

## Meeting of the South Bank Engineering UTC Local Governing Body

5.00 - 6.30 pm on Wednesday, 5 July 2017  
in South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

### Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
5.	UTC Development Plan & Self Evaluation Form	24 - 49	DC

**Date of next meeting**  
**5.00 pm on Wednesday, 20 September 2017**

**Members:** Rao Bhamidimarri (Chair), Ian Brixey, Dan Cundy, Natalie Ferer, Richard Parrish, Tony Roberts, Suzanne Williams, Joanne Shand, Ruth Smith and Joanne Young

**Apologies:** Ed Arthur

**In attendance:** Dan Smith and Pervena Singh

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Paper title:	Self-Evaluation Form & 3 Year Strategy
Board/Committee	South Bank Engineering UTC Local Governing Body
Date of meeting:	05 July 2017
Author:	Dan Cundy, Principal
Purpose:	To Approve
Recommendation:	Local Governing Body to discuss UTC Self-Evaluation form, and 3 Year strategy report.

## Self-evaluation form

This document sets out the UTC's evaluation of its own performance. It follows a structure in line with the Ofsted inspection framework, 2016 version. Separate self-evaluation judgements are made against each of the following headings:

- overall effectiveness
- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils

The UTC uses the following four-point scale to make all evaluative gradings, including, in evaluating the effectiveness of the 16 to 19 study programme, with each grade broken into sub-grades a – top of the grade, b – middle of the grade, c – bottom of the grade:

- grade 1: outstanding
- grade 2: good
- grade 3: requires improvement
- grade 4: inadequate.

## Overall Effectiveness

Self-assessment grade:      1      2a      **2b**      2c      3a      3b      3c      4

\*The quality of teaching and learning is at least good. Evidence: quality assurance indicates teaching on average <2.0 grade across a number of observation cycles. Year 10 professional prediction data indicates positive residuals of +1.37 for Attainment 8.

\*The curriculum is innovative, fit for purpose, in line with a clearly articulated vision and puts students' interests first. Evidence: all qualifications in line with specialisms and vision; no 'gaming' for league tables; evaluation of BTEC resulting in switch to QCF framework to drive achievement.

\*Partnerships and specialist, technical provision are highly effective. Evidence: multiple engagements with all sponsors and wider partners. Technical provision good but limits to opportunities to learn hands-on in temporary facilities to be addressed.

\*The quality of assessment is good. Evidence: early moderation indicates accuracy of assessments; past papers and mark schemes used to ensure rigour; ½ termly assessments with professional prediction data gathered. Further moderation work to continue.

\*The quality and efficacy of intervention is good and has impact in narrowing gaps. Evidence: intervention yielding positive outcomes through personalised support.

\*Leadership and management is well-judged, impactful and effective. Evidence: assessment data; quality of teaching; staff development; student conduct data all point to good standards driven by strong leadership and effective management

\*Expectations are consistently high. Evidence: increased focus on differentiation for SEND and the most able students, although more to be done to support staff expertise with SEN and to drive progress for Gifted & Talented learners

\*Progress and attainment are strong overall and fairly consistent between key groups: Evidence: progress and attainment close to targets overall. Inconsistency is seen although small cohort size limits statistical reliability of group judgements.

\*Staff are supported and developed in order to be effective. Evidence: high quality CPD offered on a timely basis related to identified needs. Positive use of external support eg Graham Griffin (Prevent), Dunraven (SEND).

\*Student conduct is good, centred on high expectations grounded in the UTC's values. Evidence: focus on developing independence is generally successful, although some instances of conduct not meeting expectations – these are quickly and effectively dealt with. Exclusions related to high expectations of conduct.

\*Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being. Evidence: coherent, centrally-planned pastoral programme delivered consistently in coaching time; CPD lessons linked to accreditation.

\*Cross-curricular and employability skills are developed well overall. Evidence: common starter slide focus on literacy, numeracy and SMSC/employability/values

\*Safeguarding is effective. Evidence: all areas of safeguarding checklist satisfied; students feel safe (survey results); no major reported H&S, fire safety or RIDDOR issues. Training for all staff in Prevent, CSE etc.

### Priorities for development

\*Further development of assessment and marking to ensure all students develop independence in order to drive progress

\*Further development and training of teaching staff so that teaching is habitually of a good standard and often excellent.

\*Further refinement of intervention and support packages to narrow gaps in student performance

- \*Further improvement of conduct and attendance/punctuality to reduce variation in performance
- \*Further improve the delivery of cross-curricular skills consistently
- \*Ensure DBS checks of governors to meet all safeguarding requirements

