



Assessor's Evaluation for the IQM CoE Award



School Name: Bengeworth CE Academy
Kings Road
Evesham
WR11 3EU

Head/Principal: Mr David Coache

IQM Lead: Ms Rachel Seneque

Date of Review: 30th September 2020

Assessor: Sandra Isherwood

IQM Cluster Programme

Cluster Group: IDEA

Ambassador: Mrs Angela Farrell

Date of Next Meeting: Cancelled due to COVID-19 Pandemic

Next Cluster Group Meeting Focus: Cancelled due to COVID-19 Pandemic

Sources of Evidence during IQM COE Review Day

The review took place during the COVID-19 pandemic. The review was conducted remotely using video conferencing. The Academy submitted, prior to the conference, documentary evidence and during the review there was the opportunity to verify information provided on the school self-evaluation action plan through:

- Scrutiny of key documentation for 2019-20 reflecting on progress and discussing 2020/21 future actions.
- Time with the Inclusion Lead and Deputy Lead discussing the Academy's view of its own performance during the year and how they had adapted to the current situation caused by the pandemic.
- Time with other staff to have discussions, questioning them on their experiences relating to inclusion within the Academy and any strategic areas they had been leading on.
- Discussion of opportunities for staff and the IQM Leader to share experiences within the Multi Academy Trust and IQM Cluster programme.
- Scrutiny of the Academy website gaining further information supporting the Academy's wider community working.



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- Scrutiny of the Academy website gaining further information supporting the Academy's inclusive approach.
- Discussion with the external Educational Psychologist who supports the Academy, one day per week.
- Parent views.

Virtual Meetings held with:

- Headteacher
- The IQM lead whom holds the responsibility of inclusion
- Inclusion Deputy/SENDCo Lead
- Teachers and Learning Support professionals
- The Educational Psychologist
- Family support professional
- Parent representative
- Members of the Leadership Team who contributed to the targets

Summary of Targets from 2019-2020

The Academy's targets from the previous year were based on four main targets linking closely to the school development plan.

The first target was introducing and embedding the use 'Impact Ed', a software programme allowing the Academy to monitor specific interventions for children in order to accelerate progress. Reviewing this target it was evident that there have been a number of changes to existing policy, procedures and practices within the Academy. Senior Leaders have successfully introduced Impact Ed this year and have constantly liaised with the outside company to ensure it met expectations and they were able to compare their evaluations with other settings. The Managing Director of the company joined the video conferencing call giving context to the programme and how it was currently the largest national research going on at present. They commented how Bengeworth CE Academy have been on a journey with them supporting the development of the programme and bringing innovative ideas within their collaborative relationship. They discussed how not all schools within their customer base were as willing and efficient in doing external work as this Academy and spoke how the company valued the 'strong, collective professional partnership that had built up over the year stating, 'both parties were benefitting from each other.' It was obvious from reviewing the evidence that while the Academy were developing knowledge and strengths within their team, they are also instrumental in supporting the growth and improvement of an education system for all individuals in all size schools nationally, if not internationally. The Inclusion lead also spoke of how they had contributed to



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national research through working with the 'Making Waves' study focusing on innovative assessment practices in schools.

IRIS connect has also been introduced, teams of teachers worked cross phase to identify a key research line of enquiry. They made use of CPD opportunities, particularly the Lesson Study Model to evaluate the impact of strategic strategies implemented and the impact on pupil outcomes and pedagogy. Impact during the time that Impact Ed and IRIS connect has been in place, it has shown that children's needs have been effectively targeted. Through regular half termly pupil progress meetings using data collected by the systems, evaluated performance ensures personalised provision changes are implemented quickly for maximum learning opportunities. Staff spoke of how everyone appreciated working in collegial collaboration and that this has resulted in them being able to quickly identify what works, what needs to be adapted and what can continue. Regular data collection over time clearly shows how the gap between different recognised groups of children is narrowing.

