

Meeting of the South Bank Engineering UTC School Advisory Board

4.00 pm on Wednesday, 27 March 2019

in South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		LM
2.	Declarations of interest		LM
3.	Minutes of previous meeting	3 - 8	LM
4.	Matters arising	9 - 10	LM
Items to discuss			
5.	Principal's report <ul style="list-style-type: none"> • Progress against Ofsted areas for development • Quality of teaching, learning and assessment • Outcomes and current performance data • Safeguarding • Student recruitment, marketing and branding • Employer engagement • Pastoral data including exclusions and attendance • Staffing 	11 - 44	KB
6.	Link governor roles' update	45 - 46	LM
Items to note			
7.	Governors' visit update	47 - 48	AE
8.	SBA and SAB Chairs' recruitment update	49 - 50	AE

Date of next meeting
4.00 pm on Wednesday, 15 May 2019

Members: Lesley Morrison (Chair), Leona Ross, Ed Arthur, Ian Brixey, Beau Fadahunsi, Tony Roberts, Joanne Young and Catherine O'Keeffe

Apologies: Dan Cundy

No. Item

Pages

Presenter

In attendance: Kam Bains and Alexander Enibe

Minutes of the meeting of the South Bank Engineering UTC School Advisory Board
held at 4.00 pm on Wednesday, 27 February 2019
South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill
SW2 1QS

Present

Nicole Louis (Chair)
Ed Arthur
Ian Brixey
Dan Cundy
Beau Fadahunsi
Catherine O'Keeffe
Leona Ross
Tony Roberts
Joanne Young

In attendance

Clym Cunnington
Alexander Enibe

1. Welcome and apologies

The chair welcomed the governors to the meeting.

2. Declarations of interest

No governors declared a conflict of interest in any item on the agenda.

3. Minutes of previous meeting

The SAB approved the minutes of the previous meeting of 7 November 2018.

The SAB noted that the minutes reflected the discussions that took place at the meeting, and the actions were well captured.

4. Matters arising

The SAB noted the actions arising from the previous meeting.

On computer science, the SAB requested an update on interventions after the end of the mock exams.

5. Principal's report

Kam (Vice Principal) joined the meeting.

The SAB noted the Principal's report.

Safeguarding

The SAB noted that the UTC is continuing working with the Schools' Police Service on gangs, criminal activity of one pupil at the school.

The SAB noted that the UTC is working with the Lambeth Safeguarding Children Board on one pupil referral. The Vice Principal confirmed that there is a plan to set up a weekly drop in session with the School Police Service.

A governor asked whether the pupils were comfortable discussing safeguarding issues with members of staff. The Vice Principal confirmed that they are quite comfortable. The Vice Principal confirmed that a pupil had disclosed an incident of domestic sexual molestation, which is being handled by the police.

The SAB noted that one pupil was excluded for possession of drugs on site. A governor asked how the UTC found out about the drug possession. The Vice Principal explained that the pupil was involved in an unrelated incident, which led to body and bag search being conducted on the pupil by the police, and this led to drugs being found on the pupil.

A governor suggested that it would be good to have the UTC share with the UAE the areas where they have more strength, like safeguarding. The Principal confirmed that he would discuss with the HR Manager and explore the idea.

Ofsted visit report

The SAB discussed in detail the UTC Ofsted visit report and the Principal's draft action plan.

The Principal confirmed that the draft Ofsted report contained a wide range of factual inaccuracies, to which the UTC leaders responded and following which much of the wording of the final report was revised.

The Principal explained to the SAB that the draft action plan relates to the Ofsted Areas of Development (AfDs) which will form the basis of the next inspection monitoring visit. The plan is to develop this into a full action plan, linked to responsibilities, budgets, timeliness, success criteria and monitoring processes.

The Principal confirmed that the UTC will be re-inspected under section 5 usually within 30 months after the publication of the previous section 5 report. The Principal confirmed that the UTC leaders would accelerate the improvement plan and then try and invite Ofsted before the 30 months period. The Principal mentioned that there is no guarantee that Ofsted will agree to come before the 30 months, but that they will try and invite them.

The Principal confirmed that the Ofsted report has not yet been published on the Ofsted website and once it is published, the plan is to share with parents and students and provide them some explanation.

The CEO confirmed that Ofsted are of the view that the UTC governors are understanding and supportive of the school.

The CEO confirmed that the next stage is for the SAB to work with the SBA Board to support the Principal's investment and improvement proposals.

A governor suggested that the Principal should be given the resources that is needed so that more quality teachers and staff can be recruited.

A governor asked whether the UTC staff has been informed. The Principal confirmed that they have been informed and told what this means.

The SAB requested that the CEO speak to the staff to encourage and motivate them. The CEO confirmed that this will be done after the March SBA Board meeting.

The CEO confirmed that Rachael Norman (School Improvement Advisor) has been hired to monitor and ensure the implementation of the agreed Ofsted action plan, and she will be paying unannounced visits.

The SAB noted the need to continuously monitor the implementation of the Ofsted action plan.

The SAB agreed that governors should send comments to the Principal as regards the draft Ofsted action plan before it goes to the SBA Board meeting in March 2019.

A governor asked whether the UTC staff were allowed to feed into the Ofsted plan. The Principal confirmed that once the governors must have finished providing feedback then the staff would also be allowed to provide some feedback.

Current performance and predictions data

The SAB noted the current performance and predictions data. The SAB agreed to study it further. The Principal confirmed that this data shows the impact the UTC has had on the students, and that this data format will now be used in the future, and it is done externally.

Quality of teaching, learning and assessment

The SAB challenged the Principal on not having enough engineering technicians and Head of Technicians at the UTC. The Principal explained that they do not have them because of lack of resources. The same governor mentioned that it appeared that the key areas like; computer science and engineering, the UTC do not have the right engineering technicians.

The SAB agreed that adequate resources should be provided to the UTC so that they can be invested into the recruitment of quality teachers. The Trust Business Manager responded that the UTCs are required by the ESFA to have a balanced budget. The Business Manager said that there has to be a balance for a need for more resources for the UTC and the requirement by the ESFA to have a balanced budget.

The CEO suggested that during the budget preparation the SAB can look at what has been included.

Student recruitment

The SAB noted that the student recruitment figures were up when compared to last year figures. The Principal confirmed that the UTC now has a marketer and are ready to start recruiting.

6. Update on financial position

The SAB noted the update on financial position.

The SAB noted that the UTC management accounts to Jan 2019 show a surplus income to expenditure of £163,198.

The SBA noted that with regards to income, the UTC has one main area in which funding has not been received and the Business Manager is in contact with the Local Authority on this.

The Business Manager confirmed that catering income is now being analysed and outstanding debts followed up on in order to meet budgeted income forecasts.

The SAB requested that the Business Manager prepare and provide the UTC Year to date variation report.

7. Governors' visit update

The SAB noted Joanne Young's SEN link governor visit report.

8. Presentation on intervention and support for year 11

Rob Harding joined the meeting.

The SAB noted the UTC intervention strategy for Year 11&13.

Rob confirmed that the strategy are in three parts; Enhanced, Accelerate and Action.

In responding to a question, Rob confirmed that there would be more individual engagement with parents, staff and students.

Date of next meeting
4.00 pm, on Wednesday, 27 March 2019

Confirmed as a true record

..... (Chair)

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**SOUTH BANK ENGINEERING UTC SCHOOL ADVISORY BOARD - WEDNESDAY, 27 FEBRUARY 2019
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	On computer science, the SAB requested an update on interventions after the end of the mock exams.	27 Mar 2019	Dan Cundy	To do
		The SBA requested that the Principal develop a plan and schedule on employment engagement and share with the employment engagement link governor.	27 Mar 2019	Dan Cundy	To do
		The SAB requested the Principal to develop actions on improving survey results when the surveys are completed.	27 Mar 2019	Dan Cundy	To do
		The SAB requested that the HR Manager provide an update and develop a paper on what HR report would look like in future.	27 Mar 2019	Jacqui Collins	on plan
		The Principal developing an award for non-late coming and would update the SAB when this is completed	27 Mar 2019	Dan Cundy	on plan

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
5.	Principal's report	<p>The SBA requested that the CEO meet with the staff (following Ofsted visit) and encourage them after the SBA Board meeting of 28 March 2019.</p> <p>The SAB requested that governors should provide comments on the Principal's Ofsted draft action plan before it goes to the Board meeting of 28 March 2019.</p> <p>The SAB requested that the Principal and Business Manager to share the budget so that they can be sure funding is provided for the investments required.</p> <p>The SAB requested that the Business Manager prepares and share the Year to Date variation report</p>	14 Mar 2019	<p>Nicole Louis</p> <p>SAB</p> <p>Dan Cundy/Clym Cunnington</p> <p>Clym Cunnington</p>	<p>on plan</p> <p>completed</p> <p>To do</p> <p>To do</p>



South Bank Engineering UTC

Ofsted action plan – progress update

The initial, high-level Ofsted action plan was shared with the SAB at the February 2019 meeting, and outlined UTC responses to the Areas for Development (AfDs) as outlined in the published report. Following from this, the key action plan areas have been allocated to individual leaders, each of whom will develop detailed operational improvement plans which comprise key activity linked to responsibility holders, with progress assessed against regular milestone points.

The operational improvement plans are allocated as follows, all linking closely to Ofsted AfD areas:

- Quality of Teaching, Learning and Assessment: Kam Bains
- Quality assurance and staff development: Austin Sheppard
- Literacy and communication: Ruth Vandenhautte
- 16-19 study programmes and outcomes: Rob Harding
- Attendance, punctuality and behaviour for learning: David Bell

The Lambeth Secondary Improvement Advisor, Rachael Norman, has advised on the development of the plans, and is working closely with each plan area leader to refine. In addition, Carolyn Unsted, DfE Education Advisor, is involved to give further support and guidance, as is Neil Bramwell, Baker Dearing Trust Educational Advisor. In this manner, a number of expert inputs are sought and received, and progress is triangulated and verified externally. Next steps include regular inputs from Rachael Norman on 22nd March, including unannounced visits to lessons to judge progress over time against the plans.

A sample of a plan outline template is below. Further updates will be provided as progress is measured.



