SGS Berkeley Green UTC
School Improvement Plan 2021/22

Acronyms and terms which may be unfamiliar

B4L	Behaviour for Learning
DDI	Developmental Drop-In
CLT	Curriculum Leadership Team
CPD	Continuing Professional Development
DfE	Department for Education
EEF	Education Endowment Foundation - a national organisation which promotes evidence-based practice for schools
EWO	Educational Welfare Officer
LLD	Low-level Disruption
PP	Pupil Premium
Rosenshine's Principles	10 Principles of classroom practice, devised by Barak Rosenshine
SEND	Special Educational Needs and Disabilities
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social and Cultural development
SVSH	Sexual Violence and Sexual Harassment
T & L	Teaching and Learning
TLAC	Teach Like a Champion – a codification of excellent teaching practice devised by Doug Lemov
Walk-Thrus	A teaching framework which brings together Teach Like a Champion and Rosenshine's Principles

Quality of Education

	Intent		Implementation	Evidence of Impact	QA	Owner
1	To provide an outstanding learning experience for all students by improving the quality and consistency of teaching across the UTC so that we can become confident that the quality of education is outstanding.	1.1	A detailed Teaching and Learning Plan, setting out our principles (in line with SGSAT policy), and will provide clear CPD routes, QA timetables and review points.	Close adherence to the plan ensures that the quality of teaching and learning is regularly monitored and results in incremental improvement across the UTC as measured by internal QA activities and external validation.	LD	RW
		1.2	A whole-school, mandatory CPD calendar for the year will set out the Teaching and Learning priorities and will ensure opportunities for collaborative skill development.	Staff will actively engage in CPD activities, and use them to inform lesson sequencing and planning. There will be a strong culture among staff of taking responsibility for their own professional learning and working with other colleagues to strengthen the skills of wider teams.	LD	RW
		1.3	Whole staff CPD in 2021/22 will focus on those evidence-informed teaching strategies which contribute most strongly to a culture of learning and rapid progress, and continue to develop a common framework, QA benchmarks and shared terminology.	Staff develop their repertoire of strategies, put them into practice and review them collaboratively. They do so increasingly confidently and to excellent effect. Inconsistencies in the quality of teaching and learning will be reduced as a result. This will be evident during QA activities, line management and support plan conversations. Pastoral records demonstrate that there are fewer behavioural incidents, and this is supported by staff and student voice.	LD	RW

		1.4	The UTC will make greater use of personalised plans to support the classroom practice of individual staff and to further develop the skills of the most able teachers.	The needs of staff are considered systematically, and are acted upon in a timely manner; plans are in place and regular review meetings are minuted. As a result, the quality of classroom practice rapidly and demonstrably improves to the point where staff no longer require ongoing support. The most able teachers develop greater confidence in their abilities and take a role in supporting the development of colleagues (at the UTC and beyond) and leading small teams.	LD	RW
		1.5	Under the banner of 'Check for Understanding', we will: • review our assessment, marking and feedback policies • embed the relevant new EEF framework strategies • use CPD to develop related classroom strategies	Updated policies will be in place. QA activities will record that staff are making better use of check for understanding activities and their planning documents will show that they have used this information in their curriculum sequencing and planning. In turn, student data will demonstrate incremental gains made as a result.	LD	RW
		1.6	All new staff will be trained in the use of Rosenshine's Principles, TLAC and Walk-Thru activities.	In a timely manner, new staff pick-up, use and review these strategies confidently and to excellent effect. This will be evident during Line Management and QA activities, staff CPD and personalised support activities. Student voice demonstrates a consistency of approach in lessons across the UTC.	LD	RW
		1.7	The PM process will be used to establish whole-school, developmental T & L objectives. Observations will be used to monitor quality of T & L, plan individual next steps and inform whole school T & L priorities.	SLT use PM Obs data to identify and act upon T & L needs (minuted). Staff voice will provide evidence that the PM process is regarded positively and enables staff to develop professionally.	SM	LD

		1.8	Identify and train staff in the use of e-learning opportunities, which will help UTC staff remain at the cutting edge of digital pedagogy, and resource them appropriately.	Staff will make use of cutting-edge e-learning approaches that have a direct impact on the student experience including enabling them to fully access, and benefit from, the UTC curriculum whether in person or remotely.	LD	RW
		1.9	Ensure that the learning needs of all students are being met by a collaborative and evidence-based approach to the writing and implementation of robust PP and SEND plans. High quality teaching for all will remain the UTC's highest priority.	PP and SEND plans will specifically reference those aspects of classroom practice which have the biggest impacts on individual learners. The plans will set challenging targets and will require middle-leaders to take a greater role in championing the needs of disadvantaged cohorts of students.	LD	GL

