



SGS Berkeley Green UTC

‘Professionalism’

Self Evaluation

Last Updated January 2022

We are at least a good school.

UTC Berkeley Green has moved a long way since our opening in 2017. Under the direction of its determined and inspirational headteacher and supported by a talented leadership team of subject specialists, our improvement has been rapid. We have a very inclusive culture, where students from many academic backgrounds work hard and achieve very well.

Like other UTCs at the start, many of our pupils came to us switched off from education. To an extent this remains the case and we certainly have a higher-than-average number of students who join us because of difficulties at their previous schools; to avoid exclusion; because they have not thrived emotionally or academically; have been home educated or are school refusers. We continue to welcome such students as we believe our unique approach supports a successful fresh start. However, our growing reputation means that we are now attracting many more ambitious and talented STEM students at age 14 and 16. Our knowledgeable and industry-experienced staff work well with all, building excellent relationships and quickly instilling high expectations, in our very different, business-like ethos.

We are very proud of the fact that in 2021 every one of our students in Y11 has continued into education, employment or training and that the vast majority of Y13 have secured high-quality industrial and academic destinations.

UTCs are unique institutions, with a unique purpose and a curriculum bespoke to each institution. At Berkeley Green, we readily achieve the core UTC aim of building the vital employability skills, personal values and professional conduct required by leavers for rapid progression into the UTC's target technical sector. We offer employer-led academic and technical learning with a focus on engineering, digital technologies and cyber security and we provide a wide and unique educational experience for students who love science, technology, engineering and maths.

Our curriculum immediately engages learners. For some, that engagement is truly transformational and students make very good academic progress in their time with us. More than that, the progress they make in their personal development is outstanding, as they gain the knowledge, communication skills and cultural capital to compete successfully in our target jobs market.

CONTEXT

SGS Berkeley Green UTC was opened in 2017 in order to help meet the demands of local employers for skilled engineers, digital and cyber specialists. As with all UTCs, our curriculum has been developed in partnership with employers, who have taken an active role in our development. We draw our students from an extremely wide area, some travelling 2.5 hours on buses here and back to home, because of our unique curriculum offer and excellent destinations outcomes.

Although we have numbers of disadvantaged students below national averages, this does not accurately describe the disadvantage that many of our students bring with them. We have a large, mainly rural catchment and we draw pupils from families who are often employed, but in low-paid, minimum wage employment. Unusually, with average levels of disadvantage, we have high numbers of SEND pupils, substantially above the national average. This may be a consequence of our specialisms and includes many students on the autism spectrum. Our size and ethos make us a safe space for students who have struggled in other settings, but our inclusive, engaging, hands-on curriculum is perfectly suited to them and everyone goes on to achieve.

Students follow the national curriculum, enabling them to achieve the same number of GCSEs as they would in a school but, because of the longer school days, they can also focus on specialist vocational education and projects led by employers in the areas of Engineering, Cyber Security and Digital Technologies. This enables students at the UTC to become more attractive to employers as they have practical, relevant skills in addition to the traditional experience of a secondary school or sixth form.

The UTC is built on a site that has been at the cutting edge of science and technology for over forty years, mainly in support of the commercialisation of nuclear power. It is now part of the Gloucestershire Science and Technology Park which is managed by South Gloucestershire and Stroud College (SGS), the major further education provider in the wider area. Gloucestershire University facilities are also on site, including their Cyber Security and Innovation Centre, and they are a founding sponsor of the UTC.

Berkeley Green UTC is part of SGS Academy Trust, along with Forest High School and SGS Pegasus. South Gloucestershire and Stroud College (SGS) sponsors the Trust, and their size and range of expertise forms the basis of the support for schools within the Trust. The Trust aims to provide central support and expertise to ensure that each school can provide the very best education for our children and the best quality development of teaching staff. The school is closely supported by the Trust's Deputy CEO (Head of Standards and School Improvement).

Our mission

Is to enable young people to become successful STEM specialists by equipping them with the knowledge, skills, networks and personal qualities necessary to flourish in their professional and private lives.

We are very well supported in this mission by a network of local employers including Sempre, GE Aviation, Impcross, LB Bentley and Versarian. Partnerships with these and many other employers, together with our close links with Gloucestershire University are vital to our function and core purpose.

Our Values

Can be summed up by one word: **Professionalism**.

At our UTC this means:

- Being Respectful
- Being Polite
- Taking pride in how we dress
- Having a positive attitude to learning
- Developing independence
- Maintaining excellent Punctuality and Attendance
- Being inclusive



(This summary of our values was devised by the Student Council).

One particular barrier, which we manage overcome extremely well, is the low literacy base of our students on entry. An interest in mathematics and science, not a love of English, drives most of our students and they come to us with some significant deficits in reading ages, spelling, punctuation and grammar. We work very hard with students on basic communication skills, including oracy. We equip them well, so that, at the end of the short period they are with us, they can out-perform their peers in their applications and interview presentations. The leaps in confidence of a significant proportion of our learners, who came with a negative experience of education, are just as important to us as their excellent academic progress.

QUALITY OF EDUCATION. UTC Grade: At least Grade 2

Our students leave as confident young people. They are not only well-versed in engineering and advanced digital and engineering technologies, but they also leave with the employability skills to secure high-quality destinations. Progress from starting points is good, but students' progress towards being able to take successful next steps in life is excellent. This could be towards employment, apprenticeships or university courses including those with our partner, the university of Gloucestershire. CAIEG at our school is first class. We achieve our core aim and students leave extremely well-equipped for the world of work.