The second target was set to assess the impact that the whole school mental health and wellbeing initiative had on the Academy community. Again innovative practice has seen the continued employment of an Educational Psychologist (EP), who works one day a week within the Academy. Staff have been trained in mental health first aid and they are closely supported by the EP and external agencies, more recently being introduced to the NHS '5 ways to wellbeing'. The network of support is impressive and staff have benefitted from a range of relevant targeted training, for example, Zones of Regulation, ACE - trauma informed schools, Train the Trainer programme and the training of three Emotional Literacy Support Assistants. New practice experienced is quickly shared throughout the team and the Inclusion Lead monitors practice for impact regularly. The Academy has been fully involved with action research and the Inclusion Lead contributed to a piece on 'Social and Emotional Learning and the New Normal' (July 2020). The Academy continues to be proactive and is currently collating evidence for accreditation through Carnegie Centre of Excellence for Mental Health in School. This sees them evaluating provision against strategic elements, identifying the elements that require greatest development and working to adjust practice to achieve high quality in all areas. It is hoped that this is achieved by June 2021. Through this work there is now a Parent Mental and Wellbeing partnership group initiated and led by parents, they hold regular meetings and the EP has supported them with delivering workshops.

Staff commented how their working environment is relaxed, friendly and co-operative, they feel trusted, well cared for, but appropriately challenged to provide high quality learning and teaching. They appreciated the way that they were constantly making progress even in the difficult time of the partial closure of the Academy due to the pandemic. They were particular keen to share the 'Real PE' resources which deepens both theirs and the children's understanding of the social, moral, spiritual and cultural curriculum. During this time the Academy has made use of learning outside the classroom, the newsletters include photos and celebrations of all within the community. It was impressive that many of the staff continued to gain qualifications throughout the partial closure displaying dedication to continue with strong commitment to aim high at all times while keeping their mental health and wellbeing high on the agenda.

Governors and Senior Leaders are to be commended for the amount of progress they have made on this target during a short time and how they have adapted to the school responding to support the fight against the pandemic. They quickly ensured that



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effective communication regularly captured staff thoughts and feelings so that they were able to adapt and step up when necessary to ensure anxieties were well supported and valued as an important member of the Academy family. Staff shared how looking after each other is just how they work saying 'Bengeworth strives to support children holistically and emphasis is placed on knowing and recognising their experiences, we develop children's awareness of their emotional wellbeing and how this is just as important as their physical health.' Children experience mental health in a variety of ways, the area is embedded in activities such as focus days, values and champions, celebration assemblies and participating in charitable and fundraising events. The emotional literacy of children is evidence and there is a real sense of belonging, a parent commented how impressive the person centred planning was within the school and that they were "Truly grateful, if a need is there, the support is there for all to have a great experience in this school".

The third target shows that there has been excellent progress this year, Bengeworth CE Academy wanted to encourage a wider range of Cultural Capital opportunities and quickly established through evaluating current practice what needed to be achieved. During the year they have focused on developing a strong core curriculum that prepares the children for a rapidly changing world. Working as a strong team they have redesigned the curriculum ensuring that the children experience a diverse range of texts, using these texts as the base of learning it allows them to plan a wide range of opportunities that will develop Cultural Capital. Through this integrated approach of curriculum delivery Cultural Capital knowledge and skills are covered day in and day out, so they then become embedded into children's learning behaviours. They celebrate children's own languages and other children take the responsibility of language leaders to those where English is a second language. While the work on this target is still going on, children have certainly improved their knowledge of how everyone can 'be a voice' and take an inclusive responsibility in making changes for the better. This in turn encourages them to believe that anything is possible when a community works as a team.

The fourth target was to continue to build on the strong work already started within both the Inclusion Team and the Parents Inclusion Network by holding regular meetings to drive the inclusion agenda and share good practice more widely within the Multi Academy Trust. Evaluation of this target has taken into account of all the evidence shared above and how the Academy has adapted to deal with necessary guidance procedures relating to the pandemic. Even with all the reorganisation that this has brought communication and development has been undisturbed. The outcomes for this target have been achieved in an impressive manor due to being led by a passionate and dedicated Inclusion Lead and their Deputy.

