

## QUALITY OF TEACHING, LEARNING AND ASSESSMENT\*

### **Consistently deliver good or better teaching and learning**

- Differentiation profiles created and used by all teachers to meet individual needs
- **High expectations** - stretch and challenge for all students
- Review the observation scheme to include published schedule of learning walks and work scrutiny (internal and external), to inform the monitoring and evaluation of the progress of the UTC
- Improve and develop parental engagement in all aspects of the UTC

### **Further improve the use of data**

- Subject specific data dashboards established, using CATs (Cognitive Ability Tests) and GL4 Assessments to inform students' targets, intervention and the appraisal of all staff
- Reviewing the assessment programme to maximise impact on student outcomes
- Further improve the accuracy of predicted grades and the outcomes of interventions; through effective and regular use of SISRA

### **Further develop CPD provision for all staff (Continuing Professional Development)**

- Active learning triads
- Taking advantage of the Insignis MAT expertise and support
- Embedding the best practices from the Teaching Schools Alliance in the pedagogy of all staff
- Specific CPD for Teaching Assistants

\*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\*

### **Improve progress levels for all students against targets**

- Achieving the highest possible headline data for all progress measures
- Develop and implement new strategy to support female students in the UTC
- Identifying students at risk of not achieving targets
- Targeted intervention, based on reliable and accurate data in proportion to need
- Catch up/twilight support for vulnerable learners
- Enhancing students' learning experiences and opportunities, to meet their needs both in terms of the breadth of work-related learning and their daily routines

### **Improve literacy and numeracy across the UTC**

- Whole school policies updated to reflect the needs of our students
- Ownership of literacy and numeracy policies, to inform and contribute to student progress
- Raising expectations and goals, the 'can-do' culture

### **Improve progress of Pupil Premium and SEN students focussed on:**

- Reducing the attainment gap
- Equality of opportunity for all students
- Creating opportunities for work placements

### **Embedding of SISRA to support use of data led intervention**

- To inform the monitoring and evaluation of students' progress
- Used by all teaching staff
- Data collection points cross-referenced to benchmark data, to show progress and value added from starting point

## EFFECTIVENESS OF LEADERSHIP

### AND MANAGEMENT\*\*

#### **Finance**

- Budget 2018/19, to meet deadlines and targets agreed with ESFA
- Continue robust financial monitoring and controls

#### **Robust performance management for all staff**

- Embed new Leadership structure for 2018 to create a cohesive and responsive team
- More effective use of support staff

#### **Improve recruitment to Years 10 and 12 for Sept 2019:**

- Raising the profile of the UTC in the local community
- Increase female student recruitment
- Planned and effective use of social media channels
- Website refresh
- Formal review of PAN (pupil admission number) and admissions policy (with MAT)

#### **Strong governance is developed and maintained**

- Positive management of change/becoming part of a MAT
- Review KPI dashboard for the Board and the UTC for 2018/19
- SEF/SDP review to streamline documents to enable the Board to hold senior leaders to account

#### **To further develop sponsors' engagement with the UTC**

- Further review curriculum offer to meet demand and capacity against headline attainment measures, Progress 8, T-Levels and TechBacc



## **DEVELOPMENT PLAN 2018/19**

“At least good, aspiring to be outstanding”

### S.M.S.C \*

#### **Implement new form tutor role**

- to inform students' wider engagement in the UTC
- adopt form time to tackle absence, dress code

#### **Implement new PSHE programme**

#### **Develop an active Student Council**

- within the routines of the UTC
- that engages with the UTC Board

#### **Develop sixth form designated area**

#### **Enrichment**

- Developing a broader raft of opportunities for students to develop their learning, sense of wellbeing and their overall “experience” in the UTC
- Implement the Inspiration programme for year 12
- Taking advantage of the Insignis MAT expertise and support

## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE\*

### **Improve attendance at KS4 to national average**

- Close monitoring of **all** attendance and in-class registration
- Reduce lateness, punctuality becomes ‘the norm’

### **Behaviour**

- Whole staff team compliance with agreed policies
- Robust monitoring of BFL and AFL strategies
- Reduce low level disruption
- Reduce fixed period exclusions rapidly

### **Students' Wellbeing**

- Promotion of equality of opportunity, diversity of provision, and (British) values, implicit in all aspects of the UTC
- Staff and student training in the awareness of (current) national issues/developments in all aspects of Safeguarding (including radicalisation)

### **Personal Development**

- Enriched work experiences for **all 16+ students**
- Implementation of employer projects and visits **for all KS4 students**
- Targeted intervention, based on reliable and accurate data in proportion to need
- Impartial careers advice for all

### **Ethos**

- Building the culture of high expectations and the ‘can do’ attitude among all staff, parents and students
- Celebrate student progress and success