



Benton Park School and Sixth Form Development Plan 2023-2027

Benton Park School is a proud Moorlands Learning Trust academy. Our work over 2023–27 is driven by a clear moral purpose: Together we belong, develop character and achieve excellence. We are ambitious for every child and relentlessly focused on securing an inclusive, high-quality experience—especially for disadvantaged pupils and pupils with SEND—so that every learner thrives, achieves and leaves us with genuine choice about their next steps.

School Priority 1: Maximise impact of the curriculum	School Priority 2: Transform Learning to maximise progress	School Priority 3: Strengthen leadership, governance and culture so staff practice improves and every pupil experiences consistency, belonging and high expectations.
<p>Leaders ensure every subject curriculum is ambitious, coherently planned and enacted with fidelity so that all pupils—particularly disadvantaged pupils and pupils with SEND—secure powerful knowledge and increase what they know, remember and can do over time.</p>	<p>Teaching is consistently evidence-informed: teachers explain clearly, check understanding relentlessly and adapt precisely so that pupils secure knowledge, build confidence and experience high expectations every day.</p>	<p>Leadership is strengthened at all levels so line management, evaluation and quality assurance are consistent, evidence-informed and sharply improvement-focused—securing strong curriculum implementation, teaching, assessment and inclusive practice across all subjects.</p>
<p>Subject curricula match (and where appropriate exceed) the ambition of the national curriculum, with clear end points and disciplinary rigour, refined intelligently through evaluation so that access is widened through reasonable adjustments without lowering expectations.</p>	<p>Inclusion is explicit and uncompromising; the Benton Park fundamentals support consistent routines and high-quality scaffolding so all learners—especially disadvantaged pupils and pupils with SEND—access ambitious curriculum content and make progress in line with their ability.</p>	<p>Leaders take responsibility within and beyond their roles, modelling high challenge and high support through purposeful professional dialogue and consistent expectations, so improvement becomes sustained, not sporadic.</p>
<p>Curriculum sequencing is intentional and cumulative—“why this, why now”—so that new learning builds securely on prior learning through planned practice and retrieval that strengthens long-term memory.</p>	<p>Quality First Teaching is the norm: frequent checks for understanding drive responsive adjustment and immediate misconception-correction, ensuring vulnerable learners are prioritised in both planning and in-the-moment teaching.</p>	<p>Vision and values are lived daily, building a community of belonging and aspiration; purposeful partnerships with the Trust, local primaries and the wider community strengthen collaboration and reputation.</p>
<p>Assessment is purposeful and proportionate: it checks understanding, informs responsive teaching and provides clear reporting, underpinned by stronger standardisation and moderation so that feedback and judgements align closely to curriculum end points.</p>	<p>Teachers model expertly and scaffold deliberately to develop increasingly independent, self-regulated learners, using adaptations that enable access while building pupils’ resilience, metacognition and confidence to reach the end points.</p>	<p>Professional learning and leadership development are coherent and high-impact; leaders reduce noise, protect workload, make the “why” explicit and recognise success so improvement is achievable, embedded and enduring.</p>
<p>Quality assurance is fair, valid and improvement-driven; it identifies what is working, pinpoints what must improve and directly shapes professional learning so that curriculum implementation strengthens rapidly and sustainably.</p>	<p>Leaders and teachers prioritise “keeping up”; reading, language and mathematics gaps are identified early and addressed rapidly, with interventions tracked and evaluated through an assess–plan–do–review cycle to ensure impact.</p>	<p>Behaviour continues to strengthen through consistent routines and relational practice; suspensions and repeat suspensions reduce further as support, RESET and directed provision are used appropriately and proportionately.</p>
<p>The enacted curriculum results in strong progress and meaningful qualifications so pupils move confidently to the next stage of education, training or employment with genuine choice and aspiration.</p>	<p>Teaching activates hard thinking and purposeful challenge, creating a climate for growth where all pupils—especially the most vulnerable—achieve highly and sustain strong motivation to learn.</p>	<p>Wellbeing, mental health and safeguarding are promoted with vigilance and care so all pupils—especially those who are vulnerable—feel safe, valued and able to thrive, with experiences that build resilience and cultural capital.</p>
<p>Personal Development is woven thoughtfully through subject curricula where appropriate, building character, cultural capital, safety and wellbeing alongside academic success.</p>	<p>The Benton Park fundamentals are enacted consistently and positively; leaders support, challenge and refine practice so routines, expectations and teaching habits become embedded and dependable across the school.</p>	<p>An inclusive culture is explicit and protected: respect for protected characteristics is taught and modelled, intolerance is challenged, and pupils learn to be responsible citizens through Morning Meetings, Check-ins and Personal Development.</p>
<p>Reading is a whole-curriculum entitlement: every subject strengthens reading, gaps are identified early and tackled quickly so pupils keep up, with targeted tools used where appropriate to strengthen practice and inform teaching.</p>	<p>Sixth Form independent learning is demanding and habitual, strengthening retention through retrieval and practice so students are thoroughly prepared for summative assessment and ambitious destinations.</p>	<p>A broad, balanced extra-curricular programme—including Sixth Form—extends opportunity and develops character; participation and leadership are tracked and supported so that all pupils can benefit, particularly disadvantaged pupils and pupils with SEND.</p>

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