Ofsted AfD	Details of actions, management, resourcing and timing	Key Performance Indicators (KPI)	Milestone May ½ term 2019	Milestone July 2019
Insert	Insert	<i>Insert</i>	-Insert	Insert



Ofsted action plan key areas for development

Feedback from Ofsted	Commentary / <i>Actions</i>
<p>Leaders must ensure that they:</p> <ol style="list-style-type: none"> 1. have the capacity to check the quality of teaching and learning to ensure that it is of a consistently good quality 2. provide timely support and professional development for staff 3. ensure opportunities for strong teachers to develop their leadership skills to increase their capacity still further 	<p>-This is a coded comment as discussed in the Team Meeting: there is insufficient leadership capacity at all levels to ensure that QTLA is good – this applies at senior but particularly middle leadership level. <i>Build middle leadership team with strong department heads over time. Initially increase senior leadership capacity to leverage improvement</i></p> <p>-This is particularly targeted at early stage teaching staff including qualified teachers. <i>Designated senior leader to manage Beginner Teacher group, with increased capacity for personalised development including peer-review.</i></p> <p>-Designated senior leader to develop teachers through coaching and mentoring; increased cross-fertilisation of staff and ideas between MAT schools.</p>

<p>4. make sure that their focus on improving attendance gathers momentum so that pupils are punctual and regular attenders</p> <p>5. ensure that all pupils make at least good progress from their starting points, particularly the most able</p> <p>6. check which pupils and students access the range of opportunities available to them.</p>	<p>-Designated attendance officer (and Front Desk) role allocated; increased capacity to work with families; increased use of rewards and sanctions for attendance and punctuality; management support system to support quick transition between lessons; review of pastoral programme and timetable for 6th form students to drive attendance.</p> <p>-Continue to ensure high quality, nationally-recognised baseline data is in place from which to establish progress; continued focus on quality-first teaching; evaluation of accurate progress data to drive high quality, developmental feedback and robust, impactful intervention to drive progress of all students and groups.</p> <p>This was a pertinent observation by Ofsted: the UTC provides a wealth of opportunities but they are taken advantage of by a sub-set of students – with those potentially benefiting most not accessing as much as they might. Introduce clearer oversight of 16-19 study programmes to include tracking and evaluation on individual basis of uptake of opportunities including work placements and projects, led by designated senior leader.</p>
<p>Improve teaching and learning across key stage 4 and in the sixth form, by ensuring that:</p> <p>7. teachers routinely check pupils' and students' understanding of key concepts and ideas, adapting their teaching accordingly to meet individual needs</p> <p>8. pupils are able to recall prior learning so that their knowledge is secure, and they can progress confidently</p> <p>9. teachers give clear advice about how pupils can improve their work</p>	<p>-Strategy to improve QTLA with particular focus on assessment, marking and feedback so that lessons match learners' needs on a consistent basis, with planning lessons matched to need so that all students are challenged and supported. VP to lead.</p> <p>-This comment was based on snapshot information generated by student interviews including those with SEND. It does reveal a lack of ability of students to recall their knowledge. Significant move in approach to T&L towards a knowledge-based curriculum, with input from designated UAE senior leader.</p> <p>-Marking and assessment is variable, with inconsistency in ensuring that teaching responds to needs, corrects misconceptions and drives progress of all students over time. Strategy to ensure assessment, marking and feedback is developmental and formative, led by Vice</p>

<p>10. teachers use the extensive resources available to them so that pupils can be active and curious learners</p> <p>11. all teachers support pupils to write accurately and effectively for a range of different audiences and purposes.</p>	<p>Principal, to drive progress. Evidence in work of students' errors and misconceptions corrected and acted upon.</p> <p>-This comment echoes the Lead Inspector's view that learners should have access to active learning experiences. Far more practical engineering both in lesson times and through enrichment and projects. Engineering technician planned to support, and honorarium in place for teacher to lead 'engineering experiences'</p> <p>-This point was given large prominence through the inspection. The development of literacy across the curriculum has been a focus since opening. Revised and enhanced strategy to be developed with Lead Teacher of English across the curriculum to develop transactional writing, along with deep and appropriate reading, as well as speaking and listening.</p>
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The Quality of Teaching and Learning.

Lesson Observation Data

Lesson observations were undertaken in the week commencing 28th January. Teachers were asked to select lessons that they would like to be observed as part of the developmental cycle of observations. All staff were provided with written feedback on observations and copies kept as a central record for SLT. Internal grading to lessons was applied, but this is not shared with teaching staff. The teaching standards are the bench mark against which colleagues are observed. The data for Jan/Feb 2019 is provided below. Where possible 2 observers were present in each lesson.

Outstanding Lessons	4
Good	10
Requires Improvement	2
Inadequate	1

The main strengths included teaching strategies, subject knowledge and planning of activities for those judged good and above. Teachers in the RI and inadequate categories, have been re-observed and provided with support through line managers. Lesson observation data is standardised through detailed discussion by SLT. A further set of observations occurred in the week beginning 18th March. The findings of which will be presented in the next report.

Areas for improvement include a consistent approach to deep of knowledge, the consistent quality of feedback given to pupils and challenging the most able. Staff have been provided with guidance on how this can be incorporated into a series of lessons through training and resources.

Comparing the data to throughout the year we have the following:

	Oct 2018	Dec 2018	Feb 2018
Outstanding Lessons	5	3	4
Good	10	11	10
Requires Improvement	2	2	2
Inadequate	0	1	1

Quality of Feedback to Learners

There has been a focus on this area since the start of the academic year. CPD occurred during induction and in the training programme to highlight the on going importance of this. Target grades and are clearly known and highlighted in student books. A book review was conducted in March 2019 across KS4 and KS5 looking at the work of 50 students. English, Computing and Business lead the way in consistently high levels of feedback. The quality of feedback on Engineering assignments is strong, whilst that in books needs greater consistency. In Maths, there has been an improvement in the quality of feedback. The inconsistencies in the science department are being looked at. There is still work to do in ensuring that feedback is consistent across all subject areas. As part of our action plan we are planning update marking policies and procedures so there is more diagnostic feedback with a greater focus on literacy and the use of technical language.

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Education update – outcomes 2019

Dan Cundy. 20th March 2018.

1. South Bank Engineering UTC

Year 11.

Progress 8

Progress 8 is a meaningless measure for UTCs, as the measure accounts for progress across five years of Key Stages 3 and 4, over which the UTC only has influence over Years 10 and 11. The Ofsted inspection handbook outlines its view towards Progress 8:

‘When evaluating pupil progress, inspectors will take account of those pupils who started a key stage elsewhere or have not completed their current key stage. This could include middle schools and newly opened schools, or where pupil mobility is high. When evaluating pupil progress between key stages 2 and 4, inspectors will take into account where pupils start part way through a phase or key stage (for example if they join a university technical college at age 14).’

The most appropriate measure of progress in a UTC is that from starting points, ie the GL Assessment baseline at the start of Year 10. Based on this, progress is measured at 0.41 from national average GL baseline against 0.0 nationally, based on December 2018 data; a new dataset will be generated based on mock results at Easter 2019.

Progress from baseline by group is variable noting small cohort size, with all groups in the top 25% bar disadvantaged (27th percentile) and high prior attainers (57th percentile) – indicating work remains to narrow the gaps with disadvantaged and more able students.

Attainment 8

Current professional predictions (December 2018) are 39.8 points. National average in 2018 was 44 points. Based on the baseline Progress Test conducted in September 2017, the cohort on average is significantly below the national level with a mean SAS of 86.8 against 100 nationally.

Basics

Current professional predictions are for 54.7% Grade 4+ (standard pass) and 22.6% Grade 5+ (strong pass).

Year 13

A level value add

Chemistry average grade B-, value add -0.02

Computer science average grade C-, value add -0.07

Mathematics average grade C-, value add -0.50

Physics average grade D+, value add -0.39

Core maths level 3 average grade D+, value add -0.18

Engineering average grade Distinction, value add +0.52

Year 13 engineering is performing strongly, with very positive outcomes expected on all course sizes. A levels are trending more strongly than in 2018. Maths and physics are subjects with particular attention paid: maths with strategic intervention through additional consultant support and strategic withdrawal onto AS courses. Final grades and VA are predicted to increase, with a further data collection at Easter 2019 to confirm.



South Bank Engineering UTC

Progress from starting point

Exam Year: 2019
Collection: Year 11 - 2

South Bank Engineering UTC

Headline Figures - Year 11 - 2, Exam Year 2019



South Bank
Engineering UTC

Overall	This Collection	Last Collection	Last Year ()	National (2017)
- Attainment 8	39.8	↓ 40.6	↓	44.6
- Progress from average GL baseline	0.41	↓ 0.49	↑	0.00
- English and maths (% 4 and above)	54.7	→ 50.9	↓	64
- English and maths (% 5 and above)	22.6	→ 18.9	↓	43
- English Bacculaureate	2.65	↓ 2.80	↓	3.87
English				
- % 4 and above	56.6	↓ 66.0	↓	75.5
- % 5 and above	26.4	→ 26.4	↓	60.5
- Progress from "fine English" GL baseline	0.81	↓ 0.89	↑	0.00
Mathematics				
- % 4 and above	69.8	→ 64.2	→	69.0
- % 5 and above	37.7	↑ 30.2	↓	49.0
- Progress from "fine maths" GL baseline	0.12	↑ -0.28	↑	0.00

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	All Students	Male	Female	Disadvantaged	Non-Disadvantaged	Low KS2	Middle KS2	High KS2	Not EAL*	EAL	No SEN*	SEN Support*	Statement/EHCP*
Cohort for Progress from average GL baseline	50	36	14	11	39	4	23	17	38	12	30	17	3
School Score	0.41	0.36	0.53	-0.04	0.53	1.16	0.41	-0.13	0.26	0.87	0.40	0.40	0.47
95% Confidence Interval	0.34	0.40	0.64	0.73	0.39	1.21	0.50	0.58	0.39	0.70	0.44	0.58	1.39
Group national mean	-0.03	-0.24	0.18	-0.39	0.11	-0.17	-0.02	0.00	-0.11	0.50	0.06	-0.43	-1.04
Progress Quintiles displaying percentile rank	Q1 17	Q1 10	Q1 20	Q1 27	Q1 15	Q1 10	Q1 20	Q1 57	Q1 21	Q1 29	Q1 23	Q1 9	Q1 7
	Q2												
	Q3												
	Q4												
	Q5												

* Estimated rank for these groups.

