



Assessor's Evaluation for the IQM Flagship Project



School	Bengeworth Church of England Academy Kings Road Evesham WR11 3EU
Head/Principal	Mrs Hayley Potter
IQM Lead	Ms Rachel Seneque
Date of Review	3 rd October 2023
Assessor	Ms Hilary Thompson

IQM Cluster Programme

Cluster Group	IDEA 2
Ambassador	Ms Hilary Thompson
Next Meeting	16 th November 2023
Meeting Focus	Staff Mental Health and Wellbeing

Cluster Attendance

Term	Date	Attendance
Spring 2022	29 th March 2022	No
Summer 2022	6 th July 2022	
Autumn 2022	16 th November 2022	Yes
Spring 2023	30 th March 2023	Yes
Summer 2023	23 rd June 2023	Yes

The Impact of the Cluster Group

Bengeworth CE Academy is an active participant in the IDEA 2 Cluster and has attended all the meetings this academic year. A focus for the cluster meetings this year has been on Staff Mental Health and Wellbeing in the spring term (hosted by Bengeworth, which will be followed up and further developed in the autumn 2023 meeting. Bengeworth identified a project linked to Staff Mental Health and Wellbeing during the spring term meeting and will present their findings at the upcoming meeting in November. The summer term focus was on Inclusion not Exclusion and was hosted by Perryfields Primary PRU.



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Evidence

- IQM Flagship Paperwork
- Website

Meetings with:

- Headteacher
- Heads of School
- IQM Lead
- Pupil Parliament/Pupil Leaders
- Family Support Professional
- Parent Inclusion Network Lead
- Curriculum Lead
- Year 2 and Year 3 Pupil Voice

Additional Activities:

- Tour of school
- Year 2 and Year 3 book look



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Evaluation of Annual Progress towards the Flagship Project

The school's evaluation of progress from the previous year was focused on the IQM project to further develop student voice and leadership within ministries (Health and Wellbeing, Charity and Partnership, Curriculum, Teaching and Learning). The project included five targets:

- To embed Global Themes within pupil leadership sessions
- To widen collaboration of pupil leadership groups with other schools
- To incorporate specific teaching of oracy skills into the curriculum
- Review inclusion and key policies with parents
- To support other schools in developing inclusive practice

Senior leadership has continued to draw upon professional expertise and collaborate closely with the Educational Psychologist linked to the school.

Target 1: To embed Global Themes within pupil leadership sessions.

The school has identified six Global Themes:

1. Power and Governance
2. Peace and Conflict
3. Human Rights
4. Sustainable Development
5. Identity and Diversity
6. Social Justice and Equity

These themes have been chosen to reflect and enhance the school's Christian values; forgiveness, respect, friendship, perseverance, trust and responsibility, which are fully embedded across the school and understood by all pupils.

Icons for each Global Theme have been introduced and the themes have been carefully planned into the Pupil Development and Leadership curriculum. Termly coverage of the Global Themes has been mapped across Key Stage 1 (KS1) and Key Stage 2 (KS2) medium term planning with each pupil leadership session being linked to an identified Global Theme. Short term planning for each year group clearly identifies the Global Theme and provides a focus for class teachers to plan from and deliver effectively. Display boards have been used effectively around the school to showcase the teaching and learning of Global Themes and pupils spoken to have a clear understanding of them. Within the curriculum, each year group is assigned an 'Inspirational Leader' and the year group leadership curriculum enables the pupils to research and learn about their leader throughout the year.

Alongside the development of the Pupil Leadership curriculum, the Eco Council (Eco Warriors) has focussed their work on sustainability. Their work resulted in the school's Eco Week during the summer term, which was planned and delivered by the pupils in the Eco Club, with pupils writing their own PowerPoint presentation, and producing a timetable of events for the week including no paper day, no electricity day, dress in green day, outdoor classroom day and litter picking. Money was raised through the dress in green day with funds being used to purchase a 'hot bin' for composting. Children were also encouraged to 'walk to school' for the whole of Eco Week.



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The school also held a British Values day led by the worship leaders and Pupil Parliament. The day was introduced through an assembly written and delivered by the children, which linked the school's vision and values and Global Themes with the British values of tolerance, rule of law, democracy, individual liberty, and mutual respect. Each year group was then allocated one of the British values to focus their learning around for the day. Outcomes from the day included Year 1 pupils producing a poster emphasising 'Peace and Conflict' as part of their focus on mutual respect, Year 4 creating laws that would support democracy and Year 2 studying the book 'The Proudest Blue', looking at the bond shared between siblings and the importance of being proud of yourself and your beliefs as part of their focus on tolerance.