## Effectiveness of leadership and management

Self-assessment grade: 1    2a    **2b**    2c    3a    3b    3c    4

- Culture of high expectations linked to pathways and next steps permeates UTC, rooted in strong, clearly communicated vision and values. *Evidence: vision and values reinforced through virtual assemblies and pastoral programme as well as through lessons. Pathways brokered with employer and university partners; students well-prepared for next steps with high expectations of themselves.*
- Positive relationships between all stakeholders. *Evidence: all sponsors and partners positively engaged through projects and other activities. Staff, student and parental relationships positive and productive.*
- Culture of respect and tolerance. *Evidence: incidents related to intolerance are isolated and rare.*
- High quality CPD is targeted to need and is developmental for staff. *Evidence: CPD programme is valued by staff, develops skills and capacity in areas identified through needs analysis.*
- Teaching is consistently at least good overall, with any pockets of inconsistency or weakness identified and addressed quickly and effectively. *Evidence: strong programme to monitor quality of teaching, linked to effective line management, underpinned by rigorous appraisal system.*
- Strong governance, with well-trained governors holding leaders to account for all aspects of the UTC's performance. *Evidence: governing board engaged and appropriately trained with range of skills; effective balance between support and challenge*
- Curriculum choice supports good progress eg BTEC for kinaesthetic learners. *Evidence: range of pathways at KS5 including 'academic' and 'technical'. Mix of traditional and technical courses for all learners at levels 2 and 3. Strong applied and contextual dimension to learning.*
- Curriculum contributes to students' behaviour and welfare, and fosters students' spiritual, moral, social and cultural development. *Evidence: SMSC developed through all curriculum delivery including CPD and pastoral programme.*
- British values actively promoted through pastoral programme and elsewhere. *Evidence: pastoral programme in particular focusing on development of British values including tolerance, democracy, fairness, rule of law etc.*
- Equality of opportunity actively promoted: positive school culture. *Evidence: values-driven curriculum with public positive celebration of success; equality of opportunity engendered by removal of barriers to learning eg home situation, access to technology.*
- Leaders and staff take action to identify and support students who may be at risk, reporting concerns as appropriate to ensure safeguarding is effective. *Evidence: effective internal systems in operation to report concerns to non-teaching pastoral team with the capacity and expertise to make well-judged and timely interventions.*
- Students are protected from radicalisation and extremism – staff are trained, competent and confident to encourage open discussion. *Evidence: all staff received Prevent training within safeguarding training; relevant policies publicised and discussed. Theatre visits to develop students' ability to recognise risks and triggers to extremism.*

### Priorities for development

- \*Limited impact of performance management demonstrated to date: to be developed from mid-session reviews.
- \*Limited evidence of impact of pupil premium funding: gaps narrow but based on small cohort. Intervention to be evaluated.

\*SMSC programme to develop in coherence and to link to half-termly themes.

## Quality of teaching, learning and assessment

Self-assessment grade:      1      2a      **2b**      2c      3a      3b      3c      4

- Teachers plan effectively and this helps students learn well. *Evidence: learning walks, lesson observation data indicate planning in line with exam board specifications and long-term sequences of learning. Student feedback is positive.*
- Time in lessons is used productively. *Evidence: observation data indicates no lessons highlight pace as an area for development. Students transition between lessons quickly.*
- Students focus well on their learning because teachers reinforce expectations for conduct *Evidence: issues with poor conduct and motivation are uncommon. Systems are clear and well-understood, with reward outweighing sanction.*
- Clear tasks are set which challenge students. *Evidence: tasks set are related closely to syllabus requirements including in technical subjects. Challenge is a feature of many lessons.*
- Teachers plan to consolidate and deepen students/ knowledge, understanding and skills. Time is given to review. Teachers identify those who fall behind and intervene quickly. *Evidence: curriculum planning allows more time than in other schools to consolidate learning. Intervention is effective in improving the performance of targeted students, with support staff deployed effectively.*
- Teachers give feedback in line with assessment policy. Pupils know how to improve and use feedback well. *Evidence: marking is often effective.*
- Teachers develop literacy, numeracy and SMSC across the curriculum to good effect. *Evidence: cross-curricular themes are delivered in all subject areas.*
- Teachers expect all students to demonstrate positive attitudes to their work, with an impact on progress. *Evidence: high expectations evident in all lessons in line with vision and values.*
- Pupils are developing the capacity to learn from their mistakes and most commit to improving their work. *Evidence: students show increasing ability to respond to feedback and demonstrate independence and skill in order to make accelerated progress*
- Teachers challenge stereotypes, such as gender roles in the workplace. *Evidence: strong evidence of positive challenge to gender stereotypes, especially women in engineering*

### Priorities for development

- \*Teachers do not always plan learning which sustains students' interest and challenges their thinking – planning needs further development in some areas, especially in courses with new specifications
- \*The impact of independent study is variable, although it can be used highly effectively
- \*The accuracy and quality of feedback to parents is yet to be thoroughly analysed
- \*Lack of experience and system expertise in delivery of new specifications leads to uncertainty in planning compounded by lack of resources.
- \*There is a lack of challenge in some lessons for some learners: for example the more able Year 10 cohort are making less than expected progress.
- \*Marking policy requires further development and review to ensure that all marking is powerful and timely.
- \*SMSC programme to develop in coherence, with staff improving expertise.

Self-assessment grade: 1 2a **2b** 2c 3a 3b 3c 4

-Students are confident and self-assured learners. They have good attitudes to learning which impacts positively on their progress. *Evidence: incidences of poor conduct and negative attitudes are uncommon; significant disruption is very rare*

-Students are proud of their achievements and proud of their UTC. *Evidence: survey data is positive from students; students respond well to challenge with regard to reputation and profile building*

-Conduct is generally good and in line with UTC values. *Evidence: students understand and make personal investment in UTC values including the development of independence and employability skills*

-Students understand how the UTC is preparing them with the behaviours and attitudes necessary for success in their next steps. *Evidence: students are able to articulate how expectations are linked to skillset required in the professional workplace; students receive positive reinforcement from sponsors and employer partners*

-Pupils value their education and have high attendance rates, with no key group significantly underperforming the national average. *Evidence: weaker in this area as a small number of individuals skew the average. However vast majority of students attend very well.*

-The conduct of students with SEN is good. *Evidence: student with EHCP has exemplary conduct; other SEN students broadly conduct themselves well.*

-Students work hard to prevent bullying, with the outcome that bullying in any form is rare. *Evidence: bullying is very rare, with consistently harmonious community.*

-Staff and students deal effectively and appropriately with rare instances of bullying behaviour and prejudice, along with the occasional use of inappropriate language. *Evidence: isolated incidences of inappropriate language or conduct are reported to staff, with students confident in swift and fair resolution.*

