

## KPIs and Action Plan (April 2018 - March 2019)

Core Aims	NCTL Minimum Expectations / KPIs (for reference)	DTSA KPIs 2018-19
Increase the number of high quality trainee teachers	1.1. At least 15 teachers trained per year 1.2. Percentage of trainee teachers who have secured a teaching post within 6 months is at or above national averages	1. At least 20 trainee teachers complete training 2. Percentage of trainee teachers who have secured a teaching post within 6 months is 90% 3. At least 30 trainee teachers are recruited for 2019-2020
Ensure every school has access to high quality Continuous Professional Learning and Development (CPLD) for support staff, teachers, leaders and governors	2.1. At least 50 evidence based CPLD days delivered per academic year 2.2. At least 90% of participants believe that the CPLD activity they attended has or will help improve practice in their school and agree that the benefits of the CPD activity outweighed any short term impact on workload	4. At least 100 evidence based CPLD days delivered per academic year 5. At least 95% of participants believe that the CPLD activity they attended has or will help improve practice in their school and agree that the benefits of the CPLD activity outweighed any short term impact on workload
Increase the quality and capacity of School-to-School Support at each level of system leadership	3.1. Provide at least 30 days of deployment per academic year, to schools identified as in need of support 3.2. At least 90% of support provided is rated as good or better by the supported school.	6. Provide at least 40 days of deployment per academic year, to schools identified as in need of support 7. At least 90% of support provided is rated as good or better by the supported school.
Improve the quality, capacity and sustainability of DTSA		8. At least 95% member schools judge DTSA good or better, 50% outstanding 9. At least 85 schools are members of DTSA 10. At least an annual £40,000 budget surplus by April 2020
Improve the wider effectiveness of the self-improving, school-led system		11. At least £150,000 funding for school improvement secured from DfE and other sources through DTSA-led /-partnership applications 12. Active collaboration with at least 5 other TSAs in Sub Region

1. Initial Teacher Training					
Aims	Success Criteria (Referenced to KPIs)	Mid-Year Evaluation			Final Evaluation
Develop an outstanding core primary and secondary school direct programme	95% trainees judge school direct programmes good or better, 50% outstanding				
Provide high level of pastoral support for trainee teachers	At least 20 trainee teachers complete training (KPI 1)				
Improve trainee teachers employability skills	Percentage of trainee teachers who have secured a teaching post within 6 months is 90% (KPI 2)				
Increase the number of trainee teachers recruited onto School Direct Programmes	At least 30 trainee teachers are recruited for 2019-2020 (KPI 3)				
Actions		When	Led by	Cost	Update commentary
Deliver induction sessions in the Spring and Summer term prior to course commencement Session 1 - What does great teaching look like? Session 2 – How can Session 3 – Induction for all trainees			Sally Huxen (SH)		
Dartmoor TSA handbook, primary section, completed		End of May 2018	SH		
Training team meetings with PST, mentor, trainee, ITEC and possible HTs held to develop and strengthen training teams		June and July 2018	SH		
Trainees given training partner within main placement, if placed in pairs, or school nearby. Facilitate opportunities to develop relationship between the pair.		July 2018 and ongoing	SH		
Course programme revised, updated and published including preliminary ITEC visit dates for Autumn term.		End of May 2018	SH		
Information for 2018-2019 trainees published on Dartmoor TSA website.		End of June	SH		

<ul style="list-style-type: none"> <li>- DTSA Course programme</li> <li>- DTSA handbook</li> <li>- Links to Exeter University</li> </ul>	2018			
Create termly feedback forms for trainees to ascertain what has gone well at each stage of the programme and possible developments for the future	September 2018	SH		
Liaise with KS3/4 SD Leader to identify opportunities for cross phase training e.g learning styles, time management etc.				
Create induction pack in line with NEU policy.	End of June	SH		
Introduce rigorous QA system that enables early identification of issues: e.g. trainee surveys, PST surveys, leads visiting placement schools		Martin Smith (MS)		
Develop a new Pastoral Support for Trainee Teachers Policy, providing comprehensive pastoral support		JP + SH		
Develop a new Employability Programme, including mock interviews and application surgery		MS		
Scope new opportunities for ITT Apprenticeship model (in partnership with Great Torrington School's Aspiring Teaching School Grant)		John Stanier (JS)		
Develop high quality School Direct Prospectus and upgrade web site and video		MS		
Offer prospective applicants work experience, school visits, with booking from August		MS		