South Bank Engineering UTC

Trends over time from GL baseline: Year 11 - 2, Exam Year: 2019

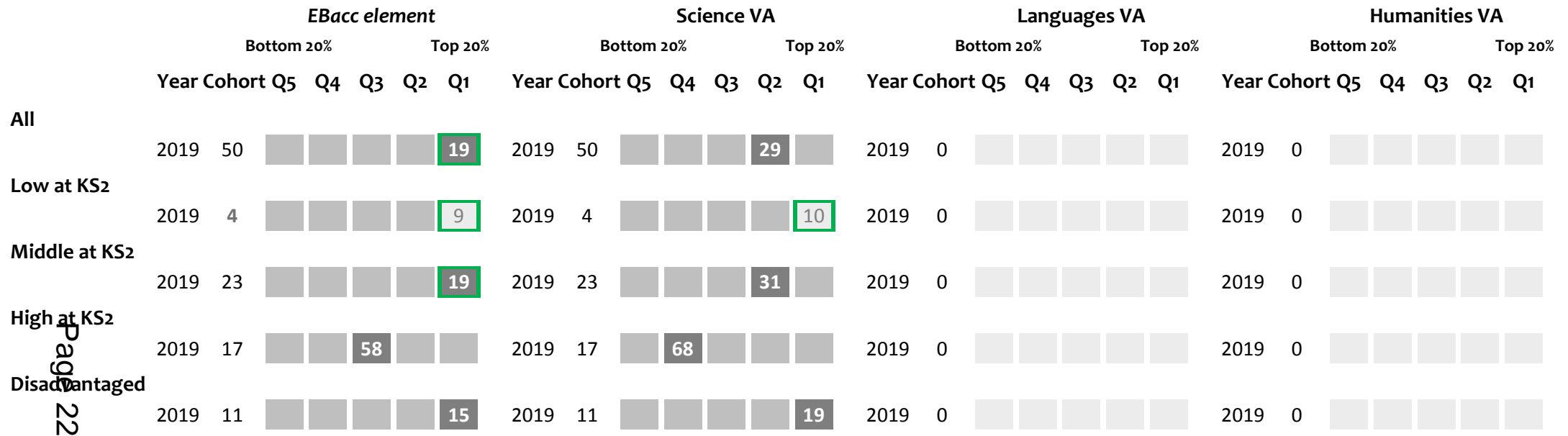
Progress from average starting point (except where shown), quintiles displaying percentile rank (1-100 where 1 is the top percentile)

	Overall					English progress from English GL Baseline					Mathematics progress from maths GL Baseline					Open element													
	Bottom 20%		Top 20%			Bottom 20%		Top 20%			Bottom 20%		Top 20%			Bottom 20%		Top 20%											
	Year	Cohort	Q5	Q4	Q3	Q2	Q1	Year	Cohort	Q5	Q4	Q3	Q2	Q1	Year	Cohort	Q5	Q4	Q3	Q2	Q1	Year	Cohort	Q5	Q4	Q3	Q2	Q1	
All	2019	50					17	2019	50					10	2019	50					38		2019	50				30	
Low at KS2	2019	4					10	2019	4					9	2019	4					10		2019	4					14
Middle at KS2	2019	23					20	2019	23					17	2019	23					39		2019	23				30	
High at KS2	2019	17			57			2019	17					15	2019	17		74					2019	17		65			
Disadvantaged	2019	11					27	2019	11				23		2019	11		65					2019	11				35	

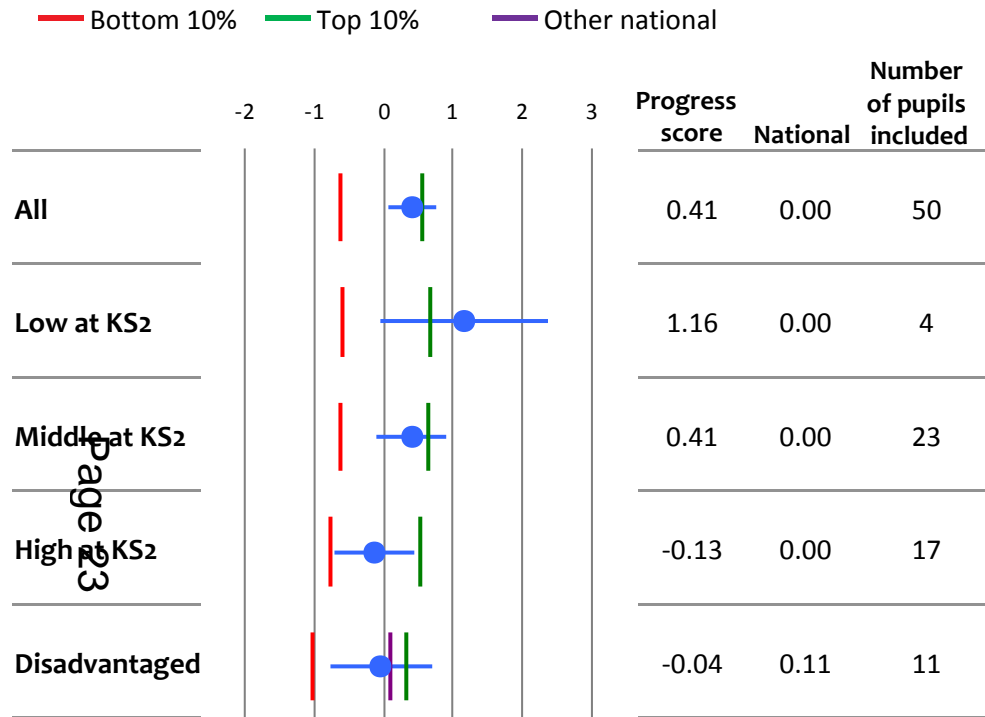
South Bank Engineering UTC

Trends over time from GL baseline: Year 11 - 2, Exam Year: 2019

Progress from average starting point, quintiles displaying percentile rank (1-100 where 1 is the top percentile)



Overall progress from GL baseline

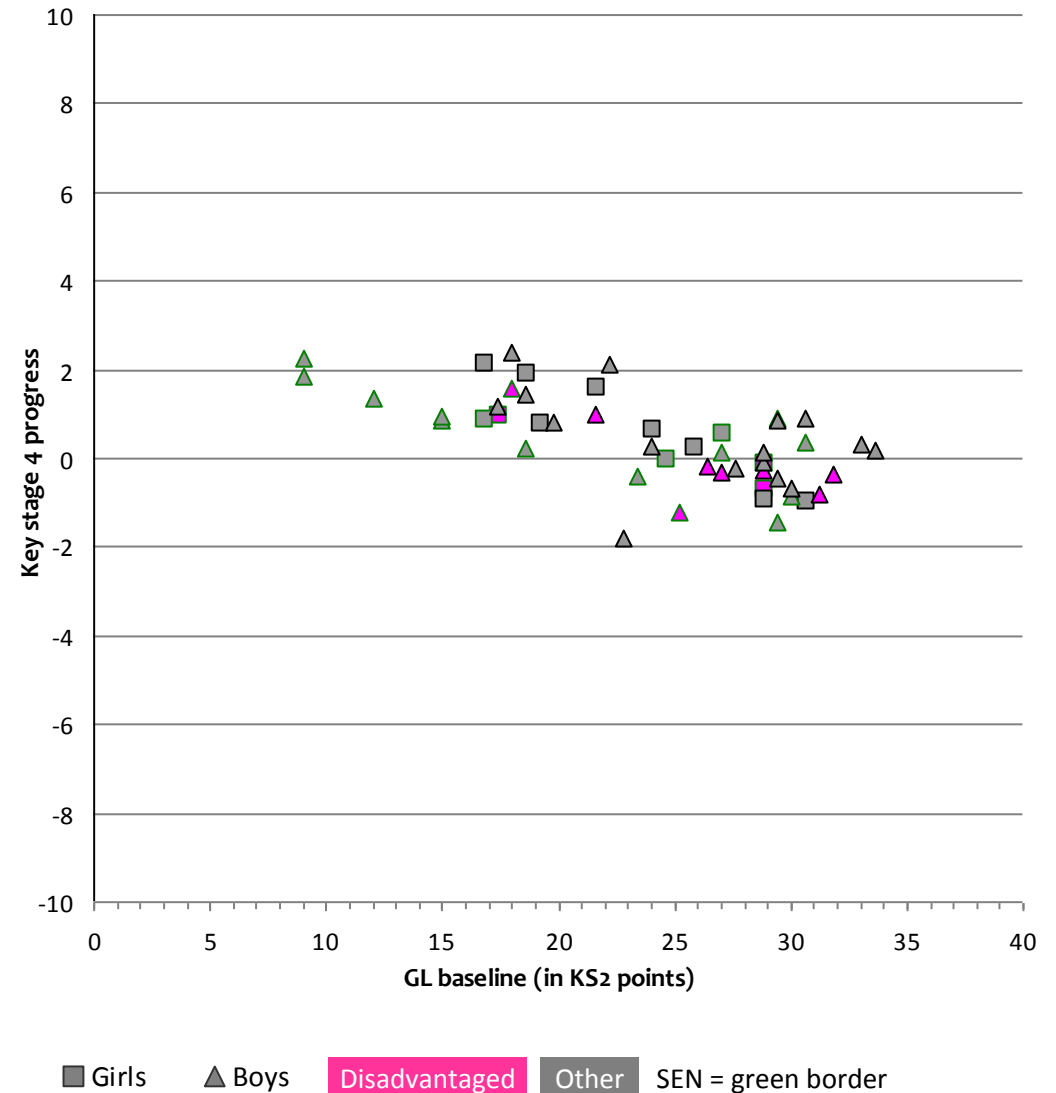


Average progress from GL baseline
Note: Disadvantaged national is shown as other

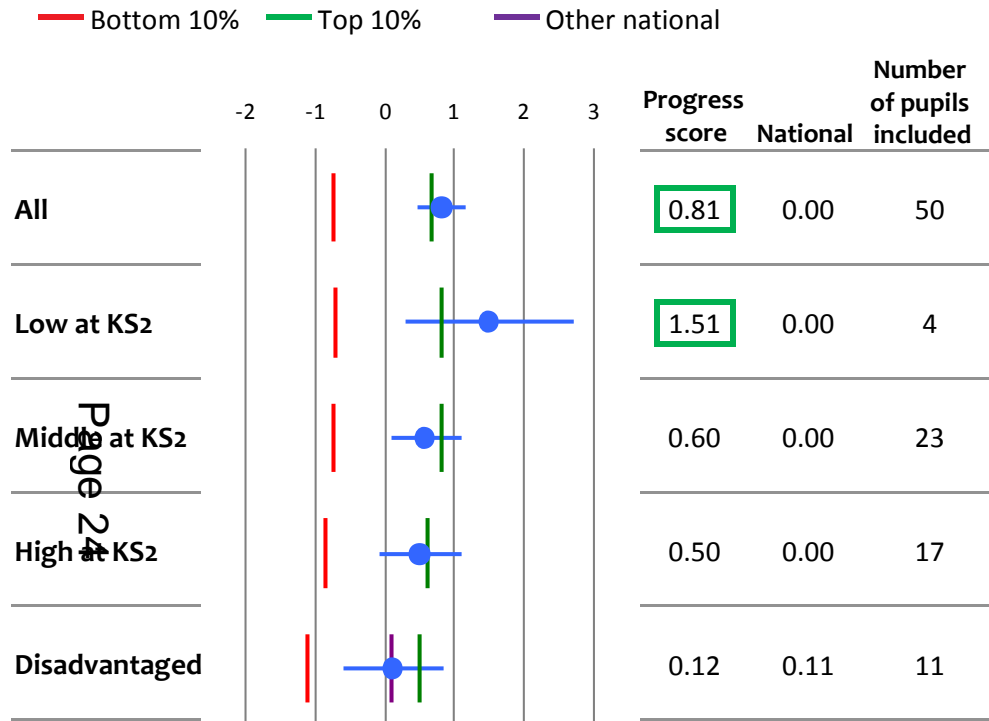
Significantly below national and in bottom 10%