Curriculum Intent

Our curriculum intent is crystal clear: we aim to prepare our students for high quality careers by equipping them with a sense of professionalism and high personal expectations, in everything they do.

To do this, we offer a curriculum unique to Berkeley Green at both KS4 and KS5. It also enables students to develop the key employability skills that are highly sought after by today's leading employers.

The 4 key principles behind the curriculum are:

- A. **Employer-led.** Business leaders say that young people don't have the skills they need; the crucial focus of our work is in supporting young people to have outstanding careers. This means developing workplace skills and technical knowledge which make them very employable.

The Employer Group, established to support the UTC during its opening phase, has been fully involved in defining the technical curriculum and the skills that students should develop. These workplace skills underpin learning experiences, reporting, pastoral systems and references for students. Employers have been directly involved in the design of our building and its equipment.

- B. Destination focused.** Students are more engaged in their learning when they understand why it's important and where they are heading. Talks, visits, projects and placements give a wide experience of the world of work so that they can see first-hand the options and make good career decisions. Visits and reference to relevant contexts are designed into curriculum delivery to boost engagement. High quality internal and external careers advice, combined with CV writing and practice with interviews and assessment activities, ensure that students are well-prepared for their next steps. We have recruited a member of staff whose role is entirely focused on Employability for all and meeting the Gatsby benchmarks.
- C. Balanced academic, technical and workplace learning.** At KS4 it is recognised that students have an interest in STEM subjects and future careers but lack a clear focus. The curriculum is therefore balanced to give them a taste of a range of areas, including some choice of specialist qualifications. We reinforce the message during the recruitment process that the UTC is only suitable for young people who wish to focus on STEM subjects.

Choices are more clearly defined at KS5 with clear pathways for Level 3 study. Students undertake academic and technical learning which is balanced by practical skill development.

- D. Student wellbeing.** We recognise that our students join the UTC from a variety of different contexts and many have not had a positive experience of education or start with us from a very low academic base. Since they arrive with just 5 terms until their terminal exams, it is important that we understand their starting points. We work with them, and their families, to provide a positive experience tailored to their needs and their career aspirations. We aim to challenge students but, crucially, we must help them build their confidence and sense of self. We want them to flourish personally as well as professionally.

Only very occasionally would we build a reduced or tailored curriculum for some individuals.

Or full curriculum offer, at KS4 and KS5, can be found by clicking on the link below:

[UTC Curriculum](#)

KS4 Curriculum

KS4 students study a core curriculum of GCSE qualifications in Maths, English Language and Literature and Science. More able students will also study Triple Science and GCSE Further Maths. All students select either Engineering and/or Digital pathways (with a range of qualifications on offer) and learn technical skills, while having option choices including Geography, Physical Education, Computer Science, Design & Technology and History.

Students also receive sport and fitness lessons and follow our VIP curriculum, which encompasses PSHE, SMSC, Employability and RE. They have a choice of additional activities through our enrichment curriculum, including digital industry qualifications, competitive sport and Eco-club. Due to the distances travelled by students, we are unable to run pre or after-school clubs.

We have a broad definition of cultural capital, which includes technical capital, and we aim to broaden students' wider knowledge and awareness throughout the curriculum.

Compulsory Subjects	Specialism Choices	Option Choices		Extended Curriculum
		Option 1	Option 2	
English Language English Literature Mathematics Science PSHE PE	Design Digital Engineering	Computer Science Geography History	Computer Science Sport Product Design Business Studies	Employer Projects Enrichment Further Maths Private Study

Post-16 Curriculum

Students opt for one of three pathways on offer:

Curriculum Offer 2020-2022

Key Stage 5

Pathway A	Pathway B	Pathway C
<p>Traditional A Level route</p> <p>Students take 3-4 A Level subjects</p> <p>&</p> <p>Enrichment activities/ qualifications</p>	<p>Technical route</p> <p>Students take an extended technical Level 3 qualification in either IT/Cyber or Engineering</p> <p>&</p> <p>Enrichment activities/ qualifications</p>	<p>A hybrid of the other two routes: A Level + Technical</p> <p>&</p> <p>Enrichment activities/ qualifications</p>

From September 2021, we are introducing a level 3 BTEC in Esports, to reflect the growing local engagement with this thriving new industry.

Curriculum Implementation

Our curriculum would be nothing without our staff and we have a talented and skilled teaching and support team. Teachers are passionate about their subjects and highly knowledgeable about both their subjects and the workplace. We have a stable and happy workforce whose well-being is very important to school leaders and members of the Local School Board. Our employer partners have played a vital part in our development since the school's inception.

Teachers work in partnership with students in a business-like workplace, with high expectations of all. All staff are provided with high-quality, research-informed CPD and are expected to develop positive working relationships with their students. Our business-led School ethos is a big change for our students from previous schools. From the moment they step through the door, all staff treat students as young adults and students are expected to behave as such. Students and parents comment that our environment feels more like a university or smart office building, than a school. There are no schools in the area with anything like our Security Operations Centre (SOC) and our IT infrastructure and Engineering facilities are second-to-none. This businesslike ethos results in our students engaging and doing extremely well and their attitude to their studies, on a daily basis, is excellent.

This staff-student relationship is a major reason why our curriculum is able to support students' academic and personal development so well and one of the reasons why SGS Berkeley Green UTC is such a unique learning institution.

