

## QUALITY OF TEACHING, LEARNING AND ASSESSMENT \*

- **Intelligent use of CATs (Cognitive Ability Tests) and GL4 Assessments**, to inform target setting and intervention
- **Learning Walks and Work Scrutiny (internal and external)**, to inform the monitoring and evaluation of the progress of the UTC
- **Better Learning & Teaching (BLT) Group** established in all aspects of the daily life of the UTC.
- **Embedding the best practices** from the Teaching Schools Alliance in the pedagogy of all staff
- Further develop **CPD provision** for all staff (Continuing Professional Development)
- Subject specific **data dashboards** established, to inform students' targets and the appraisal of all staff
- Reviewing the assessment programme to maximise impact on student outcomes
- Improving **the accuracy of predicted grades** and the outcomes of interventions; use of databanks to inform the above
- Improve and develop **parental engagement** in all aspects of the UTC

\*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 Pupil Premium and SEN** students focussed on:
  - Reducing the attainment gap
  - Equality of opportunity for all learners
- **16+** , Alps grades to rise at least '5'
- **Introduction of SISRA to support use of data led intervention**
  - To inform the monitoring and evaluation of students' progress
  - Data collection points cross-referenced to benchmark data, to show progress and value added from starting point
- 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 2017/2018**, to meet deadlines and targets agreed with EFA (The Funding Agency)
- **Formal review of PAN** (pupil admission number) and admissions policy
- **Improve recruitment** to Years 10 and 12 for Sept 2018:
  - Profile of the UTC in the local community
- Implement **new Leadership Structure** for 2017
- **Strong governance** is developed and maintained
- **Positive management of change**/becoming part of a MAT
- **Embed Performance Management** systems for all staff
- **To develop sponsors' engagement** with the UTC
- **To review KPI's for the Board and the UTC** for 2017/18
- Review **curriculum offer** to meet demand and capacity against headline attainment measures, Progress 8, T-Levels and TechBacc
  - **At Key Stage 4** to develop breadth of provision
  - **At Post-16** to meet the needs and aspirations of students



# BUCKS UTC

## DEVELOPMENT PLAN

### 2017/18

“At least good, aspiring to be outstanding”

## S.M.S.C \*

- Implement new tutorial/briefing programme to inform students' engagement in the UTC
- Reviewing **British Values** and the outcomes of our **Equality Report**, to inform greater opportunities for students
- Develop an **active Student Council**
  - within the routines of the UTC
  - that engages with the UTC Board
- Developing a broader raft of opportunities for students to enrich their learning, sense of wellbeing and **their overall “experience”** in the UTC

## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE \*

- **Consistent monitoring of BFL and AFL strategies**
  - Reducing low level disruption
  - Targeted intervention, in proportion to need
  - Reducing fixed period exclusions
- **Welfare Systems**
  - Raising attendance to national benchmarks
  - Close monitoring of attendance and 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 UTC
  - Enriched work experiences for **all 16+ students**
  - Implementation of employer activity days and **for all KS4 students**
- **Ethos**
  - **Building the culture of high expectations and the 'can do' attitude among parents and students**
  - **Celebrate student progress and success**