



Inclusion Quality Mark (UK) Ltd

12th July 2017

Mr David Coaché
Bengeworth CE Academy
Kings Road
Evesham
Worcestershire
WR11 3EU

Summary

Assessment Date: 3rd and 4th July 2017

Bengeworth's motto: "Dream, Believe, Achieve," describes very well the philosophy underpinning the happy atmosphere of this delightful Church of England Academy. Here, creativity, enjoyment in learning and the exploration of their feelings support children in becoming fully rounded human beings. The Chair of Governors and the Headteacher share a passionate commitment to the value of education for all, and they agree that academic achievement is only one of the ways that human beings can excel and make a real difference in the world.

One outstanding feature of Bengeworth CE Academy is the emotional literacy of its pupils. They find it quite natural to discuss the meanings and interrelatedness of such concepts as Perseverance, Love and Trust. They are able to explain which of the school's Values is hardest for them to achieve, and they understand that their friends are all individuals facing different challenges. Sitting at lunchtime next to a Reception boy talking excitedly about minibeasts and newly-hatched chicks, and listening to a Year 5 girl talking about how important it is to "stay true to what you believe", the visitor is stunned by these children's self-awareness and complete absorption in what they are learning at school. Parents queue for places: one parent commented in the latest questionnaire, "A great school with a great future!" and another, "Bengeworth is a fantastic school, very well organised, welcoming, and my child enjoys coming every day!"

Housed in modern buildings on two sites joined ten minutes' walk apart by a narrow footpath, the children in KS2 and KS2 visit each other, share activities and behave as one family. Not only has the leadership of the school achieved close relationships within the school, but has also forged close and professionally productive friendships with neighbouring schools.

The school is outward-looking and both learns from and leads, others.

I recommend that Bengeworth CE Academy be awarded the Inclusion Quality Mark Inclusive School Award and be reassessed in 3 years' time.

I also recommend that the school consider applying for Centre of Excellence status, which I would fully endorse. This would be subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Barbara Curry

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Name of School:	Bengeworth CE Academy
Headteacher:	Mr David Coaché
Date of assessment:	July 3 rd and 4 th 2017
Website:	http://www.bengeworth.worcs.sch.uk
Assessor:	Barbara Curry
Successful:	Yes

Context of the School and Sources of Data

The school achieved an Outstanding Ofsted verdict in 2011, with the next due soon. In June '14, the school became a split-site Academy and it is forming good relationships with neighbouring schools, including a Special School and an Outstanding PRU. A report by "Challenge Partners", after an external quality review in January 2017, found the school had maintained its "outstanding" provision.

The school educates children aged 5-10, with no Nursery of its own, and no Y6, a legacy of Worcestershire's First and Middle School system. Reception and Y1 classes are taught on one site, ten-minute walk from the new building housing Years 2-5. Because of the unusual age range, baseline data and value-added data in KS2 require careful interpretation and accurate teacher assessments. The school would very much like to have its own Nursery on site, because Reception baseline language and communication skills appear to be deteriorating year-on-year. The school would also love to keep its pupils to Year 6 so that it can build on the responsibilities and attitudes to learning which the school has worked hard to build by the end of Y5, when children have to leave.

The NOR changes "day by day" and was 475 on the 2nd day of the IQM visit, with 505 expected in September. 29% of pupils have EAL, of which the majority language is Polish (16%), with a total of 21 different languages spoken by families. EAL has doubled in the last 3 years. 41% of parents are classed as financially stretched or facing urban adversity, but only 14% of pupils receive PPG. 14% are on the SEN record, with 9 currently having Behaviour Support Plans and a small number on, or being assessed for, EHCPs.

Portfolio and Other Supporting Evidence

Interviews: Headteacher, Assistant Head/Inclusion leader, two Deputy Headteachers, Pupil Parliament and two Prime Ministers, informal conversations with pupils on both sites at lunchtimes, pupil progress conversation with large group showing their books, discussion with 3 Learning Support Professionals, Chair of Governors and Governor for SEN. 4 Parents in Parents Inclusion Group and one or two informally at Induction



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meeting for new parents. Educational Psychologist, SALT and EIFS external partners, 2 Phase Leaders.

