



2nd October 2019

Mr David Coache
Headteacher
Bengeworth CE Academy
Kings Road
Evesham
WR11 3EU

Review Date: 18th September 2019

Summary

Bengeworth CE Academy is a school in the heart of Evesham housing children from Reception to Year five over two sites. The majority of children who attend Bengeworth are from a white British background with 29% of pupils having English as an additional language. There are 15% of pupils who are on the SEND register and 14% of children entitled to Pupil Premium Funding. School data is consistently higher than national expectations with 81% of pupils achieving a good level of development at the end of reception, 91% attaining the expected standard in phonics and 88% of pupils reaching the combined expected standard or above at Key Stage One. The MAT is currently supporting Bretforton School which, despite being a small school, has a high proportion of children with SEND. Bengeworth also lead a local nursery cluster group and have been at the forefront of some collaborative work to ensure all feeder nursery schools have the same expectations in terms of school readiness.

The Bengeworth Academy spreads over two sites which are a short walk from each other. The Kings Road site which facilitates pupils in years two to five is set in very appealing leafy grounds where wild animals (donated years ago by a local metalwork artist) hide in the grass and make an exciting impression on visitors approaching the school building. The Burford Road site has an impressive entrance with beautiful display work shown off to full advantage in the light infused entrance. The high-quality work from the older pupils in the Kings Road site is displayed throughout the Burford Road site which houses just Reception and Year 1 children. This is to encourage ownership from all pupils of both school sites and to showcase the rich curriculum diet the children will go on as they move through the school. In both buildings it is tangible that pupils, staff and parents are extremely proud of the fully inclusive ethos of this school. There is an air of calm and acceptance throughout the two sites and the learning environments across both sites celebrate pupil achievement and reinforce the message that children are proud to attend this school.

Senior Leaders, teachers and support staff understand their school community well and what support they may need in order to flourish and succeed. Early Birds, a nurture breakfast club, has been organised for the children who may need a calming

Award Offices

Inclusion Quality Mark Award

Ling House
173 Slieveboy Road
Claudy
BT47 4AS
United Kingdom

Contact

Tel. 028 7127 7857
Fax. 028 7127 7856
info@iqmaward.com
www.iqmaward.com

Company Registration No.

07748285
Inclusion Quality Mark (U.K.) Ltd
Company Registered Address:
Grove House
Lutyens Close
Chineham
Hampshire
RG24 8AG

intervention first thing in the morning before school starts and children who are in receipt of Pupil Premium funding receive a school uniform voucher on entering reception so that this burden is taken away from parents and that all children start school on an equal footing. Another such example of this is the Polish club that was established due to parents being concerned that children were losing touch with their Polish heritage. Curriculum enrichment is obviously a priority for Bengeworth with their children experiencing a range of opportunities and experiences throughout their schooling here; to name but a few - afternoon tea in a local hotel, theatre trips to the West End, Blenheim Palace, residential trips to London and France for the older pupils.

Owing to the higher than national proportion of children (29%) with English as an additional language, Bengeworth use the expertise of their school-based SALT who delivers specific interventions and works alongside staff to plan a focussed activity in each classroom to teach specific language or vocabulary. On my walk around the Burford Road site I saw this effective strategy in action alongside the 'Word Aware' initiative to promote key language in classrooms that the children had been learning about during their intervention. Staffing capacity is cleverly utilised with the use of an EAL Learning Support Practitioner (LSP) who translates information for parents at parent workshops and provides useful local intelligence about certain nationalities phonics schemes for example, so that parents with English as an additional language are supported as well as their children. There is also a focus on the more able pupils too with the staff training sessions from David Barclay during last academic year having a focus on planning for the more able children. In addition, the school-based EP that Bengeworth has heavily invested in also supported staff by developing a lesson study model for more able pupils in class.

Staff have high expectations of parents from the first time children step into school in reception and it is a requirement that parents attend an induction session prior to their children starting school. If parents are unable to attend the initial induction date given to them, then they are offered an alternative date and then another alternative until induction has happened. Sometimes this happens on the training days in September but the thought process behind this is to ensure that from the very start of a child's education at Bengeworth, parents understand that they work in collaboration with school. Senior leaders report that they feel the impact of this is that productive relationships between school and parents start from the very moment their child starts their school journey in reception.

Throughout my review pupils were very well behaved and took care of each other. In lessons, they concentrate well and are very keen to talk about their learning. The effective behaviour system based on the school's values is clearly important to children and the pupils I met, spoke of wanting to be selected as a 'Values Champion' because this meant they have shown all of the school values consistently and receive a medal during a celebration assembly. There are many opportunities for pupils to explore leadership at Bengeworth Academy; Pupil Parliament, Language Leaders, Classroom Monitors, Lunchtime Leaders, Digital Leaders, Eco Leaders, Worship Leaders and Learning Ambassadors are all roles for pupils to develop their capacity as leaders and role models. In each and every classroom I went into there were two learning ambassadors ready to greet me with a friendly smile, an introduction and a summary of

what they were learning this lesson and how they are finding it. This is obviously a role that the children enjoy and take pride in fulfilling.