Next Steps: To further embed the Global Themes within the curriculum offer, extending these to other curriculum areas.

Target 2: To widen collaboration of pupil leadership groups with other schools.

Pupil leadership has been further developed across the last 12 months, both within Bengeworth CE Academy, working across the two school sites and with other schools within the area. The Pupil Parliament consisting of 12 Year 5 pupils, is now fully established, and impacting positively on pupils' involvement in decision-making across the school. The Parliament has an overview of everything that is happening across the school and is able to share this, enabling meaningful links to be made by pupils. The Parliament collates information and shares progress and achievements acting as spokespeople and advocates for change. Two 'Prime Ministers' are elected by 'Members of Parliament' (MPs) and, along with other representatives, report to Governors half-termly. MPs are distributed across the breadth of pupil leadership groups. The pupil leadership groups work together to formulate action plans linked to aspects of the school improvement priorities and hold termly summits to identify specific projects. Targets set this year included:

- Language leaders collecting for Ukrainian Schools
- Digital leaders creating QR Codes for recommended reads and calming music
- The worship team writing a lunchtime promise with pupils and members of the lunchtime staff

In September, the worship team worked loosely with the church to plan and deliver a Memorial Service in the church for the late Queen. The worship team planned, wrote and delivered the service, researching the Queen's life and preparing their own PowerPoint presentation.

Bengeworth CE Academy works alongside Challenge Partners. Part of this involvement includes pupils and staff reviewing aspects of school life in other similar schools. Members of Bengeworth Pupil Parliament and staff visited Leckhampton Primary School to review their lunch time provision, providing feedback to the school on the strengths observed and identifying some 'Even Better Ifs'. Following this, pupils and staff from Chaddesley Corbett School visited Bengeworth to review their lunch time provision alongside the two Prime Ministers and other members of the Pupil Parliament. The findings from this review were then discussed at the Pupil Summit meetings, where actions were identified, and targets set. The Mental Health Ambassadors identified a need for a Reading/Quiet Shed in the playground and set a target of raising money to set up the shed to meet the needs of pupils preferring a quieter lunch time break. Language leaders campaigned for different countries to be represented on the lunch time menu and the worship team identified a need for lunch time supervisors to be included in the Vision and Values Week at the start of the term to enable a lunch time promise to be developed.



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Next Steps: To develop and refine the Pupil Development curriculum in line with the Character Cog to enable pupils to confidently recognise and evaluate their own personal development.

Target 3: To incorporate specific teaching of oracy skills into the curriculum.

Leaders at Bengeworth CE Academy have developed the provision of oracy skills across the curriculum with staff and have created an Oracy Progression Ladder, from Reception through to Year 5, that has been based upon The Oracy Framework from Voice 21. This document encompasses the physical, linguistic, cognitive and social and emotional elements of oracy and provides both teaching ideas and suggestions for pupil experiences for each year group. The progression of oracy skills has been mapped across each year group.

The focus of the project has been the inclusion of sentence stems for use across the curriculum and staff have received training on the use of sentence stems within the classroom. Through the introduction of sentence stems at Bengeworth CE Academy, leaders are striving to support pupils' ability to articulate key ideas, consolidate learning, understand and expand their vocabulary. The sentence stems empower learners to gain a foothold into a conversation and help structure their response to a question, increasing the depth of academic conversations. They can also assist with task initiation specific to writing.

Sentence stems have successfully been introduced into daily classroom practice. In mathematics, for example, sentence stems have been shared with pupils to help support the skills of explaining, clarifying, agreeing, disagreeing and extending, raising pupils' ability to reason and problem solve about mathematics.

Sentence stems have also been provided for the class Learning Ambassadors supporting them with initiating discussions with visitors to their classroom. The Learning Ambassadors I spoke with during my tour of the school were all confident and articulate in discussing their learning, despite all being new to the Learning Ambassador role. Sentence stems have clearly also supported the leadership groups when preparing presentations for use in assembly and pupils planning class assemblies.

Next Steps: To adapt and implement a framework that progressively develops the vocabulary and oracy knowledge and skills for pupils, which is applied with school expectations as part of the curriculum.