Documentation: Inclusion file, school website, RAISE '16 summary, Ofsted report 2011, "Challenge Partners" report January 2017, SIAMS Church report '16, pupils' books.

Observations: Tour of school with Y5 pupils, learning walk including lessons in progress, lunchtime in both sites, walks between sites, intervention groups, "Good to be Me" group breakfast, chat and story, part of Inclusion Leader's talk to new parents.



Element 1 - The Inclusion Values and Practice of the School

Evidence - tour of school, scrutiny of notices and pictures on walls, documentation including policies, website, pupil progress records. Conversations with staff, governors and pupils. Observations of small-group sessions and lunchtime in both sites.

Areas of Strength:-

- The Headteacher, governors and staff all work as one to create good relationships, an open, trusting atmosphere and a family-like environment where all feel valued. Teamwork is a particular strength and this includes teamwork with and among the school's well-chosen external partners.
- Christian Values are discussed by children thoughtfully and are celebrated throughout the school. Children can relate how their learning of Bible stories relates to the Values taught and they are able to link them together (see Element 3).
- Children are accustomed to taking on responsibilities at all ages: Class Ambassadors greet visitors to the classroom and all children take turns in this. The Pupil Parliament and Year 5 Prime Ministers have genuine power to change things in school and the pupil Worship Team take suggestions from children for prayers and hymns in assembly (see Element 3).
- The school environment on both sites is welcoming and attractive, with excellent facilities for learning, both indoors and out (see Element 2).
- Able pupils are challenged at higher levels. Pupils not making progress, or seeming to thrive, benefit from targeted intervention programmes. This includes Nurture groups, such as "Good to be Me", where vulnerable children eat breakfast together and have a chance to relax with a trusted member of staff before joining their class for morning lessons. Children with other barriers to learning, such as EAL or Speech and Language, meet in small groups to learn to recognise their feelings and regulate their emotions and to work towards good relationships and attitudes to peers.
- Nurture is an important part of provision for vulnerable pupils. Boxall assessments are matched with advice from the Educational Psychologist so that individualised programmes of support can be put into place. Subsequent Boxall assessments then give clear evidence of progress.
- Children and staff are invited to align themselves with "Dog characters", for example, the terrier is hardworking and the coach dog helps others.
- Parents of pupils with special needs are enormously grateful to the school for the support given to their children and for the very kind and un-judgemental support offered to them as parents.
- The Inclusion Leader is highly trained and also a local leader of SEND. Parents are full of praise for her, "She really does care about the kids", "She's fantastic" and "She knows my child really well."



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- Teaching Assistants are called “Classroom Support Professionals” at Bengeworth, emphasising their training, skills and importance working alongside teachers.
- The “Challenge Partners” report (Jan ’17) grades Inclusion at Bengeworth as an Area of Excellence. A regular professional partner for the school says, “The school is very good at finding the appropriate level of provision” and “They do the right things at the right time!”

Areas for development:-

- Senior staff agreed that increasing SMART target-setting and SMART reporting of outcomes would make interventions and projects easier to compare for effectiveness and value for money.



Element 2 - The Learning Environment, Resources and ICT

Evidence - Tour of school and observations indoors and outdoors, documentation, displays and photographs.

Areas of Strength:-

- Both sites belonging to the school provide beautiful accommodation which is very well suited to the learning, wellbeing and safety needs of its pupils. The Burford Road site has excellent outdoor learning facilities and Forest School areas and is now well protected against flooding. The Kings Road site provides sports areas and very good wildflower and wildlife areas with ponds and newly-planted (by the children) trees. The sites have space set aside and even ground prepared for development, to enable eventual accommodation of Nursery and Y6 pupils.
- The buildings are designed with eco-efficiency in mind, with ventilation systems and on the Kings Road site, sphagnum moss planted on the roofs for insulation and greenery. Children belong to eco-groups.
- Access for disabled pupils and adults is excellent. Security is also very well thought-out.
- There is a high level of consistency in the way classrooms on both sites are arranged and furnished and in the high quality of displays which model good presentation and are interesting and informative. Children and parents transferring from one site to another will feel they are on familiar territory, easing transition between Y1 and Y2.
- There is some specialist furniture: “wobble stools”, horseshoe tables for small group work, tilted desks etc.
- Safeguarding is very well developed, with access and information for visitors being well planned.
- There is a safe footpath between the sites which enables children to access each other’s buildings away from traffic. This is in frequent use: the school is committed to enabling car-free communication across the whole school for parents, pupils and staff.
- The school is very well equipped, with good libraries, music room and numerous small teaching and meeting spaces. The Kings Road site has a good-sized hall with professional stage lighting. Outdoors, play equipment is well chosen and robust, erected on safety surfaces.
- IT equipment is extensive and includes a Green Screen and there are IWBs in all classrooms which are very well used, including coloured backgrounds to aid clarity.



