

POST INSPECTION ACTION PLAN

Recommendation 1:		Raise pupils achievement in GCSE subjects, especially, but not solely, in English and humanities by improving the quality of teaching						
Action ref	Objective	Actions	Lead	By When	Monthly monitoring and reporting	Success Criteria	Progress and impact against actions May 2016	Risk HML
1.1	Make sure that teachers have the necessary skills and subject knowledge to ensure pupils achieve well in GCSE examinations	Secure engagement with St Clement Danes (SCD) Teaching Schools Alliance (TSA) funded by/through DfE.	Principal	March 2016	Monthly TSA action group meeting to monitor progress, externally chaired	Robust monitoring and rapid intervention to support improving GCSE outcomes.	Funding confirmed 03.05.16	CRITICAL
		Set up an additional GB subgroup to closely monitor all actions on this PIAP	Chair of Governors	June 2016	GB representative on TSA action group	Improve % of students achieving English and Maths GCSEs grades A*-C from 37.5% (2015) to 52% in 2016	Y11 - confident prediction of 48% 5 A*-CEM grades (SLE input, marking in English moderated)	
		Partnership with experts to support GCSE outcomes for the UTC in short and long term.			TSA minutes/action plan sent to GB for formal review	Improve % of students achieving 5x GCSEs A*-C including English and Maths from 30% (2015) to at least 48% (national average at 52.8%)	Y11 - 61% A*-C grades for both English and maths (not the same students)	
		Meeting pattern changed to facilitate relevant weekly training (needs driven basis)				Improve % of students achieving 5x GCSE A*-C from 35% (2015) to to at least 48%	PP students - of the 3 in Y11, 2 on target for 5 A*-C grades	
		Establishment of 'Best Learning and Teaching Group' (BLT) see 1.5				Improve overall student satisfaction from 65% (2015) to 75% overall satisfaction at the end of 2016.	SEN students - of the 3 in Y11, 2 on target for 5 A* - C grades	
		Regularly monitor lesson and scrutinise students work to identify strengths and weaknesses in teaching				Culture of 'bring and share' informs all training days		
		English Confirm dates with TSA for Senior Leader in Education (SLE) English	Vice Principal & English Teachers	March 2016	Data monitored monthly at TSA action group meeting	Increase % of students achieving A*-C in English from 34% (2015) to at least floor standard at 40% in 2016.	Predicted success (based on validation by SLE)	CRITICAL
		Intensive support/intervention for identified students through one-to-one and small group teaching by SLE to work with students directly for 2016 examinations.		April 2016	Validation by SLE	Increase % of students achieving 3 levels of progress English from 53% (2015) to at least national average at 70% in 2016.	61% (14 students) A*-C grades in English	
		SLE to work with staff team and ensure their skills and knowledge are improved for a sustainable impact. Paired teaching – SLE for subjects separately - including an audit of learning resources.			Rigorous monitoring at all Governing Body Meetings	Teacher confidence and knowledge increased through modelling outstanding lessons.	3 levels of progress increased from 34% (October) to 74% in English.	