Target 4: To review inclusion and key policies with parents

As part of my visit to Bengeworth CE Academy, I met with the Lead of the Parent Inclusion Network (PIN). The PIN is a group run by a parent to support families of children with additional needs in the school. The group meets monthly and gives parents of children with additional needs the opportunity to meet in a friendly, supportive and non-judgemental environment. The group aims to empower parents to be able to play an active and informed role in their child's education and give them a voice in the development of school policies and practices. Following feedback from parents, the school's Educational Psychologist and the Worcestershire Children First (WCF) Autism Team have been commissioned to run a series of workshops for parents/carers on challenging behaviours, with the sessions taking place during this half term. The group was thriving prior to Covid and is now being gradually reestablished, with the reintroduction of external speakers attending some of the meetings. Most recently, the group had a visiting speaker from Families in Partnership Worcestershire, which is a parent forum group within the County. The school ensures flexibility in the timing of the meetings, holding some during the school day and others in the evening to ensure all parents can attend at least some of the meetings.



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The school also employs a part time Family Support Professional who leads the further development of parent engagement and is currently working with 56 families working five afternoons each week. Alongside meeting with parents to support them with a wide range of issues including domestic abuse, parent finances, signposting to external agencies including Women's Aid, Citizens Advice Bureau (CAB), etc., the Family Support Professional also takes on the role of Deputy Designated Safeguarding Lead (DDSL).

Activities this year have included running workshops for pupils including one on emotions, and a Books Together Course for parents and children together. This has supported parents to build relationships with their children through sharing books and completing craft activities linked to the book. This course, run over ten weeks during the school day, successfully improved both the children's attendance and their engagement in class, whilst breaking down some of the barriers parents experienced following their own childhood experiences with school. In addition, the Family Support Professional has organised a healthy eating course for parents, working with an external provider.

Last year the Inclusion Lead worked on a panel with the Local Authority (LA) to devise and contribute to the development of the Parent Engagement Toolkit, aiming to enable WCF to work with its Special Educational Needs and Disabilities (SEND) families, actively listen to what they have to say and to develop services, which has now been successfully rolled out to all Worcestershire schools. The Inclusion Lead and Special Educational Needs Co-ordinator (SENCo) have also produced a poster/leaflet for parents of children with an Individual Provision Plan (IPP), ensuring all parents fully understand and can be involved in their child's IPP.

Next Steps: Co-production of policies with a parent/carer working party. Early engagement with parents/carers through use in the new nursery. Develop the use of Seesaw family's app to support children's retrieval of learning.

Target 5: Support of other schools in developing Inclusive Practice.

This is a standout strength of Bengeworth CE Academy and shows exemplary practice and commitment to inclusion for all pupils. The Inclusion Lead at Bengeworth CE Academy has been seconded to work for WCF, to provide school improvement consultation to Worcestershire schools during 2022/2023.

A major focus of her work with WCF this year has been the Authority's support for schools to work towards and obtain IQM status. Twelve schools across Worcestershire signed up to the project and the Inclusion Lead from Bengeworth CE Academy has directly supported the schools, delivering six online and face-to-face sessions focussing on the eight IQM elements and arranging for presentations to the group from other IQM Flagship schools. Feedback from all twelve schools involved in the project has been exceptionally positive with all schools highly valuing the input and support provided by the Inclusion Lead.

Alongside this, as part of the WCF secondment, the Inclusion Lead has supported over 45 schools, writing consultation reports and creating action plans for the schools following all visits.



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The Inclusion Lead has also trained as a Research Lead alongside the Education Endowment Fund and Billesley Research School, and through this has delivered coaching to schools in a project 'Making a Difference for Children with SEND'. In this role, the Inclusion Lead has been the facilitator at group coaching sessions, coaching a group of six Worcestershire schools in April 2023. She will be leading this project for the Billesley Research School in Walsall during 2023/24, whilst also continuing her secondment with WCF.

Next Steps: To continue the secondment with WCF alongside leading the 'Making a Difference for Children with SEND' for Walsall.

Agreed Actions for the Next Steps in the Flagship Project.

Project Title: To further explore the establishment of a provision within Bengeworth CE Academy to meet the needs of the most complex pupils with SEND.

Leaders at Bengeworth CE Academy have identified a change over the last few years with the needs of the Special Educational Needs (SEN) population in the school with children showing significantly more complex needs. This has resulted in an increase in those requiring additional support and the complexity of the support required. To address this most effectively, the school is planning to set up a Specialist Resource Base in school with a focus on communication and interaction. All pupils accessing the intervention will have a complex learning profile that usually covers more than one area of the Code of Practice (CoP) and will have progressed through the school's graduated response model and been identified as meeting the agreed entrance criteria. Most pupils will have either an Education, Health Care Plan (EHCP) or be on detailed Special Educational Needs (SEN) plans with a view to apply for Education, Health and Care Needs Assessment (EHCNA) or undergoing statutory assessment.