-The UTC promotes students' welfare effectively. Students feel safe and understand how to keep themselves and others safe. *Evidence: student surveys articulate that they feel safe; CPD and other input has developed understanding of how to stay safe, for example in their online behaviour.*

-Students can explain how to keep themselves healthy. They make informed choices around diet and lifestyle and are aware of how to keep themselves safe online. *Evidence: catering company workshops to highlight healthy choices; fruit and water options promoted by UTC.*

-Students' SMSC development enables them to be thoughtful, caring and active citizens. *Evidence: critical thinking skills actively developed through pastoral programme; active citizenship build through primary school links, partnership work and enrichment eg DoFE*

#### **Priorities for development**

\*High quality, impartial careers advice is not fully in place although the UTC is aiming for Investors in Careers status and has had meaningful engagements with employer partners

\*Incidents of low-level disruption are uncommon but not rare, with some vulnerable/challenging students with complex needs in Year 10

\*Lateness is not yet good, especially amongst particular students

\*Persistent absence is too high and attendance overall below target, although most PA is related to authorised medical and bereavement

Self-assessment grade: 1 2a **2b** 2c 3a 3b 3c 4

- Pupils read often with fluency and comprehension in line with age and expectations. *Evidence: significant focus on cross-curricular literacy and extended reading across all subjects developing*
- Assessment and lesson observation data indicates that most groups of students are making significant progress in all subject areas. *Evidence: performance data is positive for all subjects with few exceptions; group performance is positive in most cases including for boys, girls and key ethnic groups.*
- Observation data indicates that progress in English and maths is strong *Evidence: progress in English and maths is strong overall with levels of attainment close to targets.*
- Students in many respects are well prepared for their next steps through the 'value add' of the UTC curriculum *Evidence: some exceptional experiences for students including employer projects, site visits, work experience, careers guidance, masterclasses and workshops all add considerable value to UTC offer*
- Students with SEN are supported effectively to make progress *Evidence: SENCO having impact with identified students, including EHCP student performing well.*
- Effective intervention is in place narrowing the performance gap of identified students. *Evidence: student performance data; narrowing gaps.*

#### Areas for development

- \*Ensure that student outcomes do not experience a 'dip' closer to exams
- \*Narrow the gaps between groups further, through intervention and support, especially with more able students
- \*Further target intervention towards disadvantaged students to ensure a zero/positive gap to targets
- \*Target support and management activity to pockets of underperformance
- \*Reading tests have yet to be conducted in order to inform intervention where required
- \*Students are yet to be fully prepared for their next steps as CEIAG programme is not yet fully formed.

### The effectiveness of 16-19 study programmes

Self-assessment grade: 1 2a **2b** 2c 3a 3b 3c 4

- Leaders have high expectations of learners. Provision is good and outcomes are strong at Key Stage 5. *Evidence: performance data indicates outcomes in line with targets in most instances*
- Leaders plan, manage and evaluate study programmes so that learners undertake high quality, challenging learning. *Evidence: rigorous and well-planned curriculum in place with students' needs foremost*
- The curriculum prepares students well for future employment. *Evidence: curriculum future-focused and innovative, developing employability skills with the addition of professional qualifications*
- Learners without GCSE A\*-C in English or maths follow appropriately tailored courses. *Evidence: English and maths re-take GCSE courses in place. Core Level 3 maths in place for C grade students.*
- Assessment enables learners to make substantial progress. *Evidence: assessment programme generates accurate summative data and enables formative activity to drive progress*
- Teaching is high quality and supports all learners. *Evidence: teaching is effective in all subject areas, with students supported well to narrow gaps*
- Learners feel safe, are thoughtful and respectful citizens with excellent interpersonal skills. *Evidence: focus on values and active development of citizenship and communication skills including opportunities for teamwork.*



-Learners who fall behind are given successful intervention and support to catch up. *Evidence: intervention process is robust and grounded in accurate data; intervention communicated and actioned consistently.*

**Priorities for development**

- \*Evidence is lacking to show that retention rates are high
- \*Impartial careers advice is not yet fully in place despite successful initiatives
- \*Destinations data is not yet available to indicate movement onto next steps
- \*Evidence is lacking that level 3 qualifications deliver high levels of value added

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**South Bank  
Engineering UTC**

## South Bank Engineering UTC 3 Year Strategy. 2016-2019.

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# 1. Executive Summary

## 1.1. Purpose

The purpose of this document is to enable the leadership group, staff, governors and trustees at South Bank Engineering UTC to be able to plan strategically beyond the conventional annual cycle based on examination outcomes. This longer-term strategic planning over three years will form the basis for each annual UTC Development Plan. The three year strategy itself is unlikely to change substantially in form other than the Strategic Priorities, which will be updated annually in the light of performance over time.

This three year strategy document has been produced initially by Dan Cundy, Principal, but will be further developed with the collaboration of trustees, governors and the SLT. All staff will be given the opportunity to contribute their views to the document and to shape the Development Plan.

## 1.2. Overview

This document outlines each of the four main Strategic Focus areas. Under each Strategic Focus area is a series of priorities along with outline Key Performance Indicators (KPIs). Each strategic priority is tied to two targets, set and agreed by governors and the Principal, both at Base and Stretch level. The Stretch target is the level to which the UTC will aspire to perform over the three year period: it is unlikely that any Stretch target is achieved in the first year.

