



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR BENGEWORTH CE ACADEMY

Name of School:	Bengeworth CE Academy
Headteachers	Hayley Potter and Kirsty Shaw
Hub:	Bengeworth Hub
School phase:	Primary
MAT (if applicable):	Bengeworth MAT

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	7/02/2022
Overall Estimate at last QA Review	Leading
Date of last QA Review	19/05/2021
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	15/11/2011

Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels Leading

Quality of provision and outcomes Leading

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of excellence NA

**Previously accredited valid areas
of excellence** 'Become one, coach one, create
one' – collaborative continuing
professional model, 27/01/2020

Overall peer evaluation estimate Leading

***The Quality Assurance Review estimates are not equivalent to Ofsted grades.
The QA Review uses a different framework to Ofsted and the review is
developmental not judgmental.***

1. Context and character of the school

Bengeworth Academy is a large school in Evesham, located on two sites about ten minutes walk apart. The Burford Road site houses Reception and Year 1 pupils and has well-equipped rooms for staff training and community use. Years 2 to 5 pupils occupy the Kings Road site is imaginatively designed, with spacious classrooms and specialist facilities, including an extremely well-equipped computer space and a music room.

Pupils mostly have a White British or White Eastern European heritage, with others from a wide range of cultural backgrounds. The proportions of disadvantaged pupils and those who have additional needs is broadly average. Around a third of pupils have English as an additional language. Pupils leave the 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 flagship status of the Inclusion Quality Mark. Bengeworth has also achieved the Green Tree, Eco-schools, Arts Mark, School Games Gold and Music Mark awards.

The executive headteacher and associate headteacher of the MAT are based at the school. Each site has a head of school, with two deputy heads undertaking responsibilities across both settings, supported by a SENDco and leaders for early years, curriculum, and culture and ethos.

2.1 Leadership at all levels - What went well

- Senior leaders have a wide range of expertise and are highly innovative. The executive headteacher provides inspirational leadership and empowers leaders to be creative. Any initiatives are grounded in research and fully evaluated before being adopted. An evidence based, collaborative approach empowers staff to take risks within their practice, which means pedagogy is routinely fine-tuned.
- The school's core values are successfully embedded due to the persistent drive of leaders, particularly the Culture and Ethos lead. Pupils described how these values permeate all aspects of school life and provide them with a framework with which to make the right choices at school and beyond. They spoke with pride about their experiences, with particular emphasis on the warmth of the staff and the care they provide. Other schools in the Diocese have implemented the same sequence of review and development of values as adopted at Bengeworth.

- The strength of senior leaders is evident, not least, in the wide range of support they provide for schools within and outside the trust. This work illustrates the trust's commendable commitment to supporting the education and wellbeing of all children in the area. Leaders have been particularly influential in raising phonics and reading standards in local schools.
- Within a well-planned sequence of professional development, there is a good deal of autonomy. This enables teachers and support professionals¹ to explore areas of specific interest that has a direct impact on their specific class, subject or phase. Many staff acquire additional qualifications in coaching and mentoring (ILM 7), inclusion (IQM), and teaching (NPQ). Through the use of external consultants and quality assurance opportunities, subject leaders have developed strong expertise within their subjects and in the associated pedagogy.
- Through focussed visits and insightful questions, governors keep a sharp eye on progress towards agreed objectives. Governors share leaders' ambitions, for example, to ensure the achievement of disadvantaged pupils returns to pre-lockdown levels, and to equip all pupils for life-long learning. They explained powerfully and convincingly how the school's extensive outreach work is mutually beneficial.
- The wellbeing of staff and pupils has a high priority and is extremely well supported. The inclusion lead works closely with the family support professional. Together with the staff and pupil mental health ambassadors, they make a significant contribution. They provide sounding boards for adults and children to share their concerns and organise events focussing on kindness. During mental health week, which coincided with the review, tea and cake sessions were held, and everyone wore slippers to reinforce the sense of belonging.
- Leaders relentlessly pursue their ambition to provide high quality enrichment activities. The 'curriculum+' initiative includes karate, archery, cookery, media, and young voices. Years 4 and 5 pupils have a wide range of options, including forming rock bands. The headteacher's link with the Rock and Pop Trust enables visits by older pupils to The Cavern Club and Abbey Road Studios. All pupils have leadership opportunities. The joint 'prime ministers' of the pupil parliament talked about their visit to the Houses of Parliament and spoke passionately about how every child has a voice and is listened to.
- The local community is used as a valuable resource for learning and personal development. The school has developed a scheme of work and learning materials for visits to Evesham Abbey, for example. The abbey recently published a book written by two Key Stage 1 teachers, entitled, 'An Illustrated History of Evesham Abbey for Key Stage 1'.

¹ Teaching assistants in the school are known as support professionals.

2.2 Leadership at all levels - Even better if...

...pupils are able to recognise and make links between the school's core Christian values and British Values.