The school has completed research through the Launchpad Provision in London and plans to collaborate with other schools across the country who are on a similar journey. Continued close work with the school's Educational Psychologist will support the project.

Outline of Project:

- Establish a working party to investigate the curriculum model and assessment model.
- Set up a pilot group to re-evaluate the way interventions are currently being delivered and restructure and monitor the impact of interventions delivered across the school.
- Visits to schools that have an established model.
- Formulate rationale and overview for ProVision Plus model.
- Funding, primarily through pooling of EHCP funding within the school.

The school plans to have the model in place in Bengeworth CE Academy for September 2024.



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Overview

Bengeworth Church of England Academy is a larger than the average primary school, situated across two sites in a disadvantaged area near Evesham. There are currently 530 pupils on roll (not including nursery). Pupils are mostly from a White British or European heritage, with others from a wide cultural background. Around a third of pupils have English as an Additional Language (EAL), with Polish being the second most used language after English but the proportion of pupils at the early stages of language acquisition is low. The school's use of Language Leaders across Year 4 and 5 supports any pupil with EAL. The proportions of disadvantaged pupils and those with SEND are broadly average. The school has above average mobility and has seen many of their Eastern European pupils leave, being replaced by refugees from Afghanistan, Africa and Ukraine who are housed on a temporary basis in a local refugee hotel. Pupil attendance is above the current national average. Pupils told me they enjoy school and are proud of their environment. They relish the opportunities provided to take on leadership roles and are highly articulate when talking about their learning.

EAL pupils and families are well supported. The school uses The Bell Foundation as an assessment and tracking tool for EAL and training was provided for all staff in September. Resources have been provided in school and are easily available for all staff to access. The school employs a Polish support professional to collaborate with pupils and families with EAL. The support professional is fluent in Polish and several other languages. The use of Pupil Language Leaders from Year 4 and 5, who are fluent in a language in addition to English ensures pupils and families at an early stage of learning English are well supported and able to access all aspects of the school.

Bengeworth CE Academy opened a new, 60 place nursery in September 2023, providing part-time and full-time places for children from the term after they celebrate their 3rd birthday. Children wishing to join in the term they turn three can pay for nursery time leading up to their eligibility for 15 or 30 hours free. The building work is still being completed, but, despite this, the school is providing an enriching and stimulating provision, with the children in nursery on the day of my visit highly engaged in the activities set out for them. The nursery has attracted several children with significant additional needs but these were being managed exceptionally well, enabling all pupils in the setting to engage with the activity I observed.

Leadership remains strong across Bengeworth CE Academy. Strong distributed leadership with clear shared values and vision provides an energy and focus that continue to drive ongoing developments. The recent statutory inspection of Anglican and Methodist Schools (SIAMS) highlighted several strengths of the school and the school has been recommended to be included in their Repository of Knowledge Sharing set up by SIAMS in 2022. Strengths in the school's Christian values and people leadership were recognised during the inspection, which has supported the school in identifying clear next steps for their ongoing work on pupil leadership. Senior leaders regularly and sharply review systems and protocols, drawing upon the opinions of all stakeholders to inform evolution and development.

Pupil leadership at the school is a clear strength within Bengeworth CE Academy. Children are encouraged to develop leadership skills from the moment they join the school in Reception, with all year groups providing opportunities for children to take a leadership role, either within the classroom or by becoming a representative on one of the school's pupil leadership



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groups which include: Digital Leaders, Language Leaders, Worship Leaders, House Leaders, Eco Warriors, Learning Leaders, and an Events Team. Some of the pupil leadership groups are restricted to Year 4 and 5 pupils with others having representation from Early Years to Year 5. Every fortnight, pupil leadership groups meet with their facilitating teacher to plan and conduct work towards their goals. Whilst the groups are meeting together, the children who remain in class participate in a pupil leadership session to explore the attributes of good leaders.

The Pupil Leadership curriculum, designed by a working party, encompasses positive behaviour and spirituality and is delivered in a weekly 45 minute session focussing on behaviour and leadership in alternate weeks. Children's books produced during these sessions reflect some depth of thought and practical understanding of the nature of leadership at age-appropriate levels and of required behaviours, rooted in human and spiritual values. Each year group has an inspirational leader who helps the children to see the attributes that they are focusing on in real-life examples.

Bengeworth CE Academy has recently introduced a new curriculum, written in line with their curriculum intent to, 'Develop aspirational, confident learners and leaders of the future who have a deep understanding of the world around them and the impact they can have on it'.