Agreed Targets for 2020-2021

The Academy has identified taking into account the recent project from this year that they will - 'Develop management process and protocols that creates clear development guidelines for the roles of 'Support Professionals' within the Multi Academy Trust. They will also continue their research work with local and national partnerships.' They intend to achieve this through the following actions:-



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Target 1 - To further manage the establishment and delivery of a training programme for the role of the Community Support Professionals.

This will involve auditing skillsets and the knowledge base of current professionals, aligning needs to each setting within the MAT and clarifying roles and responsibilities.

Target 2 - To research and work with others in a collaborative capacity within the Academy Trust to share expertise that will achieve whole school improvement.

This will specifically focus on how their CPD programme with Support Professionals impact on outcomes for children. Teaching Assistant standards will be the base for the MAT to develop expectations and create a programme of bespoke CPD support.

Target 3 - To evaluate the impact of the processes and systems put into place.

They will aim to understand, spot, act and identify support for support professionals efficiently, ensuring that the work undertaken in the project has a positive impact on all involved and in particular with regard to the culture of learning within the Academy schools.

The Impact of the Cluster Group

Since the Academy's last assessment the cluster group met in July and November 2019. Due to the pandemic further meetings scheduled for 2020 have had to be postponed. The IQM Lead reported that the Academy appreciated being part of a research partnership that had a focused and strategic approach of bringing a number of schools together from different geographical areas. It was giving them a platform to share and speak on strength of their own practice to others.

The meetings attended have enabled the staff at Bengeworth CE Academy to reflect on their own organisation of inclusion and following the shared discussions on 'Communication in Print' they had returned to enhance their own environment and investigated CPD opportunities for Attention Autism training for their staff. The Inclusion Lead recognises that the biggest area of SEND within the Academy is currently communication and interaction, (53% of their SEND population), so they appreciated sharing others practice seen while attending cluster meetings this year commenting how it was "Amazing to see the well-being activities and dedicated time, it supported me to reflect how I will look at moving our school forward in this area." They are looking forward to being involved in the next cluster meeting when the date is organised.



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Overview

Bengeworth CE Academy is a large Academy in Evesham, Worcestershire and part of the Bengeworth Multi-Academy Trust. There are currently 530 children on roll operating from two buildings and their ethos is 'Dream. Believe. Achieve.' Bengeworth CE Academy throughout the assessment discussed and showed evidence of how they provide a dynamic and vibrant environment where every child acquires a high-quality education and an unforgettable childhood experience. All children, staff, parents and wider stakeholders feel valued and excellence and enjoyment are embedded in all they do. Speaking to members of the community it was clear that all were contributing to ensure that inclusion is at all levels and that there was a desire from 'all to learn and have a zest for life through aspiration, determination and fulfilment.'

Inclusive practice comes naturally within Bengeworth CE Academy and all learners access a high-quality education, professionals understand the Academy ethos and ensure all 'achieve what they are capable of.' Clear visions of the Academy are to be a caring school, one that is imaginative in their approach, pioneering in ambitions, inspirational to people, effective in their outcomes and challenging in aspirations. The strong commitment to this vision promotes inclusion for all learners. It was clear that the people make Bengeworth CE Academy special, they talk passionately about the inclusion journey they have been on. It is an Academy that quickly shares with you how they see everyone in their school as one of their huge inclusive family. They are a team who are recognised as being innovative, this has resulted in them being identified by external professionals, in particular 'Challenge Partners' (a network of 475 schools), as having inclusive practice within school and it being an 'Area of Excellence'. As a result of this staff have been asked to present their work to the network schools and on a national level. The Academy's inclusive education is a continuous process, transforming practice to support all learners. This has been achieved through engaging with an active and reflective 'Inclusion Quality Mark' action plan, involving the professionals creating strong partnerships with each other and other schools in the IQM cluster. Their work has spread to local schools that are identified in need of support and to a partnership with the University of Worcester.