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- The school will lose some useful teaching spaces when the new September intake raises the pupil roll once more. However, the school plans well ahead for its growth. There is already flexible use of spaces, for example the Welcome Room is used by the speech therapist, Triple P classes and after school, for SHINE childcare.

Areas for development:-

- When decisions have been made about additional building work, there will be scope to develop planting and general attractiveness of some green areas around the Kings Road site.



Element 3 - Learning Attitudes, Values and Personal Development

Evidence - Interviews with pupils: Pupil Parliament, pupils showing their books and informal conversations at lunchtimes.

Areas of Strength:-

- Pupils are very proud of their school and they enjoy talking about their work because they know they are on a journey towards specific learning targets. They enjoy the topic work such as “The Great Fire of London” and “Up in the Air” and the opportunities these provide for creative work, exciting school visits and for writing in different genres.
- Interventions provide learning opportunities and a place of refuge when children are anxious or have social difficulties. The “Happy to be Me” group listened to a story about “The huge bag of worries” and agreed that they should “leave their worries behind” as they joined their classes. They enjoyed popping worry-bubbles at the end of the session.
- Pupils with diagnosed conditions receive individual support: for example, children with autism often need a quiet space and a chance to escape from the sensory overload of playground or classroom. The sensitive personalised approach of the school enables such children to access learning with their peers.
- Transition is particularly well managed at Bengeworth and especially so for vulnerable pupils.
- Pupils all have the opportunity to take up responsibilities. All pupils are expected to speak in public and even shy pupils are encouraged to take roles which will require them to show leadership.
- Pupil Parliament members are elected to represent their classes and a boy and girl Prime Minister are chosen from these by electronic vote. The children are chosen because they are able to implement Christian Values in “sorting problems” as they put it, making decisions (e.g. about names for the new Sports Day teams, based on local figures), helping younger children, (e.g. by recommending more play leaders) and making sure that children keep the library tidy.
- The Worship Team promotes use of the suggestion and prayer boxes and by acting as role models around the school. They enjoy and are good at discussing the Values of the school and how each relates to the other. They also know how to relate the Values to Bible stories.
- These children are able to discuss how the Values of the school relate to Bible stories and to each other. They say that Love is the fundamental Value underpinning all others, but also enjoy making connections between them all, saying that the relationship between Trust and Responsibility is very close, that Perseverance can be very hard to maintain and that Forgiveness might be the hardest of all to achieve.



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- The “Challenge Partner” Quality Assurance Review of January 2017 commented on the “highly positive ethos” and “outstanding relationships” evident in school. These were amply confirmed on the IQM visit. The review also commented on “the harmony amongst the diverse pupil population” and this is still a notable feature of the school, six months later.
- The school’s behaviour policy has, in capital letters next to its title, “CATCH THEM BEING GOOD!” and the positive behaviour management techniques used by the school are truly effective, with Values marbles placed in class jars and in full view in public areas of both buildings. Golden Assemblies and “Golden Tea” with the Headteacher reward individuals and are shared with the whole school community in the newsletter of that week. Poor or unexpected behaviour is separated from the child and underlying causes sought. Children’s behaviour seen on the two days of the IQM visit was impeccable.
- Food cooked on the premises of the Kings Road site is heated properly on the other site. On both sites food is tasty, fresh and includes a chilled salad bar.
- To summarise using the Chair of Governor’s words, the school wants every child to become “a fully-rounded person to go out and make the world a better place”.