Our Strengths

- Staff recruitment has been very successful and all staff are now specialists in the subjects they deliver, albeit at differing points in their careers. The Digital Faculty is particularly strong with an enormously experienced team. Line management meetings are at least fortnightly, and where additional leadership capacity is required (History and English specifically), external support is being provided (including by colleagues at Forest High School). We also call on additional support (eg in the moderation of coursework) from colleagues within the wider UTC network.
- Teachers use high quality questioning to probe and stretch students' knowledge and differentiate effectively so that all students are challenged.

Teachers develop students' skills and knowledge through engaging tasks and identify any who may be struggling, in order to improve their learning. This is true across the vast majority of lessons seen. Support to help develop the practice of all colleagues is a priority for 2021/22 with personalised plans in place.

- Our CAEIG provision is second-to-none and this is supported by the fact that we have had very few 11 student NEET in three years (an average of 1 per year). We follow up their progress assiduously, even when they have left the school, to ensure they find appropriate destinations. Students undertake a range of high-quality experiences with businesses. For example, industry projects run throughout the academic year. Students select from a range of technical design challenges set by businesses and work in cross year-group teams. Last year, students reached the final of the national MOBIE 'Home of the Future' award, beating off hundreds of other applications to fill two out of three spots in the relevant age category. In 2020/21 students worked with a local charity to design technological resources for use in deprived areas of Africa and this year began with a project using technology to make improved products for Paralympians.

- The UTC has recently been awarded CyberFirst GOLD Schools Status by the National Cyber Security Centre (NCSC) – a part of GCHQ – as part of a new initiative which recognises excellence in cyber security education. The CyberFirst Schools programme recognises schools and colleges that share the NCSC’s passion to address the cyber skills gap and inspire young people from all backgrounds to pursue a career in the field. The UTC is one of only a handful of schools nationally to receive this award. We are the first educational institution in the country to be involved in a pilot project with the aim of developing the in-demand skills, knowledge and understanding of cloud technologies.
- Cloud Academy (<https://cloudacademy.com>) is an online training platform for industry standard cloud technologies (eg Amazon AWS, Microsoft Azure, Google Cloud Platform) that comprises seminars, hands-on labs and interactive challenges. The platform is used by organisations, including NASA, Amazon, AXA and the UK Government to train their staff. Students have been invited to study the Amazon AWS Cloud Practitioner/Solutions Architect Associate course. The CyberFirst team have purchased a license to the platform for each student invited to the pilot, and students take part in the monthly pilot group check-ins with the NCSC to monitor progress, and to provide support and encouragement.
- Project-based learning is delivered in collaboration with employers throughout the academic year. It has also been a key feature of our post-COVID-19 Recovery Curriculum, facilitating socialisation, team building and the development of soft skills. Enrichment time includes an opportunity for students to participate in a range of activities including the extended project qualification, industrial cadet and technical qualifications.
- The physical and technical resources at our disposal are outstanding and in the last two years we have added to the number of digital platforms available to staff and students. This served us very well during lockdowns as staff and pupils at the UTC have a greater fluency with online systems than in most schools. There is an appetite for greater learning in this area which we continue to explore, including possibilities for extending the curricular offer through collaborative delivery, especially through other UTCs. The weekly CPD programme regularly addresses new research in e-Teaching.

- Feedback from visitors remains extremely positive and the importance of the UTC to the economy and success of local and regional businesses is well understood within business circles. For example, the UTC is a signatory to a bid to build a new generation of fusion reactors and we have been recently visited by the UK Atomic Energy Agency to meet students and hear about our curriculum.

Assessment.

We have designed our assessment with both student progress and staff well-being in mind. It is considered, proportionate and supports student progress very well. Apart from assessment following end of year exams, there are just two key assessment points and two sets of academic reports go home to parents. Assessment at the School is not rigidly centralised, as the demands and practices of our technology-based curriculum are vary from subject to subject. Subjects have some leeway to design their assessment times and systems as needed.

CPD

We provide an increasingly bespoke CPD package for our staff. It is based both on school needs and on their own identified pathways, and it is evidence-based, drawing particularly on the work of the EEF. School-provided CPD is targeted at subject and pedagogical knowledge that will help students to learn more effectively. We have made considerable progress in the adoption of Rosenshine's Principles as a model for classroom practice and this has been underpinned by weekly CPD using practical examples from Teach Like a Champion and Teaching Walkthrus. DDIs (or Developmental Drop-Ins) are used to monitor implementation and plan future CPD. Staff have a shared language of teaching practice, are willing to embrace new ideas and techniques and share their ideas in a high challenge, low threat forum.

This year's Teaching and Learning plan seeks to consolidate and extend this approach, particularly for colleagues who are new to the team and makes excellent use of standardised materials for this purpose. The focus on Rosenshine's Principles continued throughout lockdown with specific strategies employed to develop teacher practice in a remote context. The QA calendar continued as planned with Developmental Drop-Ins carried out online.

Other examples of CPD include subject-specific external training, NQT training, QTS award for colleagues joining us from the FE sector, ITT training delivered in conjunction with Bath Spa University and GITEP, leadership training, safeguarding and mental health training. The UTC subscribes to The National College providing staff access to a wide range of online courses and seminars.