Significantly above national and in top 10%

Overall Progress from GL baseline scatterplot



English progress from GL baseline

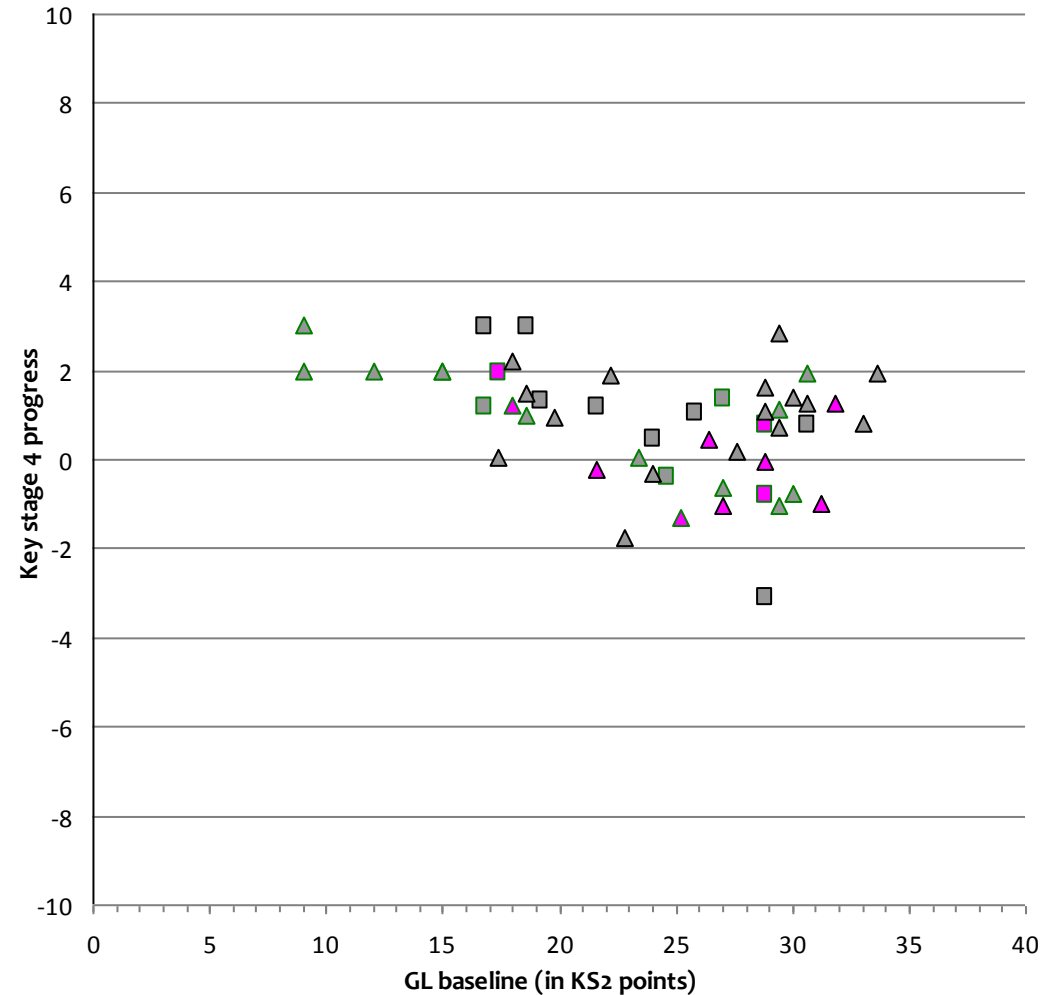


Average progress from GL baseline Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

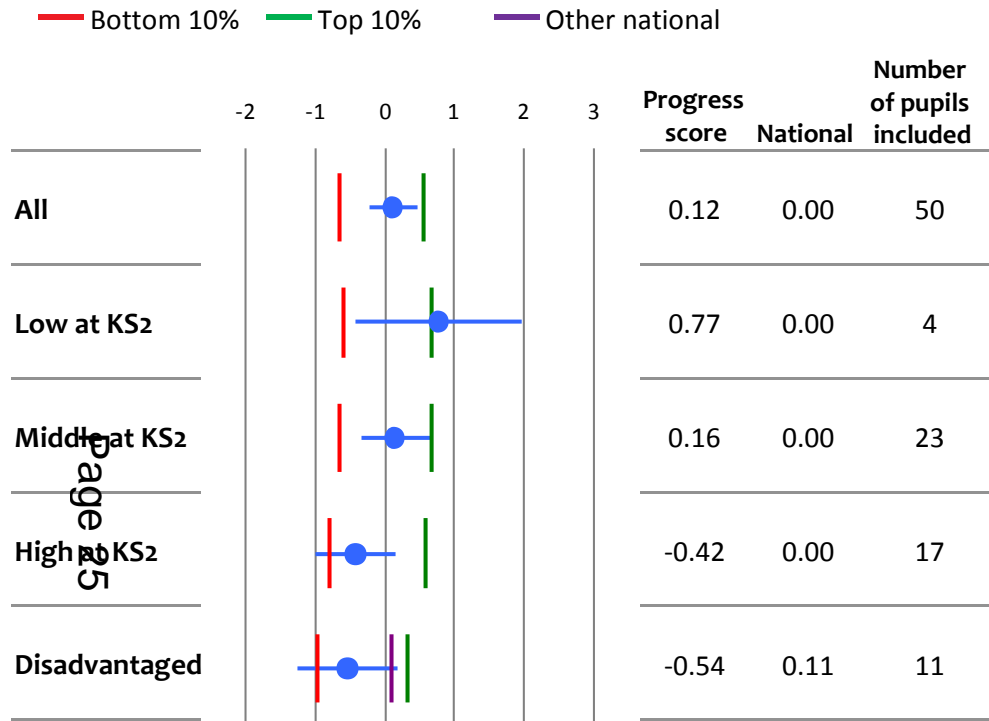
Significantly above national and in top 10%

English progress from GL baseline scatterplot



■ Girls ▲ Boys Disadvantaged Other SEN = green border

Mathematics progress from GL baseline

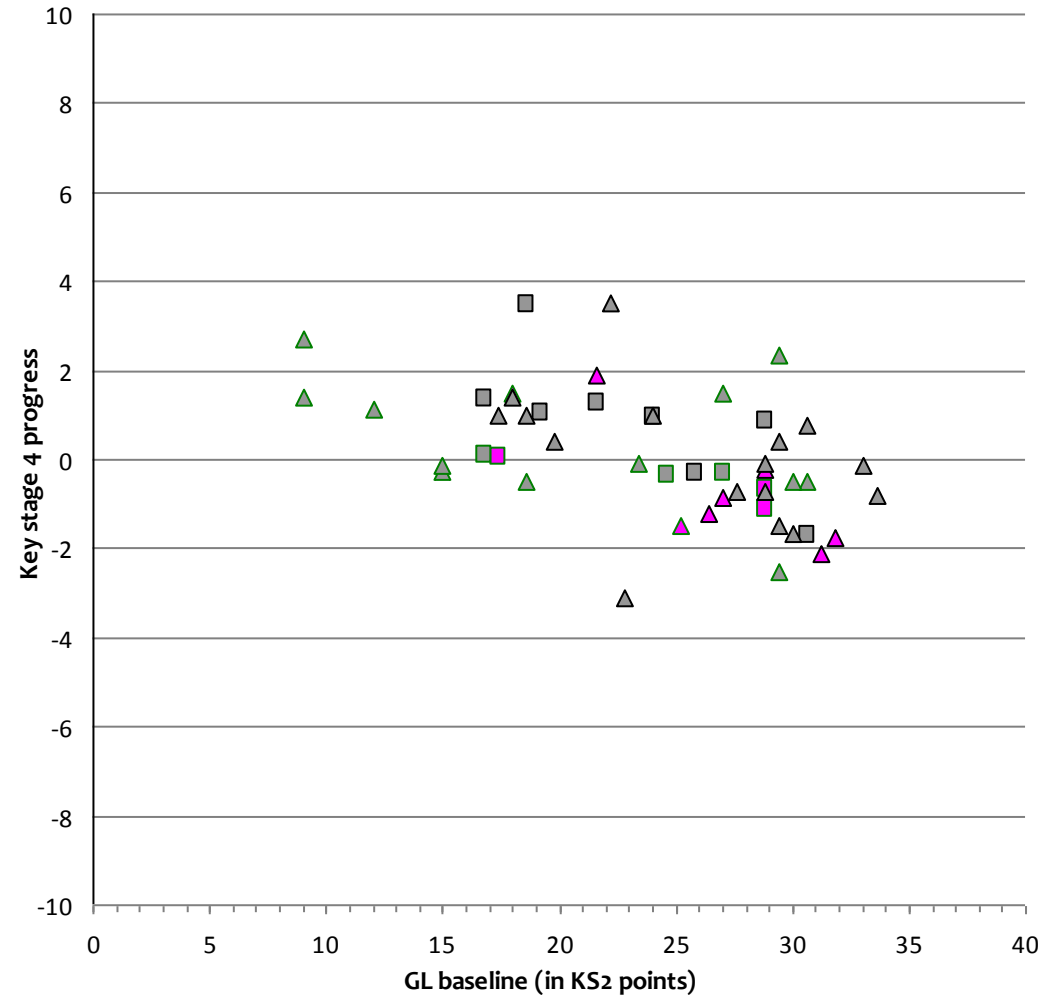


Average progress from GL baseline
 Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

