



BENTON PARK SCHOOL: POST-OFSTED ACTION PLAN SUMMARY - v2

Priority Area 1: Behaviour & Attitudes (Consistent Expectations & Culture)	
ACTIONS TAKEN TO DATE	
1.	Trial of enhanced ClassCharts communications with parents. Dec 23
2.	Staff CPD: responding to inappropriate language. Dec/Jan 24
3.	Review and update behaviour & uniform policy. Jan 24
4.	Staff CPD on positive behaviour management and de-escalation. Jan – Mar 24
5.	Introduce Attendance Awards. Jan 24
6.	New Personal Development lessons on protected characteristics and celebrating difference. Jan 24
7.	All parents have access to ClassCharts. Feb 24
8.	Verbal warnings no longer recorded. Feb 24
9.	Review setting and student grouping at Key Stage 3. Mar 24
10.	Student voice activities on school systems and rewards Feb/Mar 24
PLANNED FUTURE ACTIONS	
1.	Full review of in-class sanctions and rewards. Mar/April 24

Priority Area 2: Curriculum Implementation (Consistent Teaching & Learning)	
ACTIONS TAKEN TO DATE	
1.	Re-launch of core T&L routines for all staff. Jan 24
2.	Re-launch targeted quality assurance processes. Feb 24
3.	Range of external LA reviews conducted in key areas including student voice. Jan/Feb 24
4.	Review structure of school day including review of Morning Meetings and form tutor / single point of contact for students. Feb/Mar 24
PLANNED FUTURE ACTIONS	
1.	Plan and implement a long-term strategy for reintroducing single point of contact. May 24
2.	Review of curriculum content to ensure core knowledge is clearly identified and effectively sequenced in all subjects. Jan 24 – July 24

Priority Area 3: Vulnerable Learners (Consistent Support & Intervention)	
ACTIONS TAKEN TO DATE	
1.	All students tested for reading ages. Oct/Nov 23
2.	Read, Write, Inc phonics programme selected Dec 23
3.	Y7 Students SEND passports reviewed. Dec/Jan 24
4.	SEND review by Leeds LA SEN specialist. Jan 24
5.	Read, Write, Inc. staff training. Jan/Feb 24
6.	Read, Write, Inc. programme launched. Feb 24
PLANNED FUTURE ACTIONS	
1.	All SEND passports reviewed. Feb 24 ongoing
2.	Develop SEND champions within departments. May 24
3.	Review student interventions to ensure curriculum time is maximised. Apr 24 ongoing.

Priority Area 4: Communication & Community (Impactful Relationships & Consultation)	
ACTIONS TAKEN TO DATE	
1.	Ofsted Parent Forums held; Ofsted email feedback requested. Dec/Jan 24
2.	Year group inboxes created to better target communications to school. Jan 24
3.	New Communications Policy launched including response rates and clear expectations of all. Feb 24
4.	Enhanced parental communication including SLT ‘surgeries’ and open forums for parents. Feb 24
5.	Staff voice activities on school systems and practices. Feb/Mar 24
6.	Planning for single point of contact for all students to be introduced. Easter 24
PLANNED FUTURE ACTIONS	
1.	Year Group Parent bulletins every 2 weeks and a termly parental newsletter. April/May 24

Ofsted October 2023: What does the School need to do to improve?
<p>■ Pupils’ behaviour and attitudes are not good enough. There is too much disruption in lessons. This is having a negative impact on the progress pupils are making through the curriculum. Leaders must ensure that the school’s behaviour policy is applied consistently that internal truancy is addressed, and that more is done to improve pupils’ attitudes to school.</p>
<p>■ The curriculum is not being implemented consistently well in all lessons. This means that pupils’ experiences of the curriculum are variable. Leaders should ensure that the curriculum is implemented consistently well, so that pupils are able to know more, learn more and do more.</p>
<p>■ Some vulnerable pupils, including disadvantaged pupils and those with SEND, are not consistently receiving the support that they need in lessons. As a result, these pupils are not making the progress that they should. Leaders must ensure that teaching consistently incorporates support and strategies that help these pupils overcome any barriers that they may face.</p>
<p>■ The weakest readers, including those at the early stages of reading, are not currently getting the support that they need. This means they are not able to access the curriculum as well as they should. Leaders must ensure that a comprehensive programme of support is implemented to teach, assess and monitor the progress of the weakest readers in the school.</p>

Creating a climate for great learning, success and opportunity