## 1.3. Summary

The four Strategic Focus areas are

1. Offer an outstanding education with high academic standards in a technical context
2. Recruit, develop and retain excellent staff
3. Maintain financial sustainability
4. Foster strong and progressive partnerships

## 2. 3 Year Plan Strategic Focus Areas

This section of the 3 Year Strategy provides an overview of the key Strategic Targets that have been set and are to be delivered against over a 3 Year period starting in September 2016. These are set to define, support and foster the desire of South Bank Engineering UTC and the learning facility that it wishes to grow to.

Four key Strategic Targets have been set in order to support the progression of South Bank Engineering UTC:

Target	Description
<b>Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context</b>	To be outstanding in our terms we must ensure that all students make strong academic progress and develop a high level of technical understanding and skill. The objective of this outstanding education is to ensure every student has the qualifications, skills and attributes to succeed in their chosen pathway, with pathways brokered by the UTC.
<b>Strategic Focus 2 – Recruit, develop and retain excellent staff</b>	In order to meet Target 1 the UTC is going to need to build an environment that attracts, challenges, supports, develops and retains very high quality staff. Much work in this area will be focused on linking high effective line management with rigorous performance management and high quality, personalised CPD.
<b>Strategic Focus 3 – Maintain financial sustainability</b>	In order to ensure that Target 1 and 2 can be achieved the UTC must operate in a viable financial climate. This will be a challenge in the national and local context, with the challenge growing over time. Key to the UTC’s success here is student recruitment.
<b>Strategic Focus 4 – Foster Strong and Progressive Partnerships</b>	The final target will be focused on building, nurturing and growing strong and progressive partnerships with university, employer, government and third sector organisations both locally and beyond. This will enable the UTC to deliver an innovative, future-focused offer with strong pathways.

### 3. Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context

#### 3.1. Objectives

The below outlines the objectives that have been set in order to support achieving Strategic Focus 1 **Offer an outstanding education with high academic standards in a technical context**

1. Achievement of judgement of at least Good in mock Ofsted inspection in each year
2. Progress is strong: no significant group underperforming the national average, including pupil premium
3. The curriculum and timetable more widely are designed to maximise opportunities to develop students' technical skills and capabilities
4. The 6<sup>th</sup> form is excellent

#### 3.2. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess UTC progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicators (KPI)	Target Base	Target Stretch
1. Achievement of judgement of at least Good in mock Ofsted inspection in each year	<p>a) Outcomes: National averages for A levels and BTEC Level 3 are exceeded</p> <p>b) Outcomes: The proportion of students making expected and more than expected progress in maths and English is well above national average</p> <p>c) Outcomes: Progress 8 measures are above national</p>	<p><i>-Key Stage 5 results</i></p> <p><i>-Progress KS2-4</i></p> <p><i>-Progress 8 data</i></p> <p><i>-Progress at Key Stage 5</i></p> <p><i>-Impact of leadership and management</i></p> <p><i>-Student behavior and attendance</i></p>	<p>-100% A level and BTEC Pass; 10% A*/A/Dist grades</p> <p>-Progress 8 score 0.1</p> <p>-Positive progress measure KS5</p> <p>-94% attendance</p> <p>-Exclusions below national average</p> <p>-Behaviour is</p>	<p>-100% A level and BTEC Pass; 10% A*/A/Dist grades</p> <p>-Progress 8 score 0.3</p> <p>-KS5 progress in line with top 25%</p> <p>-95% attendance</p> <p>-Exclusions half of national average</p> <p>-Behaviour is</p>

	<p>levels</p> <p>d) Leadership and management are outstanding</p> <p>e) Personal development, behaviour and welfare are outstanding</p>		consistently good	consistently exemplary
<p>2. Progress is strong: no significant group underperforming the national average, including pupil premium</p>	<p>a) Curriculum model is such that students are able to make outstanding progress</p> <p>b) Baselineing, target-setting and assessment are robust and accurate and lead to impactful interventions where needed</p> <p>c) Pupil Premium and other funding (via PP Strategy) is used effectively to lever progress</p> <p>d) Projects developed to target specific identified groups (such as White British for example), using internal resources and external partners.</p>	<p><i>-Assessment data to indicate attainment and progress by group including Pupil Premium</i></p> <p><i>-Accuracy of predictions</i></p> <p><i>-Impact of interventions</i></p> <p><i>-Value for Money (VfM) judgements</i></p>	<p>-Progress exceeds min exp targets for most subjects</p> <p>-Predictions of outcomes are within 10% of actual for all subjects</p> <p>-Intervention outcomes such that performance of all key groups within 10% of target</p> <p>-At least two external partners providing intervention</p>	<p>-Progress exceeds min exp targets in all subjects</p> <p>-Predictions of outcomes within 5% of actual for all subjects</p> <p>-Intervention outcomes such that performance of all key groups within 5% of target</p> <p>-At least three external partners providing intervention</p>
<p>3. The curriculum and timetable more widely are designed to maximise</p>	<p>a) Students are all able to demonstrate the skills and attributes to make them 'employable'</p> <p>b) Students all demonstrate</p>	<p><i>-Destinations data</i></p> <p><i>-Pathways into sponsors and partners</i></p> <p><i>-Success in technical qualifications (BTEC)</i></p> <p><i>-Professional qualification</i></p>	<p>-0% NEET in a typical year</p> <p>-BTEC pass rate above target and above national</p>	<p>-0% NEET in any year</p> <p>-BTEC pass, merit and distinction rate above target and above national levels;</p>

