

Name of School:	Bengeworth CE Academy
Head teacher/Principal:	David Coaché
Hub:	Bengeworth Hub
School type:	Primary
MAT (if applicable):	Bengeworth Multi-Academy Trust

Estimate at this QA Review:	OUTSTANDING
Date of this Review:	16-18/01/2019
Estimate at last QA Review	OUTSTANDING
Date of last QA Review	15-17/01/2018
Grade at last Ofsted inspection:	OUTSTANDING
Date of last Ofsted inspection:	15-16/11/2011

Quality Assurance Review

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

School Improvement Strategies	OUTSTANDING
Outcomes for Pupils	OUTSTANDING
Quality of Teaching, Learning and Assessment	OUTSTANDING
Area of Excellence	ACCREDITED
Previously accredited valid Areas of Excellence	Inclusion, provision for pupils with SEND, 2017.
Overall Estimate	OUTSTANDING

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Bengeworth is a three-form entry primary academy which is larger than the average sized primary school. The school caters for pupils from Early Years Foundation Stage (EYFS) to Year 5 and has been oversubscribed for the last two years.

The academy formed a Multi-Academy Trust (MAT) in February 2018 responsible for two schools: Bengeworth CE Academy (located across a split site as 'King's Road' and 'Burford Road' settings) and Bretforton Village School, which has been sponsored since conversion in February 2018.

The academy leadership structure consists of a Head of School at each setting, supported by Phase Leaders who lead Reception and Year 1, Years 2 and 3, and Years 4 and 5 respectively. The MAT executive headteacher and associate headteacher are based at Bengeworth and work alongside school leaders at a strategic level.

The proportion of disadvantaged pupils is below the national average. The school population includes children from a range of minority ethnic groups although the majority are of White British heritage. The proportion of pupils who speak English as an additional language is above the national average. The proportion of pupils identified as having special educational needs and/or disabilities (SEND) is broadly in line with the national average although the number of pupils with speech and language needs on entry to the school is significant. The proportion of pupils with an education, health and care plan (EHCP) is in line with the national average.

The Executive Headteacher holds a BEd(Hons) degree in English Literature and Language with Qualified Teacher Status and the National Professional Qualification for Headship.

2.1 School Improvement Strategies - Progress from previous EBIs

- Leaders have refined the action plans developed by subject leaders. They are now aligned to the school key priorities and improved communication has secured a stronger vertical alignment.
- Impact initiatives are now more focused as they systematically support school key priorities. Evidence of impact is more apparent.
- School partnerships are developing and adding value to pupils' outcomes. Key stakeholders are benefiting greatly from the MAT's experience and strengths.

2.2 School Improvement Strategies - What went well

- The school continues its journey of continuous improvement since the last review. The executive headteacher and his team are passionate and inspirational.
- The dedicated school leaders are driven by high levels of ambition for all pupils and their unwavering pursuit of excellence. This is evidenced by very strong outcomes for pupils in both progress and attainment over a number of years.
- The school's leaders work cohesively to reach their school aim, to provide a learning environment: "where every child acquires a high-quality education and an unforgettable childhood experience". This allows pupils to thrive in a positive learning environment they perceive as "inspiring and productive".
- A distributed leadership model ensures all staff are held to account. Effective monitoring of key priorities is apparent in the school development plan and self-evaluation documents. This is an information rich school where communication with key stakeholders is strong.
- Self-evaluation is based on a thorough analysis of progress data, frequent monitoring of teaching and learning, book scrutiny and curriculum reviews in order to secure the best outcomes for pupils. School leaders have implemented effective systems to track the progress of groups of pupils. Assessment is robust, forensic and supports pupils' progress.
- Subject leaders, through the guidance of senior leaders, have looked specifically at developing innovative whole school approaches. This includes bespoke interventions to support pupils who speak English as an additional language or are vulnerable due to their special educational needs and/or disabilities, or because they are disadvantaged. Moderation activities are frequent and meaningful.
- Teaching and learning are very well led. Teachers adhere to school wide practices, use the "Epiphany" assessment tool effectively and can also adapt systems as appropriate. The IRIS Connect video-based professional learning platform allows teachers to review and improve their own practice. Professional developmental activities are meaningful and focused on capacity building.