2	To improve the literacy of UTC students with a particular focus on reading and oracy.	2.1	Appoint an additional member of staff to provide additional literacy catch-up support and appoint a Literacy Co-ordinator.	The Literacy Lead champions the importance of literacy at the UTC with the result that staff awareness of and confidence with key aspects of literacy teaching improve significantly. In turn, this helps build student fluency. Gaps in student literacy are tackled effectively through in-class, small group or individual interventions.	LD	English team*
		2.2	The UTC carries out the EEF Literacy self-assessment (Term 1). This information is used alongside other research-informed approaches to develop and implement a school-wide literacy strategy for 2021/22. Key areas of focus will be: reading and comprehension strategies and oracy.	The Literacy Strategy is fully implemented. QA activities, as well as staff/student voice and written answers in assessment, demonstrate an improvement in literacy skills, particularly reading. This has a demonstrably positive effect on student results in summative assessments.	LD	English team*
		2.3	At the start of the year, all key stage 4 students will take part in nationally benchmarked reading and spelling tests so that appropriate interventions can be put in place.	Formative and summative assessments demonstrate an improvement in reading and spelling scores for KS4 students.	LD	English team*

* Please note that we do not currently have a Lead Teacher for English. However, JH is a UPS3 teacher, and we are providing regular, specialist support to help manage the team.

Behaviour and Attitudes

	Intent		Implementation	Evidence of Impact	QA	Owner
3	Ensure that a robust and consistent approach is taken to school routines and expectations, such student conduct is professional at all times, fully reflects the values and ethos of the UTC and demonstrates our wholehearted commitment to student support and inclusion.	3.1	Deliver differentiated CPD to staff which addresses issues of low-level disruption and equips them with the knowledge and skills to tackle it successfully. Provide additional support to those colleagues with training needs in relation to classroom management skills.	Individual staff CPD and support plans make use of SMART targets such that the classroom management of colleagues improves significantly. QA activities and staff/student voice demonstrate that low-level disruption is tackled firmly and consistently. As a result, learning time is maximised and students have confidence that LLD will be dealt with effectively.	GL	GW
		3.2	Classroom culture and environment will be observed in all DDIs and lesson observations, with the results reported back to CLT/SLT to enable timely and appropriate action planning.	Middle and Senior leaders are able to hold staff to account with a greater degree of specificity and direct support to areas of greatest need. As a result, students report greater consistency of approach and fewer disrupted lessons.	GL	RW
		3.3	All new staff will be trained in our behaviour for learning approach and processes before their first teaching lesson. ALL staff will receive updates and further CPD throughout the year.	All staff take a positive and proactive approach to conduct; they can confidently make use of our B4L processes. This is evident during QA activities and student voice demonstrates a consistency of approach in lessons across the UTC.	GL	GW

		3.4	The VIP team will identify opportunities to develop students' understanding of protected characteristics so that they behave and communicate appropriately with all members of the UTC community. Staff will be given CPD throughout the year to enable them to tackle inappropriate behaviour and language effectively.	The PSHE programme explicitly teaches students about protected characteristics and this is reinforced by other VIP activities. (See SOW/lesson plans) Staff CPD is delivered and colleagues report greater confidence in tackling inappropriate behaviour and language. This is reflected in Arbor data and reported via community voice activities.	GL	GW
4	Improve the attendance of students with who are persistently absent (PA), especially those demonstrating high levels of anxiety, so that our PA rates are below the national averages for each year group and trending downwards.	4.1	Provide CPD opportunities for the VIP team and the wider staff body in order to develop their understanding of successful approaches to tackling anxiety and related issues of mental well-being.	The VIP team develop a shared understanding of the context of, reasons for and responses to student absence as a result of anxiety and poor mental health. This is shared with the staff and governance teams via ongoing CPD. The needs of individual children are shared with staff in a timely way.	LD	GL
		4.2	Use the knowledge gained during CPD (4.1) to a formalise a system of Rapid Action Plans (RAP) to tackle related persistent absenteeism for individual students or cohorts.	The RAPs and consultation with external agencies provide a clear sequence of steps that are followed closely and recorded by the VIP team. Their consistent application results in a significant reduction in persistent absence.	GL	GW
		4.3	With the EWO, and in consultation with other external agencies, establish a flow-chart of actions so that we can consistently provide optimal support for students, identify appropriate interventions and challenge persistent absence within legal frameworks.		GL	GW