opportunities to develop students' technical skills and capabilities	<p>technical capability in engineering</p> <p>c) Students all learn technical skills leading to accreditation and qualifications</p> <p>d) Employer projects cross-fertilise the taught curriculum</p>	<p><i>achievement</i></p> <p><i>-Employer project structures and cross-fertilisation opportunities</i></p>	<p>levels;</p> <p>-Most students achieve professional qualifications</p> <p>-Employer projects all rated 'good' or better by students</p>	<p>-100% of students achieve professional qualifications</p> <p>-Employer projects all rated 'good' or better by students with 50% outstanding</p>
4. The 6 <sup>th</sup> form is outstanding	<p>a) Ensure there is no 'quality gap' in 6<sup>th</sup> form teaching</p> <p>b) Ensure staff have knowledge, skills and capacity to deliver across the suite of qualifications</p> <p>c) Cross-curricular skills are delivered consistently and effectively</p> <p>d) The 6<sup>th</sup> form becomes an oversubscribed and vibrant offer</p>	<p><i>-Attainment and progress data at student level</i></p> <p><i>-ALPs data at subject level</i></p> <p><i>-Destinations data including access to higher education and Russell Group universities</i></p> <p><i>-Retention figures</i></p> <p><i>-Applications and offers for 6<sup>th</sup> form</i></p>	<p>-Attainment meets targets for 90% of students in Year 13</p> <p>-ALPS data above national average overall</p> <p>-Observation data as strong in 6<sup>th</sup> form as lower school</p> <p>-Retention figures above national averages</p>	<p>-Attainment meets targets for 95% of students in Year 13</p> <p>-ALPS data one grade above national average overall</p> <p>-Observation data as strong in 6<sup>th</sup> form as lower school</p> <p>-Retention figures above national averages</p>



## 4. Strategic Focus 2 – Recruit, develop and retain excellent staff

The below outlines the objectives that have been set in order to support achieving Strategic Focus 2 **Recruit, develop and retain excellent staff**:

1. Attract high quality staff, both in teaching and support roles
2. Ensure all staff work effectively in support of the UTC's objectives and in sympathy with its values
3. Ensure teaching shows the highest possible degree of expertise including accuracy of prediction and assessment
4. Ensure quality assurance of teaching and learning is robust and linked to high quality CPD
5. Secure excellent retention rates of staff, including providing career development opportunities

### 4.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the above objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
1. Attract high quality staff, both in teaching and support roles	a) Build an effective recruitment strategy to secure the best and largest possible fields for interview b) Ensure the UTC is able to articulate powerful reasons to join the staff c) Explore innovative, non-traditional routes into the UTC via apprenticeships for example d) Ensure staffing model is highly effective at generating positive outcomes	-Quality of staffing -Suitability of staff skillsets -Recruitment channels for staff -Staff model adding value	-All roles attract at least two applicants -All subjects are staffed by specialists -Teaching staff lower cost than Lambeth average -Average cost of recruitment lower than TES -No staff with performance concerns	-All roles attract at least three applicants -All subjects are staffed by specialists -Teaching staff 5% lower cost than Lambeth average -Average cost of recruitment 10% lower than TES -No staff weaker than 'good' on average

<p>2. Ensure all staff work effectively in support of the UTC's objectives and in sympathy with its values</p>	<p>a) Strong staff training pre-opening to          -communicate objectives and values          -secure buy-in from all staff          -indicate how effective operation will be articulated          b) Introduce systems of effective line management to develop and support staff, linked to objectives          c) Introduce systems of effective appraisal and performance management linked to pay and progression, linked to objectives which are cascaded logically from whole-school to individuals.</p>	<p><i>-UTC meets its objectives both short and medium term</i>  <i>-Staff operate in a manner in line with UTC values as a matter of course</i>  <i>-Quality and personalization of line management</i>  <i>-Performance management impact and outcomes</i></p>	<p>-100% of CPD is graded 'good' or better          -100% of staff operating UTC systems          -100% of staff targets follow central model          -100% of staff effectively managed as judged by internal review</p>	<p>-100% of CPD is graded 'good' or better          -100% of staff operating UTC systems          -100% of staff targets follow central model          -100% of staff effectively managed as judged by internal review</p>
<p>3. Ensure teaching shows the highest possible degree of expertise including accuracy of prediction and assessment</p>	<p>a) Introduce rigorous and regular quality assurance system for teaching staff to include both observation of T&amp;L and data analysis          b) Implement regular scrutiny of assessment in various forms          c) Monitor and evaluate accuracy of prediction; introduce moderation and standardization procedures with external partners in support</p>	<p><i>-Quality of teaching</i>  <i>-Accuracy of predictions</i>  <i>-Range, quality and consistency of assessments</i>  <i>-Effectiveness of standardization and moderation across teams</i></p>	<p>-All teaching is 'good' or better          -Assessments shown to be accurate and effective          -Standardisation and moderation in place across all departments</p>	<p>-All teaching is 'good' or better          -Assessments shown to be accurate and effective          -Standardisation and moderation in place across all departments</p>
<p>4. Ensure quality assurance of teaching and learning is robust</p>	<p>a) Rigorous QA of teaching which both generates high quality developmental feedback and also</p>	<p><i>-Quality of teaching data</i>  <i>-CPD programme</i>  <i>-Impact of CPD programme</i></p>	<p>-All staff show improvement in their teaching</p>	<p>-All staff show improvement in their teaching</p>

