

16<sup>th</sup> July 2018



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**COE Review Date: July 4<sup>th</sup> 2018**

## **Summary**

Bengeworth CE Academy is developing and sharing its expertise increasingly widely. As the lead school of its small group, the leadership capacity at Bengeworth is perfectly poised to bring other schools under its wings. The senior leadership team at Bengeworth is highly professional, skilled and extremely well organised, and the school's new practices show some astonishing and unique features.

A glance at the school's website will show a new development: the excellent new Inclusion pages, which introduce parents to the variety of provisions offered by the school and to the professionals who are well trained to lead them. External partners such as Speech Therapist and Educational Psychologist are named. The website is accessible to the layperson and very effectively demystifies Inclusion.

It is a slow, listening walk through the two sites forming Bengeworth which really expresses the school's heart. At each school, colourful marbles on display are there for children to pick out, to put in their house jars when they have demonstrated one of the school's Christian Values. The jars themselves, in front of a Worship display, proudly show how many children every day are being praised for demonstrating these Values: Respect, Forgiveness, Perseverance, Responsibility, Trust and Friendship: "They make us who we are" commented a member of staff. When the assessor asked two children to explain why there were fewer "Forgiveness" marbles, they said this was a good sign because it meant that no-one had done anything recently that needed forgiving. This is not only a staff reward for children: older pupils, for example, can hand out marbles when children show Respect in assembly. Beautiful "stained glass windows" show the same Values in pictorial form. Children in Year 5 are completely in tune with the names of the Values and how they can demonstrate them, because they have known them since they started school and because they are constantly reinforced.

One example of "Respect" being part of the school's way of life is that "TAs" are now called "Classroom Support Professionals". As a result of an audit of TA's views and working practices, they now join the Inclusion Manager for seminars and have between them a very wide range of professional capabilities, including "Lego Build to Express", "Smart Moves", SPAG, Memory training and Rapid Read.

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There is good “cascading” of training, with the Inclusion Manager herself being trained in every intervention offered in school, and TAs from the partner school also attend. Teamwork between teachers and CSWs is also developing well, so that CSWs work confidently with children of all abilities. Very good relationships are to be seen between members of staff, and between staff and children. Giggling was heard in one room and is encouraged!

A child-friendly development of the school’s emphasis on character building is the new “Top Dog” system, developed in school with “Packtypes” and based on “learning personalities”, using dog breeds as a springboard for conversations with children, to help them become more self-aware and self-confident in their learning. This is part of the school’s “Challenge the Gap” project. For example, “The guard dog loves a challenge. He is decisive and competitive, he likes to get results quickly”. “Pointers are fact-finders,” and, “The hound is ready to take risks”. Children learn about themselves through playing games, such as “The Minefield Game” together. The learning characteristics are assessed on the COMA scale, based on metacognition research. Assessment is still being refined, but pupil progress is beginning to show. One child in receipt of Pupil Premium Grant, originally “quiet and invisible” has now so gained in confidence that she has put herself forward for election to Pupil Parliament. A previously dominant boy now realises that he is a “mastiff” and maybe needs to work on being a bit more “coach dog”.

As a First School catering for children from Reception to Year 5, the staff team is always sorry to lose Year 5 to Middle School, but the school’s biggest regret is that it does not yet have a Nursery attached. With increasing numbers (now 30%) of the pupils speaking other languages at home, 49% informally assessed as economically stretched, and a new building development of affordable housing close by, the school sees the advantages to making an early start with developing childrens’ language and also to nurturing the important relationship with families which will help all its children to make the best possible progress.

“Dream, Believe, Achieve”, the school’s motto, came to her mind as the assessor listened to a truly magical poetry recital by Poetry Festival groups and More Able Pupils. Two groups of children had written their own poetry to a musical and visual accompaniment suggesting the Aurora Borealis. The children spoke with impeccable clarity and expressive gestures, with carefully-timed pauses and nuanced emphasis. The older children, performing alone, recited classic poetry, one being by Rudyard Kipling, just as beautifully. All the children had memorised the quite lengthy poems and were word-perfect. It was a magical interlude to a busy day in which classes of children came and went, to Forest School and a walk to Evesham’s bell tower and to rehearsals for the school’s production of “Matilda”.

