



Assessor's Evaluation for the IQM Flagship Project



School: Bengeworth CoE Academy
Kings Road
Evesham
WR11 3EU

Head/Principal: Mr David Coache - Executive Headteacher
Ms. Hayley Potter - Head of School (Kings Rd)
Ms. K Shaw Head of School (Burford Rd)

IQM Lead: Mrs Rachel Seneque

Date of Review: 28th September 2022

Assessor: Jane Flynn

IQM Cluster Programme

Cluster Group: IDEA 2

Ambassador: Ms Hilary Thompson

Date of Next Meeting: 16th November 2022

Sources of Evidence during IQM Review Day:

- Comprehensive range of documentation, including videos, relating to Pupil Leadership shared on Google Drive.

Meetings with:

- Head of Burford Site
- Director of Inclusion across both schools
- Family Support Worker
- Parent Group
- Staff Lead on Pupil Leadership
- Pupil Prime Ministers of Pupil Parliament
- Pupil representatives of each Pupil Leadership Group
- Senior Curriculum Lead
- Culture, Ethos and English Lead
- Educational Psychologist (Zoom)
- Classroom Support Professionals Support Professionals
- SENDCo
- Chair of Governors

Additional Activities:

- Tour of both school sites
- Book Look



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Evaluation of Annual Progress towards the Flagship Project

Bengeworth Academy's overall aim has been to develop Pupil Voice to evolve the curriculum; promote personal development and character; promote an understanding of the need for appropriate behaviour for learning and in a range of social interactions; foster social responsibility; develop understanding of agents of change.

The academy has made significant progress in weaving Pupil Voice into the fabric of the school. Strategies have been carefully planned and executed to ensure that children contribute to key aspects of their experience at school in a deep and meaningful way; there is nothing 'tokenistic' about Bengeworth Academy's approach to listening to their pupils.

Senior leadership have drawn upon professional expertise to access academic research to develop pillars of practice. They have collaborated closely with an educational psychologist who has delivered training to all staff in Hart's Ladder of Participation (1992) and Shier Level of Participation (2001). This has ensured that all staff understand potential and processes required to promote and support meaningful leadership practice and has informed strategies and actions.

Children from Reception to Year 5 receive bi-weekly pupil leadership development.

The pupil leadership curriculum has been designed by a working party and encompasses positive behaviours and spirituality. Children's books, produced during these sessions reflect some depth of thought and practical understanding of the nature of leadership at age-appropriate levels and of required behaviours, rooted in human and spiritual values.

Systems are in place to review the curriculum and staff can comment on successes and potential improvements. This shared ownership is helping to refine and embed the curriculum, ensuring that it fosters appropriate progression which can be recorded 'smartly.'

Leadership themes are also explored through the careful interweaving of the study of famous inspirational leaders into the Global Themes of the curriculum: Identity and Diversity; Human Rights; Power and Governance; Peace and Conflict; Social Justice and Equity; Sustainable Development. This 'warp and weft' approach to learning is visible in displays throughout both school sites.

It is delightful for visitors to be greeted at the classroom door by representatives of even the youngest classes, as learning ambassadors, enabling children to practice and demonstrate appropriate leadership and responsibility in social situations. The Oracy Working Party has developed a framework to promote and support pupils' use of language in order that they have the skills to communicate appropriately, discuss and synthesize ideas and opinions.



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Personal development has been recognised in Reception, Years 1 and 2 pupils receiving the accredited Archbishop's Young Leadership Award. There are plans to undertake the KS2 Award in the coming year.

Pupil Parliament to become embedded and pupil voice and leadership groups to make meaningful inks across the school.

Bengeworth Academy's construction of a Pupil Parliament consisting of 12 children who are elected by the whole school - all children and adults - and comprising 3 Ministries (Health and Wellbeing; Teaching and Learning; Charity and Partnership) underpinned by 8 Learning Groups with specific remits, facilitates the participation of pupils in leadership of all aspects of school life and has been a major development.

Two 'Prime Ministers' are elected by 'Members of Parliament' and, along with other representatives, report to Governor's half termly. MPs are distributed across leadership groups. A termly summit with academy staff is a forum where the aims of the school development plan are discussed and leadership groups set their targets and plan their strategies. The educational psychologist has worked with the mental health ambassadors to help them create their leadership roles in a responsible and meaningful way. Pupils were able to tell me how they conducted playground 'supervision' to monitor children and identify any who 'might need a chat.' They also explained how they would proceed if they were to have any concerns about a peer's wellbeing. They were proud of the fact that they had been successful in introducing fidget toys and establishing 'calm corners' in all classrooms where pupils can have time and space to chill, reflect or talk about their feelings. They have been able to share their ideas and work collaboratively with pupils at another local school, thus extending their leadership and social skills.

Children are clearly learning how to influence in positive ways. For example, the digital learning leadership group includes internet safety in its remit and promotes responsible use of technology by pupils, whilst also alerting staff should they become aware of anything on the internet which they feel could be harmful or irresponsible. I was able to see the details of an excellent assembly delivered by members of this group.

