school's wider curriculum. The school's 'Pupil Parliament' places pupils at the heart of school decision-making. Pupils learn about the attributes of successful leaders and put these into practice. Such opportunities, coupled with the school's highly effective personal, social and health education gives all pupils opportunities to thrive and flourish.

Those responsible for governance fulfil their role well. They have supported leaders in fostering a purposeful school spirit that benefits pupils. This spirit is recognised by the great majority of parents and carers, along with staff, who hold the school in very high esteem.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes adults do not choose activities that link closely to the curriculum's aims. This means that pupils do not always learn as well as they might. Leaders should further develop staff's understanding of how to select teaching activities that always align with the intended curriculum aims so pupils learn effectively.

- The school's work to monitor the implementation and impact of the curriculum is not fully developed. This limits leaders in their work to develop the curriculum further. The school should ensure the curriculum is being consistently implemented as leaders intend, so that pupils always develop a deep understanding of all the subjects they study.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140932
Local authority	Worcestershire
Inspection number	10290611
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 10
Gender of pupils	Mixed
Number of pupils on the school roll	562
Appropriate authority	Board of trustees
Chair of trust	Andrew Martyr-Icke
Headteacher	Hayley Potter
Website	www.bengeworthacademy.co.uk
Date(s) of previous inspection	Not previously inspected

Information about this school

- The school is part of the Bengeworth Multi-Academy Trust.
- The school operates from two different sites which are approximately half a mile apart from each other. The second site is at Burford Rd, Bengeworth, Evesham, Worcestershire WR11 3HB. One site is for children in the early years and Year 1. The other site includes pupils from Year 2 to Year 5.
- The school opened a new 60-place nursery in September 2023.
- The school is within the Diocese of Worcester. Its most recent section 48 inspection took place in September 2023.
- The school uses one registered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- Inspectors met with the headteacher, head of school and other senior leaders.
- The lead inspector met the trust chief executive officer. He also held discussions with representatives of the board of trustees and those responsible for governance.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed a range of safeguarding information, including the school's safeguarding policy and single central record. The lead inspector spoke to the designated safeguarding lead and looked at records of safeguarding incidents.
- Inspectors observed pupils' behaviour in a range of different classes and at different times of the day.
- Inspectors considered responses on Ofsted's Parent View including parent free-text responses. Inspectors also took account of responses to staff and pupil surveys.

Inspection team

Jonathan Leonard, lead inspector	His Majesty's Inspector
Vicki Shuter	Ofsted Inspector
Claire Jones	His Majesty's Inspector

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