		4.4	Develop a parent/carer tool-kit so that parents can work in partnership with the UTC in identifying and tackling key triggers or underlying issues and behaviours.	Parents and carers understand their role in improving the attendance of their children and actively contribute to improvement in their levels of attendance. This is demonstrated both by attendance data and parent/carer/student feedback.	GL	GW
		4.4	Build upon the work done in 2020/21 to tackle bullying in all its forms, with a formal review to take place in term 3. (See also 3.4)	Incidences of bullying decrease and any that do occur are dealt with swiftly and effectively, as evidenced by pastoral records and community voice activities.	GL	GW
		4.5	Disadvantaged students are doubly disadvantaged when their attendance is poor. KA will act as champion and advocate for PP students, and PR for SEND students, ensuring that their needs are prioritised across the curriculum. They will also be the primary point of home/school communication.	Relationships are built with disadvantaged students and their parents/carers and provide an additional level of support. The relentless focus on disadvantaged students results in timely intervention, and absence is minimised.	GL	KA PR

Personal Development

	Intent		Implementation	Evidence of Impact	QA	Owner
5	Ensure that all students benefit from a Personal Development Curriculum of the highest standard.	5.1	As far as the Covid landscape allows, re-introduce work experience (in person and virtual) such that the majority of students in years 10 and 12 are able to participate, as well as some students in years 11 and 13. Review outcomes.	Students and employers report high levels of satisfaction with Wex. Students record their work experience in Unifrog, providing evidence of their learning and using it to inform next steps. The Employability Co-ordinator uses an ongoing review process to inform action planning and to recruit additional employers to the programme.	JP	SW
		5.2	Review planning and delivery of the new Relationships and Sexual Education curriculum (RSE) to ensure that it is meeting the needs of learners and is making use of the UTC's action planning around sexual violence and harrassment (SVSH). Ensure that all staff delivering RSE lessons have been trained, and feel confident, to do so.	External scrutiny by a SIP as well as internal QA processes evidence an RSE curriculum which meets the nationally mandated requirements, and a student body who can articulate how to keep themselves safe and healthy.	GL	JG
		5.3	Implement a new Enrichment plan which provides a diverse range of enjoyable and stimulating activities which go beyond the technical and academic curriculum so that our students can develop their personal interests and skills.	Community voice provides evidence that Enrichment is valued. Students log the skills they develop in Unifrog and can articulate the professional and personal benefits of pursuing their interests.	GL	GW

		5.4	Further develop our use of the UNICEF Rights Respecting School Award as a mechanism to help students understand their rights and those of others, and to campaign for them. By doing so, we will bring together many strands of the personal development curriculum within an ethical and inclusive framework (eg British values, SMSC).	We will achieve Silver in the UNICEF Rights Respecting School Award and have an action plan in place to achieve Gold. A map of how the various elements of our curriculum link to the RRSA award will demonstrate its value as a means of providing coherence in delivery. Community voice activities will demonstrate that our students understand their rights and can articulate the importance of defending the rights of others.	GL	JG
		5.5	Engage fully with the climate change agenda so that sustainability and environmental considerations become a core part of the UTC's ethos and enrich our curriculum by: • Appointing an Eco champion who draws up and implements an action plan which *may* result in accreditation by a recognised body. • Incorporating article 24 of the UN Convention on the Rights of the Child (the right to a clean and healthy environment) into curriculum planning and delivery so that the whole UTC community champions its importance. • Engaging in eco-centric activities and building relationships with external bodies including local employers, government agencies and educational institutions.	An action plan is being implemented. Community voice, meeting minutes and lesson plans all evidence this activity and a growing awareness of, and co-ordinated response to, the sustainability agenda. We are part of a growing network of supportive organisations and we are able to call upon them to help develop our curriculum. We may achieve accreditation by a recognised body.	LD	SW

| | | 5.6 | Address the learning needs of students in a more joined-up and cross-curricular way by implementing the new curriculum plan for Project and thus build core competencies, skills and personal qualities.

These will include team-building, leadership and presentation skills, oracy, written communication and working to a brief. | QA activities, pastoral records and community voice activities evidence the development of a range of core competencies, skills and personal qualities.