and linked to high quality CPD	<p>generates performance data</p> <p>b) Analysis of performance data to ensure CPD is appropriate and targeted to need</p> <p>c) High quality CPD programme throughout the year</p>	<i>through evaluation data</i>	<p>-100% of teachers positively link CPD to QoT</p> <p>-CPD programme is linked to need according to internal review data</p> <p>-100% of CPD sessions are judged 'good' or better by staff</p>	<p>-100% of teachers positively link CPD to QoT</p> <p>-CPD programme is linked to need according to internal review data</p> <p>-100% of CPD sessions are judged 'good' or better by staff; 33% outstanding</p>
5. Secure excellent retention rates of staff, including providing career development opportunities	<p>a) Greater recognition and reward for staff performing well – bonus structure</p> <p>b) Strong internal systems to recognise and develop talent</p> <p>c) create retention plans and career development pathways</p> <p>d) Ensure very high quality, targeted CPD for all staff, both teaching and support.</p>	<p><i>-Retention rates in relation to London average</i></p> <p><i>-Internal promotions</i></p> <p><i>-Range of retention strategies</i></p> <p><i>-High quality, personalised professional development</i></p>	<p>-Teaching staff turnover rate 10% lower than London average</p> <p>-A range of retention strategies in place</p> <p>-CPD related to the needs of the majority of staff including all teaching staff</p>	<p>-Teaching staff turnover rate 50% lower than London average</p> <p>-A wide range of retention strategies in place</p> <p>-CPD related to the needs of 100% of staff</p>

## 5. Strategic Focus 3 – Maintain financial sustainability

The below outlines the objectives that have been set in order to support achieving Strategic Focus 3 of **Maintain Financial Sustainability**

1. Meet PAN in each cohort each year
2. Low Cost and Cost Transparency
3. Increase Revenue through different revenue streams
4. Efficient use of resources to drive impact in student progress and more widely

### 5.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
1. Meet PAN in each cohort in each year	<p>a) Clear and appropriate marketing strategy, grounded in evidence, is devised with clear messaging of strong vision</p> <p>b) Effective multi-channel marketing and events raise profile of the UTC</p> <p>c) UTC presence at an increasing number of schools at Post-16 events, options evenings etc.</p> <p>d) Meetings with applicants and 'keep warm' activities to minimise attrition.</p>	<p><i>-Evidence-based marketing strategies</i></p> <p><i>-Range of channels utilised</i></p> <p><i>-Increased number of schools visited including increased number of Year 9 cohorts</i></p> <p><i>-Range of effective keep warm activities</i></p> <p><i>-All applicants met by SLT soon after applying</i></p>	<p>-Increasing range of recruitment channels used</p> <p>-Increasing number of Year 9 families directly engaged</p> <p>-At least three 'keep warm' events per year</p> <p>-All applicants invited to interview</p>	<p>-Increasing range of recruitment channels used, all offering positive impact and value for money</p> <p>-Increasing number of Year 9 families directly engaged – 10% per year</p> <p>-At least four 'keep warm' events per year</p> <p>-All applicants invited to</p>

				interview; 75% attendance
3. Increase Revenue through different revenue streams	<p>a) Increase lettings revenue, involving partners where possible</p> <p>b) Develop apprenticeship offer</p> <p>c) Explore sources of other revenue – products, services, consultancy</p> <p>d) Increase sponsorship revenue both in cash terms and ‘benefit in kind’</p>	<p><i>-Lettings revenue</i></p> <p><i>-Apprenticeship pathways offered</i></p> <p><i>-Revenue generated through extended offer</i></p> <p><i>-Increased benefit to UTC of sponsorship</i></p>	<p>-£5000 per year in external lettings revenue</p> <p>-Apprenticeship programme operational with one partner</p> <p>-Sponsorship of at least one event/activity</p>	<p>-£15000 per year in external lettings revenue</p> <p>-Apprenticeship programme operational with three partners</p> <p>-Sponsorship of at least three event/activity</p>
4. Efficient use of resources to drive impact in student progress and more widely	<p>a) Regular, accurate evaluation of efficiency in terms of value for money</p> <p>b) Expenditure benchmarked against student impact, to inform spending decisions</p> <p>c) Staffing model is built on high-impact, low cost principles</p> <p>d) Efficiency savings are maximised wherever possible, through shared provision and service-level agreements with partners for example.</p>	<p><i>-Value for Money (VfM) evaluations</i></p> <p><i>-Spending decisions benchmarked against impact</i></p> <p><i>-Staffing model adapts to changing needs remaining highly efficient</i></p> <p><i>-Intelligent use of shared services and SLAs brings efficiency savings</i></p>	<p>-Curriculum and staffing model analysis in place annually</p> <p>-Shared services run efficiently and cost effectively</p> <p>-Trust level support offers positive impact and good value for money by internal review</p> <p>-Staffing model is cost-effective and efficient</p>	<p>-Curriculum and staffing model analysis in place twice annually</p> <p>-Shared services run efficiently and cost effectively</p> <p>-Trust level support offers positive impact and good value for money by internal review</p> <p>-Staffing model is cost-effective and efficient</p>

## 6. Strategic Focus 4 – Foster strong and progressive partnerships locally and beyond

The below outlines the objectives that have been set in order to support achieving Strategic Focus 4 of **Foster Strong and Progressive Partnerships Locally and Beyond**:

1. Mutually beneficial partnership between South Bank Engineering UTC and other schools
2. Build strong and beneficial relationships with local communities
3. Build positive collaborations across the UTC network
4. Strong and beneficial links with an increasing range of partners from industry in engineering and more widely
5. Build university links with LSBU and beyond
6. Build successful International links
7. Ensure high levels engagement and involvement of parents/carers

