



## Assessor's Evaluation for the IQM Flagship Project



<b>School:</b>	Bengeworth C of E Academy
<b>Head/Principal:</b>	Mr. David Coache Executive Head Ms. Hayley Potter - Head of School (KR) Ms. K Shaw - Head of School (BR)
<b>IQM Lead:</b>	Ms. Rachel Seneque
<b>Date of Review:</b>	14th September 2021
<b>Assessor:</b>	Jane Flynn

### **IQM Cluster Programme**

Cluster Group	IDEAS South West cluster
Ambassador	Angela Farrell
Date of Next Meeting	November 2021

Next Cluster Group Meeting Focus: SEMH

### **Sources of Evidence during IQM Review Day:**

Documentation included:

- Various comprehensive documents relating to training, evaluation and performance management of Classroom Support Professionals at Bretforten School.
- Key Principles of Interventions.
- SEND Data Snapshot 2020/21.
- Pupil Leadership and Voice Vision.
- Pupil Development: Autumn Term Overview.
- Mental Health Ambassadors Pamphlet: Information for pupils, parents and careers.
- Overview of school's participation in Wychavon's Speech and Language Therapy Outreach Project and summary of Impact Report.
- Documentation relating to Carnegie Mental Health award.
- Challenge Partners Presentation.
- School's Training Directory.



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**Additional Activities:** Meetings took place with:

- Head of Kings Road School
- Head of Burford Road School
- Associate Head/Inclusion Leader
- Emotional Literacy Support Assistants
- Counsellor
- Staff Mental Health Ambassador
- Support Professional - Speech, Language and Communication
- Support Professional EAL
- SENDCo
- School Curriculum Leader
- Culture and Ethos/English Leader
- 3 Parents
- Governor for SEND
- Chair of Multi-Academy Trust Board
- Discussion with Pupil Parliament
- Conversations with children in classrooms
- Learning Walk of both sites
- School website



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## Evaluation of Annual Progress towards the Flagship Project

Bengeworth Academy has worked concurrently on two projects since its last IQM Review, both developing the work and status of Support Staff within the context of development of Bengeworth and the other school within its MAT - Bretforton Village School.

**Project 1: Develop the role of Support Professionals within the MAT so that their work and impact are aligned to the creation of a school culture and ethos, committed to improving outcomes for pupils. The focus to be on establishing and delivering a training programme for the role of support staff in Bengeworth Trust.**

### *1. Evaluate and align deployment to match needs across the school.*

Extensive leadership and collaborative work has been implemented to ensure that there is standardisation and coherence in all schools, including Bretforton School, which is part of Bengeworth Trust. The desire to 'professionalise' roles, thus improving status, self-esteem and ultimately the quality of education for pupils is evident within a wealth of documentation and from discussions with leaders and Classroom Support Professionals (CSPs, formerly known as TA's).

A collaborative review of the roles of support staff was initiated with an audit of the deployment of staff. Expectations and Responsibilities of CSPs were clarified under key areas of: Support for the Pupils; Support for the Teacher; Support for the Curriculum; Support for the Academy. This has been underpinned with a twice-yearly Performance Management Review, where individual targets are set and reviewed.

The CSPs with whom I met were unanimously supportive of the structure and systems now in place and stated that they felt well supported and valued. Furthermore, the Director of the Trust stated that morale and confidence of Support Staff at Bretforton school had improved massively and that they were very grateful for the strong and positive way the project had been approached by the leadership of Bengeworth, in order to promote ownership and coherence for all.

### *2. Using Teaching Assistants' Standards and MAT expectations to create a programme of development for Support Professionals.*

A programme of CPD was devised, in the context of the Education Endowment Fund's (EEF) recommendations for deployment of TAs, to maximise positive impact on children's learning. This comprised a six-session formalised training programme spread across the school year, supported with mutual staff visits, observations and sharing of good practice within and between Bengeworth and Bretforton. This holistic approach has set and is embedding high standards, whilst developing expertise to facilitate this. In addition, fortnightly CPD sessions provide quality time for the development of curriculum and appropriate interventions.

Development will continue with a focus on promoting greater flexibility of CSPs in working with more able pupils and flexibility in working with diverse needs within a lesson. Improving AFL skills and the ability to identify the need for pre-teaching will also be on the CPD agenda.



