



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR BENGWORTH CE ACADEMY

Name of School:	Bengeworth CE Academy
Headteacher/Principal:	Hayley Potter/Kirsty Shaw
Hub:	Bengeworth
School type:	Primary Academy
MAT (if applicable):	Bengeworth Multi-Academy Trust

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	27/01/2020
Overall Estimate at last QA Review (if applicable)	Outstanding
Date of last QA Review (if applicable)	16/01/2019
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	15/11/2011

1. Context and character of the school

Bengeworth Academy is a large three-form entry first school in Evesham, located across two sites. The Burford Road site houses Reception and Year 1 classes, while Year 2 to 5 classes reside at the Kings Road site. Pupils leave Bengeworth at the end of Year 5 to attend one of several middle schools.

The school population comprises pupils of mainly White British heritage followed by White Eastern European with smaller numbers from a range of other cultural backgrounds. There is a high proportion of pupils who speak English as an additional language. The school runs breakfast clubs at each site and an after-school club (Shine).

The proportion of pupils who are disadvantaged is below the national average and the proportion with special educational needs and/or disabilities (SEND) is average. Communication and language form a significant proportion of special educational needs.

Bengeworth CE Academy achieved the Inclusion Quality Mark 'centre of excellence' status in 2017 and has a wide range of other awards, including for art, music, school games and Eco-Schools.

The school converted to a multi academy trust in February 2018 and sponsored a nearby small village school at the same time. It is providing support to the sponsored school through professional development, sharing strategies, providing advice and working alongside leaders and teachers.

2.1 Leadership at all levels - What went well

- Leaders are passionate about Bengeworth and doing the best for their pupils. They are knowledgeable about their well-defined roles and they are very clear about the school's strengths and areas for development. They are continually evaluating the curriculum and have ambitious plans for the academy's future, including expanding provision into Year 6 and a nursery.
- The executive headteacher, heads of school and associate headteacher have an ambitious vision for the academy. They bring rigour to the academy's systems and ensure leadership roles are distributed effectively. Leaders collaborate closely. They have high expectations and are good role models for pupils and other staff. They have established a warm, calm and purposeful atmosphere on both sites.
- The curriculum is ambitious and considerably enhanced by the extra-curricular activities. There is a very wide range of clubs, which are well attended by pupils including, through subsidies and encouragement, a significant proportion who are

disadvantaged. Trips bring the topic work to life for pupils, such as Year 2 pupils touring local Tudor buildings to experience what London may have been like before the Great Fire.

- Leaders generate professional development programmes for staff based on the school's needs and the aspirations of the staff members. Teachers are collaborating on research and coaching through the IRIS connect project to share good practice and improve the consistency of teaching. The leadership team are determined to continue to grow leaders from within.
- Subject leaders manage small teams and share expertise and training for teachers. They develop their own skills in monitoring and evaluating teaching and learning by working alongside senior leaders. The quality of teaching is maintained at a high level.
- Pupils' progress is monitored rigorously through the Epiphany tracking system that leaders have helped to develop. Pupils in danger of slipping behind are identified early and extra, well-focused support is put in place. Academy information shows that pupils get quickly back on track.
- Leaders have established strong links with the community, for example through visits from the police, the Dog's Trust and ex-pupils. The academy receives strong support from parents, exemplified by the large number of 'helping hands' (skilled parent volunteers) who give invaluable administrative support and free up teachers. Several were seen busily sorting reading books and art work.
- The academy guides parents on how to help pupils at home, for example, through workshops on parenting, phonics and mathematics, family learning sessions and class assemblies. Staff have developed positive relationships with parents that are strengthened through home visits, particularly to 'hard to reach' families by the family support professional.
- Leaders show great concern for staff's well-being and mental health. Two teachers have qualified as mental health first aiders and several strategies have been initiated, such as 'well-being partners', 'golden week' and 'time to talk'. As a consequence, workloads have been reduced and surveys show staff feel less pressured.
- Pupils enjoy school and think teachers make learning fun. They learn the importance of coming to school and most arrive early during the 'soft' start. Attendance is high.

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

...academy leaders empowered pupils even more by working towards achieving the Rights Respecting Schools Award from the United Nations International Children's Fund (UNICEF).

...leaders developed links with schools that have more diverse communities to

further promote pupils' understanding and respect for other faiths, beliefs and cultures.