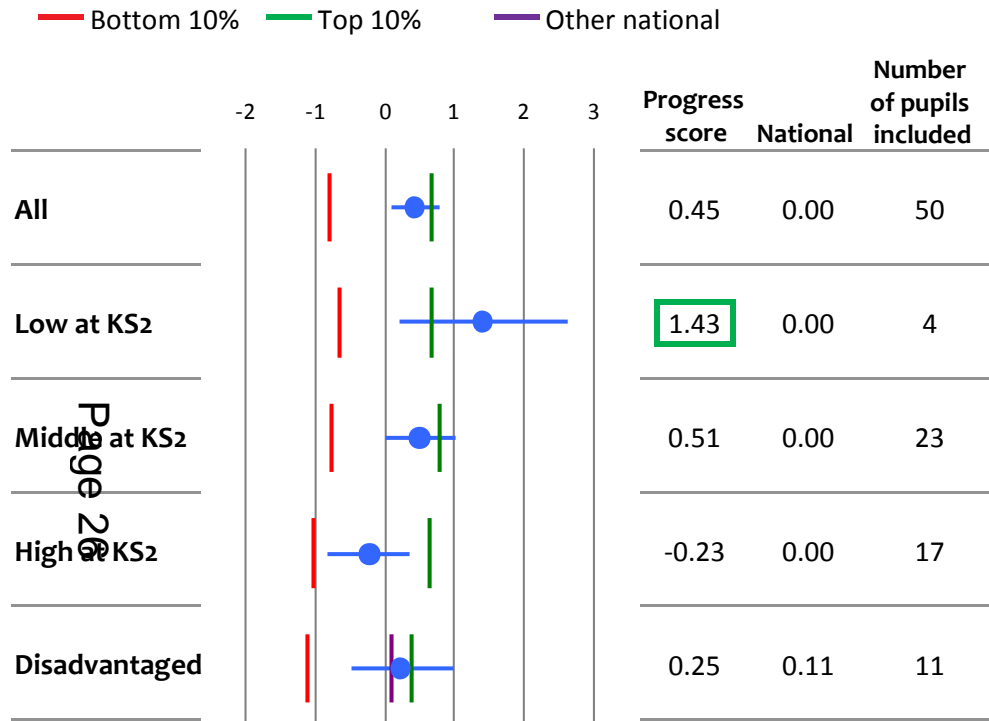
Significantly above national and in top 10%

Mathematics progress from GL baseline scatterplot



■ Girls ▲ Boys Disadvantaged Other SEN = green border

EBacc progress from GL baseline

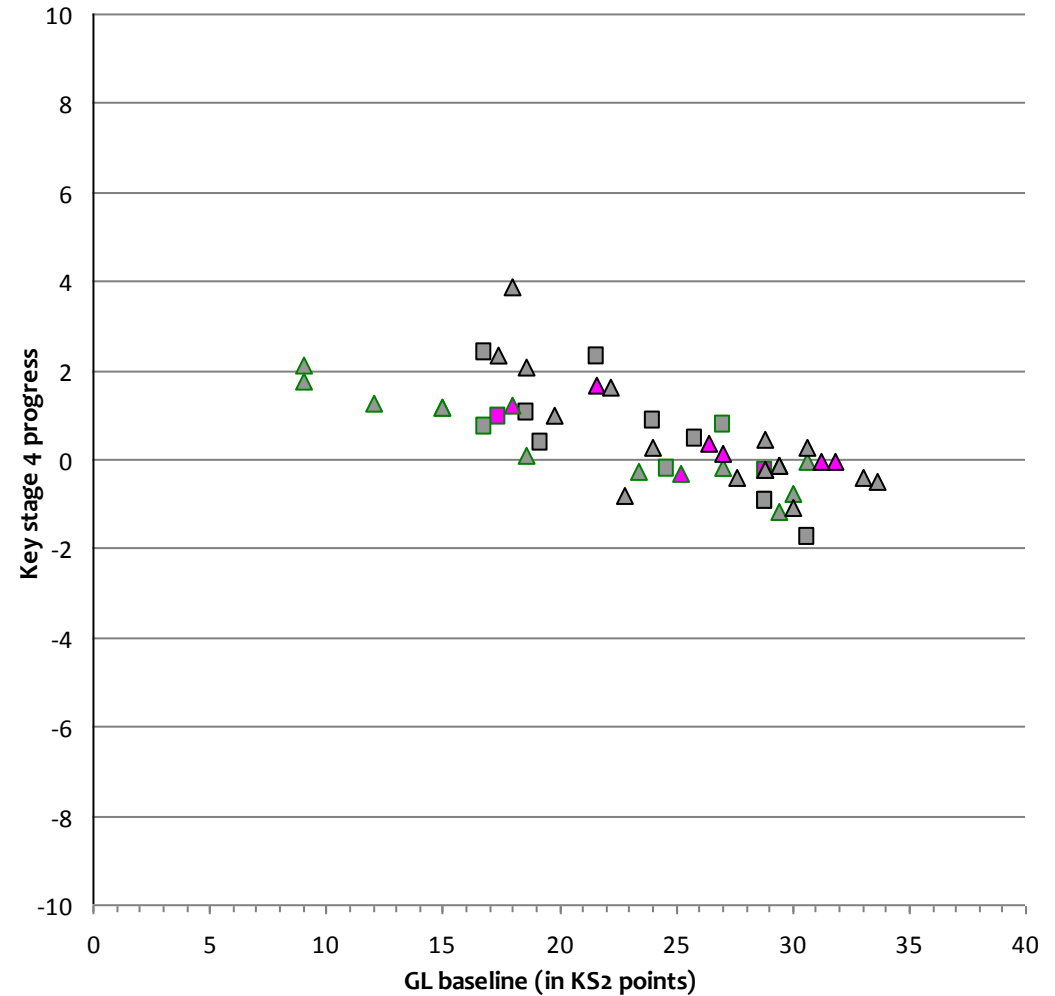


Average progress from GL baseline Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

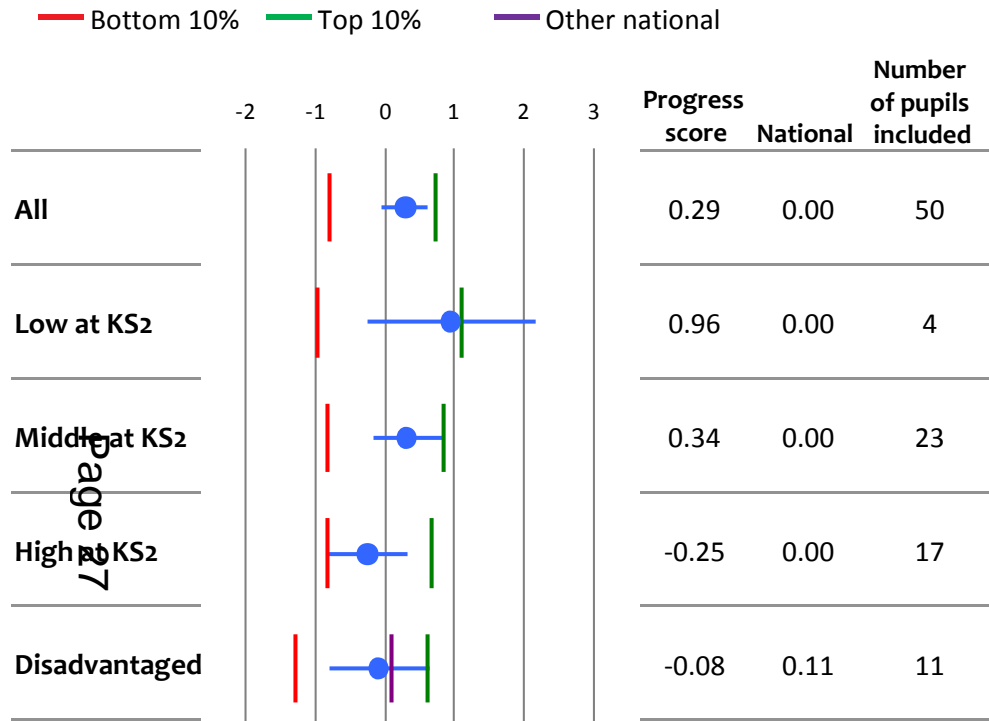
Significantly above national and in top 10%

EBacc progress from GL baseline scatterplot



■ Girls ▲ Boys Disadvantaged Other SEN = green border

Open progress from GL baseline

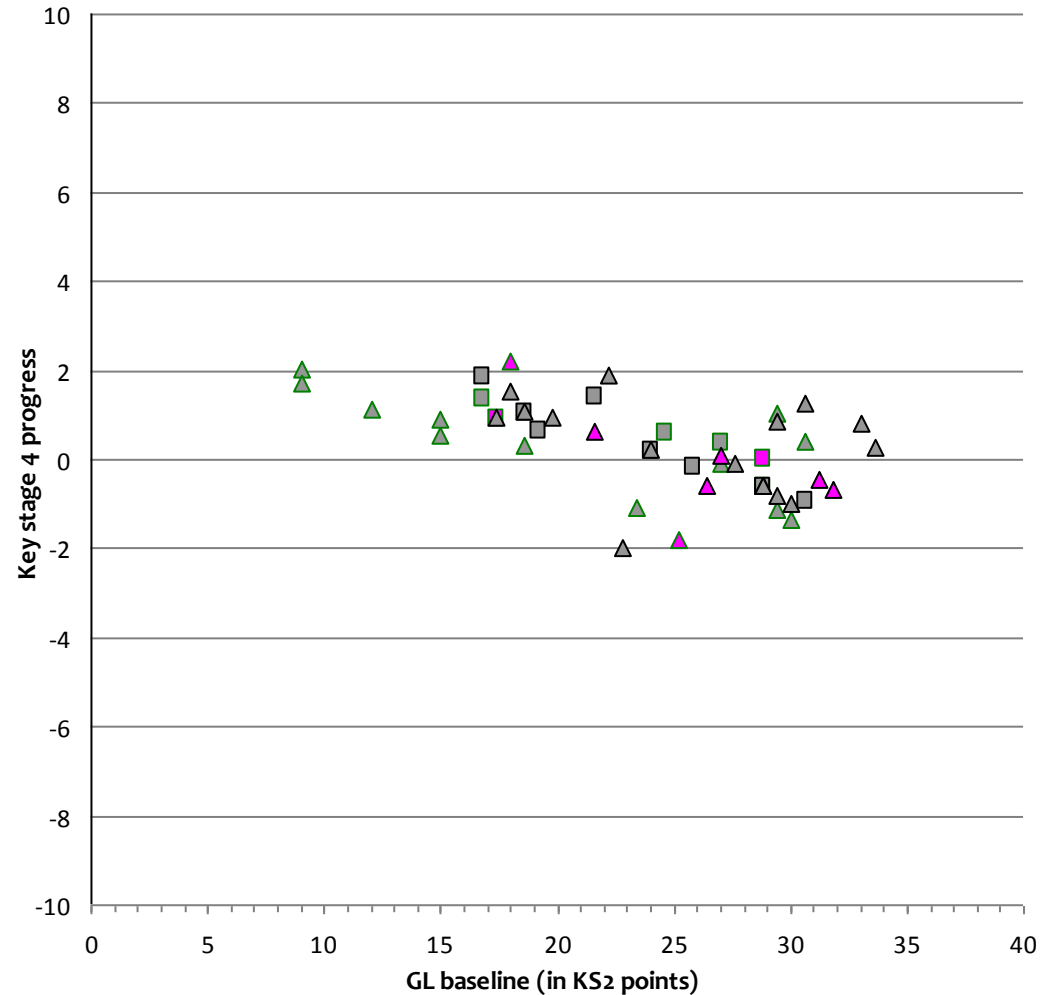


Average progress from GL baseline
 Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

