

**LEAD REVIEWER ONLY
CONSULTANCY REPORT FOR
BENGWORTH CE ACADEMY**

Name of School:	Bengeworth CE Academy
Headteacher/Principal:	Hayley Potter
Hub:	Bengeworth Hub
School type:	Primary
MAT (if applicable):	Bengeworth Multi Academy Trust

Date of this visit:	25/04/2024
Estimate at last QA Review:	Leading
Date of last QA Review:	08/02/2023
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	28/11/2023

1. Information about the visit

In place of a QA Review, Bengeworth CE Academy was visited by a Lead Reviewer who spent 1.5 days reviewing the following areas with them:

- Area 1: Impact of Leadership
- Area 2: Teaching, Learning and the Curriculum
- Area 3: Provision and outcomes for the most vulnerable

2. Information about the school

Bengeworth CE Academy is a large school in Evesham located on two sites which are about ten minutes away from one another. The Burford site houses a recently-opened 60-place Nursery, Reception and Year 1 pupils. Years 2 to 5 pupils are housed in the King's Road site. Both sites are imaginatively designed and well-equipped with spacious classrooms and specialist facilities for music rooms, forest school and computer suite. Pupils are mostly from a White British or European heritage, with others from a wide cultural background. The proportions of disadvantaged pupils and those with special educational needs and/or disabilities (SEND) are broadly average. Around a third of pupils have English as an additional language, but the proportion of pupils at the early stages of language acquisition is low. Pupils leave school after Year 5 to attend one of several middle schools.

The school has received national recognition for its work, including, the Carnegie gold award for mental health, the Trauma Informed UK Schools Award, and the flagship status of the Inclusion Quality Mark. The school has also received the Green Tree, Eco-schools, Artsmark, School Games Gold and Music Mark awards.

3.1 Area 1 – What went well

- Leaders have ensured that the curriculum in all subjects is well devised and ambitious for all pupils. Subject leaders have implemented schemes where new learning builds on what pupils already know. This starts in the Early Years Foundation Stage (EYFS), including Nursery. The curriculum gradually develops the subject-specific vocabulary that pupils need to be successful learners. Consequently, in a range of subjects, teachers know what to teach and the order in which pupils should learn subject content. They use a wide variety of resources effectively to explain tasks and concepts. They choose appropriate activities to

help pupils learn. In most lessons, teachers systematically match the activities to the curriculum intents. This includes continuous provision when, in the best lessons, teachers use the most effective monitoring strategies to gauge the impact of the curriculum on pupils working independently.

- Reading is a priority in this school. Children from the Nursery classes learn about letters and their corresponding sounds through the phonics programme. Teachers and support professionals are highly skilled at teaching early reading. They make sure that pupils keep up and that most become confident and fluent readers. This is reflected in pupils' outcomes in the phonics national screening test. Pupils enjoy reading and are confident when reading to visitors. Staff encourage them to read a wide range of books for pleasure.
- Leaders have capitalised on the most current educational research around the science of learning including metacognition and memorisation. As a result, strategies to secure the best implementations are clearly set in a teaching and learning framework that all teachers have access to. They include five key areas: character, cognition, curriculum, culture and collaboration and learning and developing continuing professional development (CPD). Within cognition, key principles for teaching and learning include Retrieval, Making Links, Deliberate practice, Vocabulary and Modelling / scaffolding. Teachers recognise that their training has had a significant impact on their practice: "Practical activities have helped us to zone in much more when planning ... our focus now is on sticky knowledge". Early Careers Teachers are very enthusiastic and well supported.
- All pupils, including the most vulnerable, take full advantage of the wide range of activities that the school provides. They particularly enjoy playing sports, attending the breakfast club and the night owl club. They can describe the impact of their school visits and residential event on their personal development: "We went to London to visit the House of Parliament. We studied this in PHSE. Then we saw Matilda at the theatre. This is really going to help us as it is our school production this year!"
- The school Christian ethos encourages pupils to put themselves in the shoes of those less fortunate than themselves: "In our school we ask pupils who are on their own to play with us". As they get older, pupils have increasing opportunities to take on responsibilities. They help to organise activities to raise money for local and global charities. For example, Mental Health ambassadors have raised money to build a calm shed, a safe place for those pupils who feel lonely or need time out. Eco-warriors have raised funds for the Water Aid scheme. Some pupils are language, worship and digital leads and all are proud of the difference they make.

3.2 Area 1 – Even better if...

... leaders reviewed the role of subject leaders as “leaders of their subjects” through:

- (i) A “reporting back” to SLT system with clear lines of enquiry underpinned by the SIP.
- (ii) A review of existing schemes of learning with a particular focus on alignment between activities and curriculum intents.
- (iii) The development of activities to allow the more able to systematically reach their full potential.
- (iv) Subject leaders using effective strategies such as co-planning, modelling, peer observations to support developing teachers.

