

Name of School:	Bengeworth CE Academy
Head teacher/Principal:	David Coache
Hub:	Bengeworth Hub
School type:	Single Academy Trust
MAT (if applicable):	Not applicable

Estimate at this QA Review:	Outstanding
Date of this QA review	15-17 January 2018
Estimate at last QA Review	Outstanding
Date of last QA Review	23-25 January 2017
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	15-16 November 2011

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	Outstanding
Outcomes for Pupils	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding
Area of Excellence	NA
Previously accredited valid Areas of Excellence	The teaching of Christian values Inclusion – Provision for pupils with SEND Both valid until 2019 and 2020 respectively
Overall Estimate	Outstanding

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

1. Information about the school

- Bengeworth is a three-form entry primary academy which is larger than the average sized primary school. The school caters for pupils in from early years foundation stage (EYFS) to Year 5 and the pupil admission number is projected to rise by up to 10% over the next two years.
- The school converted into single academy trust in June 2014 and is located across a split site. The trust is expanding to become multi academy from 1st February 2018.
- The proportion of disadvantaged pupils is below the national average.
- The school population includes children from a range of minority ethnic groups although the majority are from White British households.
- The proportion of pupils with English as an additional language is above the national average and highest in Year 2.
- The proportion of pupils identified as having special educational needs and/or disabilities (SEND) is broadly in line with the national average although the number of pupils with speech and language needs is significant.
- The number of pupils with an education and health care plan (EHCP) is in line with the national average.
- Pupils enter the school with below average levels of ability when measured against the early learning goals.

2.1 School Improvement Strategies - Follow up from previous review

- Since the last review, leaders have refined school improvement systems to ensure that they are able to present evidence of the impact of strategic action planning on raising standards and accelerating of progress. Self-evaluation and school development documentation are closely aligned and key priorities clearly identified.
- Leaders have introduced a clear evidence base for demonstrating progress, by capturing standards for pupils on entry into Reception and for those leaving at the end of Year 5. The narrative of pupils' progress is clearly articulated with a clear rationale in place for the baseline.

2.2 School Improvement Strategies - What went well

- The school is extremely well led by a headteacher who expresses an ambitious and relentless vision for improvement. Leadership roles and responsibilities have been carefully allocated across both school sites and leaders are highly skilled and confident in implementing pupil-centred improvement plans.
- School improvement documentation is constructed in collaboration with a range of stakeholders. Improvement priorities are linked to effective action plans with

evidence of high levels of accountability across the team.

- Pupils benefit from a purpose built, well-resourced environment including extensive digital resources, a bespoke children's kitchen and design studio and a well-equipped performance and assembly space.
- There is clear evidence of the school values and faith based ethos. Pupils are involved in promoting highlighted half termly values. Together with members of the local church, they take a lead in planning and delivering 'Open the Book' assemblies.
- Quality assurance systems for teaching and learning have been carefully designed and implemented and include the participation of a range of leaders.
- Robust systems for recording assessment data and for tracking progress allow leaders to identify trends and respond to them swiftly and effectively. Assessment judgements are robustly moderated within key stages and across teams.
- Provision for the most vulnerable pupils is strategic, well led and underpinned by effective systems and protocols.
- The highly regarded work of the inclusion leader has enabled the school to diminish the gap in the performance and progress of different pupil groups. Engagement in the national 'Challenge the Gap' project has had a significant impact on the design and implementation of a range of initiatives to support disadvantaged pupils.
- The school draws judiciously on appropriate sources of external support. Leaders regularly invite specialists to work with staff and pupils on priority areas.
- The school has invested significant resources in the development of bespoke programmes including those designed to support newly qualified and lead teachers and develop leadership capacity. Classroom support professionals are also fully supported by the delivery of specialist speech and language training.
- Parents express high levels of satisfaction with the school. A range of planned provision enables the school to support families with wrap-around support.
- Leaders have added capacity to the management of attendance. This includes the procurement of the services of a dedicated education welfare officer who works closely with the local community to reduce persistent absence.
- The school has developed an effective pupil parliament which promotes a range of pupil voice initiatives. This enables pupils to take a partnership role in school improvement.
- Pupils benefit from a broad and balanced curriculum including well-designed cross-curricular learning on subjects like an exploration of Chinese culture and the history of the Vikings. A clear curriculum vision has been developed collaboratively with staff.

2.3 School Improvement Strategies - Even better if...

...the action plans developed by subject leaders were more closely aligned with the whole school development plan.

...leaders ensured that the full range of impact of specific initiatives was articulated and best practice shared across the school.