### 6.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
1. Mutually beneficial partnership between South Bank Engineering UTC and other schools	a) Build positive, professional relationships at SLT level with Lambeth and cluster schools both at secondary and primary phase b) Build positive collaborations with local schools which are both mutually beneficial and sustainable c) Host events and give UTC expertise to enhance local offer; use these to improve relationships.	<i>-Professional relationships at SLT level</i> <i>-Inter-school collaborations</i> <i>-Links both at primary, secondary and university</i> <i>-Impact of UTC activities on wider educational community</i>	-Professional links yield partnership work with three schools in two phases -Links with university impact on all UTC students -UTC able to evidence positive	-Professional links yield partnership work with five schools in two phases -Links with universities impact on all UTC students -UTC able to evidence positive

			impact on wider community through range of activity	impact on wider community through range of activity in range of channels
2. Build strong and beneficial relationships with local communities	<p>a) Offer use of UTC expertise and facilities to local groups, such as professional qualifications to parents</p> <p>b) Harness nature of UTC and its students to add value to local community groups, such as enhancing local charity social media</p> <p>c) Build reputation and awareness of UTC in the local area by maximizing publicity for the UTC through shared activities and events</p>	<p><i>-Professional qualifications customers and outcomes</i></p> <p><i>-Impact of community initiatives</i></p> <p><i>-Reputational analysis</i></p> <p><i>-Range and nature of publicity</i></p>	<p>-Professional qualifications offered to external stakeholders</p> <p>-Community initiatives receive positive feedback</p> <p>-At least three positive press reports per year</p>	<p>-Professional qualifications achieved by external stakeholders</p> <p>-At least three community initiatives receive positive feedback</p> <p>-At least five positive press reports per year with no negative publicity in public domain</p>
3. Build positive collaborations across the UTC network	<p>a) Develop collaborative and high-impact relationships with other UTCs, especially UTC Reading and London Design UTC to improve T&amp;L</p> <p>b) Relationships generate efficiencies – for example in staff recruitment or marketing</p> <p>c) Develop and share products,</p>	<p><i>-Depth, breadth and impact of inter-UTC collaborations</i></p> <p><i>-Efficiencies generated through collaborations</i></p> <p><i>-Impact of wider development of products and services</i></p>	<p>-Evidence of positive collaborations with two other UTCs</p> <p>-UTC/BDT collaborations generate</p>	<p>-Evidence of positive collaborations with at least three other UTCs</p> <p>-UTC/BDT collaborations generate</p>

	services, collaborations and projects more widely		efficiencies or added capacity -Positive educational impact through UTC collaborations	efficiencies and added capacity -Positive educational impact through at least two UTC collaborations
4. Strong and beneficial links with an increasing range of partners from industry in engineering and more widely	<p>a) Existing sponsors all actively engaged with projects delivered</p> <p>b) Existing partners all actively engaged</p> <p>c) Range of new partners engaged in engineering and more widely</p> <p>d) Partnerships used to ensure strong and coherent CEIAG</p>	<p><i>-Sponsor engagements: range, regularity, depth, impact</i></p> <p><i>-Engagements from existing partners</i></p> <p><i>-Engagements from new partners</i></p> <p><i>-Number and type of new partnerships</i></p> <p><i>-Quality and impact of CEIAG</i></p>	<p>-100% of sponsors deliver employer projects annually</p> <p>-Existing partners all deliver input annually</p> <p>-At least two new partnerships developed per year</p> <p>-Investor in Careers Award achieved</p>	<p>-100% of sponsors deliver two+ employer projects annually</p> <p>-Existing partners all deliver 2+ inputs annually</p> <p>-At least three new partnerships developed per year</p> <p>-Investor in Careers Award achieved</p> <p>-100% of students give positive feedback on CEIAG programme</p>
5. Build university	a) LSBU links are developed both in	<i>-LSBU engagements: range,</i>	-LSBU	-LSBU

