

QUALITY OF TEACHING, LEARNING AND ASSESSMENT *

- **Better Learning & Teaching (BLT)** Group established in all aspects of the daily life of the College.
- **Introduction of CATs (Cognitive Ability Tests)**, to inform target setting
- **Embedding the best practices** from the Teaching Schools Alliance in both the above and the pedagogy of all staff
- Further develop **CPD provision** for all staff (Continuing Professional Development)
- **Learning Walks and Work Scrutiny**, to inform the monitoring and evaluation of the progress of the College
- Subject specific **data dashboards** established, to inform students' targets and the appraisal of all staff
- Improving **the accuracy of predicted grades** and the outcomes of interventions; use of databanks to inform the above
- Establishing **the non-negotiables** in our daily practices

*Progress against these targets and actions will be monitored by the Governors' Teaching and Learning Committee

** Progress against these targets and actions will be monitored by the Governors' Finance and General Purposes Committee

OUTCOMES FOR STUDENTS *

- **Progress against targets/actions in the P.O.A.P. (Post Ofsted Action Plan)**
- Achieving the **highest possible headline data for all progress measures**
 - Identifying students at risk of not achieving targets
 - Catch up/twilight support for vulnerable learners
- **Key Stage 4 achievement and progress**
 - Ensure staff, parents and students are prepared for new GCSE/BTEC syllabuses and grades
- Improve **progress of SEN and Pupil Premium** students:
 - Development plans, based on January 2016 Inspection and Raise data/ tables
 - Equality of opportunity for all learners
- **16+** , Alps grades to rise at least '5'
- **Introduction of effort based grading system**, related to work scrutiny and BFL strategies (Behaviour for Learning)
 - To inform the monitoring and evaluation of students' progress
 - Data collection points cross-referenced to benchmark data, to show progress and value added
- Ownership of **literacy and numeracy policies**, to inform and contribute to the above
- Raising **expectations** and goals, the 'can-do' culture
- Enhancing **students' experiences/opportunities**, both in terms of the breadth of work-related learning and their daily routines

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT **

- **Budget 2016/2017**, to meet deadlines and targets agreed with EFA (The Funding Agency)
- **Improve recruitment** to Years 10 and 12 for Sept 2017:
 - Profile of the College in the local community
- **Establishment of Performance Management** systems for all staff
- **To Review sponsors' engagement** with the College
- **To review KPI's for the Board and the College** for 2017/18
- Review **core subjects offered** at Key Stage 4 and breadth of provision
 - Demand and capacity reviewed against attainment and Progress 8
 - Breadth of 16+ curriculum reviewed against 'demand'
- Recommend **new Leadership Structure**, for implementation in 2017



BUCKS UTC DEVELOPMENT PLAN 2016/17

"At least good, aspiring to be outstanding"

S.M.S.C *

- Reviewing **British Values** and the outcomes of our **Equality Report**, to inform greater opportunities for students
- Reviewing the use of briefing/tutor time, to inform students' engagement in the College
- Re-establishing the **Student Council/Parliament** within the routines of the College
- Developing a broader raft of opportunities for students to enrich their learning, sense of wellbeing and **their overall "experience"** in the College

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE *

- **Implementation of BFL strategies**
 - Reducing low level disruption
 - Monitoring of behaviour management
 - Targeted intervention, in proportion to need
 - Reducing fixed period exclusions
- **Welfare Systems**
 - Raising attendance to national benchmarks
 - In-class registration, with punctuality as 'the norm'
 - Staff training in the awareness of (current) national issues/developments in all aspects of Safeguarding (including radicalisation)
- **Students' Wellbeing**
 - Promotion of equality of opportunity, diversity of provision, and (British) values, implicit in all aspects of the College
 - Internships/enriched work experiences for all 16+ learners, and for KS4 students as appropriate
 - Provision of year-specific handbooks for all students and parents
- **Ethos**
 - **Building the culture of high expectations and the 'can do' attitude among parents and students**