Provision during COVID-19

When COVID-19 arrived, we were well-placed to continue to offer a first-class education and our provision during the 2021 lockdown was of an exceptionally high quality. Indeed, we can confidently say that during the first lockdown in Spring 2020, from the outset we set and met standards of delivery that far exceeded the standards introduced by the government at a much later date. The staff team collaborated to ensure that all students were given technological support at home, including provision of an appropriate device to every student who wanted one. All staff and students used Teams, with live lessons offered throughout. Our students did not miss a single day of live learning* during both the national school lockdowns. A comprehensive staff, parent and student voice activity (January 2021) was used to assess the success of remote learning and fine tune it. Overwhelmingly, the feedback was positive.

(*As a school that champions evidence informed approaches to learning, we were clear that teachers should make use of recorded materials where appropriate but that these should be alongside live learning so that students could always feel supported and connected.)

This unsolicited quote sums up the incredibly positive parental response to lockdown learning:

'May I say how impressed I have been through the whole period of lockdowns and isolations. You and your team have provided an outstanding education for our children. You have always contacted us if xxxx hadn't logged on and he is motivated to do his work. The online lessons give interaction and this is keeping his mental health positive, seeing his teachers and friends. I just wish other schools could follow your example.'

Our remote learning offer can be found on our website: [Remote Learning](#)

Online teaching was very successful and led to high levels of engagement, and online attendance, from pupils. They have learned new skills and a way of working which we feel will benefit them greatly in the future. Parents have been overwhelmingly complimentary about our provision during COVID-19 and the learning our students did has left them in a good position to fully resume their studies.

We are unable to run traditional summer schools due to our location. Instead, we have provided catch-up in innovative ways. In 2021 for example, we made the most of our longer school day and re-wrote the timetable so we were able to dedicate an afternoon a week to 'summer school' for all year 11s.

This allowed them to focus on closing important gaps in learning in many subject areas. We have employed two Intervention Teachers who provide in-class and small group support for students in English, Maths and Science and for our most vulnerable students, we employed 1-2-1 tutors. As a UTC, we are used to welcoming students with a range of educational experiences, so we take nothing for granted. A full suite of bench-marking activity takes place on entry to the UTC and informs curriculum planning at all stages.

Curriculum Impact

The impact of our unique curriculum offer is twofold; the academic impact that we offer and the effect that the curriculum, both in class and wider, has on our students' personal development. Both are first class, but perhaps the jewel in the crown is the quite wonderful strides that students make in their personal development at Berkeley Green.

Academic impact

GCSE

When examined from the baseline of students joining us in Y10, often with a very poor experience in education at Key Stage 3, our students make good progress. Our first set of published GCSE results was disappointing. However, much has changed since then and the very well moderated 2020 and 2021 CAGs and TAGs show that our students are now exceeding national attainment measures.

Level 2 and Level 3 external results in 2020 represented a major improvement on those achieved by the previous cohort. P8 is not a relevant measure for UTCs, but in 2020 and 2021 our cohorts largely met our highly aspirational A8 targets and achieved above expectations as defined by benchmark and baseline projections. SEND students had excellent attainment and progress compared with data projections. In 2020 and 2021, the percentages of students obtaining passes in GCSE Maths and English rose considerably, providing a solid foundation for the next stage of students' education or training.

Basics 9 – 4	2019	2020	2021	Basics 9 - 5	2019	2020	2021
Eng & Maths	33%	76%	89.2%	Eng & Maths	13%	48.9%	47.3%
English	40%	83%	94.6%	English	22%	57%	59.5%
Maths	60%	87%	93.2%	Maths	28%	61.7%	59.5%

KS4 Destinations

All but one of our Y11 pupils for the last two years have gone on to further education (around 2/3 to our own sixth form in 2021), training, or jobs. Given the entry profile of our students two years earlier which suggested a not insignificant number were at risk of being lost to education, this represents excellent added value and fulfils our core purpose very well. This is exceptional for any school, but for a school with our intake and over the course of only two years, it shows the absolute appropriateness of our curriculum for our students.

KS5

Students follow individually tailored study programmes that build on prior attainment, meet the requirements of 16 to 19 provision and prepare students for future employment or education. These curricula are very successful and supported by strong SMSC, including good careers advice. We are very proud of the fact that after all the upheavals of 2021, only one post 16 student left us without a place in further education, employment, training or a gap year. This student is in the process of applying for appropriate positions and with our continued support can do so from a position of exam success.

In 2020 and 2021 post 16 students achieved very well. In 2021, the average point score per subject was 34.79 (equivalent to a C+) which met the challenging targets we had set (established by benchmarking data). The average A Level grade was a B+ and in vocational and technical subjects the average grade was a Distinction. Several students achieved the equivalent of 3 x A*.

KS5 Destinations

In 2020 the success that students earned in their CAGs allowed all to access a range of, often, high quality destinations. 50% of our students went on to university – an increase on our first set of Y13 students in 2019 and a figure of which we are proud. All students were enrolled on STEM courses including at Russell group universities (Engineering at Bristol University, Cyber Security at Warwick University and so on). In 2021 this success has been replicated, and particular highlights for us include two students going to Nottingham University to study Engineering and four students gaining unconditional places to study Digital courses at our partner university. For 2022 entry two students applied to Oxford for STEM-related courses.

Our students secure a wide range of prestigious and highly competitive apprenticeships. Every year a number have gone into the security services (for obvious reasons we can't say where) and others include higher and degree level apprenticeships at GE Aviation, Renishaw, Atkins and EDF.