3.1 Quality of provision and outcomes - What went well

- The school's own values, and the desire to develop the whole child, are integral to the curriculum. It is based around well-planned topics that lend it strong coherence with secure links between subjects. Leaders have identified the important characteristics that pupils should develop while at Bengeworth, including being imaginative, effective, challenging and inspirational.
- The curriculum is coherently planned and there is a logical sequence of learning from Reception to Year 5. Each topic has a final enterprise or celebration activity, such as hosting a tea party in Year 1.
- Teachers have established very positive relationships with their classes. They speak with calm authority and good humour, and make lessons interesting and engaging. As a consequence, pupils behave very well and are eager to learn. Pupils collaborate successfully on tasks, for example, when discussing ideas in pairs, such as ways to describe a robot in Year 3.
- Lesson planning is a strength. Teachers have secure subject knowledge in reading, writing and mathematics and are well supported by subject leaders in teaching non-core subjects. Teachers plan logical sequences of activities that really help pupils to understand and remember their work.
- Teachers have high expectations of pupils' effort and productivity. Pupils respond with well-presented written work. Teachers usually plan tasks that match the needs of different pupils and explain clearly what they want pupils to do. They use resources to illustrate concepts well, such as examining tea products from China in geography. Activities usually have a 'real' purpose, for example, Year 5 pupils learned about perimeters and measurement when investigating Viking settlements.
- The emphasis that staff put on improving pupils' skills in speech and language is bearing fruit. Pupils develop a wide vocabulary and become confident and articulate speakers. Pupils were able to explain clearly what they had learned using the appropriate subject language.
- Pupils respond very well to opportunities to work independently. They make good use of the well organised learning environment to support their learning. The learning journeys on classroom walls, which they have helped to construct, show pupils clearly what they have learned and how it all fits together.
- At the end of 2019, Year 2 pupils achieved well. Significantly higher proportions of pupils than the national average reached the expected levels in reading, writing and mathematics. Proportions attaining greater depth were also higher, particularly in writing. By the end of Year 5, proportions reaching the expected or

higher standards were similarly high. Pupils are very well prepared for the next stage of their education.

- Current pupils across the school are making strong progress. In mathematics, pupils develop strong fluency and have good opportunities to explain their reasoning using technical vocabulary accurately. In their writing, pupils reach or exceed the level expected for their age. By Year 5, their sentences are increasingly complex and accurately punctuated, their vocabulary more adventurous and their text suitably structured. Reading for pleasure is promoted well.
- Children join the Reception with skills that for many are below what is typical for their age, particularly in communication and language. A significant number speak English as an additional language. Adults focus successfully on developing language skills, including phonics, and pupils quickly make progress in their first year. As a result of the strong practice in Reception, a higher proportion than average reached a good level of development in 2019.

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

...there was greater consistency in the way teachers used feedback to promote pupils' progress.

...teachers always planned efficient use of time so that high attaining pupils tackled more challenging work and pupils who needed it were given more immediate support to access tasks.

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

- Bengeworth is a truly inclusive school. The inclusion leader is passionate and highly qualified and skilled. She works regularly with external specialists to review support strategies and their impact and to involve parents. The barriers pupils have to overcome to fully access the curriculum are accurately identified and addressed. Extra support is well focused and monitored closely to ensure that pupils with special needs or who speak English as an additional language make secure progress. Several support staff can speak other languages, which is used to good effect when pupils can speak little English. Non-English speaking parents are also supported for example, through regular 'drop in' sessions.
- Teachers know which pupils are disadvantaged and the extra barriers each child faces. They are responsible for linking with parents to ensure things like homework and uniform are up to scratch. The academy ensures that

disadvantaged pupils can take full advantage of the extracurricular activities. Attendance for disadvantaged, like their peers, is high.

- Pupils with SEND are making at least steady progress from their starting points and disadvantaged pupils and those who speak English as an additional language are making similar or sometimes better progress than their peers.

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

No further areas for improvement of any substance were identified.

5. Area of Excellence

'Become one, coach one, create one' collaborative continuing professional development model

Accredited

5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

The *'become one, coach one, create one'* collaborative continuing professional development (CPD) model is considered to be a clear representation of the way the academy supports and develops teachers into becoming inspirational leaders. Nurturing and growing talent improve the quality of education and leadership and is an important factor in retaining staff. Leaders have created a CPD programme that meets the aspirations of staff and the needs of the academy. Reflection on an individual's professional development programme is an important part of the performance management cycle.

Central to the CPD model is *IRIS connect* based on video technology linked to a lesson study approach. Improvement in teaching and learning have been achieved through research and collaboration between teachers. Newly qualified teachers study specific CPD packages and are mentored by highly skilled mentors. Aspiring leaders follow a CPD programme and are coached by members of the senior leadership team.

School improvement advisers provide additional support, guidance and moderation. Emerging strategies are shared with all staff to enhance teaching and learning across the academy.

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

Teachers have a better knowledge of pedagogy and enhanced teaching skills. Staff are highly motivated and the consistency of strong teaching and learning improves. As a consequence, academic outcomes for pupils have been maintained at high levels as indicated by the last few years' results.

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

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Title: Head of school and deputy head of school respectively

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

None identified at the moment.

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.