

Name of School:	Bengeworth CE Academy
Headteacher/Principal:	Hayley Potter
Hub:	Compass Hub
School phase:	Primary
MAT (if applicable):	New Education Trust

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	26/01/2026
Overall Estimate at last QA Review:	Leading
Date of last QA Review:	25/04/2024
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	28/11/2023

Quality Assurance Review

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

Leadership at all levels Leading

Quality of provision and outcomes Leading

AND

Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs Leading

Area of Excellence Not applicable

Previously accredited valid Areas of Excellence

‘Become one, coach one, create one’
– collaborative continuing professional
model, 27/01/2020

Overall peer evaluation estimate Leading

Important information:

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.
- The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:

Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.

1. Context and character of the school

Bengeworth Academy is a large school in Evesham with 580 pupils on roll. There are two sites which are about ten minutes walk from one another. The Burford Road site houses a 60-place Nursery, which opened 18 months ago, and the Reception and Year 1 classes. A self-funded resource centre (The ARK) for pupil with complex needs was opened in September 2024.

Years 2 to 5 pupils are housed in the Kings Road site. Both sites are imaginatively designed and well-equipped with expansive communal areas, spacious classrooms and specialist facilities for music, forest school, design and technology, and computing.

Pupils are mostly from a White British or European heritage, with others from a wide cultural background. The proportion of disadvantaged pupils is above average. The proportion of pupils with special educational needs and/or disabilities (SEND) is broadly average, although a higher-than-average number has an Education, Health and Care Plan (EHCP). Around one third of pupils have English as an additional language (EAL).

Pupils leave school after Year 5 to attend one of several middle schools.

The senior leadership team (SLT) consists of the headteacher, two deputy headteachers, two assistant headteachers and the special educational needs coordinator (SENDCo).

The school is a founder member of the Bengeworth Multi-Academy Trust, which was recently rebranded as The New Education Trust. The headteacher was promoted from head of school in September 2022 when the previous headteacher became CEO of the Trust.

The school's mission statement is to 'Live out a promise to continually learn, improve our world and better ourselves by applying Christian values through our actions each and every day'. Six values are promoted: trust, friendship, perseverance, forgiveness, responsibility, and respect.

2.1 Leadership at all levels - What went well

- Leadership at all levels is exemplary. The school is widely regarded as a centre of excellence and a model of leading practice. The headteacher, deputy headteachers, assistant headteachers and SENDCo have all had a positive impact on the provision and outcomes for pupils in other settings. This includes leading developments for the local authority, other academy trusts, universities, Challenge Partners, tutoring on NPQ courses, a six-month secondment to a primary school, and an ongoing project on inclusion with a research school. The outreach work spans many subjects, including 'Growing from the top', mental health, behaviour and culture, 'poverty proofing', ethos, SEND, attendance, curriculum and teaching and learning.
- Leadership is highly collaborative and well structured, with clear communication and evidence-informed decision making. Through strategic planning, regular review, and strong partnerships, barriers to learning are identified and addressed swiftly. Each week, senior leaders analyse patterns that emerge from learning walks, and alternate between strategic and operational foci.
- Governors have a comprehensive understanding of their role and are proactive. They gain a clear view of development priorities through effective monitoring and evaluation activities. Using the PIE¹ model, visits are purposeful. Recently, governors explored the impact of the new Literacy Tree² framework.
- Phase leaders have confidence in their authority. They are empowered to answer questions, resolve issues, and act as the first port of call for teachers. They are prepared to have challenging conversations when needed and know when to escalate to senior leaders. Regular learning walks and phase reviews are shared with the senior leaders via a monitoring proforma. Phase leaders advocate for new ideas, amplify the voice of teachers, and provide challenge or a sounding board for the SLT.
- Pupils have a wide range of leadership opportunities. There is a Pupil Parliament with ministries of Health and Wellbeing, Charity and Partnership, and Curriculum, Teaching, and Learning. Nine sub-groups include the Eco-council and digital leaders. Pupils articulate their roles and the impact of their work clearly. For example, Mental Health Ambassadors raised funds for gardening equipment in the sensory garden.
- Pupils celebrate the school's strengths: kind teachers, an inclusive environment, described by one pupil as, 'A friendly, safe atmosphere where every child has someone to speak to if needed'. Pupils said that the values help prepare them for the future. One remarked, 'This school is special because it is just so accepting, whether you have a disability, are from a different background, race or culture.'

¹ Provision, Impact, Example.

² Literacy Tree is a thematic approach to the teaching of primary English centred on children's literature.

- Pupil leaders attend governors' meetings to share their impact on development priorities. The Pupil Parliament, for example, identified requests for new library books in specific reading bands. Governors asked pupils to cost the request and suggested pupils wrote to parents seeking donations.
- The school's trauma-informed approach to behaviour, via a relational behaviour policy, helps pupils articulate their emotions. Staff are supported by external specialists, including a counsellor and an educational psychologist. Consequently, pupils with the highest needs are supported by highly skilled staff.
- Through leaders' high expectations and effective communication, there is consistent provision across all classes that maximises learning for all pupils. High-quality professional development enables staff to design learning sequences grounded in their pedagogical understanding and the needs of their class.

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

No significant areas for improvement were identified during the review.