In 2021, 20% of level 3 students secured apprenticeships or internships. This is compared with a national average of 7% in 2019 (the last year for which we have official data) and is particularly impressive given the significant reduction of apprenticeships on offer as a result of Covid. In 2021 our highest achieving student was a young man with an EHCP who got the equivalent of 4 A* at A Level and is now studying for a degree level Cyber-security apprenticeship for a government organisation.

Reading/Literacy.

Improving levels of literacy is seen as a key priority for the school, as students join with below average and sometimes well-below average levels of literacy. This could hold them back in all aspects of their future life, so literacy is a very high priority for us, particularly reading and oracy. All students are benchmarked on entry for a variety of literacy skills and the curriculum is carefully planned, in all subject areas and the VIP programme, to close identified gaps. We have a tutor time reading programme for students with a reading age of 12 or below on entry, and another phonics-based group for those with reading ages on entry of 6 and below. We also run small group intervention for students who have been particularly disadvantaged by lockdown.

Impact on students' personal development.

Perhaps the most positive outcome of all our students' achievement, is the one most difficult to measure – the progress in their personal development in their time with us. This is, in many cases, transformative. Our core and wider curriculum have the effects of providing our students with a wealth of career and educational opportunities that mainstream schools can't provide. We have case studies of the progress of some very challenged students - and some very bright students - of which we are very proud. More about our effect on the personal development of our students can be found in the 'Personal Development' section of the SEF.

BEHAVIOUR AND ATTITUDES

UTC Grade: at least Grade 2

Classes are typically calm and business-like. We expect our students to behave in a professional manner in all aspects of their work and they respond to our high expectations extremely well, with excellent attitudes to their studies. Students are polite and well-behaved around the School. We have few major behaviour incidents, in spite of some of our students' previous, very negative, attitudes to school, as our students enjoy being here.

They behave as they would in a workplace and behaviour continues to improve, as shown by our PIP data (Professionalism in Practice), much-reduced fixed-term exclusions, no permanent exclusions for the past two years, improved attendance levels pre-COVID and very good attendance levels during the pandemic. Our Professional Conduct Policy can be found on our website: <https://academytrust.sgscol.ac.uk/media/UTC-Professional-Conduct-Policy.pdf>

This Policy is based upon positive reinforcement to ensure that students feel valued. We have many rewards, but we also recognise the need for sanctions when student conduct does not meet the high expectations expressed in the policy, and this is reinforced by all staff. Berkeley Green is a friendly, inclusive and welcoming school, but we instill the belief that behaviour has an element of choice. Professionalism, at all times, is our watchword.

In 2020 we established the Values In Practice (VIP) team in order to ensure that our response to student needs of all kinds is fully joined-up. Members of the VIP team include the pastoral leads, Employability Co-ordinator, safeguarding team, SEND team and PSHE/RRSA Co-ordinator. We are determined to have an holistic view of every young person and meet their individual needs in a timely and effective way.

The VIP team have reviewed and updated the UTC's approach to behaviour with this greater emphasis on recognising the positives. The distinction between pre- and post-16 has been removed so that expectations are uniform for all members of the community. The student council re-wrote the Professional Values statement. The seven elements are applied to all aspects of UTC life and are well understood. Staff also understand the importance of modelling appropriate behaviour and our expectation of professionalism at all times applies equally to staff and students. The application of the professional dress code to post-16 students has been tackled effectively.

Students are positive about their education and take pride in their work. The specialist nature of the curriculum means that they generally have a sense of ownership of, and engagement with, the subjects studied. At the start of last academic year, a post-COVID-19 recovery curriculum was rolled-out with the theme of 'Belonging'. This was explored through the lens of different subject areas, especially PSHE and RPE (Religion, Philosophy and Ethics) so that students were ready to re-engage in their learning. Class entry and exit routines are now established and teachers make use of Rosenshine's Principles to engage students fully throughout the lesson. We have delivered an amended and improved programme this year as a result of last year's success.

Attendance

Prior to lockdown, enormous strides had already been made in improving student attendance, which was approaching national norms despite the very poor attendance that some students had exhibited in their previous schools. A full review of processes and resources, alongside more timely use of high-quality data, resulted in incremental improvements in attendance data including a reduction in persistent absence.

During COVID-19 and because of the strength of our provision, online attendance, after taking out actual COVID cases, was a remarkable 95%, well ahead of reported averages from secondary schools. We knew very accurately who was engaging and who was not and we followed up any problems that students were facing, with empathy and thoroughness. Parents were very appreciative of our efforts.

Exclusions

Students respond to our high standards extremely well and a particular positive, in 2019/20 and in 2020/21, has been the avoidance of permanent exclusion, due in part to pro-active relationship building with external agencies. The UTC has a 'blank slate' policy, assuming the best of students when they join us and, for many, this has a demonstrably positive effect on behaviour and subsequent outcomes. Fixed-term exclusions (FTEs) have been reduced considerably from 117 in 2018/9 to 41 in 2019/20 and 23 in 2020/21. A very systematic, yet caring, approach is now being taken in supporting the very few students whose behaviour needs are more complex, considering in turn the full range of support options available both from within the UTC and via external agencies.

The outcomes of all these are that SGS Berkeley Green UTC is a calm, orderly and friendly place in which to work and study. Behaviour is good both in and out of lessons and our students conduct themselves well around the school. This is supported by clear policies that are well executed. Students feel safe and classrooms are emotionally secure places.