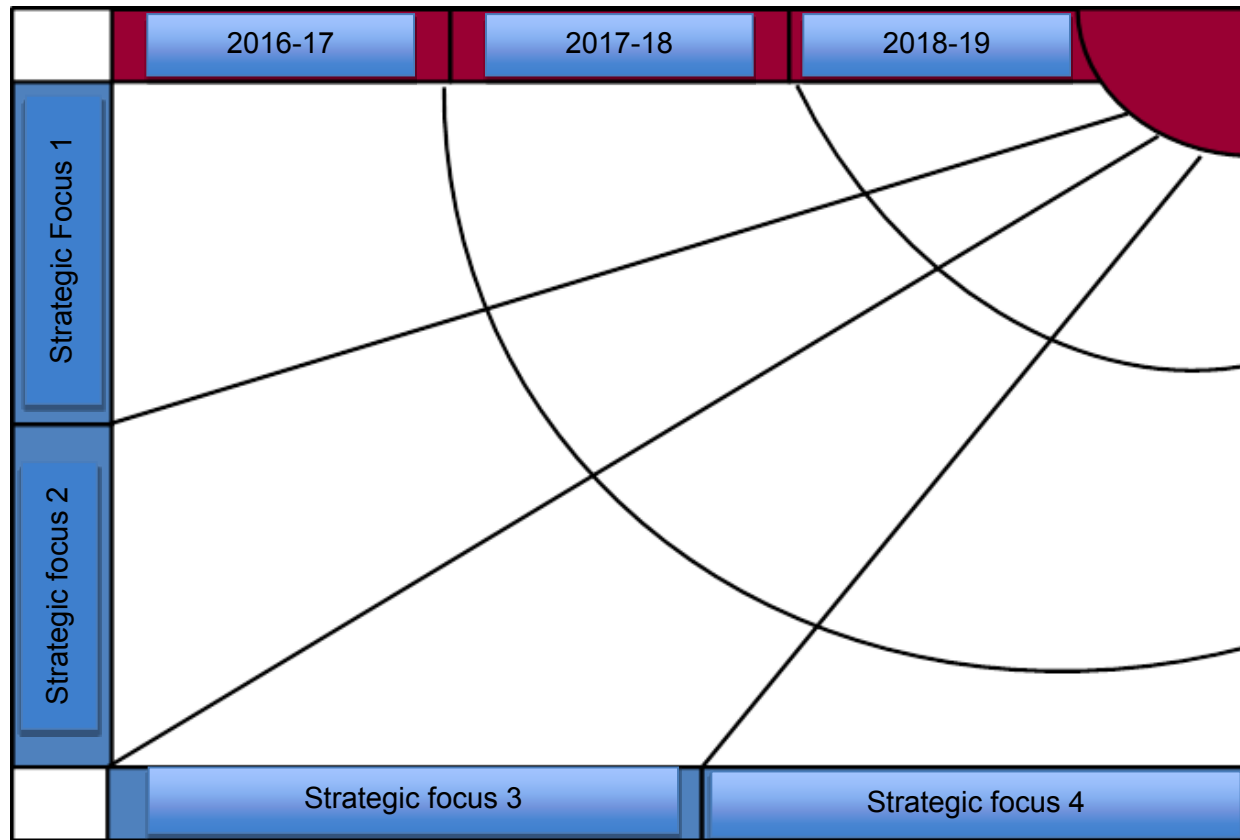


links with LSBU and beyond	<p>depth and breadth</p> <p>b) Further university links developed, including Russell Group and other London universities</p> <p>c) Links with students and academics developed, including mentoring and lectures</p> <p>d) UTC benefits from access to university resources</p>	<p><i>regularity, depth, impact</i></p> <p><i>-Engagements with other universities</i></p> <p><i>-Academic links</i></p> <p><i>-Value-add from links including mentoring and access to resources and teaching spaces</i></p>	<p>engagements develop in range and depth</p> <p>-Academic links at LSBU add educational value</p> <p>-100% of students have LSBU link</p> <p>-100% of students rate LSBU link as positive</p> <p>-Wider links developed with other including Russell Group universities</p>	<p>engagements develop in range and depth</p> <p>-Academic links at LSBU add educational value</p> <p>-100% of students have LSBU link</p> <p>-100% of students rate LSBU link as positive</p> <p>-Wider links developed with other including Russell Group universities</p>
6. Build successful International links	<p>a) International links developed at a student level</p> <p>b) Institutional links developed internationally</p>	<p><i>-Impact of international links on UTC</i></p> <p><i>-Wider benefits of links eg on cultural understanding, at student level</i></p>	<p>-Two international links in place</p> <p>-UTC students able to articulate benefits of links</p> <p>-Institutional international link in place</p>	<p>-Three international links in place</p> <p>-All UTC students able to articulate benefits of links</p> <p>-Institutional international links in place</p>

				including outside Europe
7. Ensure high levels of engagement and involvement of parents/carers	<p>a) High levels of engagement from parents/carers</p> <p>b) Range of engagement with parents/carers including input in UTC decision-making</p> <p>c) Use of innovative technology to remove barriers to engagement</p> <p>d) Use of resources including technology and staffing to remove language barriers</p>	<p><i>-Attendance at parents' evenings</i></p> <p><i>-Proportion of parents/carers actively engaged with UTC</i></p> <p><i>-Impact of technology to increase range and types of engagements</i></p> <p><i>-Engagement of EAL parents/carers</i></p>	<p>-100% of parents/carers positively engaged with UTC</p> <p>-Increasing use of multi-channel communication with parents/carers</p> <p>-Effective engagement with 100% of EAL families</p>	<p>-100% of parents/carers positively engaged with UTC</p> <p>-Increasing use of multi-channel communication with parents/carers including online</p> <p>-Effective engagement with 100% of EAL families</p>

## 7. Improvement Plan Trajectory

The diagram below indicates how each target area feeds in to the overall transformation and development of the UTC over a three year cycle.



The UTC Improvement Plan will be produced annually using the 3 year strategy as its main source, allied to current performance data and the current stage of development of the UTC.

## 8. Challenges and Risks

- *'Fair funding' – a new formula to even out regional disparities in funding will impact Lambeth schools is a significant risk. It is highly likely that funding in Lambeth will be cut significantly, potentially impacting on the viability of the UTC and its technical, resource-intensive curriculum.*
- *Change in legislation may bring new pressures and accountability measures to bear, drawing capacity and focus from this strategic focus area.*
- *Change in Ofsted framework may mean a shifting in benchmarks and thereby make it more challenging to achieve an Outstanding judgement*
- *Lack of student data from previous schools means difficulty in meeting students' learning needs, slowing progress and impacting the effectiveness of community learning*
- *Underachievement at previous schools for Year 10 entrants results in challenge to secure good levels of progress; UTC held accountable for progress over two Key Stages despite only having input over one.*
- *Lack of understanding amongst Ofsted inspectors of UTC model - lack of EBacc offer at Key Stage 4 for example.*
- *Student numbers do not increase as planned*
- *Staffing challenges including high attrition rate*
- *Curriculum change including changes to specifications, content or assessment methodology*
- *Local context – demographics and capacity issues. For example, new free school provision adds capacity to the local market, leading to an oversupply of school places.*
- *Building completion dates slip, necessitating temporary accommodation, creating risks to the effective delivery of a UTC curriculum*
- *UTC brand suffers damage in the local market due to external factors, such as negative publicity attached to other London UTCs*
- *Sponsor and partner issues – reputational damage suffered as a consequence of events involving our sponsors for example*
- *Trust issues – lack of effectiveness or efficiency, leading to diseconomies of scale, poor value for money, lack of flexibility or governance issues, negatively impacting on outcomes at the UTC.*