...further opportunities for developing and extending school partnerships were identified in order to ensure that the school is best placed to build on its many areas of excellence.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- Since the previous review, leaders have made further investment in a range of technologies across the school. There is significant evidence of the impact of collaborative planning which has focussed on embedding the effective use of technology as a resource within the curriculum.
- School development plans include a focus on the strategic support for the most able pupils. Teachers are clearly planning further opportunities for high quality dialogue between pupils and adults. In the most effective teaching, teachers use effective questioning to check on the development of knowledge and understanding, extend learning and provide greater challenge.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Teachers have developed positive working relationships and a highly supportive culture of learning. Pupils respond to the high expectations of their teachers and demonstrate strong learning behaviours. The many opportunities in place develop independent learning skills from the early years foundation stage (EYFS) upwards.
- Across all areas of the school, teachers demonstrate good subject knowledge and detailed understanding of what pupils need to know. This manifests itself in the effective use of subject specific language. Classrooms are 'talk rich' environments and pupils benefit from high quality dialogue with a range of adults. The highly engaging forest school environment includes a range of opportunities for pupils to develop communication and team-work skills
- As a result of well-planned and resourced learning sequences, pupils are engaged and enthusiastic about learning. Teachers bring significant creativity to their planning, including the use of a range of dynamic props and technology, and they make clear links to pupils' prior learning. Activities are very well sequenced and pupils are clear about their next steps.
- In the best lessons, teachers use planned differentiation successfully to meet the

needs of pupils, including those with special educational needs and/or disabilities. In these lessons, the pace of learning is rapid and pupils' progress is accelerated

- The school has invested significantly in a range of digital resources including electronic white boards, a fully equipped Apple Mac suite, mobile iPad pods and a range of applications. Pupils use these effectively to support their learning.
- The school has re-profiled the roles and responsibilities of additional adults, introducing the concept of the classroom support professional who is an equal partner in delivering effective teaching and learning.
- The commitment to thematic topic-based learning provides a range of opportunities for reading and writing. Careful collaborative planning promotes a level of consistency in delivery.
- Well-organised, creative classroom environments include a range of different spaces and table activities. Across the school, there is creative use of working walls, displays, and craft activities. There is a clear commitment to innovation and teachers are not afraid to take risks.
- Some teachers use assessment for learning strategies to check on pupils' understanding, with some effective questioning to probe and develop thinking.
- In the rich EYFS environment, there is significant evidence of child initiated learning and high levels of engagement, together with a variety of activities which spark children's interests, including construction, role-play and early writing.
- Teachers are using school protocols to assess regularly and provide feedback to pupils in writing. It is clear that pupils take real pride in the presentation in books.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

...there was greater consistency in the use of teachers' feedback by providing pupils with focussed opportunities to take the next steps in their learning.

...learning objectives were more precise to enable all teachers to match activities more closely to the specific needs of pupils.

...within whole class teaching, there were further opportunities to stretch and challenge the most able pupils through maximising learning time.

...the pace of learning was accelerated through targeted use of small group work and enhanced use of pupil led activities

4. Outcomes for Pupils

- In 2017, the proportion of EYFS children who achieved a good level of development was above both the local and national average.
- Over time, the outcomes for children in the phonics screening test have been strong, including the performance of disadvantaged pupils and both gender

groups. In 2017, by the end of Year 2, the majority of pupils who retook the test passed.

- In the 2017 Key Stage 1 combined measure of reading, writing and mathematics, the proportion of pupils who achieved the expected standard was significantly above the national average. Attainment has risen steadily over the last three years, exceeding both local and national averages.
- In 2017 in the separate subjects of reading, writing and mathematics, the proportion of pupils who achieved greater depth was above the national average. The school also achieved particular success with pupils who were emerging at the end of EYFS.
- The progress of disadvantaged pupils is in line with or greater than their peers in most subject areas in all year groups across the school. The attainment of disadvantaged pupils by the end of Key Stage 1 has also exceeded that of other pupils nationally across reading, writing and mathematics.
- By the end of Year 1 across most subjects, the attainment of pupils with SEND was higher than other pupils nationally. The current progress of SEND pupils is mostly in line with their peers in all subjects and in all year groups.
- The progress of pupils whose first language is not English is in line with or slightly above the performance of their peers in all year groups. Pupils also attain well in science where there are no gaps in the performance of specific groups.
- Leaders have worked hard to ensure that pupils' attendance is strong. Over time, the numbers of persistent absences have reduced significantly. Close tracking of the attendance of specific groups means that leaders have a clear understanding of the potential barriers to attendance.
- Current school data suggests that Year 2 pupils are on track to replicate the school's previous achievements at the end of Key Stage 1. Close monitoring of the quality of teaching, learning and assessment indicates that pupils' progress is strong from all starting points and across all subjects.

5. Area of Excellence

Not submitted.

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

The headteacher would like to reflect on the areas for improvement identified in this report. In partnership with other members of the Hub, leaders are seeking opportunities to disseminate best practice.

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.