2.3 School Improvement Strategies - Even better if...

...leaders reviewed their curriculum and pedagogies to allow more pupils to reach greater depth more rapidly, particularly those in the middle prior attainers group.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- Teachers use feedback more consistently. It is focused on pupils' ability and allows them to reach their next steps in learning more rapidly.
- Learning objectives are customised and focused on what pupils know and can do,

particularly low and high prior attainers.

- High attainers are systematically challenged during lessons. Opportunities for greater depth are more frequent and resources for learning, including teaching assistants, are deployed effectively.
- Collaborative learning was apparent in most lessons visited. Pupils are resilient when facing a challenge and increasingly leading learning activities.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Exemplary behaviour was apparent throughout the two days. Pupils are polite, open and articulate, making it a pleasure to engage with them in lessons.
- The use of effective praise – as a form of feedback to pupils on their contribution to discussions, answers to questions and on the work produced – was a feature of the vast majority of lessons. This contributes to the calm and productive learning environment observed in all lessons visited.
- Teachers' subject knowledge is excellent. They have high expectations of pupils' learning capabilities no matter to which groups pupils belong. In a Reception lesson, children were inspired by the story of "Supertato" and "the evil pea" as it allowed them to apply language in a real-life context.
- Strong planning leads to high levels of engagement. Consequently teacher/pupil relationships are a strength of the school. As a result of the high levels of trust created by this caring environment, pupils of all ages and abilities readily demonstrate an eagerness to learn and make progress across the curriculum. In a Year 2 English lesson, a high attainer was very eager to share his knowledge with his peers about simile and alliteration as he was re-entering the main class activity.
- Work in books is of a very high standard, and the vast majority of pupils, including disadvantaged pupils, take a real pride in the appearance of their work. This is due to a concerted effort by the school to improve this aspect of their work. In all lessons, non-negotiables are fully embedded and allow pupils to present their work to a high standard.
- In the best lessons, there are examples of effective questioning including questions for recall and clarification to stretch pupils' understanding. Many of these lessons included examples of questions targeted specifically to address the learning needs of groups of pupils. Disadvantaged pupils play a central role in the discussion. In a Year 5 English/history lesson, the adults used open ended questioning to extend their learning around the Vikings and expand their historical vocabulary.
- In a Year 4 mathematics lesson, enquiry-based activities around column multiplication allowed middle and high attainers to work collaboratively and apply their reasoning skills. In a Year 1 English lesson, pupils worked on time adverbials and rose to the challenge of sequencing adverbs by contrasting them. In both lessons, they showed great resilience as they used higher order thinking skills.
- In most lessons, there is a drive to ensure pupils respond and act upon feedback. When it is insisted upon the pupils respond well and it contributes to their good

progress. In a Year 3 mathematics lesson, pupils were asked to explain the reason for using specific strategies around grid methods and multiplications.

- Pupils' work is regularly marked. In the best books, feedback is effective as it includes clear targets for improvement. In Year 2 English, personalised targets for pupils following on their cold write provide them valuable next steps to improve their work.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

- ...the school continued to capitalise on its best practice to address the inconsistencies in marking, ensuring feedback systematically moves pupils on.
- ...teachers' planning systematically focused on the needs of key groups, particularly the middle attainers.
- ...teachers continued to diminish differences between disadvantaged and non-disadvantaged pupils.