3.1 Quality of provision and outcomes - What went well

- Due to consistently strong teaching and an engaging curriculum, pupils make excellent progress across the school from their starting points. Historically, many children entered Reception with below-average language, number, and social skills. Only 2%, 5%, and 4% were at typical levels as they joined Reception in 2021, 2022, and 2023 respectively. However, the introduction of nursery provision has significantly improved entry standards, with more than 50% of children in the 2024 and 2025 cohorts working at age-appropriate levels on entry to Reception.
- From these early stages, children progress rapidly. Assessment data from middle schools shows that Year 6 pupils, who left Bengeworth after Year 5, achieved above national outcomes in reading, writing, and mathematics combined in 2025. Disadvantaged pupils also performed significantly above national standards.
- Early Years Foundation Stage (EYFS) staff have a deep understanding of how young children learn and skilfully tailor provision across the EYFS. The imaginative learning environment is stimulating, well planned and purposeful, leading to high motivation and engagement. Strong relationships between staff and children foster enthusiasm for shared learning.

- Language development and numeracy are effectively prioritised in the Nursery. Vocabulary boards, widgets, and high-quality interactions help children rapidly acquire new words, while mathematical understanding is supported through verbal, pictorial, and practical resources. Reception pupils speak confidently about their learning, linking knowledge and skills acquired through adult-led and independent activities. During their Global theme on climate, for instance, children discussed 'Ed the penguin' and the problem of melting ice, showing deep comprehension and curiosity.
- The teaching of phonics and early reading is a particular strength. Reception and Year 1 sessions are calm, structured, and engaging, with skilful adult interactions that help children build early literacy skills. This foundation supports success in writing across later years, where a consistent approach is maintained through the Literacy Tree Framework.
- Staff use questioning effectively in 'talk for writing' sessions, modelling and building on pupils' responses. For example, in a Year 4 lesson, a 'Conscience Alley'³ activity helped pupils structure arguments and opinions for their written work.
- Year 5 pupils take pride in their writing, demonstrating control and creativity. Their written work shows increasing sophistication, with literary techniques, such as adverbial phrase and short sentences, used to engage the reader. One pupil, for instance, wrote: 'When the noise finally faded, the three of us stood on the edge of the motorway...Cars thundered past us...No food. No money. No transport. Great!'
- Mathematics lessons across the school are lively and collaborative. Pupils work productively in pairs, offering peer support and maintaining strong learning momentum. Teachers' feedback promotes confidence and consistency, while disadvantaged pupils and those with SEND receive excellent support, reflecting a truly inclusive ethos.
- In wider subjects such as history, religious education and personal, social and health education, teachers' strong subject knowledge enhances learning. Lessons include retrieval practice to reinforce previous learning. Group activities and discussions promote engagement, allowing all pupils to contribute. Tasks are well matched to ability and learning objectives, ensuring deep understanding - for example, pupils explored religious symbols and wrote their own baptism prayers, demonstrating secure insights.
- Classroom Support Professionals⁴ (CSPs) play an outstanding role. They are proactive, well-briefed, and supportive, fostering strong relationships with pupils and helping to meet individual learning needs. Through thoughtful interventions, such as sensory support, a highly inclusive environment is maintained.

³ This involves individual pupils walking through two lines of their classmates, who try to persuade them to adopt one of two views.

⁴ Teaching assistants are known as Classroom Support Professionals at the school.

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

... teachers routinely planned further opportunities for stretch and challenge.

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

- The passionate commitment of senior leaders to engagement and inclusion is shared by phase leaders, teachers and CSPs across the school. This is palpable in the interactions between adults and pupils, not least in the way lunchtime supervisors communicate with pupils.
- The first-rate inclusion lead plays a pivotal role in sustaining the inclusive atmosphere that pervades the school, and the SENDco provides excellent leadership in managing the comprehensive and successful provision.
- The culture and ethos lead meticulously tracks the progress of pupils in vulnerable groups. These include pupils who receive support from the Pupil Premium, looked after children, and those with EAL. The culture and ethos lead identifies trends and patterns to ensure that appropriate targeted support is provided. Identified pupils are offered support to access after-school clubs, financial support and additional opportunities. All pupils participate in educational visits and residential trips.
- Approximately 12% of pupils are not in receipt of free school meals but are known to be marginally above the threshold to be entitled to Pupil Premium support. As a result, help is offered to these families, when appropriate, rather than waiting until they are eligible. Internal data shows that these pupils do not fall behind in progress and attainment.
- The family support professional is passionate about her role. She enjoys good relationships with the parental body and, as a result, parents are willing and eager to engage with her when they need support. Over time, there has been a shift from school staff initiating contact, to parents opening communications, as word of mouth has proven that her support is very effective.
- The focus on early language acquisition in the ARK, involving scaffolds, dual coding and visual prompts, leads to pupils using key phrases and words to communicate their needs and show understanding of target vocabulary. The highly skilled staff, build strong relationships and are attuned to pupils' emotional state. The relational approaches they use are pupil-centred, highly personalised and aligned with the targets in pupils' EHCP and specialist advice.
- Outcomes for disadvantaged pupils are impressive. Typically, they make even better progress than their peers and the standards they reach by Year 6 compare very favourably with the national picture. Similarly, pupils with additional needs make the best possible progress towards their individual targets. The support embedded for pupils with EAL means they usually outperform their English-speaking peers.

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

... a sustainable model of provision for high level needs pupils was created across both settings whilst ensuring high standards of universal provision are maintained

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 content reports from across the partnership of schools and trusts including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

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 partnership of schools. The School Support Directory 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>)