I met with the Pupil Parliament who told me the best things about their school are the teachers and the sports activities (in this order!) and the fact that they feel they can trust people at school. I was then treated to an extremely informative tour by some members of the Pupil Parliament who spoke confidently about their school and what it meant to be included in the community at Bengeworth and about the extra-curricular activities and events such as sports clubs, poetry competitions, the Autism awareness assembly and the plan for the impending sensory garden. While we were looking at the plans for the sensory garden one member of the Pupil Parliament told me; "We want it to be somewhere you can take off your shoes and relax your mind and let your worries fade away!"

I met with a small group of parents (some of whom now work at the school) who are currently heading up the 'Parent Inclusion Network Group' who meet monthly to raise the profile of inclusion within the school. They commended the school's approach to inclusion and spoke of how they have adapted their lunchtime provision to support pupils with SEND so they can have happy lunchtimes. One of the parents mentioned that whilst she was happy to receive a diagnosis for her child, the diagnosis didn't alter the high-quality provision her child was already receiving to meet their needs. Another parent said that "interventions are brilliant because they are part of the school culture and lots of children have them, so all children understand this and accept this."

I met with an extremely committed governor who, as well as attending the governing body meetings, volunteers at school as part of the 'Helping Hand' reading project, attends a whole range of school trips and last year took part in the home visits for the new reception intake. He spoke very highly of the senior leadership team at Bengeworth recognising the time and thought that goes into improving the outcomes for all children. He was particularly keen to share with me that a parent of a former pupil had recently contacted the school to let them know that their child had passed their GCSEs and the parent recognised the part Bengeworth had played in helping the child achieve this.

The commitment to staff development and training with inclusion at the forefront is a real strength at Bengeworth. After an audit of the views of teaching assistants, their title was altered to Classroom Support Workers (CSWs) and this body of staff have a wealth of knowledge and expertise between them. There is a commitment to professional development by senior leaders and all staff receive a programme of CPD every two weeks and in addition CSWs, as well as teachers, are given PPA time every two weeks. Senior leaders have found this to have an impact on working practice and that all staff are much more willing to lead on and develop initiatives across the school. The Inclusion team offer staff at Bengeworth and from outside the MAT a bespoke inclusion development programme with opportunities to attend training on ELSA, (emotional literacy support) zones of regulation, behaviour strategies, Top dog and supporting pupils with EAL to list a few. Having had the privilege to meet with a wide range of staff during the assessment, I feel there is a common vision and willingness from all staff to share the responsibility for high quality inclusion across the school.

The school has been represented at all of the inclusion cluster meetings and hosted a cluster group meeting at Bengeworth in March 2019 with a focus on SAL provision. In summary, Bengeworth has many strengths, however what is clear to me is that high quality inclusion of all children, parents and staff is a priority and this is consistently reinforced in all aspects of school life ensuring that the whole school community know this is the case.

I am completely satisfied that the school fully meets the standard required to retain its Centre of Excellence status and evidence of close cluster working and continued outreach work will set the school in good stead to move to Flagship Status at the end of their review in the next academic year.

Assessor: Stephanie Welch

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Evidence considered during this Centre of Excellence Review:

- Inclusion training programme for the MAT.
- Intervention data for Top Dog, Black Sheep, Early Birds, SAL interventions.
- SEND information sheet for parents.
- End of year academic data for years 1-5.
- Inclusion class information.
- Pupil premium strategy.
- Individual Provision Plans.
- Pupil learning journeys.
- Language link assessment.

Meetings with senior leaders, teachers, CSWs, parents, a governor, the Pupil Parliament and learning ambassadors from each class, pupils from the Eco, Digital, Worship leadership groups. A tour of both sites.

Actions agreed:

These were both from the COE Action Plan documentation and in discussion with Inclusion lead and other senior leaders.

- Using Impact Education, the academy will monitor specific interventions for a target group of pupils in order to accelerate progress. (to possibly include DA/SEND/EAL/More able pupils or a combination of groups depending on the school need).
- To assess the impact of a whole school mental health and wellbeing initiative on the school community.
- To encourage a wider range of cultural capital opportunities for pupils (for example to visit different religious places of worship, schools with a different cohort of children). One project I am aware of that matches two schools with contrasting communities together to learn from each other is 'The Faith and Belief Forum'.
- To build on the strong work already started with the Inclusion Team and the Parents Inclusion Network by scheduling regular meetings for all staff involved to drive the inclusion agenda and share good practice.

Another issue we discussed was for Bengeworth to investigate if any local organisations or universities run a programme for an accredited parental involvement programme which would strengthen the good relationships between school and parents further and allow the school to give some training to a group of parents if applicable.

Assessor: Stephanie Welch

Date of Review: 18th September 2019