		History Confirm dates with TSA for SLE History	Vice Principal & History Teacher	May-16	Additional GB sub group to monitor PIAP	Increase % of students achieving A*-C in History from 6% (2015) to 20% in 2016.	History teacher has benefitted from the English SLE work	H
		Intensive support/intervention for identified students through one-to-one and small group teaching by SLE to work with students directly for 2017 examinations.			Leadership Team fortnightly/weekly Raising Attainment and Progress (RAP) meetings	Increase % of students achieving A*-C in History to meet national average for 2017(NA 2015 65.4%)	SLE History now confirmed	
		Business Studies Confirm dates with TSA for SLE Business Studies	Vice Principal & Business Studies Teacher		Weekly SLT monitoring	Increase % of students achieving A*-C in Business Studies from 10% (2015) to at least 45% in 2016.	SLE Business Studies confirmed for 12th May, still in time to have positive impact on outcomes, exams 25th May & 10th June	H
		Intensive support/intervention for identified students through one-to-one and small group teaching by SLE to work with students directly for 2017 examinations.				Increase % of students achieving A*-C in History to meet national average for 2017(NA 2015 64.9%)	Predicted success rates (staff predictions) 45% (5 students) A*-C grades	
		Maths Agree dates for input to Maths from SLE to work with staff and ensure their skills and knowledge are improved for a sustainable impact	Vice Principal & Subject Leader			Increase % of students achieving A*-C in Maths from 61% (2015) to meet national average in 2016.	Predicted success rates (staff predictions) Remain static at 61% (14 students) predicted A*-C grades in Maths	H
						Maintain/increase % of students achieving 3 levels of progress Maths at 70% (2015) to remain at national average in 2016.	3 levels of progress is at 57%, 13 % below the outcome for 2015 CPD for Maths staff at St Clement Danes 25.05.16 CPD sessions Science in Maths at St Clement Danes 07.07.16	
		Science Agree dates for input to Science from SLE to work with staff and ensure their skills and knowledge are improved for a sustainable impact	Vice Principal & Subject Leader			Increase % of students achieving A*-C in Science from 37.5% (2015) to meet national average 56.7% in 2016.	Predicted success rates (staff predictions) Remains in line with 2015 at 40% predicted A*-C grades in Core Science	H
						Increase % of students achieving A*-C in Additional Science from 41.6% (2015) to meet national average 63.2% in 2016.	Declining success A*-C grades in Additional Science at 20% Physics, Chemistry and Biology (3 separate sciences) predicted success rate at 100% A*-C grades	
		All subject teachers Ensure that learning spaces promote high achievement through providing visual stimulus to engage students and develop displays of student work to celebrate their achievements.	All teaching staff	Jul-16	Learning Walks Student feedback	Vibrant learning environment, showcasing student work		M
						Improved student engagement		

		<p>CPD Investigate CPD opportunities for teachers and other staff to gain skills and knowledge to improve student outcomes and their learning experience</p>	Principal		<p>Reporting to GB CPD records Monthly TSA action group meetings</p>	<p>Improved student outcomes Improved teaching and learning profile, % of RI lessons is reduced, target of 0% by the January 2017. Where lessons continue to be RI, capability measures are invoked. Staff accountability for student progress is reinforced by rigorous performance management systems and processes</p>	<p>Inset Days scheduled in partnership with the TSA to improve student access to the curriculum and improve student outcomes: Behaviour for Learning Literacy across KS4 CPD for Maths staff at St Clement Danes 25.05.16 CPD sessions Science in Maths at St Clement Danes 07.07.16</p>	H
1.2	Check that teachers are assessing pupils' work accurately and using their assessments to identify pupils who need additional help, or additional challenge	<p>Formal Assessment Frequent and accurate formal assessment (at least half-termly) is used to set challenging work that builds on prior knowledge, understanding and skills. Moderation Joint moderation of coursework with SLEs Regular and scheduled moderation across departments Review of controlled assessment and predicted grades in Science Review marking strategy and philosophy so students receive consistent approach.</p>	Subject Leaders & SLEs	From March 2016	<p>Monthly reporting to TSA action group GB data reports Leadership Team fortnightly/weekly Raising Attainment and Progress (RAP) meetings</p>	<p>Improved accuracy of predicted GCSE grades Teacher confidence across KS4 curriculum Staff assess students work and progress accurately and regularly, constructive feedback (EBI) enhances progress</p>	<p>See 1.1 Moderation meetings scheduled and taking place in English and specialisms</p>	CRITICAL