Areas for development:-

- The school might find additional responsibilities for children in enhancing the environment: for example, keeping cloakroom areas tidy and/or training children as peer mediators to provide additional support to lunchtime supervisors.



Element 4 - Learner Progress and the Impact on Learning

Evidence - Scrutiny of children's books alongside pupil conversations, school progress data, RAISE summary '16, Headteacher's June'17 report to Governors, learning walk.

Areas of Strength:-

- Able children make very good academic progress and are also encouraged to take on roles in plays, choreograph dances, talk to visitors, take responsibility around the school and support less able children in class. Enrichment opportunities are provided, e.g. after-school clubs and competitions.
- Almost all SEN pupils perform better than, or are in line with, their peers.
- Classes are taught in their class groups (with no ability setting apart from interventions) and they make good progress because they are engaged and enjoy working collaboratively. "Mastery" approaches and differentiation according to outcome, with marking which extends understanding and requires responses from pupils ("pink for think") develop children's self-awareness as learners.
- The gap between school and national achievement data is narrowing. The Headteacher reported last month to Governors: "The gap has been eradicated in Pupil Premium Grant pupils, is disappearing in EYFS and KS1 and is diminishing in KS2." Projected figures for GLD show a 6% rise from last year's 83%, with disadvantaged pupils in Reception achieving better than nationally. In KS1, 85% of pupils reached expected standards in all areas and teacher predictions for the current Y5 next year (in their new schools) are very high.
- The Inclusion Manager conducts extremely thorough analyses of intervention and SEN data. IBPs and Action Plans are rooted in deep knowledge of every child. EAL pupils make good progress through the well-structured "nassea" programme.
- Failure to make progress is addressed immediately and on an individual basis. Sometimes Nurture programmes are needed before a child can learn.
- Marking of pupils' work is thorough and interactive. Work in children's books and Learning Journeys shows steady progress and in marking and effort, both teachers' and pupils' determination to succeed are evident.
- Pupils talk about their work and their progress using precise language about targets and difficulties overcome. They like the marking colour scheme: "I used to get a lot of "pink for think", but now I get a lot of "green to be seen" and "I've still not got equivalent metric and imperial." They relate how they were helped through a difficulty: "The teacher sat and talked me through things I'd missed". They used the target sheets at the front of their books to identify what they need to master next: "I need to work on identifying the root in longer words". There is a strong sense of



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enjoyment of challenge when they discuss targets, and pride in hard-won achievement.

- Children having regular reviews with parents and professionals are included in preparation for these. Older children might attend part of the meeting and present work or photographs.

Areas for development:-

- In some schools, children are included in all review meetings and actually present IWB slide shows of their recent work and activities. Pupils at Bengeworth have the skills and confidence to do this.
- Governors and senior staff agreed that the provision of a Nursery would allow the school to begin work on children needing early interventions such as with Speech and Language, establish early relationships with vulnerable parents and enhance the school's ability to compete on a national level in achieving the highest possible pupil achievements. Ideally this would comprise parent support and health facilities for supporting parenting from new-borns onwards.



Element 5 – Learning and Teaching (Monitoring)

Evidence - Tour of school, Learning Walk and observations in intervention groups.
Discussions with senior leaders and support staff.