These behaviours were not typical of some students at their previous schools (see our case studies), but the school atmosphere and hardworking culture has been transformative for some students. As a result, punctuality and attendance are good and much improved from rates prior to joining the School. Exclusions are low and our students leave very well prepared to excel in the world of work or further study.

PERSONAL DEVELOPMENT

UTC Grade: Grade 1

This is a standout strength of our School, shown by the way that every one of our students manages to secure good destinations, many of them of very high-quality. We work on the whole student, not just on improving their academic outcomes, as it is only by doing this that we can really help them succeed. Our very low number of NEETs is a stunning outcome, given that a significant proportion of our students join us with a history of attendance, behavioural and social difficulties. Some of our joiners were close to permanent exclusion from previous schools and close to being lost to mainstream education.

Our wider VIP curriculum encompasses all elements of students' spiritual, moral, social and cultural development and brings them together in a holistic programme of lessons, assemblies, tutor and other activities to complement subject-based learning. The VIP team was established in September 2020 and meets regularly to share information and ensure that the needs of students are identified and met. It is now recognised as an integral part of the UTC by staff and students alike. The whole curriculum provides a wide range of opportunities for students to enrich their cultural capital and increase their knowledge in their chosen career pathways. Students have an experience of high quality.

Our aim is to not only enable students to develop the knowledge, skills and understanding to ensure progress into the best career opportunities, but also to help them grow into adults who will have lifelong employability skills because of their time with us. The EIF says that the impact of the work a school does in the field of personal development is not often seen to fruition in school, but our leavers testify to the huge positive effect that our programmes have on them as individuals.

As a result of our work, many of our students go on to earn high salaries from a young age, with strong, defined progression routes with their employer – and the company sometimes pays the tuition fees on top so there's no debt, for some, as they start out in the real world.

PSHE

Our PHSE programme is comprehensive and contributes significantly to students' personal development. It is taught in a discrete, timetabled, lesson, but its influence fully permeates tutor time and subject delivery. Our staff understand its huge benefits for students.

Our employer partner links enhance the delivery of this effective PSHE curriculum. We have an extensive Employability programme including work experience for our students. For example, all our students have regular employer talks, a personal mock interview with employer partners to sharpen their interview skills and participate in a full careers week. PSHE is led by a subject specialist and lessons are of a high quality.

Life Skills has been successfully introduced to post-16 students and the content follows on from that delivered in PSHE at KS4. The PSHE curriculum has been redesigned to explore issues of identity and to encourage the student body to reflect on their own experiences as well as those of others. Our students feel this is important, as we have an increasing number who identify as non-binary. It is responsive to events in the wider world so this year, for example, teaching has been quickly changed to meet the needs of students returning from lockdown or self-isolation in bubbles.

The new RSE curriculum has been incorporated into the PSHE/VIP programmes and a member of staff has been C-Card trained to provide sexual health advice and resources. The UTC has also recently (March 2021) qualified to become a Bronze award Rights Respecting School, a well-respected award from UNICEF, which allows for British values to be explicitly addressed. We have started to work towards the Silver award. There is now a student council which represents the views of students to the senior leadership team and has been responsible for drawing up the Professionalism Statement of Values that is in use throughout the UTC. An Eco Co-ordinator has been appointed to promote a sustainability agenda and lead a student Eco Council and there is an Inclusion Forum.

We also have an excellent programme to promote healthy lifestyles. All KS4 students have PE on their timetable and this now incorporates additional time to enable learning about health and well-being issues. It is very popular with students. We employ a school counsellor and all students have access to this service.

Our Religion, Philosophy and Ethics curriculum is woven through the wider VIP programme including PSHE lessons, Project, tutor time and assembly programme. We also run drop down mornings/afternoons to supplement delivery.

Transition from our 40 feeder schools is very good and enables our diverse student community to settle quickly into our ethos. We place a high emphasis on students settling socially and getting to know one another and within the first couple of weeks, the new cohorts mix very well.

There are inevitably exceptions and the VIP team prioritise helping individual students find their feet and settle. This is particularly true for students with high needs and we are delighted that students who previously refused school quickly settle with us. The SEND team make early and repeated contact with the families of students with additional needs and a highly personalised programme is put in place to support their transition.

Preparing students for the next phase of education, training or employment:

Our careers provision is excellent, helping every one of our students to progress on to apprenticeships, universities or employment when they leave. It is a core strength of Berkeley Green. We are working towards fully meeting the Gatsby Benchmarks and Covid notwithstanding, we have substantially improved our ratings in the majority of areas and will do so further by the end of the academic year, with the obvious current exception of Work Experience. Our full time Employability Co-ordinator works closely with the Digital and Engineering Faculty leads to provide a bespoke service for students to identify suitable career paths, understand application processes and achieve their next destination.

The UTC provides a wide range of experiences for students which address the following:

- Understanding the working world and the options open to them for the future. Our focus is on employers in the STEM field but this is supported by independent careers advice for all students, careers week activities and university open days (currently virtual) which cover a broad range of potential careers.
- Regularly delivering Employability workshops and lessons. For year 13 students these are a fortnightly, timetabled activity.