Teaching and learning seen on the day of the IQM review was of very high quality, with children thoroughly engaged and all trying their very best. “Wow writers” in Reception were excited to explain the lifecycle of the butterfly. Year 1 and Year 3 pupils met to discuss their history learning and to compare medieval and Roman warfare: now, having tested them in “battle”, they will never forget that Roman shields were very well designed. The two sites display work from each other’s classes to emphasise continuity of learning. Teaching pre-cursive writing, although initially resisted by parents, has been a success and childrens’ books show rapid development of their handwriting as well as their content and style. Children use IT constructively and visibly make progress

on software such as “Education City”, designed for their individual stage in learning. Tudor houses in Year 4 are well made. Prompts on walls in classrooms are ideally suited to the childrens’ needs in each class. “Two stars and a wish” marking and the use of pink and green pens are clearly understood in all classes. Children in vulnerable groups make good progress compared to similar groups nationally. 100% of Bengeworth Y2 pupils attain Age Related Expectations in the Phonics check, compared with 90% of pupils nationally.

Children make good use of the school’s well-designed and well-equipped outdoor learning areas. The new Trim-trail at Kings Road (now in place after concerted fundraising efforts) matches but extends for older childrens’ use the one already in place at Burton Road.

Quality Assurance is a part of life at Bengeworth CE Academy. There is constant striving to improve outcomes for pupils and all stakeholders are involved and included. Children take part in lesson observations and their views are sought and respected. The school has developed materials which are models of their kind and should be shared with other schools.

I recommend that Bengeworth CE Academy be re-awarded Centre of Excellence status and that the school already possesses many features of a Flagship School.

The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its COE status.

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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Joe McCann MBA NPQH  
Director of Inclusion Quality Mark (UK) Ltd



## Sources of data:-

Discussions with Academy Headteacher and Head of Burford Rd School, Associate Headteacher/Inclusion Lead, Early Years Lead, Forest School Leader, Worship/RE leader, Phase Leader Y 2/3. Learning Support Professional, Y5 Pupil Prime Ministers and members of Eco-Team, 3 Y4 children at lunchtime.

## Observations:-

Breakfast club, playtime, lunchtime in dining hall, tour of school at both sites, with lessons and interventions in progress, performances of poetry by Y4 and Y5 children.

## Documentation:-

School website with new Inclusion pages, School contextual data '17-18 (incl. attendance, performance against schools nationally, breakdown of vulnerable groups' progress: EAL, PP, FSM etc), Statement by Inclusion Leader on school context 2017-18, Inclusion Leader's Report to Governors '18, Pupil Premium statement, "Top Dog" assessment sheet and materials for children, "Challenge Partners" external assessments Jan '17 and Jan '18, Spider-diagram of leadership and accountability, "Waves" provision maps, intervention timetable, outcomes of Wave 2 interventions, Additional Services targets, Referral forms to Worcs NHS Speech and Language Support, Language Link report '17-18, QFT PowerPoint, MITA training materials (TA impact) and Jimbo Fun training materials, Over-and under-response report form for Sensory Processing, Bengeworth Hub Action Plan.

In its previous COE review, the following areas for development were identified:-

- To refine SMART target-setting, to enable comparison for value for money.
- To develop an outside reflection area.
- To develop additional responsibilities for children in enhancing school environment and in school decision-making.
- To include pupils in review meetings.
- To continue to develop provision for more able and talented pupils.
- To investigate implementation of a 60-place Nursery at Burford Rd site.
- To ensure documentation produced for parents is accessible for all.
- To use SMART reporting of pupil progress in PPG reporting so that value for money is clear.
- To consider introduction of home visits, on entry, for vulnerable families.