3.1 Quality of provision and outcomes - What went well

- As a result of the engaging curriculum, skilled teaching, and their exemplary conduct and enthusiasm for learning, pupils typically achieve well across the curriculum. Those with English as an additional language are frequently among the highest attainers.
- A clear rationale brings together all the elements of teaching and learning into one concise document. It illustrates clear purpose and intent and allows all new projects and initiatives to be intertwined. The global themed curriculum is embedded across all year groups. Pupils are encouraged to think deeply and gain increasing confidence in articulating and discussing global issues. This was exemplified in the sensitive and moving letters written by Year 5 pupils about racism and sexism, prompted by their discussion of *Hidden Figures* by Margot Shetterly.
- Children are warmly welcomed to Reception and settle in quickly as they choose an early morning task. Indoors and outdoors, there are stimulating resources children can choose with independently. When reminded to, 'Have a think about what might help you,' one child considered this and stated confidently, 'I don't need that!'
- Across the school, teachers and support professionals successfully promote independent learning skills. This contributes to pupils' enthusiasm and eagerness to learn. Learning ambassadors (usually mixed pairs including a pupil with English as an additional language) in each class are excellent advocates for the school's innovative strategies for learning.
- COOL (Carry On Our Learning) time activities promote independence, reinforce prior knowledge, and move pupils' learning on. During the review, these included younger pupils sorting nonsense words, counting in non-standard units and sentence writing using a 'curiosity cube'. Older pupils also enjoy opportunities to choose independent activities. Referring to her COOL time activities, one pupil explained to her classmates, 'I know about Sumer² because I did my project on it.'

² This was a reference to the ancient civilization founded in the Mesopotamia region of the Fertile Crescent, situated between the Tigris and Euphrates rivers.

- Phonics and reading are taught skilfully, and the current emphasis on oracy is bearing fruit. Older children, for example, have opportunities to articulate their own experiences of racism and prejudice, when discussing class reading texts.
- Oracy is embedded within daily practice and pupils' early literacy skills are built on progressively. 'Buzz' words sentence stems are used frequently to develop comprehension and oracy. Skilled questioning deepens pupils' inference skills. A pupil in Year 4 commented. 'I think he is sad, because even though he is returning to the village, part of him wanted to die so he could be reunited with his father and brother.'
- As they move through the school, pupils write with increasing sophistication and flair. Brochures for newly arrived refugees by Year 5 pupils included, 'Hidden behind the rolling hills of Worcestershire lies the quite quirky town of Evesham, and at its historic heart lies a bustling market square...you may first come across the glistening River Avon...'
- Pupils' positive attitudes to mathematics are evident as they rise to the challenges in lessons. Staff model mathematical terminology well, enabling pupils to explain their thinking clearly. Lessons typically begin with clear explanations using precise mathematical language. This enabled Year 4 pupils, for example, to grasp the concepts of 10th and 100th quicky. Support professionals are highly effective in prompting ideas through questioning. One asked, 'Look at those wellies; what mathematical skills could we use to describe how they are grouped?'
- Key questions, such as, 'I wonder why some species became extinct', stimulate pupils' engagement in science and the humanities. Teachers promote the notion of pupils being scientists, geographers, and historians. In Year 2, for example, the teacher started, 'We are thinking like historians today, what is history and why do we learn it?'

3.2 Quality of provision and outcomes - Even better if...

- ... staff further capitalised on the high specification digital resources available by routinely planning opportunities for their use during lessons
- ... leaders built on the current work on promoting pupils' oracy, metacognition, and independence by developing an evaluative framework.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Inclusivity is a strength of the school. All staff are committed to removing barriers to learning and take an holistic approach in supporting both families and pupils. The school recognises that the gap between disadvantaged and other pupils is more than academic. This is exemplified in the excellent work of the family support professional that complements the support provided in school.
- All staff actively foster mutually respectful relationships which enable parents to feel secure and confident to approach school and ask for help. Expectations for disadvantaged pupils are equally ambitious as for others. This includes ensuring that pupils have equal access to a wide range of extra curricular opportunities.
- The inclusive ethos that permeates the school is exemplified in the exemplary way pupils with very specific additional needs, such as autism, are treated by their peers. Observing a classmate, one pupil enquired, 'What's wrong with him?' Another pupil promptly responded, 'Nothing is wrong with him, he just learns in a different way.'
- Typically, a third of children have speech and language difficulties as they start Reception. A speech and language specialist visits weekly and collaborates closely with the school's communication and support professional. Both provide first rate guidance for class teachers. Recently, by the end of Year 2, only one or two pupils have needed further support, indicating the highly positive impact of the provision.
- The inclusion lead and SENDco use rigorous tracking systems to identify barriers that may constrain the learning of various pupil groups and to monitor the impact of the wide range of teaching strategies and interventions. The Bell Foundation assessment system is used to track the progress of pupils with English as an additional language and shows that these pupils often outperform their peers. The benchmarking framework for oracy, 'Voice 21', has been recently introduced, and is being implemented as staff become adept in its use.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

The review did not identify any significant areas for improvement.

5. Area of Excellence

None submitted

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Leaders currently lead and participate in training offered by Challenge Partners and did not identify any additional support needed.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, the main findings will be shared within the school's hub in order that it can inform future activities and CP will collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

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 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.