- Matching KS4 tutor groups with a local employer who formally sponsors the group, giving dedicated time to supporting the students in a variety of ways. The tutor groups are named after these employers.
- Building the skills that employers are looking for. We have developed the Professionalism in Practice model which is the focus of our behaviour and rewards systems, our feedback to students, our reporting to parents and our references for future employment. Professionalism in everything we do is our core value.
- Students have experienced a wide range of visits, talks and projects led by key employers. Students benefited greatly from work experience placements but these are currently not in operation due to the pandemic though a few took place after February 2020. Some students however have benefitted from a unique collaboration with GE Aviation to participate in virtual work experience during lockdown.

One of these students has gone on to secure a competitive degree level apprenticeship with the company. Throughout lockdown, 'Toolbox Talks' delivered by local employers continued remotely at least weekly.

- In 2019/20, pre-lockdown, we held our first careers week with a series of careers talks from local employers and a dedicated NHS day when a range of healthcare-related job opportunities were explored. The focus for 2021 was been the aerospace industry.

A staffing restructure has enabled the recruitment of a dedicated Employability Co-ordinator. All students are introduced to Unifrog (a highly regarded progression software package) during their first few days at the UTC and this is used to monitor all employability-related activity. All students are offered access to impartial, high-quality careers advice from specialist careers advisers who visit the UTC on a regular basis.

Young people leave the UTC ready for their next steps. Year 11, 12 and 13 destinations data highlight the fact that most students go on to careers in STEM related fields, whether via higher/further education, apprenticeships or direct employment. The UCAS process is now well established and summer 2021 saw students accessing highly competitive courses across the university sector, including Russell Group institutions.

SMSC

SMSC is another outstanding strength of Berkeley Green and contributes greatly to the excellent personal development programme we provide for our learners. Our work helps to fill in the gaps in cultural capital - especially around the world of work and in our specialisms of engineering, digital technologies and cyber security - seen in many of our students when they arrive. SMSC is delivered throughout the subject curriculum and especially through our VIP curriculum and timetabled PHSCE lesson. This is part of a focus on embedding a whole School culture that embraces British Values and wider SMSC issues, to ensure the School is a safe and friendly environment to work and learn.

LEADERSHIP AND MANAGEMENT

UTC Grade: At least Grade 2

Since September 2019, Berkeley Green has been led by a dynamic and inspirational headteacher. She is very well supported by an experienced Deputy, who led the School through some leadership difficulties in 2018/19. Our headteacher has brought greater rigour and accountability to SLT interactions and has high expectations of the excellent team. She is also very well supported by the SGSAT Deputy CEO and the Executive Team and works closely with other senior leaders in the Trust. SLT roles have been radically altered, in part to ensure that the Heads of Engineering and Digital are members of the leadership team, signalling the importance of the specialisms to the vision and values of the UTC.

This redistribution of roles and responsibilities has significantly strengthened the SLT, and the team members are able to hold staff to account with an appropriate level of challenge. There is far greater cohesion at a senior level and a shared determination to push forward an improvement agenda. Similarly, the new VIP team provides a more coherent approach to supporting students. The SLT and VIP teams are highly visible, leading from the front, and professional values are now better understood by the UTC community.

Our strengths

- The Covid pandemic and lockdown has been an area of considerable, and ongoing, challenge, but leadership of the UTC during this time has been strong with an emphasis on information sharing, collaboration with Trust colleagues and transparency. In this period particularly, but also in general during the last year, the UTC has seen the full benefits of its close partnership with its sponsor and its key role in the Trust.

The UTC has been a major contributor to the Trust's overall improvement.

- The Performance Management process, introduced in 2019/20, was rolled out effectively and appropriately challenging targets were set and monitored in all subject areas. The PM targets for this academic year are more closely aligned to whole-school priorities and consider the variables of COVID-19, supporting staff well-being and motivation.
- Leaders use a range of evidence to determine areas of priority including deep dives, lesson observations and DDIs, progress data and student voice.
- Robust recruitment processes have resulted in specialist staff being recruited to all subject areas. Teaching is well, and supportively, monitored. Where teachers need help, it is provided and this has allowed teachers and support staff, to develop the strengths that are seen today. Teachers have a deep knowledge of their subjects, both as a result of this careful recruitment and because of the CPD provided to staff.
- Student recruitment processes have been tightened to ensure that students are now well-matched to their chosen courses and in the Sixth Form, programmes of study are carefully selected in consultation with students and are securely evidenced. Gaming and off-rolling are not permitted and will never be associated with this UTC. We started the academic year 2021/22 with 20% more year 10 students than this time last year and 35% more year 12s. This is the largely the result of word-of-mouth positive feedback from current students. Recruitment and retention continue to be a very high priority for 2021/22 and to date, both are progressing well.
- There has been a greater use of cyclical review and planning processes to underpin school improvement in areas such as SEND, behaviour and attendance and these have resulted in more appropriate SMART targets being set and monitored. Leaders and LSBs understand the key elements of our vision and thus are able to evaluate provision well.

- The last academic year presented big challenges financially because of previously overly optimistic forecasting of student numbers. The response to this included changes to the contracted hours of support staff and reduction of expenditure in all areas. These savings were achieved whilst still improving the quality of the opportunities and experience offered to students, and the monitoring of all financial activity has improved considerably. Both point to a leadership team and governing body, that has been able to handle difficult situations well.
- Staff are happy working at Berkeley Green and say so through staff voice. As a result, staffing is stable and staff know their expertise and excellent subject knowledge is valued greatly by leaders. Staff and leaders work closely together to address workload concerns.
- Ways that concerns have recently been tackled and staff well-being improved further, is by the appointment of two cover and intervention teachers, together with the introduction of cutting-edge digital systems to set, monitor and mark student work more efficiently. Our policy of only having two assessment points, beyond our end-of-year assessments, is another big factor in our staff being happy and stable. A staff social group has formed with regular opportunities for Covid-safe interactions.