The Bengeworth CE Academy curriculum is underpinned by education for global citizenship and each term pupils undertake a key topic in which diversity, community, and global learning are linked using one (or more if deemed appropriate) of the six Global Themes:

1. Power and Governance,
2. Peace and Conflict
3. Human Rights
4. Sustainable Development
5. Identity and Diversity
6. Social Justice and Equity

The curriculum uses Global Themes to bring relevance to the curriculum and encourage children to consider themselves as global citizens, consider the part they play in the wider world, and the impact they can have as they move through and leave the school into later life.

The school took great care to design a well-sequenced, well-specified and ambitious curriculum underpinned by the school's values and their identified Global Themes, ensuring accessibility for all children. Globally themed questions are used as the driving forces for each half-term/term's focus and clear links between subject disciplines are made to ensure there is an engaging and relevant context within which to learn. Questions seen during my visit included: 'Why are the Himalayas sacred to Hindus?' (Year 3), 'Does our food need to travel so far? (Year 4)', 'Is it time World War 1 was forgotten?' (Year 5) and 'Should the National Health Service (NHS) be free for all?' (Year 2). During my visit, I met with some Year 2 pupils who shared and discussed their learning with me. Whilst discussing health care provision across the world, the pupils were able to tell me the cost of having a baby in the United States and then went on to tell me why paying taxes in Great Britain is essential to maintain our great free health care provision through the NHS. The pupils were confidently and articulately making links across their learning.



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Learning environments across the school stimulate learning and encourage curiosity. Curiosity Cubes are central to each classroom and help create a sense of awe and wonder. Staff place objects, linked to the curriculum topic within the cube and children respond using questions and thoughts written on post-it notes. These were being used consistently by staff and pupils across all classes. Key vocabulary, key questions and facts to support learning are clearly displayed on learning walls and displays across the school prompting children's abilities to make links and connections as well as celebrating children's achievements. Mental Health Ambassadors last year worked on the development of a calm corner within each classroom. These were consistently in evidence across the school, well stocked with resources for the pupils to access when required.

Oracy skills are further enhanced through opportunities for children to share their thinking, drawing on their prior knowledge and skills, their new learning, and by making links and connections between their subjects. Learning Ambassadors, elected for each class, are also supported by the oracy sentence starters to support them to talk about their learning.

Curriculum enrichment activities include a Year 5 overnight visit to the Houses of Parliament, a residential visit to France and a wide range of extra-curricular clubs. Children benefit from a range of musical, artistic and sporting opportunities and pupils spoke enthusiastically about the breadth of extra-curricular provision available to them. During my visit, I observed the music room being used to deliver one-to-one instrument teaching and was impressed by the provision of digital technology and outside facilities. Pupils clearly enjoy the Forest School provision on both sites, the sensory garden at the King's Road site, (implemented by the Eco Warriors), and the range of facilities available for use during break and lunch times which include a trim trail, adventure area, climbing wall and access to a large field. Children also participate in sports at school representation and county level. After-school clubs include a range of sports (including archery, football, karate, dance, netball), baking, choir/young voices, and drama.

SEND within the school is led highly effectively by the Inclusion Lead alongside the SENCo. The school is identifying a growing complexity of needs across the school and now has 18 children with EHCPs, two more on enhanced funding, and one pupil pending an outcome. Both SEND leaders work closely with external agencies and have a particularly close involvement with the Educational Psychologist who has collaborated closely with staff on metacognition and levels of scaffolding to enable children to work more independently and become leaders of their own learning.

Staff at Bengeworth CE Academy work extremely hard with energy and commitment. Senior leaders are conscious of promoting wellbeing and mental health and ambassadors have been appointed to support staff. Optional workshops delivered by professionals are on offer to all staff, alongside 'drop-ins' with the Psychologist. Pupil wellbeing is also well addressed through the Pupil Mental Health Ambassadors.

Bengeworth CE Academy prioritises students' leadership and independence. Personal Development and Leadership has a defined curriculum. The school values all children as individuals, nurturing their creative talents, and working relentlessly to make sure that they have the highest aspirations, and are motivated to flourish and succeed in everything they do. The Inclusion Manager's continued involvement in supporting the development of inclusive



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policies and practices in other schools, working for both Worcestershire and Billesley Authorities is a testament to the positive reputation that Bengeworth CE Academy has earned as a Flagship school. It is a truly inclusive school, fully committed to providing the best educational opportunities for all, irrespective of any barriers that might be encountered.

I am therefore firmly of the opinion that Bengeworth CE Academy continues to fully meet the standard required by the Inclusion Quality Mark's Inclusive School Award to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. 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 Flagship status.

Assessor: Ms Hilary Thompson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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