Employer feedback evidences the impact of Project on the development of well-rounded young people who have excellent soft skills. | GL | JP |

Leadership and Management

	Intent		Implementation	Evidence of Impact	QA	Owner
6	Champion and consistently demonstrate the UTC's commitment to staff and student wellbeing.	6.1	Devise and implement a term 1 Recovery Curriculum plan which recognises that the disruption to students' education has been significant and its effects will need to be addressed from year-to year. The plan will facilitate the social integration of students joining us in September and enable us to identify and act on ongoing emotional, social and educational needs. Evaluation of its success takes place so that in the event of any further lock-down or period of bubble isolation, lessons learned inform our approach.	Planning and delivery documents evidence a successfully implemented programme at the end of which students feel ready to engage fully with the taught curriculum. Student and staff voice are positive about its effects. The VIP programme for the year continues to develop the key themes of the recovery curriculum and is responsive to the changing needs of students as evidenced by pastoral records.	LD	GL
		6.2	Carry out staff and student voice activities (formal and informal) at least termly which explicitly address issues related to wellbeing, workload and Covid, and take action to tackle any issues raised.	Student/staff voice and VIP records, along with subsequent action plans, demonstrate clear action taken in response to concerns. Line Management and SLT/CLT minutes evidence supportive ongoing consideration of the issues raised.	LD	GL

		6.3	Launch Senior leader Bring a Brew sessions so that staff or students can book time to discuss issues of concern in a supportive and low-threat environment.	Senior staff are able to account for how they have responded to concerns. Students and staff report feeling listened to and are able to identify specific actions that have been taken in response to their concerns.	SM	LD
		6.4	Support and develop the staff team to ensure sufficient capacity and personal resilience in all areas, especially in light of Covid, through a range of mechanisms including: Setting PM targets which aim to reduce un-necessary workload by taking into account the demands of Covid catch-up and empower staff to take greater ownership of their CPD. Facilitating staff social interaction on site whenever possible in a Covid-safe way. Enabling flexible and responsive working arrangements wherever possible.	Line management, subject, SLT/CLT minutes all evidence consideration of staff wellbeing and workload when decisions are taken. Formal and informal staff voice, as well as survey responses, are increasingly positive. Every member of staff will have a personalised CPD plan which they own and which they are able to complete. There is a staff sporting and social calendar and the majority of staff attend events throughout the year. Referrals to internal & external support are made to meet individual staff needs.	SM	LD
		6.5	Make use of recognised publications which aim to address issues of workload for staff including those from the DfE and EEF, and implement strategies based on their recommendations.	Staff at all levels are able to articulate their workload concerns to their line manager or other senior colleague and the staff community works together to reduce unnecessary workload with the result that staff report benefits including increased well-being and job satisfaction.	SM	LD

| 7 | Ensure that provision of the UTC's specialist curriculum remains available to students and is financially sustainable, by substantially improving rates of student recruitment. | 7.1 | Make full use of the MAT's expertise and SLA to implement a robust marketing plan with an emphasis on recruitment activities early in the year, and regular, high-quality 'keep-warm' activities.

The plan to be reviewed throughout the year following key events (open days in particular) and in response to any changes due to the Covid pandemic. | A marketing plan is in place and a range of high-quality recruitment events are held. The plan is flexible and is successfully adapted in line with changing circumstances.

Prospective parent and student voice is overwhelmingly positive as measured by feedback forms.

Student application numbers substantially increase in line with targets. | LD | JP |
| | | 7.2 | Improve wider community knowledge and perception of the UTC by systematically sharing information via social and traditional media.

Enable all staff and students to contribute to our online presence by sharing good news stories. | The UTC has a regular, positive presence in the traditional and digital local media.

The whole UTC community is celebrated and all stakeholders contribute to the sharing of good news. | LD | JP |

8	Strengthen the leadership and management of SEND.	8.1	Enrol the SENCO on a nationally recognised qualification for her role.	The UTC SENCo will enrol in the NASENCo course and complete all required modules. The course will aim to be completed this academic year. The learning from the course will be discussed during line management meetings with SLT and applied to the day-to-day role of the SENCo.	GL	PRol
		8.2	Develop the quality of teaching and learning for students with SEND, ensuring that staff are aware of, and responding effectively to, the needs of individual learners in their care.	SENCo will monitor the teaching of colleagues at the UTC through regular lesson drop ins, DDIs and pupil pursuits. Feedback will be given to member of staff and line manager and suitable interventions will be put in place where necessary (eg additional CPD, peer lesson observation, support plan). SEND sessions will be included in the CPD calendar. All teachers will have SEND student profiles easily accessible through Satchel One, and their use will be monitored by the SENCo.	GL	PRol

		8.3	Individual KPIs will be collected and shared effectively through the SEND team.	Regular meeting will take place between SENCo and Head of VIP to discuss attendance and behaviour trends for all SEND students. SENCo will analyse academic performance data via SISRA. This data will be used to put in place appropriate interventions for students and/or support for staff.	GL	Prol
		8.4	Conduct external quality assurance on the SEND provision and leadership at the UTC.	Arrange a SEND consultant visit to review the leadership of SEND and SEND provision at the UTC. Develop SENCo mentoring with experienced SENCo at another centre. Use School Improvement Partner to review SEND leadership and provision.	LD	GL