## Progress with targets:-

- The school has produced an extremely thorough review of last year's Action Plan progress, complete with dated evidence. This was amply supported in the interviews, documentation and observations on the day of the assessment visit.
- The recent external "Challenge Partners" review found the school's Inclusion to be an Area of Excellence, and the school continues to deserve, in the assessor's opinion, its Ofsted "Outstanding" rating. The school is now an Academy, supporting another primary school and planning to include more schools.
- Pupils perform well at KS1, with a combined percentage of 25% reaching greater depth and 85% (combined) reaching the expected standard. The school also compares its leavers (Y5, who then leave for Middle School) with national expectations and 64% of PPG pupils are expected to attain this in Reading, 90% in Writing and 87% in Maths. There is only slight variation in the performance of boys and girls, with boys outperforming girls in Maths and vice versa in Literacy. EAL pupils are almost in line with non-EAL.
- The number of EAL pupils has increased in the last year and now stands at 30%. There is good provision for EAL and the children make very good progress.
- IT is used well to develop learning, with research skills well developed and tailored software used for targeted groups. IRIS is in use for feedback discussions with teachers.
- SMART target-setting and evaluations are now well established and still developing and cover all areas of the school's work.
- The leadership focus on Quality of Teaching and Learning has been maintained and is now informing the school's work with its neighbouring Academy school which requires support.
- The progress of vulnerable groups is very carefully monitored, and interventions are planned under headings as follows: Cognition and Learning, Intervention, Year group, Overview, Length of Intervention, Assessment, Ratio, Adult responsible, Average Progress made per half term and Cost per hour. This system is a model of good practice, though difficult to achieve.
- Available Intervention programmes are extensive. For example, in Year 1, children who need them have access to support in Phonics Phase 5, Word Aware, Jimbo Fun, Writing (sentence), Spelling, Behaviour Support, EAL, Speech, Listening and Narrative.
- Individual Provision Plans, with the child's photograph, include information on LAC, PP, EAL and language spoken at home, with RAG-rated progress record.
- Plans for the outside reflection area are attractive and detailed. Some funding has now been raised by the school and more funding has been asked for from local businesses. There are plans to involve parents and children in creating the garden.



- There is an emphasis on children having a personal stake in the garden: for example, for it to contain their own individual painted pebbles.
- Children are increasingly enjoying responsibilities around the school. The two Pupil Prime Ministers guided the assessor expertly around the school, and pointed out, on display, their concise minutes of the previous meeting. Classroom Ambassadors explained the learning happening in their class.
- Pupils conduct “Learning Walks” around the school and their observations are “astute” according to a senior leader, and fed back under headings such as , “Even better if...”.
- Pupil roles and responsibilities, with photographs, are displayed on notice boards. At a Digital Leaders meeting, children had identified problems needing attention: children had been successfully guessing each other’s passwords and this needed action. Values Champions are proud to demonstrate the school’s Christian Values at all times.
- The Eco-group is a tenacious group of children who see themselves as “Eco-Warriors”, worrying about wrong use of recycling bins and writing notes (“Red letters” which demand a reply from the offender) to teachers who leave lights on when they leave their classroom. They are practical and pragmatic: they know how to make birdfeeders out of plastic bottles and they empty classroom bins to help the cleaning staff.
- Pupils are included in all meetings relating to their progress, and their comments are added to important documents such as the IEP-style form for More Able Pupils.
- Provision for More Able and Talented children is extremely good, with numbers of pupils attaining greater depth being above the national average in all subjects. There are numerous extra-curricular activities on site including the chance for pupils to play in inter-school sports matches. Identified children each have their own “Individual Challenge Plan” to ensure that opportunities and challenges are provided in Wave 1,2 and 3. Children discuss and help to put this plan together. Children performing their own poetry, and reciting established poets, moved the assessor with their crystal-clear diction, expressive pauses, dramatic gestures and subtle changes in speed and volume. The school consistently wins prizes at the Worcestershire Competitive Arts Festival. Mastery level questions (using Chris Quigley and Andy Mellor training) have been implemented by teachers and there has been a Lesson Study model developed with the school’s Educational Psychologist, to focus on more able pupils during lessons.
- The school has developed Growth Mindset work. The new “Top Dog” scheme, developed by the school, is a play-based intervention to develop self-esteem and self-awareness of childrens’ strengths: confidence, open-mindedness, motivation, aspiration, resilience, risk-taking and independence. Hard data on the COMA scale show childrens’ progress on graphs, and the school is now working on “soft data” evaluations.
- The school was disappointed to have failed in its application for a Nursery School on site, by only 1%. With increasing numbers of EAL pupils, the variable quality of local



childcare and nurseries and the closure of the local Childrens' Centre, the need for early education is clear. The feedback showed that the application was not at fault, and the school is about to appeal. Meanwhile, liaison with local EY providers is good, information about school readiness is shared, and the school recently led SALT training with a nursery nearby. Plans for the Nursery have been thoughtfully developed, with a Family Room and a Toddler Room proposed.