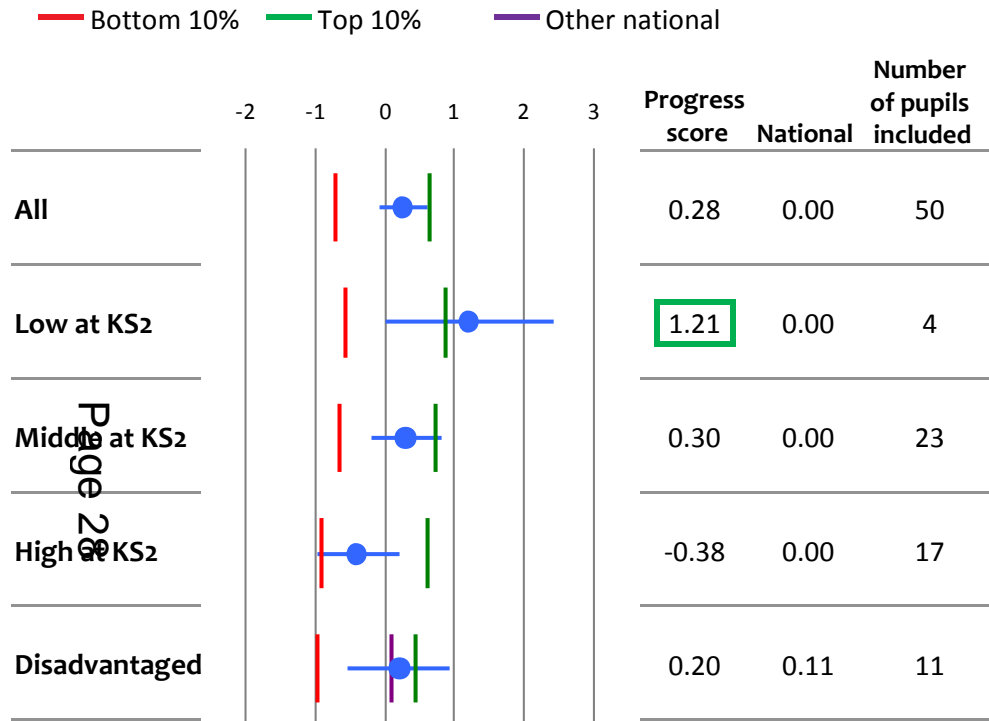
Significantly above national and in top 10%

Open progress from GL baseline scatterplot



■ Girls ▲ Boys Disadvantaged Other SEN = green border

Science progress from GL baseline

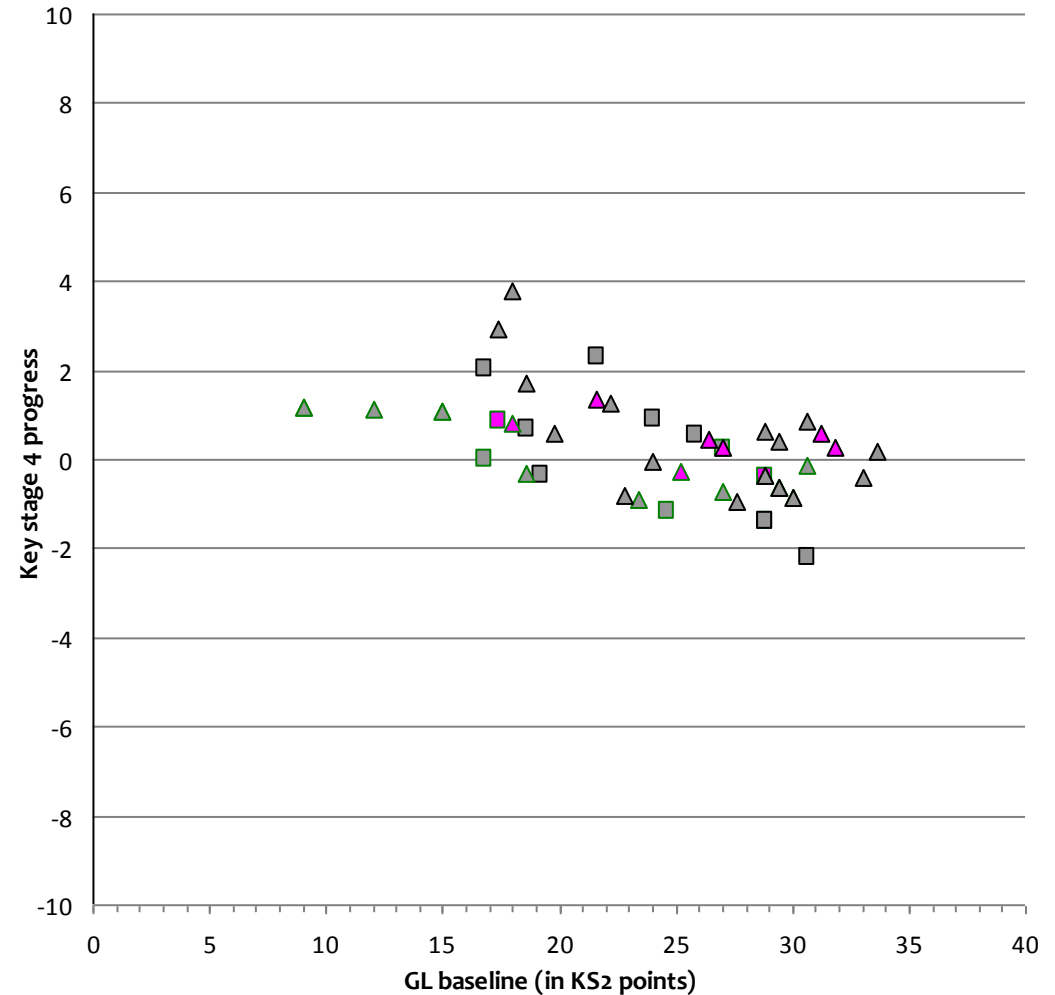


Average progress from GL baseline Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

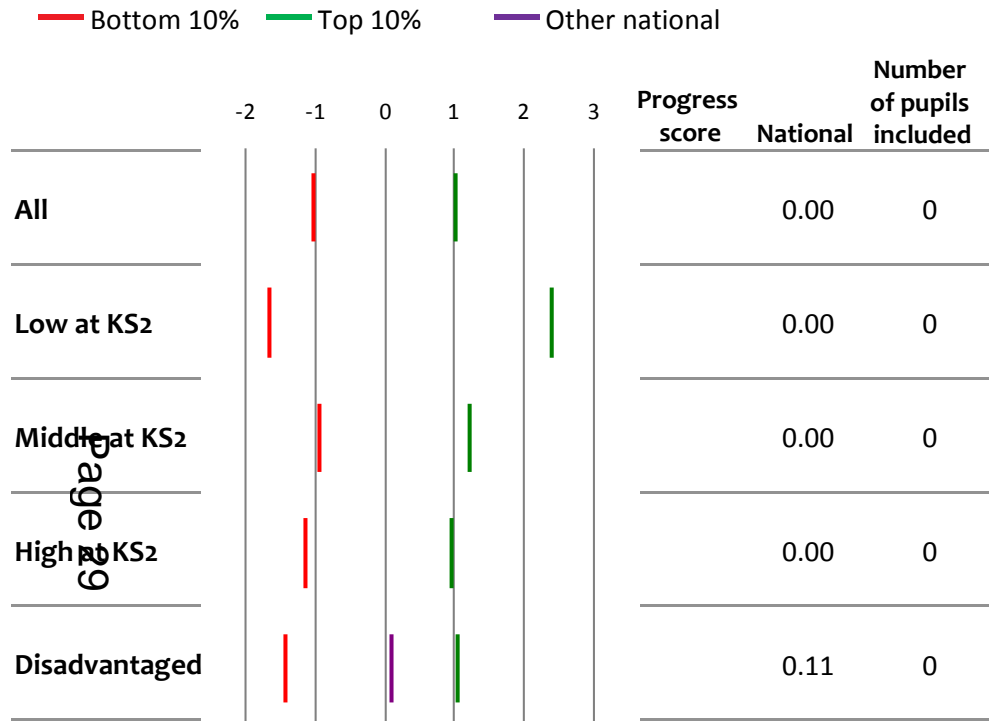
Significantly above national and in top 10%

Science progress from GL baseline scatterplot



■ Girls ▲ Boys Disadvantaged Other SEN = green border

Languages progress from GL baseline

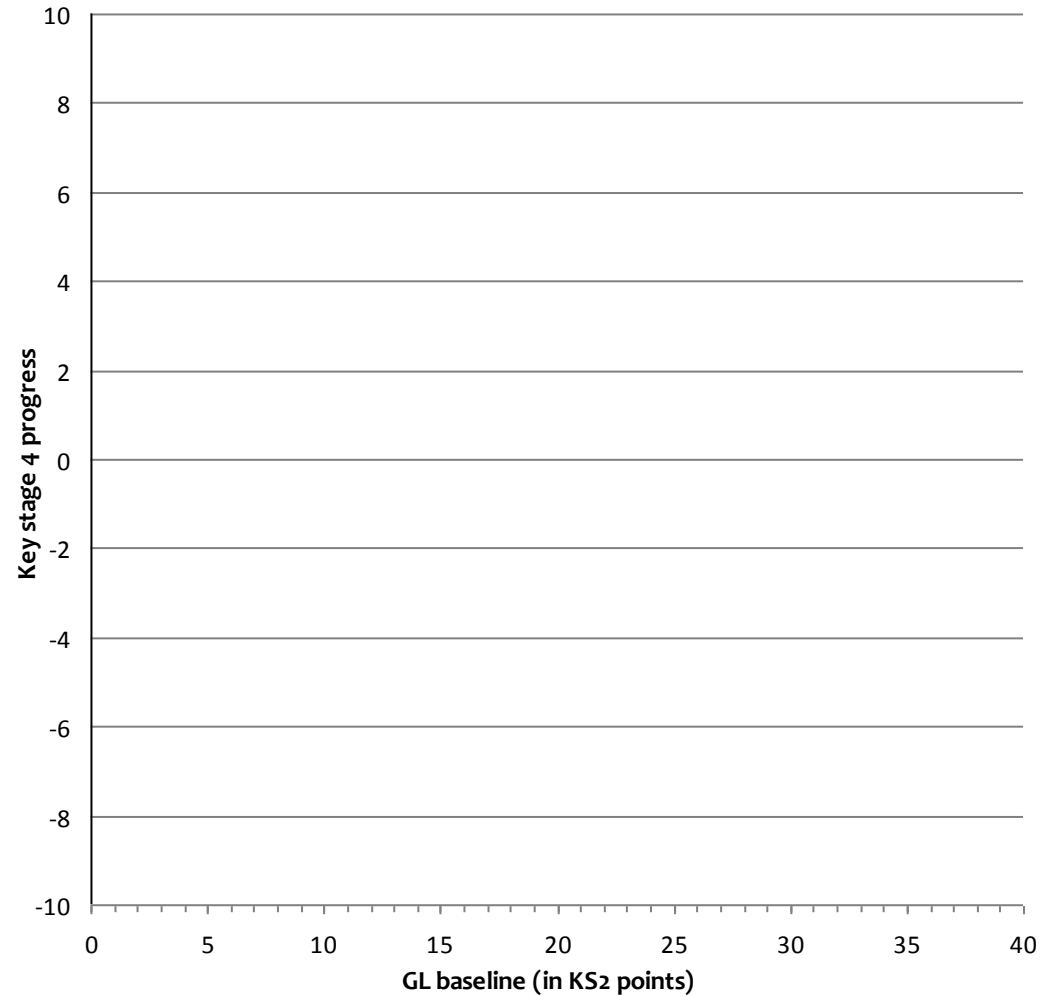


Average progress from GL baseline
Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