Representatives from the language group was keen to tell me about how they had worked collaboratively with the events leadership group to plan and execute a range of activities, including egg painting at Christmas in the style of other countries and a food festival. Bengeworth Academy has a large Polish demographic and children told me how they had created a calendar of 'Names days,' reflecting the similar Polish custom. This has been implemented across the school.

The Eco Group has been looking at the school environment and the importance of a hygienic environment and recycling. A visitor has trained the group in safe litter-picking and recycling practice.

The Events Group often works with others and is particularly busy organising charity events, including Christmas Jumper Day, Red Nose Day, and seasonal activities.



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During my visit, the worship team participated in rehearsals for the forthcoming harvest festival. Their influence appeared evident and I was fortunate to witness energetic and enthusiastic singing from a very large body of pupils, reflecting a sense of personal commitment and individual responsibility in Bengeworth Academy children. This particular team had recently hosted the 'Queen's Service,' incorporating painting, singing and poetry, at the local church, having also been involved in a community worship event.

House Captains are involved in matters relating to the development of the House Structure. All staff have now been allocated to a House, in response to a request by pupils. A whole school competition to create House Emblems fostered ownership by children and they have been responsible for the introduction of a House Cup to be awarded half termly.

Pupils' appreciation of the nature of leadership and the responsibility which it requires is evident in a range of recruitment videos which leadership groups have made. They can talk about their objectives, achievements, plans and the skills required to bring about effective change positively. 'Prime Ministers' explained to me that their future plans include bringing the two school sites together more and continuing strengthening links, so that younger children become even more aware of the nature of good leadership and how everyone is a leader in some way.

Testament to the investment which Bengeworth Academy has made, and continues to make, in its leadership and pupil voice strategy is the fact that a parent told me how his son's confidence had developed so much whilst he was a 'Member of Parliament', that a member of the community, having met his son as a host at a school event, stated that he was the reason they had recently chosen Bengeworth Academy as a school for their own child.

Children to become decision makers rather than just be consulted by adults.

Training of staff has enabled them to understand the difference between consulting with children and facilitating their capacity to make decisions and carry them out. Documents from pupil meetings demonstrate the thinking procedures undertaken by children, enabling them to make decisions, create action plans and exercise autonomy as a peer group.

Through discussions with staff, curriculum documents and looking at children's work it is clear that there is a whole school practice of teaching children leadership skills and providing opportunities for them to make decisions.

Launch a parent and pupil panel for the further development of school policies, publications and literature produced by the school.

Senior staff who lead in behaviour and culture, inclusion, spirituality and worship and pupil leadership, respectively, have collaborated to review practice and have worked with pupils and parents, notably on the school behaviour policy and mental health. Children have produced literature regarding roles, responsibilities and wellbeing.



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Expectations are reviewed with pupils annually, fostering responsibility and individual ownership.

Children have created their learning journeys, clearly visible in all classrooms, jointly with their teachers and these have been shared with parents. Liaison with parents regarding the reading choices and preferences of their children takes place with the use of 'Dream Read' lists, supporting parents in their choice of appropriate books for their children.

Parents are benefitting from the work and commitment of an extremely enthusiastic family support professional who works with individual families to listen, inform and signpost them to available resources and agencies. Her work will be developed further in next year's action plan through the embedding of a forum to build further upon the development and implementation of co-produced policies.

The Director of Inclusion has shared some work from Bengeworth Academy whilst contributing to a Local Authority panel in devising a Parental Engagement Toolkit to be shared across Worcestershire schools.

Agreed Actions for the Next Steps in the Flagship Project:

Embed Global themes within pupil leadership sessions to further strengthen the curriculum and broaden pupils' knowledge.

- Plan formats and sequencing to include global themes.
- Further CPD for staff.

Widen collaboration of pupil leadership groups with other schools

- Establish network of schools and book visits.
- Pupil leadership groups work together to formulate an action plan based upon school improvement priorities.
- Identify specific projects on which to work jointly.
- Incorporate into work with Challenge Partners.

Incorporate specific teaching of Oracy skills into the curriculum in line with the reviewed 'Voice 21' framework.

- Identify and share experiences which promote oracy.
- Evidence explicit teaching of skills within planning.
- Build on work on sentence creation and vocabulary development.
- Ensure a system for monitoring progression is in place.
- Promote development of oracy skills through leadership groups and pupil parliament.

Family support professional to lead on further development of parental engagement, building further on co-produced policies.



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- Review inclusion and key policies with parents.
- Re-write policies in more parent-friendly language.
- Begin Family Learning Course and identify cohort for participation.
- Re-engage the Parent Inclusion Network in development of school policy and practice.

Support of other schools in developing inclusive practice.

- Director of Inclusion to work with 10-12 other Worcestershire schools to support in improving inclusion practice, as part of a Local Authority initiative.

The Impact of the Cluster Group

November 2021 Virtual Meeting

Presentation re drivers for improvement in inclusion.

Focus on trauma informed practice, behaviour, emotional regulation.