Areas of Strength:-

- Lessons are planned in year-group teams, making full use of team members' strengths. Planning follows a consistent format within the carefully-designed cross-curricular topics, with challenging discrete lessons in Maths and English. Interventions follow prescribed programmes and are delivered by well-trained and highly skilled support staff.
- There is very good matching of learning across subjects, for example, children learning about symmetry also made symmetrical butterflies with folded paper and paint. Young children who were learning about space travel enjoyed imaginative play around the idea of aliens, and were also able to recount facts about Neil Armstrong's landing on the moon.
- Monitoring by phase leaders, subject leaders and senior leaders is rigorous, but also supportive. A spreadsheet is maintained which identifies the RAG-rated level of need of staff for additional coaching and training and the year-group structure of three teachers planning together supports new teachers and NQTs very well.
- Pair and group work in class puts able children together with peers needing support and this raises standards for all, because able children benefit from the opportunity to teach others what they have just learned.
- Children are challenged according to high teacher expectations. Comments in one Y3 child's book included in green: "You shared some thoughtful hypotheses about this character" and in pink, "What makes you think he is being controlled?"
- Written dialogue in books sometimes prompts a "sorry" response from a child. The children care and they know if they have not listened carefully enough.
- Learning is not all about academic progress: social progress is valued and taught too, for example in organising an Enterprise project, a "tea dance" is organised for elderly neighbours. Shyer children practise how to start and hold a conversation with their guests. This achievement is valued as highly at Bengeworth as any other kind of progress.
- "Talkabout", "Circle Time" and "Good to be Me" are all programmes which help children to understand and manage their emotions and develop social skills. These are valuable in themselves, but they also enable children who struggle to learn effectively to begin to access classroom activities successfully. Programmes and action plans include the advice of LA and bought-in professional services, such as Speech and Language Therapy, Educational Psychologist and Family Support, who also support school staff and lead parent meetings.



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Areas for development:-

- There are no specific areas for development.



Element 6 - Parents, Carers and Guardians

Evidence - Meeting with 4 parents of Special Needs children, informal chat with two parents attending Induction meeting, short visit to the Induction meeting, scrutiny of recent Parent Questionnaire.

Areas of Strength:-

- The school's watchword with partnership with parents is "Honest and Open Communication", a phrase repeated at the head of nearly every slide in the presentation to new parents by the Inclusion Manager. Parents all agreed this was the secret of the school's successful relationships between parents and staff. The Inclusion Leader's work is very highly regarded by parents.
- The fact that three separate Induction to Reception meetings, lasting an entire morning, were attended by over 40 parents, with another occasion offered to those who could not come that day, is an indication of the level of family commitment to the school.
- Parents are keen to get involved with practical homework tasks, helping in school and ensuring good attendance. The school is clear in its expectations of parental engagement: encouraging, but also insisting on attendance at meetings and maintaining the very high standard of school uniform, punctuality and parking rules.
- Many parents help as volunteers in school in the "Helping Hands" scheme. There is a "Friends of Bengeworth" group in addition to the Parents Forum.
- Parenting classes such as "Triple P" are provided at the Burford Road site and attended also by parents from other schools.
- The Parent Voice questionnaire and analysis shows 100% confidence by parents that the school is valued, confidence in the school and advice provided and that parents feel involved and informed. Feedback to parents, very soon after analysis of a questionnaire, lists actions the school will take as a result of more negative comments.
- The Parent Inclusion group is mutually supportive and highly appreciative of the school's work with them and on behalf of their child. The Inclusion Leader set up this group, but has encouraged them to run it themselves and they do. Parents in this group say, "It's nice to know there are people like you" and "It helps relationships- it's a team effort".
- A Local Authority Family Support worker can be called in as needed, but also organises weekly drop-ins for parents and meets them in and out of school. She encourages book loans from the school library.



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- The new “COOL” (Carry on our Learning) homework has been welcomed by parents. Work done at home is marked in the same way as classwork and parents are supported if they need it.
- School events such as “Autism Aware Week” enhance the whole community’s understanding and tolerance of difference. Parents say they were grateful for this event because families now behave more compassionately towards their children.
- The school and its Educational Psychologist are highly sensitive to the emotional and social needs of parents with SEN pupils. Sometimes a parent is reluctant to accept a diagnosis or consider a Special School placement, but decisions are never rushed and interventions can take place until the parent fully understands the child’s needs and the benefits of other placements.

Areas for improvement:-

- Although no parents suggested this, or objected, some letters and pamphlets for parents use quite lengthy sentences and long words. The word, “differentiated,” for example, is not only technical “edu-speak”, but also a challenging 6-syllable word to read. The school is aware that not all English-speaking parents are highly literate and is able and willing to help known poor readers, but every effort the school can make to simplify written language will enable another parent to read important messages from school.



Element 7 - Governing Body and Management

Evidence - Meeting with Chair of Governors and Inclusion Governor. Headteacher's June '17 Report to Governors.