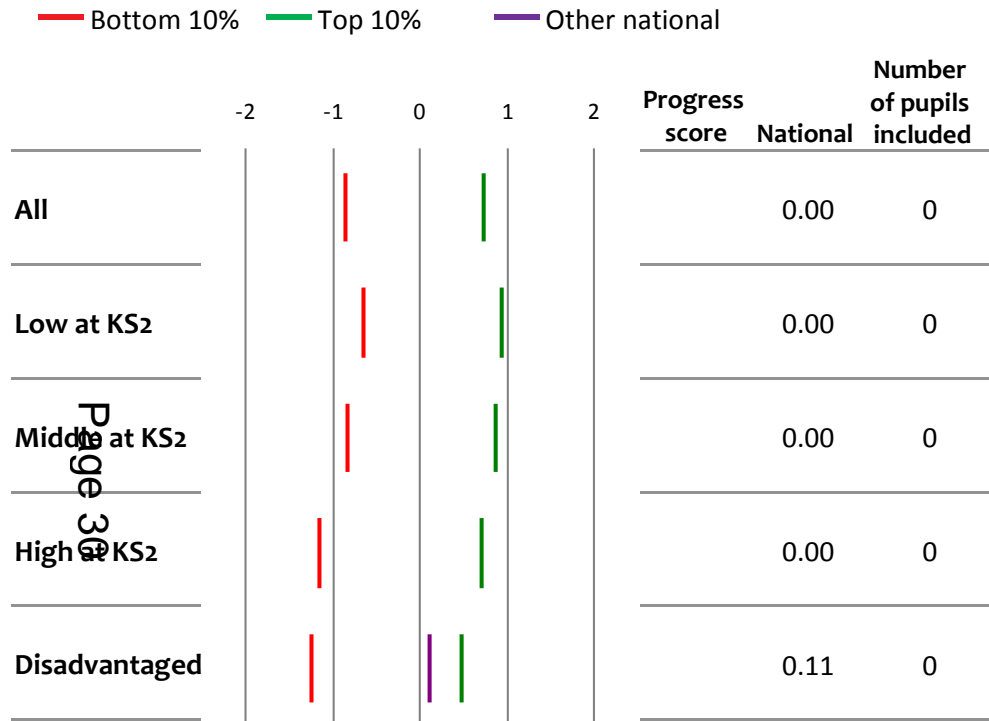
Significantly above national and in top 10%

Languages progress from GL baseline scatterplot



■ Girls ▲ Boys ■ Disadvantaged ■ Other SEN = green border

Humanities progress from GL baseline

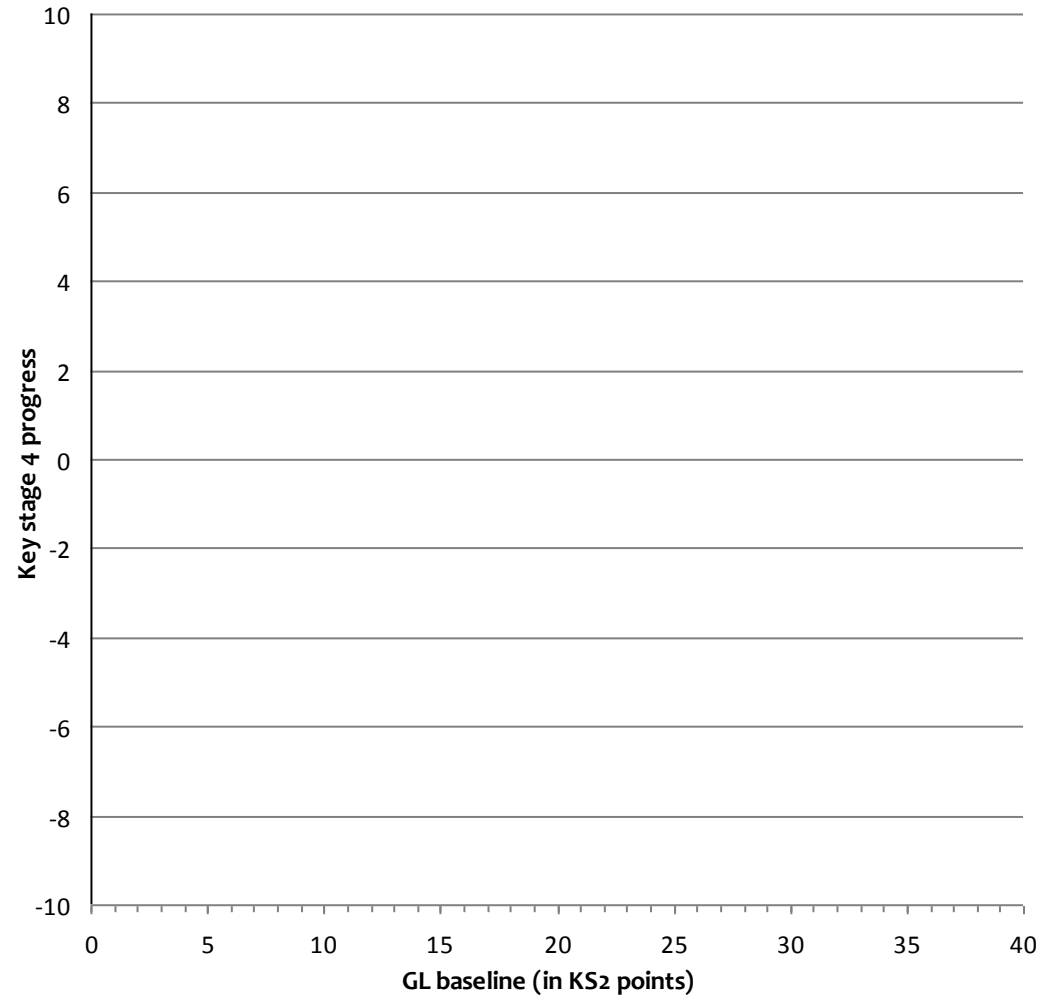


Average progress from GL baseline
Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

Humanities progress from GL baseline scatterplot



■ Girls ▲ Boys Disadvantaged Other SEN = green border

Safeguarding update

South Bank Engineering UTC

No. of cases at level 1: Universal	12
Change since previous report (October 2018)	0
Commentary	

No. of cases at level 2: Child in need of early help	0
Change since previous report (October 2018)	0
Commentary	

No. of cases at level 3: Child in need of targeted or specialist support	1
Change since previous report (October 2018)	0
Commentary No further meetings have taken place with agencies.	

Number of cases at level 4: Child at risk of significant harm	2
Change since previous report (October 2018)	0
Core group meeting for one pupil held No further updates on the other pupil.	

Work with external agencies:
Continued work with Schools Police Service. The school ran a knife arch on 14 th March 2019. One pupil had pepper spray, which is being investigated by police.
No referrals have been made by the school this month to Lambeth.
The weekly drop in session with School Police Service runs on Tuesday lunchtimes
The school nurse has presented assemblies to year groups

Significant safeguarding issues in school since last report:
None reported.

Education and Health Care Plans. Update since last report: none

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South Bank Engineering UTC

Student recruitment, branding and marketing progress update

Student recruitment numbers

Year 10 = 39

Year 12 = 142

Marketing activity at the UTC

Charles Feliciano has newly joined the UTC as Marketing and Communications Manager, which includes management of the admissions process. Since his start date in February he has worked on the following:

- Created a South Bank UTC Mailchimp account and automated welcome emails.
- Signed up to Hub spot and automated parts of admissions by creating self-appointment calendars for SLT.
- Contacted old applicants and added them to hub spot and re-invited them for new interviews with SLT.
- Updated Website, Facebook, Instagram and Twitter with new video and image content.
- Created and updated a new Facebook Fresher's Group as a keep warm interactive page.
- Running Facebook Boosted posts.
- Contacted school career advisors in local boroughs.
- Created and added new videos to South Bank UTC new YouTube Channel.
- Created a new LinkedIn Page and added new content.
- Embedded Facebook Pixel and Google Tracking code on to the back end of our website to better understand website analytics.
- Created a new Ad for the local Brixton Bugle.

Branding

Dan Cundy met with Judith Barnard at LSBU in order to get a clear sense of direction of the LSBU Groups' approach to branding. While a finalised strategy is still in development for the group, clear thought and research is in place towards a strategy, with some key messages below.

1. The LSBU Group is working towards key objectives to build the LSBU brand.

ARCHITECTURE – OBJECTIVES

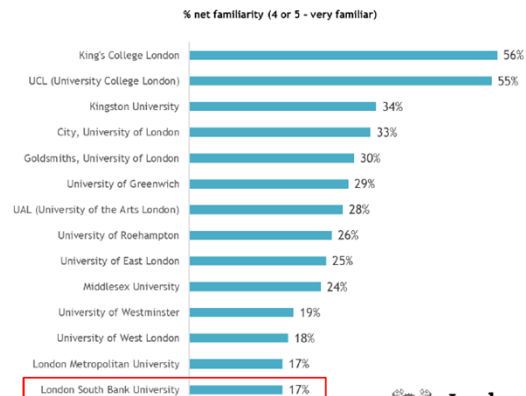
NEED	OUTCOME
Bring value	<ul style="list-style-type: none"> protect and reinforce the profile and equity of the LSBU brand allow different parts of the organisation to draw value from LSBU and to add value back help to establish and reinforce multiple relationships with the LSBU brand
Shape perceptions	<ul style="list-style-type: none"> reinforce our core brand proposition reinforce our brand values position LSBU as an innovative and forward thinking business make LSBU a natural first choice.
Provide structure	<ul style="list-style-type: none"> allow flexibility for growth and change in the Group define what things should be branded and what shouldn't provide rules for the development of new brands simplify branding and minimises costs

OUR BRAND – FAMILIARITY & UNDERSTANDING

Convert a
more

People do not know LSBU well:

- familiarity is low
- people most associate us with:
 - a good location
 - easy entrance requirements
 - good social scene
- and least associate us with:
 - good salaries/employment prospects
 - good courses
 - good reputation



One challenge is that the LSBU brand is not well known, and where it is known, it is not for the positive reasons LSBU would wish, such as graduate employability or quality of teaching for example.