2. Continuous Professional and Learning Development			
Aims	Success Criteria (Referenced to KPIs)	Mid-Year Evaluation	Final Evaluation
Increase the range and quality of teacher CPLD	At least 90% of member schools have teachers engaged in DTSA CPLD		
Increase the range and quality of support staff CPLD	At least 60% of member schools have support staff engaged in DTSA CPLD		
Increase the range and quality of leadership CPLD	At least 90 % of member schools have leadership engaged in DTSA CPLD		
Increase the range and quality of governor CPLD	At least 60% of member schools have governors engaged in DTSA CPLD		
Increase the overall range of CPLD	At least 100 evidence based CPLD days		

	delivered per academic year (KPI 4)				
Increase the overall quality of CPLD activity	At least 95% of participants believe that the CPLD activity they attended has or will help improve practice in their school and agree that the benefits of the CPLD activity outweighed any short term impact on workload (KPI 5)				
<b>Actions</b>		<b>When</b>	<b>Led by</b>	<b>Cost</b>	<b>Update commentary</b>
Introduce Training QA mechanisms to create a consistent high quality standard of training across DTSA associates.			MS		
Design and deliver new suite of TA courses covering induction, core training and mastering interventions			Claire Jones (CJ)		
Design and deliver new termly 'Governor Forum' meetings, building on Members' Forum model. Recruit outstanding clerk to support delivery. Create contact list of clerks.			MS		
Consolidate existing leadership offer. Widen programme to include Primary Pupil Premium Challenge (Developing outstanding PP Leaders) and High Performing School Challenge (Bespoke development programme for school leaders of high performing schools).			MS		
Publish high quality CPLD Prospectus to member schools			MS		

<b>3. School-to-School Support</b>			
<b>Aims</b>	<b>Success Criteria</b>	<b>Monitoring Arrangements</b>	<b>Final Evaluation</b>
Increase the number of high quality system leaders	At least 30 SLEs, with 50% in English, Maths and Science, designated At least 6 NLEs/TSLEs designated At least 3 NLGs/DLGs designated		
Increase the usage system leaders for school-to-school support	Provide at least 40 days of deployment per academic year, to schools identified as in need of support (KPI 6)		
Improve the quality of school-to-school support	At least 90% of support provided is rated as good or better by the		

	supported school (KPI 7)				
Actions	When	Led by	Cost	Update commentary	
Create a School-to-School Support Guide detailing system leaders, case studies and guidance on how to make the most of system leader support					
Create new School-to-School Support procedures, including planning, reporting and evaluation procedure					
Create a new System Leader Development Programme, including self-review, action plan and training programme					
Create a new designation of Dartmoor Leader of Governance (DLG) as a pre-NLG designation; hold recruitment procedures					
Offer support to schools following Section 8 Inspections (where a Section 5 will follow) or a Section 5 (where the judgement is RI), offering optional support for addressing key outcomes					

4. Quality, capacity and sustainability					
Aims	Success Criteria	Monitoring Arrangements			Final Evaluation
Improve the overall effectiveness of DTSA	At least 95% member schools judge DTSA good or better, 50% outstanding (KPI 8)				
Increase the membership base of DTSA	At least 85 schools are members of DTSA (KPI 9)				
Deliver a financially sustainable budget which enables DTSA to operate without NCTL Grant (£40,000)	At least an annual £40,000 budget surplus by April 2020 (KPI 10)				
Actions		When	Led by	Cost	Update commentary
Improve communications with member schools so they are able to engage fully in DTSA services: e.g. improve newsletter, social media usage					
Improve Value for Money, by developing cost-neutral models of funding CPLD and networks					
Explore membership with schools in areas with limited TSA access.					

5. Lead the wider effectiveness of the school-led, self-improving system					
Aims	Success Criteria	Monitoring Arrangements			Final Evaluation
Increase grant funding for school improvement projects	At least £150,000 funding for school improvement secured from DfE and other sources through DTSA-led /- partnership applications (KPI 11)				
Increase quality and capacity through developing high quality cross-alliance partnerships	Active collaboration with at least 5 other TSAs in Sub Region (KPI 12)				
Actions		When	Led by	Cost	Update commentary
Apply for DfE Strategic School Improvement Funding Round 3		20 <sup>th</sup> April 2018	MS		
Apply for DfE Strategic School Improvement Funding Rounds 4		Oct 2018	MS		
Apply for DfE Fund for Bright Disadvantaged Pupils		July 2018	MS		
Lead the development of a cross-alliance Teaching School programme, combining CPLD, system leadership and other key services.		From Sep 2018	MS		

Version Control		
What	Who	When
Draft 1	MS	7/5/18
Draft 2	SH update on primary ITT	6/6/18
Final – approved by Board		
Mid-Year Update		
Year-end Evaluation		