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A new Lead Support Professional role has been created and the work of this individual will be developed within the MAT.

### *3. Teaching and Learning*

CPD has been rooted in research and has included identification of effective, high-quality support to complement the work of the classroom teacher. This is designed to enable CSPs to deliver outstanding support in areas of setting expectations; questioning; promoting understanding; inspiring learning and promoting achievement and progress.

There is excellent document supporting training in promoting Metacognition in the classroom, based upon EEF recommendations, and is testament to the robust approach which Bengeworth has taken, and continues to take, towards developing the professional understanding and skills of CSPs.

A particular emphasis has been placed upon support about the development of children's Speech, Language and Communication skills. There is clear expertise at Bengeworth, led by a SCLN CSP, which has been shared across the MAT.

This has been supported by the Trust's involvement in the Wychavon Speech and Language Therapy Outreach Project. Staff were trained in identification and interventions and were provided with resources to use with children. Pupils were evaluated using WellComm Screening before and after intervention work had taken place. The percentage of pupils at Bengeworth who achieved an age-expected score increased from 40% to 81%. The report from the Speech and Language Therapists overseeing the project states, "Pupils made much greater progress than average this year compared with scores retrieved from settings across the project, particularly those identified as learning English as an Additional Language and in receipt of Pupil Premium." Expertise will continue to be developed within SCLN using WordAware, Talkabout, Blacksheep Narrative, Lego therapy and Nesy alongside a whole school focus on vocabulary.

### *4. School's Review and Evaluation*

A survey of Bretforton CSPs' response to their training, and its impact upon the nature of their work was conducted. Ideas for further training were also invited. This was generally very positive. Leadership is responding and intends to plan regular time to facilitate discussions, monitor and evaluate deployment and continue to promote flexible ways of working in a classroom. Live visits to observe interventions in a face-to-face setting have not been possible due to Covid restrictions but it is intended that these should now take place.

### **Project 2: Using Narratives to support the pupils - the journey to a Trauma Informed School UK. (TISUK)**

Support professionals have been working alongside the Educational Psychologist to develop key principles of interventions to ensure an approach which will foster a healthy and secure method of learning for pupils: the environmental setting; modelling; positive relationships; routine; assessment; engagement; emotional state. The application of these principles has been evaluated by staff using IRIS technology, enabling them to analyse, adapt and share their approaches.



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These principles have complemented the whole schoolwork on behaviour, using research of Louise Bomber's model of Regulate, Relate, Reason, Repair, alongside ACE, PACE and trauma informed practice. The latter was developed during Covid Restrictions via Zoom Sessions with the school's Educational Psychologist which focused upon trauma and childhood experiences. Sharing the 'Talkabout' programme, a tiered approach to emotional and social development, with Bretforton staff has increased their confidence and aspiration.

The impact of the work conducted on supporting behaviour of children, particularly those who might be affected by trauma, is reflected in staff training in Emotional Literacy Support, the appointment of a counsellor and a lead ELSA, alongside Pupil Mental Health Ambassadors.

In addition to a regular breakfast club, Bengeworth also provides 'Wide Awake' and 'Early Bird' clubs for more vulnerable pupils, providing a free breakfast and an opportunity for one-to-one talk with a CSP. Any issues are then immediately followed up with class teachers and any other appropriate member of staff, so that the children can be given necessary support.

Discussions with children clearly reflected their understanding of personal wellbeing and they were confident in how they could seek support themselves and/or offer support to others. It was clear that mental health and well-being have permeated the ethos of the school. This was endorsed by the school's receipt of the Carnegie Mental Health Award at Gold Standard and the Trauma Informed School UK Award.

The commitment of leadership at Bengeworth to the full inclusion of all staff in the professional task of educating all students, according to their unique needs, is strongly evident. The energy and drive of the Associate Head, who leads on the Inclusion agenda, is also reflected in all the CSPs and teaching staff with whom I met.

There has been skillful management of a potentially sensitive situation, in collaborating with staff in a school which had joined the Trust. The professionalisation of Support Professionals has been carefully integrated into the School Development Plan in that improvement and development have been holistic across all schools. The changes and creation of roles have been supported by training from experts and exchanges have been collaborative wherever possible. An emphasis on wellbeing and fitness to learn is placed at the heart of the curriculum and specialist support has been and continues to be developed to address the pastoral needs and cognitive learning of children in a range of areas. Although significant positive outcomes have been achieved, leadership is not complacent and has plans in place to develop further in their capacity and skills.



