



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bengeworth CE Academy	King's Road, Evesham, Worcestershire WR11 3EU
Current SIAMS inspection grade	Good
Diocese/Methodist District	Worcester
Previous SIAMS inspection grade:	Good
Date of academy conversion	June 2014
Name of multi-academy trust	N/A
Date of inspection	17 October 2016
Date of last inspection	7 February 2012
School's unique reference number	116809
Headteacher	David Coaché
Inspector's name and number	Stephanie Boulter 785

School context

Bengeworth CE Academy is a suburban Church of England First School, for pupils from reception to Year 5. The school converted to a Single Academy Trust in June 2014. The current headteacher has been in post since April 2016. The school is a split site school based in two separate buildings: Reception and Year 1 at Burford Road and Year 2 to Year 5 at King's Road. The school is heavily oversubscribed and has 473 pupils on roll.

The distinctiveness and effectiveness of Bengeworth CE Academy as a Church of England school are good

- Six core Christian values inform behaviour and relationships which result in caring well behaved pupils who are enthusiastic about their learning and love coming to school.
- The new headteacher has the passion, commitment and clear vision to further enhance Bengeworth as an inclusive Christian community.
- Strong relationships encourage pupils to have self-worth and show love for others which is exemplified in their charity work reflecting two of the school's Christian values, that of responsibility and respect.
- Respectful staff model the school's Christian values and the impact of their nurturing care on pupils' well-being and personal development is evident in pupils' love of their school.

Areas to improve

- Deepen staff understanding of spirituality so that high quality experiences can be provided for all learners, so that their understanding of spirituality in formal and informal situations is further enhanced.
- Ensure the school's six core Christian values are clearly and explicitly linked to Bible teachings and the life of Jesus, so that pupils can confidently articulate the impact these Christian values have on their behaviour, learning and daily lives.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

At Bengeworth CE Academy Christian values are deeply embedded in the life of the school and they are consistently lived out on a daily basis. These values were chosen by the school community, an act indicative of the school's respect for the views of everyone. The values form the focus for much of the collective worship and are prominently displayed in each classroom, where they form the focus for discussion and reflection. The result is that pupils know their school values, but do not readily link them to bible teachings and therefore cannot confidently articulate how these values impact on their every-day life. A key part of the school's Christian vision is the well-being and nurturing of all pupils. The same inclusive approach ensures that pupils from all groups make excellent academic progress. Outstanding behaviour is a strength of the school. Staff, parents and governors all acknowledge that pupils care about each other and as one pupil commented, 'If someone is unhappy, we try to make them smile because we are a big family here.' Occasions such as collective worship and religious education (RE) lessons often have a warm, spiritual feel, but the school has not developed a clear definition of spirituality. Consequently, pupils do not have regular high quality experiences that help to develop their own spirituality. The school has made good progress in developing their global links with St. Mary's Anglican Primary School in Njombe, Tanzania. As a result of this initiative pupils have a real respect for diversity and difference in their own community and beyond. Relationships are a particular strength with pupils and adults throughout the school showing exemplary respect towards each other. RE is well planned. Some teaching is outstanding and creates a special atmosphere where pupils discover a love of learning and a sense of awe and wonder. Pupils enjoy the subject, but there needs to be more challenge in lessons to ensure pupils explore 'big questions' to enhance their thinking at a deeper level. Monitoring and evaluation strategies for RE must be robust to ensure consistent teaching and learning across both key stages.

The impact of collective worship on the school community is good

Collective worship is an important time in the school's daily life. It is a time of quiet and reverence whilst being at the same time, lively and interactive. This enables pupils to be fully engaged which they say is an aspect of worship they enjoy. As a result, worship is meaningful at a personal level because pupils understand its relevance in their own lives. Worship promotes distinctive Christian values although their direct link to the Bible and Jesus teachings is not always made explicit resulting in pupils finding it difficult to link them to prominent New Testament stories. 'Open the Book' is a recent addition to the worshipping life of the school and is greatly enjoyed by the pupils. Collective worship is carefully planned and follows the seasons of the church year. Pupils have a developing understanding of the Trinity, helped by simple liturgy and the use of three candles. The main Christian festivals are celebrated and contribute well to the pupils' growing understanding of aspects of Anglican practice. The worship team has a high profile within school and they are beginning to independently lead parts of worship. Prayers are said before lunch and at the end of the day, and there is a developing confidence by pupils to write and say prayers in a variety of situations. Many pupils enjoy the chance to worship in the local church with one pupil saying, 'The church is really quiet and I can be still.' Pupils enthusiastically describe initiatives like 'iSing Pop', which they say 'bring families together in joy'. Some feedback from pupils helps to improve the provision of worship, but monitoring and evaluation from leaders and governors needs to inform how collective worship impacts upon everyone in the school community, to ensure that pupils' spiritual development is developed further. Parents fully support the services in the church and affirm the important role of worship in the life of the school.

The effectiveness of the leadership and management of the school as a church school is good

The headteacher, staff and governors can clearly articulate the vision for Bengeworth as a church school which is to ensure all pupils reach their true potential in a supportive Christian environment and leave as 'better little humans'. Within this vision, Christian values are embedded in the life of the school, but explicit links between the

schools six core Christian values of respect, friendship, perseverance, trust, forgiveness and responsibility and the life of Jesus and the Bible need to be made far more frequently to ensure that pupils and parents can recognise how these values impact on their behaviour, learning and daily life. Staff are role models of values in action and enjoy a sense of belonging to a supportive team. The distinctive Christian character of the school promotes a positive attitude to learning evident in the excellent progress and academic achievements for all pupils irrespective of their starting points. The RE and collective worship leaders receive good support in fulfilling their roles resulting in improvements to practice and outcomes for pupils. Leaders and staff are involved in school development planning, along with a Values and Vision governors' group who monitor and evaluate CW, RE and certain aspects of the schools Christian distinctiveness; reporting back to the full governing body. Monitoring and evaluating by all leaders however need to ensure that the impact on all learners can be clearly identified so that new initiatives have a clear focus on further improving pupils' spiritual, moral, social and cultural (SMSC) development. Distributive leadership across both school sites promotes opportunities for the identification of staff as future leaders of church schools. There are close and mutually beneficial links between the school, the Open the Book team and St. Peter's Church ensuring the school is at the heart of the community and that pupils have a growing understanding of the importance of the church in the local and wider global context. Links between school and parents are also good and parents are very proud of their school and praise staff for their dedication and commitment to their children. The school meets the statutory requirements for RE and collective worship.

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