Areas of Strength:-

- The Chair of Governors shares a passionate ambition with the Headteacher to provide an education which is fully Inclusive: "Every child needs to feel valued".
- Governors are well organised and knowledgeable. Training is kept up-to-date and by respected providers and succession planning is good. There are named governors for Inclusion, Pupil Premium and SEN. Governors accompany leaders (such as the INCo) in half-termly school observations and they write reports to be discussed as an agenda item at Governing Body meetings.
- Inclusion reports are received and discussed.
- The Governors and Headteacher (described by one staff member as "charismatic") are in agreement about the direction and priorities of the school. There has been careful discussion about the pace of change and development.
- The school is very well led and managed by senior leaders, overseen by the Governors. CPD is treated seriously, linked to performance management and recorded, analysis of pupil progress and expenditure is thorough and the staff team works very well for the benefit of the pupils.
- Pupil progress is reported to Governors and discussed by them as breakdowns according to gender, year-groups, SEN and other groups and compared to performance by similar groups nationally.
- Pupil Premium funding (£85,800 last year) is reported to Governors according to the school's carefully considered needs of pupils, e.g. 35% on quality teaching for all PPG pupils, to include "self-awareness, marking, feedback, target group Packtypes, enrichment" etc, and 45% on "Nurture groups, breakfast club, Shine, wider experiences including a France residential".
- The former LA educational psychologist is employed independently by the school because of the good relationship built up over many years and in a local climate in which CAMHS assessments are now "almost impossible" to obtain.
- The school makes considered decisions about other services to buy in or obtain from the LA. The (LA) Family Support Worker provides drop-ins and home visits and the (part-LA and part-bought-in) Speech and Language Therapist complete assessments and work together with other professionals around children causing concern. Other (currently free) support and advice is sought from school partners such as Perry Field PRU or The Vale Special School.



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- Similarly, decisions about school partnerships are made cautiously.
- Teachers stay at Bengeworth for a long time, and this is because they enjoy teaching there and because their roles are constantly being developed or changed in order for them to develop professionally without moving elsewhere.

Areas for development:-

- The Governing Body is aware of its responsibility to provide value for money and outcomes are not always reported precisely enough to enable them to do this. Pupil Premium funding, for example, needs to be discussed in relation to pupil outcomes.
- It may be necessary in future for local schools and for Bengeworth to charge for their services. Suitable rates might be discussed in preparation for this.



Element 8 – The School in the Community

Evidence - Interviews with parents, governors and staff.

Areas of Strength:-

- There are close links with the local churches, with church readers leading “Open the Book” assemblies and children attending services there.
- Links are maintained, currently through visits by staff members, to a convent school in Njombe, Tanzania. Bengeworth organises fundraising for this school and the children write letters to each other.
- Bengeworth has organised informal help for St. Richard’s school, where the departure of the Headteacher resulted in Bengeworth’s Headteacher spending time there to support the replacement.
- The school has close links with neighbouring schools such as The Vale Special School, Perry Fields PRU and De Montfort High School. Teachers meet to share moderation, training, special needs advice and facilities. Some successful split-placements for pupils have been arranged between the schools.
- The community around the school is mixed, with commuting families, single parent homes and families’ dependent on diminishing welfare payments. The community does not naturally congregate around the church, as many families are not churchgoers. The school does not want people to “live in (social) bubbles”. As a result, the school provides a very strong focal point for social gatherings and local initiatives.
- After-school clubs include the privately-run “Shine” childcare. Places for this and other privately-run after-school activities are sometimes in competition with free clubs run by staff members, (with subsidised places for PPG pupils). It is typical of the school that careful thought is currently being given to the effect of free upon charging provision: if all clubs begin to charge, this will level the effect, but all disadvantaged pupils will be offered free places. One formally free club is the homework club, but the aim of this club is not to provide free childcare, so there is now a charge to avoid competition with Shine.
- Bengeworth is the Hub School for “Challenge Partners”, an offshoot of the original London Challenge.

Areas for development:-

- The school might consider home visits for Reception and eventually Nursery children, to build relationships and to ask any sensitive questions about support needed and ascertain eligibility for Pupil Premium. Schools which do this report greatly enhanced understanding of pupils’ home circumstances and subsequently strong partnerships.