		<p>Use of Data Improve use of assessment data to determine individual student intervention packages.</p>	Vice Principal & Leadership Team	Jul-16	<p>Monthly reporting to TSA action group GB data reports</p>	<p>Intelligent application of data to target intervention strategies and programmes to maximise student outcomes</p>	<p>Granular level data analysis work completed for year 11 and in progress for year 10 following work with the TSA to enable effective and appropriate interventions to support improving student outcomes New data summary provided for the Governing Body May 2016 meeting</p>	CRITICAL
		<p>Curriculum planning Work with TSA specialist on timetable modelling/development for UTC growth focussing on curriculum planning and staff deployment.</p>	Principal & Vice Principal	Sep-16		<p>3 year plan that addresses UTC development and external curriculum changes All subjects have exemplar portfolios of teaching and assessment strategies and of (students) standards of work</p>	<p>Year 10 (2016 entry) curriculum reviewed to ensure effective deployment of staff and meet Progress 8 measures based on expected student recruitment</p>	M
1.3	Develop the way questioning is used, so that it better supports the main learning of the lesson	<p>Behaviour for Learning (BfL) lesson observations by SLE. SLE to conduct student conversations. Staff INSET on BfL and strategies for increasing student engagement.</p>	SLE & Vice Principal	<p>June 2016 July 2016</p>	<p>Observation reports Learning Walks TSA action group reports CPD records</p>	<p>Improved teaching and learning where teachers listen to, carefully observe and skilfully question students during sessions in order to reshape tasks and explanations to improve learning Improved teaching and learning profile Improved staff knowledge, confidence and practise</p>	<p>SLE confirmed Inset day dates to be finalised with TSA (July 2016)</p>	M
		<p>Ongoing review once per term at staff CPD to ensure consistency and sharing of good practice.</p>	Vice Principal & Leadership Team	Termly from May 2016	CPD records			M
1.4	Ensure that pupils have the strategies they need to express their strong verbal responses effectively in writing	<p>Develop UTC wide literacy policy with TSA Complete literacy audit across the curriculum to support development of policy across KS4. Implement literacy policy across whole KS4/UTC in 2016-17</p>	Vice Principal & Head of Additional Learning Support	Jul-16	<p>Observation reports Learning Walks Scrutiny of work TSA action group reports Policy approval by GB</p>	<p>Personalised learning programmes to raise literacy skills Increased staff awareness of literacy needs across the UTC Improved access to the curriculum for all students Improved outcomes for students Improved student feedback</p>	<p>SLE confirmed, work commences after May half term Head of ALS completing this work as part of action learning set for SENCO course</p>	M
		<p>INSET day to be delivered (half or full) for whole team to address and enhance literacy across all subjects and within all environments.</p>	Vice Principal & Head of ALS	02.09.16	<p>CPD records Inset day feedback Learning walks</p>	<p>Improved student outcomes Improved staff knowledge/confidence</p>	<p>Inset day scheduled 02.09.16</p>	M
		<p>Heads of Department and Subject Leaders to schedule study programme for independent study sessions where the work set challenges all students, especially the most able.</p>	Heads of Dept & Subject Leaders	Sep-16	<p>Student feedback Observation reports Learning walks Scrutiny of work</p>	<p>Improved student outcomes Clear evidence differentiation: - challenge for the most able - support for the those that need it <u>Appropriate and effective interventions</u></p>		M
1.5	Provide opportunities for the good practice found in vocational teaching to be shared.	<p>Implement action learning approach and opportunity provided for sharing of best practice. All subjects represented on the BLT group to deliver best practice</p>	Principal & Leadership Team	Sep-16	CPD records	<p>Staff value opportunities to share best practice Improved teaching and learning across the UTC moving from satisfactory to good in 2017</p>		M
		<p>Sharing of group work, individual room layouts, student work pairings etc to be reviewed with SCD SLEs</p>	Vice Principal & Leadership Team	Jul-16	<p>SLE observations CPD records Staff feedback</p>		<p>Monthly CPD hour scheduled with a focus on sharing best practice to improve student outcomes</p>	M

1.6	Raising the achievement of students, including those from disadvantaged backgrounds or those who are disabled or have special educational needs	Heads of Department to ensure SOW offer differentiated work that can challenge all students	Heads of Department	Sep-16	SOW audit GB reports	Exemplars monitored by SLT and reported to GB All student groups data, including disadvantaged and SEND data presented to GB monitoring group	M
		Progress, attendance and behaviour data for disadvantaged and SEND students routinely reviewed to ensure targeted support and that interventions take place as required	Head of ALS	June 2016	GB reports Fortnightly RAP meeting data/papers/minutes		H

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Recommendation 2:		Strengthen the way leaders ,monitor and evaluate teaching and pupils progress in academic subjects and ensure they use information from their monitoring to raise acheivement						