Governance

Local School members and Trustees support the School well. LSBs know the school well, being regular visitors. The headteacher and Chair of the Local School Board meet often to review progress. Board Members have a wide spread of industry knowledge, which has been very useful in realising our core intent of ensuring appropriate career pathways for our pupils. Due to of their strong industry links and knowledge of the school, they are able to challenge and support school leaders in equal measure.

Fiscal management is excellent and Board expertise was a key part of overcoming the budget difficulties of two years ago. The school now runs a balanced budget and increasing numbers, especially in Year 10, mean that the financial future for the school is bright. Management of the PP and Covid catch-up budgets shows very effective planning.

Use of the pupil premium

Currently, 21% of our students (32) are eligible for PP funding, below the National Average of 28.6% (2019). However, that number is growing and in year 10, 26% are in receipt of PP funding, approaching the national average. We also know this does not fully represent the disadvantage our students face. A breakdown of our PP spending can be found on our website: [Pupil Premium Plan](#)

The bulk of the £26,180 allocated to us in 2020-21 was spent in two main ways. Firstly, we provided transport to enable PP students to access our unique curriculum offer and thereby work towards exceptional progression outcomes. Secondly, we have a rigorous focus on ensuring that students receive high quality teaching. Our PP plan is fully aligned with the evidence-led priorities established by the the EEF, and dovetails effectively with the use of Covid Catch-up funding. Pupils achieve well, but we are committed to improving their outcomes even further.

Off-site provision

We very rarely make use of off-site provision but where we do, we are in regular contact with the provider and track student progress carefully. As a result of our careful use of such provision, and in consultation with relevant external agencies, in 2021 two extremely year 11 students completed their GCSE studies and were able to progress into further training when previously they were at serious risk of becoming NEET.

Gaming, inclusion and off-rolling

We don't indulge in any such practices at Berkeley Green and have no need to. We are an extremely inclusive institution, working very hard to keep every student with us, who starts with us. Our curriculum is bespoke to our setting and our outcomes, in terms of academic progress, personal development and excellent destinations, attest to this. Our curriculum is designed to provide appropriate guided learning hours for every examined subject in line with exam board guidelines. We have both a 2-year KS4 and a 2-year KS5 curriculum and students are only rarely entered early for examinations. We are a very inclusive environment where every student is valued and cared for equally. There is no off-rolling and we work successfully to keep some students with us, who may previously have been at high risk of exclusion.

Safeguarding

Keeping our students safe is our most important priority at Berkeley Green and several members of the VIP team have undertaken advanced inter-agency training to enable them to better support the DSL and students. The Headteacher is trained to Level 4 (Safeguarding for Managers).

Information sharing is strong. 'My Concern' is well-used by staff to log concerns and those concerns are rapidly and efficiently managed by leaders

Safeguarding cases are reviewed weekly during VIP team meetings and leaders and staff take appropriate action to identify students who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those students. The DSL meets regularly with the Headteacher and an external specialist to quality assure cases and processes. Relationships with external agencies are well-developed and positive, such that we are regularly sought out as a next-step option for otherwise disengaged young people.

Parents say their young people feel safe and student voice confirms their view. Students' curriculum and pastoral experiences create a culture of safety. Students and parents readily approach staff and report concerns. Our LSB is skilled and rigorous in their oversight of safeguarding.

All teaching and support staff are aware of and trained in safeguarding procedures and confident of reporting and identifying concerns early to ensure a culture of safety.

All staff have read KCSIE and all have completed CPD training on CP and Safeguarding (See our SCR training logs). Leaders promote equality of opportunity well in all its forms and prejudiced behaviour is not tolerated; indeed, differences are celebrated.

Staff are trained in 'Prevent' and we have had no instances during the last two academic years where we have had to alert the police to any 'Prevent' incidents. Staff are also SVSH trained.

The Single Central Record is checked regularly, is comprehensive, fully up to date and paints a detailed picture of staff information and training.

Safeguarding at the UTC is secure.

Sixth Form Provision: At least Grade 2

Context

Our sixth form outcomes are of high quality, as are our student destinations. The quality of education provided in the sixth form, the behaviour and attitudes of our students and the leadership and management of the sixth form, support this and the personal development of our sixth formers is exemplary.

We see the sixth- form as part of a four-year educational experience for our pupils and we are very much a 14-19 school in our operation. We have no Head of Sixth Form role as a result and we took the decision in 2020 to structure our leadership team around our specialisms instead. Thus, we have included the relevant information about the effectiveness of sixth form provision in the main body of our self-evaluation. We have every reason to believe that our sixth form provision is at least good, by the EIF framework parameters.

Overall effectiveness: At least Grade 2.

We firmly believe that SGS Berkeley Green UTC has made significant progress since its inception hence we judge ourselves to be at least 'Good' in all areas. We do however feel that the personal development of our pupils clearly fulfils the criteria to be Grade 1. It may well be that we may have crossed the threshold for excellence in some, if not all, other areas, but it is hard to judge where exactly that boundary is, not having undergone an inspection in the EIF before. We are confident that our next team of inspectors will see an excellent school in operation!