In response Bengeworth Academy followed up their work as a trauma informed school.

Reviewed Behaviour Policy and Restorative Practice with staff, parents and pupils.

Practice was shared at a Virtual Schools Forum.

Local schools visited Bengeworth Academy to look at practice.

March 2022 Barton Hill Academy

Presentation by David Lister from Nisai Group

Presentation re speech and language

Bengeworth Academy developed school questionnaire.

Trained more staff in ELSA.

Used resources from TISUK training to support assessments.

Overview

Bengeworth Academy, a large school for Reception to Year 5 children, situated across two sites in Evesham, a Worcestershire market town, continues to drive forward its inclusion agenda and share good practice with others. Senior Leaders regularly and sharply review systems and protocols, drawing upon opinions of all stakeholders to inform evolution and development. The Chair of Governors is objectively very supportive and positive. Constructive working relationships, frequent visits to the school and discussions with children and staff, enable him to lead Governance as an effective 'critical friend.' His passion for 'not standing still' but also embedding to ensure high quality impact, is equally evident in all members of staff, with whom I met.

Inclusion at Bengeworth Academy is rooted in proven researched practice and is underpinned by specific professional training, focused upon identified areas for development. This is clearly demonstrated in the academy's approach to developing



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teaching and learning to be even more inclusive for all pupils. An educational psychologist has worked closely with staff on metacognition and levels of scaffolding to enable children to work more independently and become leaders of their own learning. This has been supplemented with the training of classroom support professionals to enable them to offer extra, targeted support without having to adopt a 'velcro' approach.

The skillful way in which personal and 'academic' elements of the curriculum have been woven together to promote independent thinking, positive behaviour and leadership is extremely impressive. Strong distributed leadership with clear shared values and vision provides an energy and focus which drive ongoing developments.

The global curriculum has been and continues to be, reviewed to ensure that content is culturally inclusive. Texts linked to topics are similarly carefully chosen to ensure that minority groups are represented and that they complement all aspects of children's learning in broadening knowledge and experience. The current work on oracy is used as a means of empowering children to express thoughts, ideas and thus exercise leadership and responsibility is exciting and is on track to enhance the capacity of recently formed leadership groups, as well as having an impact on all children individually in classrooms and it helps to address the increased speech and language needs which have been identified, particularly in younger children upon entry. Cross curriculum links are encouraging children to perceive themselves as lead 'historians,' 'mathematicians,' 'authors' etc., depending upon the focus of their learning.

Children are benefitting from a range of musical, artistic and sporting opportunities again, post pandemic. I was aware of beautiful singing throughout my visit and pupils were able to talk enthusiastically about the range of musical activities on offer. Children also participate in sports at school representation and county level. Bengeworth Academy is investing in the erection of a swimming pool on site to make the teaching of swimming to all children more accessible and efficient.

Rigorous early assessment and referral protocols ensure that needs are identified and evidence-based interventions are put in place. To meet increased needs across a range of areas, a family support professional has been employed for 3 days a week to support children and staff. She was praised by parents and there are plans to extend the dimensions of her work still further. Three members of staff have been trained in emotional literacy support and work with groups of identified children. Fourteen children have EHCPs and others present with neurodiversity. To increase support for these pupils, two classroom support professionals are currently following an accredited Post Autism Diagnosis Support Course, to enable them to become Autism Champions.

Staff at Bengeworth Academy work extremely hard with energy and commitment. Senior leaders are conscious of promoting wellbeing and mental health and ambassadors have been appointed to support staff. Optional workshops delivered by professionals are on offer to all staff, alongside 'drop-ins' with the psychologist. This is an ongoing agenda and there are plans to explore and develop means of promoting staff wellbeing further.

The clarity of direction, teamwork and supportive structures at Bengeworth Academy have helped to create a very happy school with a low staff turnover but also an



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innovative, healthy dynamic. Nothing is too much trouble, was confirmed in my discussions with parents. They spoke of the strength of communication with staff which they have experienced, how emails are answered without delay, how support is put in place for their children to address cognitive needs and social and emotional anxieties and how happy their children are at Bengeworth Academy, particularly in comparison with previous educational experiences which they had encountered elsewhere. There is a strong belief that all teachers are very supportive, their children have a wealth of opportunities and that the inclusive ethos is firmly embedded in the academy.

Bengeworth Academy plans to expand next year with the creation of full time Nursery provision for preschool education, enabling children to have access to the expertise it has to offer.

The Inclusion Manager's involvement in supporting the development of inclusive policies and practices in other schools is a testament to the positive reputation which Bengeworth Academy has earned as a Flagship school. It is an organic, dynamic, yet calm, centre of learning, fully committed to providing the very best educational opportunities for all, irrespective of any barriers which might be encountered. A considered, professional and collaborative approach to development and robust assessment of impact is part of the school's culture.

Having discussed the progress made since the last IQM review and the school's plans for the future, I am of the opinion that the school should continue to hold Flagship School status and be reviewed again in 12 months' time.

The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its 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