- Documentation for parents is attractive and clear, with translations available in the most frequently spoken minority languages. The website includes a clear and very comprehensive Inclusion section. Numerous workshops and classes are offered to parents: these include South Worcs baby massage and Triple P classes held at the school but also attended by parents from other schools. Unfortunately, attendance at these courses is not as good as the school would like (see below). Parents have access to a very good "Outside Agencies we work with" sheet, which explains terms such as FSW, EP etc, the names of the professionals working with the school, what their work involves and where parents can find more information, with website links and phone numbers.
- PPG reporting is very good, with expenditure now clearly set against outcomes. Examples include: for Wave 2 pre-teaching of vocabulary, 76.9% of the pupils showed good understanding of the vocabulary taught, at the end of the half-term's intervention. 33 of the 36 children known to the Speech and Language team were discharged at some point in the year. Every Reception child in one class made good progress, as recorded in the Language Link Report. Costings per hour of each intervention are recorded against outcomes.
- Home visits are now in place for all Reception children.
- MITA courses, to maximise the impact of TAs, have led to an audit of TA views, seminars with the Inclusion Leader, and a change of name and status for TAs to "Classroom Support Workers". It was interesting to hear from the Prime Ministers that children had noted and understood the reasons for this development. CSWs are very well trained and have a wealth of experience and skills between them. They now work with children of all abilities. The Inclusion Manager also makes sure that her own training in delivery of interventions is kept up to date.

### Developments for the future:-

- The school has a clear view of its priorities in the year ahead and a very thorough understanding of how to achieve them.
- The school has ambitious but also realistic plans to develop its Academy to include other local schools.
- The school will host the Spring Term 2019 meeting of its IQM Cluster group, IDEA, with a focus on EAL and Speech and Language. The Speech Therapy team is already booked to support this meeting.
- The leadership structure, with clear definitions of roles and accountability, ensures that targets are consistently met. (e.g. "all staff will..." and, "To make sure that..."



statements are used). Therefore, it is suggested that for IQM purposes, Action Planning should restrict itself to more concise targets, and fewer Elements.

- Elements 1, 2, 5 and 7 are very well established in school and an integral part of its culture and planning cycle.
- The school continues to work towards “closing the gap” where needed.
- Under Element 3, the school intends to develop self-assessment and peer-assessment by pupils and to achieve their attendance target in of 97%.
- Under Element 4, the school intends to continue to raise achievement for all pupils and close the gaps between pupil groups.
- Under Element 6, the school intends to develop its own work with parents and try to establish its own school-based culture of parent support on both sites, with higher attendance at parent meetings and courses.
- Under Element 8, the school intends to involve local community organisations to develop the learning garden.

In addition to the above, the Assessor suggested the following actions leading on from the Action Plan:-

### Element 3:-

- “Top Dog” learning skills, with materials and games, are marketable and could create income for the school.
  - “Top Dog” records of progress would have more rigour and avoid bias if completed by different professionals at the start and end of interventions and recording periods.
- The school might investigate the possibility of a children’s competition to design a crushing machine to compress the large amount of recyclable material now generated by the school. Alternatively, the school might investigate the purchase of a machine which children could safely operate.
- The school’s appeal against the Nursery School planning application might be speeded up by asking the council and the building company of the new affordable housing site nearby to consider the potential social and educational needs of the new residents’ children. Currently the school has no free places and would not be able to admit those children without additional space, much as it would like to, but with financial support for additional building, this might be made possible.

### Element 6:-

- One parent leaflet (SEN support) seen by the assessor might be further simplified, (e.g. “differentiation” can be translated to “giving your child the right work for him/her”), because SEN children often have parents with poor reading skills themselves.





### Element 8:-

- The reflection garden requires more funding and a considerable amount of unpaid labour together with H&S considerations. Pershore Agricultural College is not far away, and the school agreed that students might enjoy helping, and be able to provide muscle-power and expertise, e.g. in driving poles securely into the ground and advising on plants for shady and sunny areas.
- Children would enjoy collecting the rounded pebbles needed for one area, on seaside visits this summer. They would need warning to bring only one or two, and only from beaches where this was allowed.
- Visit Pitmaston school in Worcester to gain ideas from their “Zen garden”.

**Assessor: Barbara Curry**

**Review Date: July 4<sup>th</sup> 2018**