



VIRTUAL LEADERSHIP QUALITY
ASSURANCE REVIEW

REVIEW REPORT FOR
BENGEWORTH CE ACADEMY

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

Overall Peer Evaluation Estimate at this virtual Leadership Quality Assurance Review:	Leading
Date of this Review:	19/05/2021
Overall Estimate at last QA Review	Leading
Date of last QA Review	27/01/2020
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	15/11/2011

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
School Improvement Strategies	Leading
Approach to recovery and remote learning	Not applicable
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

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

The peer evaluation estimate included on this report has been collectively agreed between the lead reviewer, review team and host school. The estimate is based on the evidence seen as part of the virtual Leadership Quality Assurance Review.

Whilst every effort has been made to triangulate the evidence presented during the review, it is important to note that the nature of working remotely means that the estimate given only encompasses that which is able to be explored virtually.

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 Years 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 (EAL). The school runs breakfast clubs at each site and an after-school club (Shine). The proportion of pupils who are disadvantaged is slightly 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 pupils' special educational needs. Bengeworth CE Academy achieved the Inclusion Quality Mark 'Flagship' status in 2020 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

- Leadership at all levels is exceptional. Senior leaders have a clear vision for the school founded on the importance of every single pupil achieving the very best they can, through leaders' 'consistent persistence' and deeply held belief that school should be a force for good. Consequently, parents and pupils are extremely proud of their school and outcomes are consistently high.
- Middle leaders are very well supported in their roles and value the opportunities they are given to collaborate with each other and with staff in the other school in the trust. Consequently, leaders are happy and thriving in their roles. Highly effective leadership has allowed all staff to be trusted to take risks and be innovative in their approach to teaching and the curriculum.

- The curriculum is continually refined, and the progression of knowledge and skills has been clearly articulated in all subject areas. This results in pupils having a deep understanding of their learning and how the different curriculum elements fit together.
- There is a highly effective balance of emotional health and well-being provision for pupils which sits alongside specific interventions and in class support, for example, from emotional literacy support assistants. All of which helps pupils to achieve well.
- The school has built highly effective relationships with parents, pupils and staff. This has led to clearly defined systems in place to support pupils who have SEND, are disadvantaged or with EAL. All of these groups of pupils make as strong progress as their classmates.
- The importance placed on relationships and the school as a family ensures that a culture promoting pupils' personal development and British Values lies at the very core of the curriculum. Pupils and staff live and breathe this culture on a daily basis, and this is evident through the pupils' and staff's mutual respect for one another.
- Pupil voice is well established through a pupil parliament and their ministries, resulting in pupils having ownership and impact on school development. This extends beyond the school community through the ongoing projects within the Challenge Partners hub.
- Governors are ambitious in their vision for the school and in sustaining excellence. They hold leaders to account by, for example, challenging leaders on the prioritisation of resources. Governors are fully aware of the importance of prioritising well-being. A refinement of processes, such as shorter meetings and papers sent in advance of meetings, has had a positive impact on workload. Regular welfare check-ins with leaders throughout the last eighteen months has supported this further.

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

- ...the monitoring, evaluation and training schedule was reviewed to ensure that there is appropriate time allocated to staff to further improve pupil outcomes.
- ...regular designated time was included for class teachers to meet with support professionals to plan bespoke learning for pupils who have SEND or EAL.

3.1 School improvement strategies and the extent to which these address the needs of different groups of learners, especially disadvantaged pupils and those with additional needs- What went well

- Leaders place detailed and regular self-evaluation at the heart of all their improvement strategies. Their coaching model, previously accredited as an area of excellence, ensures that the school is highly successful in developing leaders for both the school and the trust.
- Leaders are outward looking and provide a range of support for other schools. Two members of staff are senior leaders in education, providing expertise in early years and inclusion; this wider perspective underpins leaders' constant reflection and drive for continuous improvement.
- A comprehensive, and well-established continuing professional development (CPD) programme for teachers and support professionals has resulted in staff being more autonomous in their roles. A collective learning environment has been created for all.
- The school is firmly committed to the importance of feedback both for pupils and staff, to support their continual improvement. Feedback for pupils is built into lessons and not bolted on, this results in teachers having more time for 'thinking' and consequently supporting pupils to know more and remember more.
- The school understands how important it is for all pupils to be successful readers and consequently a range of different strategies are used to engage readers, including paired reading, supportive praise and purposeful modelling. Additionally, the use of highly effective and personalised questioning allowed all pupils to make excellent progress in their reading. Individual scaffolding for pupils supports all groups of learners, including those with EAL and reluctant readers, to actively engage in reading and close the gap with their classmates. There is a wide range of reading texts, beginning in Early Years, which are well matched to pupils' abilities and encourage them to challenge themselves further.
- CPD for support professionals is given a high priority, resulting in a highly skilled and qualified support team who share expertise with each other. Support staff are held to account through annual appraisal and are able to identify their own professional development needs. There is a high-quality induction programme for support professionals new to role, which includes peer coaching and shadowing.
- A strategic approach to CPD for middle leaders has developed their confidence in subject knowledge and leadership skills. As a result, effective middle leadership is having an impact on provision and achievement across the whole school. This is exemplified further by the support that middle leaders are now providing to other schools in early career development and mathematics.

- Middle leaders are ambitious in their goals for their areas of responsibility and are clear on the next steps that they need to take. This has resulted in clear action plans that contribute to the whole school targets.

3.2 School improvement strategies and the extent to which these address the needs of different groups of learners, especially disadvantaged pupils and those with additional needs - Even better if...

...through the further development of the globally themed curriculum, pupils increased their awareness and understanding of the diverse world in which they live.

4.1 Approach to recovery and remote learning - What went well

- A blended learning approach was established at the beginning of the academic year, which enabled a seamless move to remote learning during lockdown and self-isolation periods. As a result of using the remote learning platform in school, pupils and staff felt confident to upload, complete learning tasks and provide and respond to feedback.
- Staff took a collaborative approach towards online learning; all staff, including support staff, had access to the learning platform and were able to effectively monitor the quality of learning opportunities, engagement and progress of pupils across the school.
- The school maintained a broad and balanced curriculum during remote learning and ensured that provision for all learners was engaging and accessible. Teachers carefully considered creative activities and resourcing to ensure that all pupils could participate.
- A strong infrastructure of IT provision, combined with support from staff, removed IT barriers to learning. Where engagement remained a concern, staff were relentless in their communication with parents and sought to provide solutions, offering school places where applicable and where learning and progress were affected by being at home.
- Disadvantaged pupils remained a high priority throughout the periods of remote learning. Although the achievement gap between them and their non-disadvantaged peers has once again widened, mutually respectful home/school relationships which were built on during lockdown have enabled staff to continue to have honest conversations in order to address gaps and re-engage parents.

- Positive outcomes from the approach to remote and blended learning have been identified. For example: The school will trial a hybrid approach to parent consultations, as well as continuing to share pupils' learning and homework activities using Seesaw, an online virtual learning platform.

4.2 Approach to recovery and remote learning - Even better if...

...the school's focus on re-narrowing the gap between disadvantaged pupils and their classmates continued, in particular by ensuring that parents are re-engaged and supportive of their child's learning.

5. Area of Excellence

Not applicable

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

None was discussed.

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.

Schools can also 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 network of schools.

Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.