4.1 Area 2 - What went well

- Pupils are happy at Bengeworth Academy. They enjoy learning and playing in the vibrant and nurturing environment that staff have created for them. In the EYFS, children settle down quickly, listen to adults and each other, take turns and share resources. This very positive behaviour continues through to the end of Year 5. Pupils follow instructions immediately, enjoy sharing ideas in pairs and groups and concentrate intently on learning activities.
- All pupils know that staff always expect them to do their best and to persevere when they encounter difficulties. They have a tangible thirst for knowledge. They enjoy the challenge of rising to these high expectations, resulting in most achieving well in many subjects.
- In the best lessons where assessment informs curriculum modifications, teachers adapt the curriculum to best meet the needs and potential of all pupils, including the most able. For example, in a phonics session, this led to bespoke activities which allowed some pupils to revisit gaps in knowledge and others to access their next steps in learning. In those lessons, teachers are not using the curriculum intents set by subject leaders too rigidly. As a result, all pupils make progress.
- Pupils could share strategies which enabled them to know more and remember more during lessons. This included repetition of key vocabulary, the use of mnemonics, patterns and methods in mathematics, using new words in contexts and the effective use of talk partners. Online resources such as TT Rockstars were also praised by pupils. These have clearly contributed to positive outcomes in the national multiplication tables check in Year 4. In books there was clear evidence of categorisation when pupils access a variety of sources.

- In the main, staff use appropriate strategies to help pupils remember what they have learned in the past. This helps most pupils to connect new learning to what they already know. In the best lessons, the more able are systematically stretched and challenged. In these lessons, teachers have identified the most effective resources and strategies to allow the more able to know more, remember more and consequently do more than their peers. This was the case in a Year 4 mathematics lesson where the more able could explain how their choice of a particular method to solve a problem was most effective, whilst others were more dependent on steps set by their teacher. This resulted in the more able pupils accessing the reasoning stage of the mathematical mastery more rapidly.
- Cross curricular links between English and history were purposeful. For example, in Year 3, pupils demonstrated their knowledge of persuasive writing whilst writing a letter to King Henry VIII to persuade him not to behead his wife. Prior learning included clear components of knowledge and a comparison of key characters via Venn diagrams to inform their rationale.
- Teachers check pupils' knowledge and understanding of the curriculum in each subject. They usually use this information to adapt teaching to address any gaps in learning. However, on occasions, teachers do not spot those pupils who have not fully understood and who might benefit from further explanation or practice. Consequently, at times, unaddressed misconceptions hinder their learning.
- In the best books, there is clear evidence of teachers' feedback moving pupils on. In these books, the assessment is purposeful and its impact apparent (polishing pen – before/after).

4.2 Area 2 – Even better if...

... teachers implemented the most effective activities and resources to allow the more able to reach their full potential, through the guidance of curriculum leaders.

... assessment activities systematically led to clear evidence of pupils improving their work in books.

5.1 Area 3 – What went well

- The school quickly identifies the needs of pupils with SEND. Leaders and staff liaise with parents and carers together with outside agencies to ensure that these pupils receive the best possible support. Leaders makes sure that pupils with SEND benefit from all that the school has to offer, socially and academically. Pupils with SEND achieve well.

- There is a relentless approach to strong attendance which is clearly “everybody’s business”. Strategies, such as providing a nurture group in the morning for the most vulnerable as well as multi-agency work, have brought about a rise in the attendance of disadvantaged pupils. This is having a positive impact on diminishing differences between them and their peers. The attendance of looked-after children is excellent.
- Leaders have a precise overview of the progress of, and provision for, all pupils who have additional needs, including those with SEND. They regularly review this aspect of the school’s work to ensure that these pupils make the progress of which they are capable. Outcomes for pupils with SEND show that they are making good progress. An inclusive club after school allows pupils with significant needs to engage with physical activities in a safe environment.
- Leaders recognise that, in recent years, the proportion of pupils with significant needs has risen rapidly. The inclusion lead who is seconded to the Local Authority together with the SENDCo have accessed the most effective research and practice to implement a bespoke pathway and curriculum for those pupils from September 2024.
- All pupils, including the most vulnerable, benefit from effective questioning to think about what they are learning. Teachers check that pupils understand what is expected of them and offer advice as needed. Pupils say that their teachers’ guidance helps them to understand how to improve. All pupils work with positive attitudes and take an interest in the topics covered.
- The social and emotional needs of some pupils who require additional support is managed well. Over time, pupils who find managing their own behaviour difficult learn to adapt their responses to challenging situations. All pupils benefit from a Thursday behaviour session to learn how to self-regulate. This helps them to become increasingly successful learners as observed during this visit.

5.2 Area 3 – Even better if...

... leaders continued to improve the attendance of pupils from hard-to-reach families.

Following the Consultancy

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub’s activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)