



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR BENGEWORTH CE ACADEMY

<b>Name of School:</b>	Bengeworth CE Academy
<b>Headteacher/Principal:</b>	Hayley Potter and Kirsty Shaw
<b>Hub:</b>	Bengeworth Hub
<b>School phase:</b>	Primary
<b>MAT (if applicable):</b>	Bengeworth MAT

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Leading
<b>Date of this Review:</b>	08/02/2023
<b>Overall Estimate at last QA Review</b>	Leading
<b>Date of last QA Review</b>	07/02/2023
<b>Grade at last Ofsted inspection:</b>	Outstanding
<b>Date of last Ofsted inspection:</b>	15/11/2011



## 1. Context and character of the school

Bengeworth Academy is a large school in Evesham, located on two sites which are about ten minutes away from one another. The Burford site houses Reception and Year 1 pupils, and building works are underway for a 60-place nursery. Years 2 to 5 pupils are housed in the Kings 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.

### 2.1 Leadership at all levels - What went well

- Leaders have created an inspirational learning community where a thirst for learning is evident in all classrooms. Everyone is valued for their uniqueness. Leaders have made the well-being of staff and pupils a high priority, which contributes to high staff morale.
- Leaders, including the family support professional, ensure that parents become true partners in learning.
- The Christian values of responsibility, trust, perseverance, respect, friendship, forgiveness and love permeate all aspects of school life. This has a very positive impact on the character development of all pupils. For example, in Year 3, the teacher linked geographical aspects of earthquakes with the current situation in Turkey and Syria. Pupils reacted with great empathy and were immediately very eager to offer help.
- This is a very dynamic school. Leaders at all levels take part in many Challenge Partners schemes such as 'Growing the top'. Leaders ensure that

teachers follow a range of National professional qualifications (NPQs), facilitate the early careers teacher framework (ECTF) and lead on the Inclusion Quality Mark (IQM).

- Leaders have undertaken deep dives in various subjects with subject leaders from a local secondary school. These have helped them gain a better understanding of sequencing and identifying gaps in pupils' learning. They are also helping to address elements of disparity in achievement data between schools.
- Senior leaders are driving the curriculum. They are supporting and holding subject leaders to account in refining the sequences of learning in their subjects. They signpost them to the latest developments in their subjects and ensure that there is regular training for all staff to improve their subject knowledge, such as the latest national guidance on the teaching of science.
- Leaders are committed to reducing gaps in cultural capital for disadvantaged pupils and provide a wide range of learning experiences to meet these. These also contribute very well to pupils' wider spiritual, moral, social and cultural development. Children in the Reception class confidently told visitors that fish were dying because the seas were getting warmer, having worked with blocks of ice in their water tray. Pupils in Year 5 discussed equality and equity with insight, depth and passion.
- Senior leaders are highly committed to providing the very best for all pupils. They organise highly enriching learning experiences, such as an annual five day residential trip to France for Year 5 pupils.
- There is a high take up of a very wide range of extracurricular activities including board games, karate and Julia Donaldson crafts, which are enjoyed by all groups of pupils.
- The school is very committed to inclusion. Relationships between different groups of pupils are excellent because of the way that teachers treat all children with respect dignity, and equality.
- The environment is highly conducive to learning. Displays are of very high-quality, inspiring learning for all. For example, this was seen in art, writing, history and the work of the pupil parliament.

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

- ... subject leaders could demonstrate and articulate intent, implementation and impact in their subjects.

### 3.1 Quality of provision and outcomes - What went well

- The curriculum is ambitious, with a clear rationale that it is important to the pupils in this school. It follows a global curriculum that enables pupils to learn about the world around them and their place in it. This is important due to the lack of social mobility within Evesham.
- Pupils are given opportunities to lead activities, such as learning ambassadors who guide visitors around the learning in classrooms. Pupil language leaders explain in worship how festivals are celebrated in their own cultures and pupils learn about cultural differences.
- Pupils are given a wide range of responsibilities which impact on their personal development. They know that leadership is not just about being 'bossy', but it is about listening to the needs of others. Pupils lead on parental visits, which have resulted in an increase in admissions to the school.
- Pupils achieve well in mathematics. A clearly sequenced scheme of work supported by the use of high-quality resources, for example, ten frames and bar models, ensures that pupils commit learning to long-term memory.
- In Year 1, pupils were solving word problems using practical resources independently. Using a part whole model pupils were able to show their understanding of 'more' and 'less'.
- Outcomes in reading are high. In Year 5, pupils explored the personality of Tutankhamun to build up a picture of his personality and physical appearance using evidence from the text.
- The school places a high emphasis on the culture of reading. The library is bursting with high-quality texts and pupils say that they love reading both at home and at school.
- Adults hear children read regularly in school with a number of volunteers, many of whom are grandparents of children from the school.
- Teachers are highly effective role models for their pupils. They explain learning clearly, question the pupils understanding and model the school values whilst taking the learning forwards. Pupils say their lessons are fun and the teachers care about them. For example, in Reception, the teachers made a video to show how global warming affects penguins. Teachers are reactive to pupils' learning needs.
- The work given to pupils is demanding. In a Year 3 geography lesson when discussing how people were affected by natural disasters, pupils were able to discuss human rights in a complex but sensitive way.

- Teachers consistently check what pupils have learnt previously. For example, in mathematics in Year 2, the teacher recapped non-standard and standard units of measure before asking pupils to measure accurately using centimetres.
- The teachers use the classroom environment as an aid to support previous learning. For example, in Reception, the children were able to use the images in the classroom to name David and Goliath. The history timelines throughout the school provide an excellent concept of chronology for pupils to reflect on previous learning.
- Historic outcomes in this school have been consistently high with pupils achieving consistently high standards at the end of both key stages in reading, writing and mathematics.
- The school is aware that there has been a gap between the achievements of disadvantaged and non-disadvantaged pupils and attributes this to the pandemic. However, leaders have already begun to implement the interventions that need to take place to get the children back on track.

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

- ... all pupils from Reception to Year 5 are tracked for their phonics knowledge, and any gaps are filled.
- ... all reading books are matched to the sounds that pupils learn to ensure automaticity and fluency.

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

- Disadvantaged pupils are specifically invited to attend after-school clubs that reflect their talents and interests. These are fully funded for the whole time the children are at the school. For example, last year, 95% of disadvantaged children attended an after-school club.
- Equality of access and high outcomes are at the heart of all that the school does. For example, in Forest School, a pupil with significant learning needs successfully made a spark for fire using tools. He beamed with delight at his accomplishment. Others with additional needs were fully engaged in identifying the sounds of nature and were taught how to manage distractions and stay focused.

- The school's very high focus on vocabulary is reducing the gap between disadvantaged and other pupils. This is evident from pre-teaching and analysis through the Wellcomm program (early speech and communication).
- Pupils with SEND have access to the same curriculum as their peers. They are well-supported with a range of strategies and resources. All pupils frequently read to adults.
- Disadvantaged pupils were able to articulate their learning which allowed them to identify the next steps. For example, Year 1 pupils could talk about what they needed to do to improve their writing. As a result, all pupils are achieving highly and there was no notable difference between disadvantaged and non-disadvantaged.
- In the majority of classes, the use of support professionals in whole class teaching is ensuring parity of access for these pupils because staff know pupils well and intervene swiftly and sensitively to meet their needs.

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

... leaders continued to increase access for disadvantaged pupils and those with additional needs, to have consistent access to technology as a learning resource.

#### **5. Area of Excellence**

N/A

## **Following the QA Review**

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>)