4. Outcomes for Pupils

- Pupils enter the school with below average levels of ability when measured against the early learning goals.
- In the EYFS, children's attainment was strong in 2018 as 83% achieved a good level of development (GLD), which is above the national average. Girls outperformed boys in all areas. The proportions of children reaching the expected level in reading, writing and number were all well above national average. Leaders know their pupils well and as a result, implement bespoke interventions to support those at risk of underachieving, such as the high proportion of pupils who speak English as an additional language, some of whom speak no English when they join the school. Communication with families of disadvantaged children is strong and current progress information remains strong.
- A very large majority of pupils met the phonics expected standards in Year 1 in 2018.
- Attainment at Key Stage 1 remains strong. In 2018, the proportion of pupils reaching the expected standard in reading, writing and mathematics was above national averages and in the highest 10% nationally for writing and mathematics. The school is aware of the diverse and complex barriers to learning experienced by some disadvantaged pupils in Year 3, as indicated in the inspection data summary report for reading and mathematics. Leaders' tracking and monitoring of vulnerable pupils is forensic and current data shows an improving trend due to bespoke interventions.
- Through Key Stage 2, pupils' attainment and progress remain strong. Pupils' prior attainment was well above the national average for writing and mathematics but not for reading. Although attainment in reading was above national at the end of Key Stage 1 for all pupils in 2018, it remains an area of focus for the school,

bearing in mind the high proportion of pupils who speak English as an additional language. Leaders' monitoring is rigorous, and a gap analysis has identified comprehension as a weaker area of pupils' reading skills on admission to the EYFS. The implementations of bespoke interventions in the EYFS have resulted in steady progress. Current data is favourable and shows an improving trend for most pupils.

5. Area of Excellence

Epiphany tracking system

Accredited

5.1 Why has this area been identified as a strength?

- In 2014, a month after the new national curriculum framework was introduced, Bengeworth Academy were moderated. Due to the systemic internal tracking system, Epiphany, Bengeworth were able to show accurate evaluation on the new framework and were not re-moderated.
- There was continuous professional development to support staff when Epiphany was introduced and rolled out across the whole school in 2014. Epiphany is now embedded within the school and provides accurate information about what children can do.
- Continuous training has enabled staff to confidently assess and use their own class data effectively to identify and address individual pupils' needs.
- As a result of Epiphany, all teachers have a clear understanding of pupils' learning and development which ensures attainment is sustained and built on, year on year.
- The school is now an ambassador for Epiphany and are continuing to develop the tracking system to incorporate the needs of different settings and offer training and support to other schools.

5.2 What actions has the school taken to establish expertise in this area?

- Initially trialling the system in Reception, Year 2 and Year 4, to evaluate effectiveness before rolling out to the whole school in 2015, after analysis was shared with SLT, governors and other stakeholders.
- In July 2015 the school's Achievement Leader joined the Epiphany Development Team, which allowed for regular feedback and updates to be shared with the school.

- Moderation meetings to ensure all teachers have a good understanding of assessment expectations leading to secure judgements.
- The model was adapted for the EYFS to ensure the layout was in line with Key Stage 1 and also lead to more efficiency in tracking GLD.
- In 2016 Epiphany was developed further to enable tracking of science, with a formula that could calculate attainment and progress. This model was then offered to other schools.
- The mathematics lead has also led changes in Key Stage 2 assessment and disseminated training to staff across the MAT.

5.3 What evidence is there of the impact on pupils' outcomes?

- Epiphany allows for analysis of data every half term and focuses on key groups (pupils with SEND, those who speak English as an additional language, disadvantaged pupils, high prior attainers) and identifies areas for development in each year group, class and for individual pupils.
- The school's inclusion lead and pupil premium lead use data to track individual pupils and highlight any pupils who are 'off track'. This then leads to analysis of any barriers to learning and provision or interventions are put in place.
- Epiphany follows the national curriculum and therefore can be used when moderating with cluster schools, as well as within the MAT and the school itself.
- In the EYFS, children's attainment was strong in 2018 as 83% achieved a good level of development (GLD), which is above the national average. Girls outperformed boys in all areas. The proportions of children reaching the expected level in reading, writing and number were all well above national average. Attainment at Key Stage 1 remains strong. In 2018, the proportion of pupils reaching the expected standard in reading, writing and mathematics was above national averages and in the highest 10% nationally for writing and mathematics. A very large majority of pupils met the phonics expected standards in Year 1.
- Through Key Stage 2, pupils' attainment and progress remain strong.

5.4 What is the name, job title and email address of the staff lead in this area?

Natalie Snowdon

Epiphany lead

nem10@bengeworth.worcs.sch.uk

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

The school would like to investigate supporting middle prior attainers towards reaching greater depth more rapidly.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.