Action ref	Objective	Actions	Lead	By When	Monthly monitoring and reporting	Success Criteria	Progress and impact against actions May 2016	Risk HML
2.1	Develop a system for tracking progress that enables leaders to measure the progress that individual pupils, and groups of pupils, make from their starting points.	Ensure Progresso MIS system is used and intrinsic to the day-to-day work of all teaching staff.	Principal & Business Service Director	Oct-16		Central system used by all staff Up to date data for all students which is analysed and used to inform appropriate interventions for individuals and groups to improve student outcomes		H
		Identify dedicated resource to support and coach staff to use the MIS system and manage the data recording appropriately.	Vice Principal	May-16	TSA action group monthly reporting GB data reports	100% teacher compliance with data recording Improved teacher confidence in use of data	Staff champion identified and enabled to support MIS 1 day per week. Commenced w/c 23.04.16	H
		Enhanced reporting to Principal and Vice Principal regarding students progress.	MIS Champion	Jul-16	Student progress and attainment reports to SLT	Accurate data provided to SLT to enable intelligent application of data to target intervention strategies/programmes to maximise student outcomes		H
		Continued development with Redborne & SCD regarding the use of data and 'granular' level information about each student.	Vice Principal	May-16	GB reports SLT reports TSA action group monthly reporting	Accurate and detailed assessment data available for all student to enable effective analysis leading to the right interventions to improve student outcomes	3rd Year 11 Redborne Data Collection complete and new format TSA data, on agenda for GB meeting 11.05.16 New reporting and analysis in place for year 11 and in progress for year 10	H
		Professional development sessions to be scheduled throughout the year for: Progress 8, Tracking and monitoring of progress of time – presentation of data records/Progresso.	Vice Principal & MIS Champion	Sep-16	CPD records CPD report to GB	Confident and accurate use of data by all teaching staff Improved knowledge and understanding Improved student outcomes	Initial professional development sessions/inset days set. Full programme by Sept 2016 See 2.1	M
		Peer and line manager led observations of teaching with SLEs and Heads of Department to support teaching team.	Leadership Team	Sep-16	GB reports SLT reports TSA action group monthly reporting	Improved teaching and learning profile	Initial joint observations completed with TSA	M
2.2	Make sure that targets set are challenging enough to enable pupils to fulfil their potential in GCSE subjects	Professional development sessions to be scheduled throughout the year for: Working relationships between teacher and learners, pace of learning and stretch and challenge, and differentiated schemes of work	Principal & Vice Principal	Sep-16	CPD records CPD report to GB		Initial professional development sessions/inset days set. Full programme by Sept 2016 See 2.1	M
		Work with SLE across all subjects to agree best practice and moderation for setting targets and outcomes.	Vice Principal & Leadership Team	From March 2016	TSA monthly monitoring SLE reports		Work underway in English (Critical for 2016 student outcomes) See 1.1	M
2.3	Strengthen the procedures for managing teachers' performance by setting targets that are more sharply focused on pupils' progress and robustly evaluating whether teachers have met them.	Work with DfE/EFA advisers and SCD leadership to implement clear set of procedures for managing performance (including pay). Performance review procedure to be enhanced and implemented from Sept 2016 and linking performance to national pay standards. Staff training session on the new performance management policy	Principal	Sep-16	Policy approval by GB HR reports to GB	Performance review policy/procedure reviewed, updated and in place for September 2016 Student outcomes improve Teaching and learning profile improves All staff are clear on how and when performance is measured. All managers follow the new policy.		CRITICAL
		Develop and implement effective staff induction for new teachers to cover target setting and performance management (as well as mandatory training in health and safety, safeguarding, data protection, UTC orientation)	Business Services Director	Sep-16	Policy approval by GB/SLT	Improved staff retention		H
		Closely monitor progress of students achievement against expected progress measures.	Principal & Vice Principal	Apr-16	DfE Monitoring visits TSA monthly monitoring GB reports/monitoring	Improved accuracy of predicted grades Confident and accurate use of data by all teaching staff Improved knowledge and understanding Improved student outcomes	New data summary for GB meeting 11.05.16 following work with TSA specialist	H
		Training session for Progress 8 and use of prior attainment and predicted grade data.	Vice Principal & MIS Champion	July 2016	CPD records Staff feedback	To be confirmed for Summer 2017 Progress 8 target 5xA*-CEM %	See 2.1	H
		Post 16 targets to be agreed for Summer 2017	Principal	Jul-16	CPD records Staff feedback	English 3LOP Maths 3LOP Science 3LOP English 9-1 Maths 9-1 Science A*-C	See 2.1	H