A considerable strength of the Academy is how the professionals recognise that they have the permission to be creative in how they approach and lead their areas of responsibility. The Inclusion Lead has ensured that there was an attention to detail within the Inclusion Quality Mark action plan and has modelled a strong 'capacity to listen' to both children and adults. With the support of a well-established team she continues to drive the IQM action plan making it fun and interesting for all to be involved. Staff are relentless in setting clear success indicators from the outset, the whole team were able to share the way that they have co-operated to ensure that inclusion is 'just what they do', it was clear that they share the goal of achieving IQM Flagship status this year. The evidence presented and willingness of all to discuss their continuing learning and share their work showed a consistent approach to the ethos of being an Academy where all are valued for their individuality and how they continue to respond to the growing complexity of their community. They demonstrate a strong commitment and desire to continue on the journey with IQM to ensure all needs of their children are supported. Bengeworth CE Academy is a 'special place where enjoyment and achievement walk hand in hand.'



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Governors and Senior Leaders understand how critical it is to create an inclusive environment at Bengeworth and they understand and demonstrate an in-depth knowledge of the unique community they serve. There are seventeen different languages spoken within the Academy so they have created a bespoke learning environment that supports all their children and the diverse range of abilities they have. There is a rich and engaging curriculum that provides innovation and challenge. Children enjoy memorable experiences enabling them to acquire a multitude of skills and allowing them to succeed as individuals. On the week of the assessment Year 5 were beginning Music lessons learning 'Turntablism', each child had an individual turntable and own set of headphones and were learning the skills of manipulating sounds to create their own individual music. The concentration and enjoyment is evident on their faces in photos that are shared with parents on the Academy weekly newsletter.

Support Professionals within the school are highly valued and they are being developed to become a strong supportive team who work to ensure children have access to resources that support their learning. They provide them with explicit strategies, with examples to scaffold their learning and to integrate related concepts to aid their understanding. Children who face barriers to learning benefit from this growing team of excellent support professionals who tailor provision ensuring that children achieve their potential.

This safe and welcoming environment supports the development of a life-long love of learning, the children develop curiosity and inquisitiveness while being guided and encouraged to reflect and take the next steps in their learning. The curriculum is taught through active participation as equal members of the community and the results are well recorded through data that shows excellent academic standards over time (Ofsted reports). There is a strong 'Pupil Parliament', where they are encouraged to have their voices heard, they can take this opportunity to express their thoughts and ideas and feed into the supporting councils. This ensures that they are involved in decisions that impact upon them. Through this approach behaviour is exemplary and children work positively with each other and school management. One teacher commented 'I like that everyone can get their opinions in and as an Academy we listen to make improvements.'

Learning is well planned and time is never wasted. Children have access to appropriate materials and practitioners that model energy of creative thinking, drawing everyone on board. They encourage children to think and discover answers together. They have a skill in connecting learning to real live cultural experiences and this is a driving force as to why the Academy enjoys an excellent reputation within the local community. They regularly encourage visitors into school to enhance the curriculum. There is an impressive and extensive offer of extra-curriculum clubs and children have a choice about what they participate in. The focus is one of enjoyment and opportunity, which will allow children to excel and with this in mind they have renamed it as 'Curriculum+'. Choices range from gardening, mindfulness, collaborative art, multiplication tables, Karate, Rock band, yoga and dance to name just a few.

Another important aspect of an inclusive environment is providing opportunities for parents, carers and guardians to be fully involved. The Academy employs a school-based Family Support Professional, whose role involves working with and supporting families. This role was crucial during partial lockdown in maintaining contact with families, providing remote support and advice. There was a realisation from parents



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that they needed the school and were grateful for the 'inclusion' email that was established during partial closure which was operated 24/7 to ensure Bengeworth CE Academy continued to support their community during a time of need. A parent willingly shared how "Teachers are outstanding. They create an exciting environment which encourages all the children to learn." There was a discussion on the kind and helpfulness of staff and how they work to connect with every child and adult.

Bengeworth CE Academy continues to clearly demonstrate its ability to maintain the eight areas required for an Inclusive Quality Mark Centre of Excellence. Over the past year it has also developed its practice further with regard to inclusion and strengthened what it achieved last year. I also believe that their response to the current situation shows how they have the capacity, to move still further on in their inclusion journey. I recommend the school having been a IQM 'Centre of Excellence' for the right number of years and is awarded Flagship Status and is reviewed under this status in 12 months' time.

Assessor: Sandie Isherwood

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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