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### Agreed Actions for the Next Steps in the Flagship Project:

**Project title: Further develop pupil voice in the co-creation of literature, policies and publications produced by the school.**

The project will further develop Student Voice and Leadership within 'Ministries' (Health and Well-being, Charity and Partnership, Curriculum. Teaching and Learning) in order that:

- there is development of self-esteem and personal development for both learners and educators.
- a behaviour is fostered which causes educators to reform with and not affect the learner.
- there is an understanding that Learner Voice is about listening as concerned partners, contributors and equal agents of change.
- Learner Voice enables learners to practice the same levels of social responsibility and personal freedom that they are given in other aspect of their lives.
- Learner Voice embraces the responsibility that learners have in shaping their own education, therefore promoting relevant skills for the future.

### Key Actions

- Share theory behind pupil decision making.
- Share the difference between consulting children and allowing them to make decisions.
- Review current practice: What is the current understanding of staff and pupils? What currently happens? What structures, systems, methods are currently used?
- Behaviour and Leadership to be integrated into weekly Pupil Development sessions.
- Map progression across whole school.
- Monitor effectiveness of sessions.
- Pupil Parliament members to be integrated into 'Ministries.'
- Establish 'feedback' structure to ensure all pupils are appropriately informed.
- Establish half termly PP meetings.
- Pupil Voice Summit with Staff Leaders termly.
- Establish in class opportunities for all children to make decisions.
- Launch a parent/pupil panel to review and further develop policies, publications and literature.



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### **The Impact of the Cluster Group**

Bengeworth attended all 6 Virtual Cluster Meetings during 2020-21. Ideas and methodology shared at these meetings has helped the school to develop its practice in a variety of ways, including:

- Managing the difficulties of the pandemic.
- Achieving TISUK status.
- Developing a dyslexia training module for school.
- Pupil Voice and conferencing with other schools.
- Achieving Carnegie Mental Health Award.
- Ideas for learning outside the classroom.
- Research into Family Star model and including in Family support Professional role.



# Assessor's Evaluation for the IQM Flagship Project



## Overview

Situated in a small market town, within a rural area, Bengeworth Academy is part of a small Trust comprising of a large Reception -Year 5 school (Worcestershire's arrangements) over two sites within the town and is a small village school in the surrounding area. Although different in character, the leadership is striving to ensure that there is high quality education for all across the Trust and yet each school retains its own unique identity within the community which it serves. It appreciates that its greatest resource is staff and has invested significantly in the review of roles and training to develop skills and specialisms in individuals, in order that all children can be supported appropriately, whatever their barriers to learning. Staff turnover is low and I strongly sensed, from my discussions and observations, that this is not because staff feel complacently comfortable, but because of them being excited and energised by a constantly developing school which puts individual children at the forefront of everything it does.

The parents with whom I met could not praise the staff for their knowledge, care and support more fervently. They stated that responses and actions were swift, communication excellent and that staff 'are extremely easy to talk to.' It is to the school's credit that, according to one parent, 'no interventions stand out and no child appears to be treated differently, as there are so many interventions going on - it's just part of the school.' They were particularly grateful for the way in which Bengeworth provided a full curriculum as possible and extensive SEND and pastoral support during lockdown periods when most children were unable to attend school.

In addition to its achievements and indicated earlier in this report, Bengeworth has developed a very positive reputation for its work with EAL students and the local community, several who are Eastern European. In all year groups, pupils with EAL exceed their peers in attainment and progress. Bengeworth has supported another local school, outside the Trust, with EAL strategies. Commitment to inclusion in the local community is evidenced by the appointment of an Eastern European parent into the Governing Body.

The PIE approach to inclusion - Provision, Impact, Example - is fully promoted and supported by the Chair of the MAT, whose passion for inclusion is palpable. His declared vision of the purpose of the school permeates members of the leadership team, who are rightly proud that their job is to lead a school which "makes little people go out and make the world a better place." The Year 5 students whom I met seemed very well poised to do that!

I fully support and recommend Bengeworth Academy's ongoing IQM Flagship status.

**Assessor: Jane Flynn**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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