BRAND ESSENCE – RECOMMENDED



A range of brand essences are proposed in order to create a strong, positive and differentiated brand. This revolves around the idea of Can Do, Go Do. Messaging for students develops this idea.

BRAND MESSAGES – WHAT WE OFFER (main student messaging)

<p>We're open to all</p> <p>Whatever your background, school performance or life circumstances, we know we can support you to develop your knowledge, skills and self-belief, allowing you to learn your way and setting you on the path to a great career.</p>	<p>We're with you all the way</p> <p>We know life isn't straightforward. We give you the support and flexibility you need to succeed and bend over backwards to help you if you get stuck. Don't worry, we'll get you there.</p>	<p>Connected for life</p> <p>Our graduates stay with us, even after they leave. You'll have a network of friends and contacts that will open doors and opportunities, now and in the future.</p>
<p>We're part of the real world</p> <p>Our teaching is professional, practical and vocational. Over half our courses are accredited with the relevant institutes, helping you to become part of your chosen profession. Nearly all our courses include a relevant industry placement or internship, giving you the confidence to get stuck in and acquire real-life skills that employers really value.</p>	<p>An experience like no other</p> <p>Our teaching isn't stuffy. We mix it up. Your fellow students are a real mix, too - some are part time, some full time, some have already had jobs or are working still. Add that to the sporting, arts and social scene we have going on, and you'll find LSBU offers a whole lot more.</p>	<p>We're at the heart of it</p> <p>LSBU is at the heart of London, close to some of the world's most influential companies and organisations. That means unparalleled opportunities for you (not to mention all the other experiences London has to offer).</p>
<p>We go beyond teaching</p> <p>From our own creative agency and legal advice clinic to our strong connections with leading organisations in healthcare and industry, you'll enjoy opportunities here you won't find anywhere else.</p>	<p>We're a name with value</p> <p>As the two-time University of the Year for Graduate Employment, it's clear that employers value an LSBU degree. And that may be why we're the top UK Modern for starting salaries.</p>	

These messages will translate into content which will develop the brand over the next two years.



**London
South Bank
University**

EST 1892

***With a
can do attitude
you can do
anything.***





South Bank Engineering UTC

Employer Engagement

Kings College

Year 10 have completed a project on customise mobility scooters control materials with the engineering team from Kings College Hospital. Paul Dryer of KCH developed and led the project. The project was launched in early February by the team with a presentation to pupils. The project was completed in the middle of March and presentations made by pupils t

London South Bank University

Year 10 pupils have been working on a project working on an EUInventors project with LSBU since December 2018. Dr Safia Barikzai of LSBU developed and led the project, working with a team of graduates to support the pupil. The final presentations will occur in April 2019.

Year 13 pupils were given 1:1 guidance on the transition from school to university by an advisor.

Guys and St Thomas' Hospital

Year 12 pupils are currently working a project to develop a nurse call feature. The GSTT team came and gave a presentation to the pupils in early January. This is an ongoing project.

Expert Witness Sessions

A series of 30 minute talks have continued to run on Mondays with professionals from the NHS, Skanska and PwC presenting to groups of pupils

Bank of England

Year 12 pupils were given a presentation by the Bank of England on how it functions and the future its operations.

Nat West

A group of year 12 and 13 pupils attended a workshop at the school and at its City of London offices in March 2019.

Battersea Power Station

A group of year 11 pupils attended the annual open house event, with a tour arranged for UTC pupils

Spiral

A group of year 12 pupils are been engaged in a 10 week careers and engineering course with Spiral. This involves a weekly 1.5hr session with professionals.

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South Bank Engineering UTC

Attendance Update

A formal inspection of the UTC has taken place since the last update, many positive features were commented upon and recognition of the progress made thus far was evident. Attendance levels and the rate of improvement was the key takeaway message from the report.

Ofsted - Personal development, behaviour and welfare [Good]

- The behaviour of pupils is good.
- Pupils are very proud of their school and their experiences. They take pride over their appearance and are well prepared for their lessons. They show respect and tolerance towards each other and to the adults around them. Pupils welcome the opportunities they receive through the sponsors and were quick to explain the many positive aspects of their school.
- Pupils conduct themselves in a mature and polite way around the site. At break and lunchtimes, they socialise with their friends or enjoy playing football or table tennis, often highly competitively.
- During lessons, the majority of pupils are motivated and want to do well. Where teaching is less strong, sometimes, pupils' attention wanes, and time is lost. A minority of pupils require further support to manage their own behaviour. Teachers are quick to intercede, and do so calmly and appropriately, quickly de-escalating any potential tensions.
- Attendance, while improving slightly, is still too low throughout the school. Leaders are working to address this, although more needs to be done. Punctuality to lessons is erratic. This is exacerbated by the building being on five levels, making movement between lessons too slow sometimes.

Conduct

Conduct at the UTC remains good.

Yr10.

Year 10 have continued their positive attitudes and are progressing well. There is some low level disruptive behaviour seen from a minority of students. Yr10 are on a close central monitoring programme with the aim ensure that teachers are able to teach and students are able to learn in the professional environment that we expect. A clear rewards and sanctions programme operates well and rewards both excellence and improvement. Yr10 have sat their externally assessed BTEC Tech Award component, which they handled well, displaying good conduct and resilience.

Yr11.

Year 11 have sat primary and secondary mock exams and the majority have made the transition to more focused work, revision and catch up sessions. A programme of additional sessions is on offer coordinated by RHA, which has proved successful, many students now arriving at 7:30am and staying after school for these. Several persistently disruptive students are still causing issues, which divert resources from the learning environment such as TA deployment. These students have proactive support but have also been subject to multiple exclusions.

Yr12.

Year 12 have settled in well and are making good progress. Conduct issues relate to lateness to school and back from lunch. New strategies in tackling this have had a positive impact; the trade-off is a larger allocation of reward budget. Conduct around the UTC is good, personal study remains a pinch point for negative behaviour, which is being addressed by SLT. Some external results for Technical pathway students were positive and this has given students more encouragement.

Yr13.

Yr13 have taken more responsibility for their education toward the latter part of this term. Students are attending optional interventions and after school sessions for electronics in preparation for external assessment. Some truancy issues have arisen where student feel they want to work without attending sessions; this has been addressed with internal suspension and detentions. Personal study sessions are still not used in the most productive manner and changes to this system are beginning at the end of March.

KS4 Attendance

Yr10

	Wk.	Attendance		PA @ 90%	Student No.	Smooth Av
		%	% Change			
Term 3 2018/19	14	96.089	< -0.228%	0.0487	41	97.06
	15	96.514	> 0.55%	0.0487	41	97.41
	16	95.696	< -0.847%	0.0487	41	96.70
	17	95.441	< -0.266%	0.0487	41	96.39
	18	95.342	< -0.103%	0.0487	41	96.28
	19	95.117	< -0.235%	0.0731	41	96.22
	20	94.509	< -0.639%	0.0975	41	94.52

Attendance figures for Yr10 began well at the start H/T 3 with 96.08% total attendance (94.0% Nat). The three late starters who have had time off due to illness or religious reasons have improved their attendance to more acceptable levels.

Three students have had a prolonged absence from week 16 onwards. This was due to two foreign funerals and once who has had major surgery. Due to the small cohort size, this has affected global attendance. These students are all back in school and attending regularly with the expectation that individual attendance will improve over a period of 6 weeks.

- The >98% figure for Yr10 is 24.4%.
- The >96% figure for Yr10 is 58.5%.
- 36.58% of our Yr10 students are disadvantaged (PP) but maintain an average attendance of 94.89% (92.2% Nat).

Yr11

		Attendance			PA @ 90%	Student No.	Smooth Av
		%	% Change				
Term 3 2018/19	14	91.614	<	-0.014%	0.1852	54	94.07
	15	92.019	>	0.44%	0.1852	54	94.43
	16	92.015	=	0.000%	0.1852	54	94.52
	17	92.028	>	0.014%	0.1667	54	94.53
	18	91.995	<	-0.036%	0.1667	54	94.55
	19	91.980	<	-0.0163%	0.1667	54	94.52
	20	91.995	>	0.016%	0.1852	54	94.50

Attendance continues to be below expectation but has a low variance. however, there has been an improving picture.

- One school refuser whose attendance was at 6.25%, is now educated off site and there attendance is improving slowly.
- 50.94% of our Yr11 students are disadvantaged (PP) but maintain an average of 93.38% (90.6% Nat), this is up from last reporting by 1.02PP

Actions

- The UTC sent letters to all parents where student’s attendance is below 96% in the 14th week of the term.
- Continued high priority focus on attendance as a key success indicator of each student
 - Assembly content
 - Focus on references / UTC record of achievement
 - CPD
 - Coaching content / league tables
- A revised system for rewards and celebration of student’s attendance for 18/19 is in place to reflect students who make improvements on their attendance each half term.
- Pre-emptive work with students – RHA driving UTC 15 agenda
- Sanctions for attendance via pastoral improved by attendance officer involvement – CBE
- Home visits undertaken by KBA/DRU
- Monitoring report for Yr10

KS4 Persistent Absence

Year %	Cohort size	2018-19	Cohort size	2017-18
10	41	9.75%	52	9.61%
11	53	18.52%	32	24.24%
Overall PA %	94	14.74%	84	15.29%

Yr10

Persistent absence rates for Yr10 are good in comparison to the national Yr10 average (15.8%); of the four (4) students considered PA three (3) are late starters who have had a short period of illness, one (1) has had time off for religious observance and one (1) has been subjected to a family crisis. Three (3) of these students have attendance figures between 80-89.9%.

PA is dropping, prior to students attending funerals this was at 4.87% for 5 weeks.

Yr11

Persistent absence rates for Yr11 are higher than target.

- Exclusions (2)
- Illness (5)
- Holiday / Family withdrawal (2)
- School refuser (1)

PA is consistent, as students need time to undo the impact of missed sessions. Some student dip in to and out of PA, which is shown by the fluctuation between 18.52% and 16.67% over the 7-week period.



South Bank Engineering UTC

Staffing update

Leadership

Rob Harding as Interim Vice Principal has added capacity and demonstrated impact quickly in his role, especially in interventions to secure outcomes in Years 11 and 13. A decision on a substantive role is pending from trust level.

Austin Sheppard as consultant Senior Leader has also added capacity significantly in the teaching and leadership of maths and science, with input into beginner teachers imminent. A decision on a substantive role is also pending.

Annette Moses (UAE) has been lending input to the UTC leadership in building a move towards a knowledge-based curriculum.

Teaching

Engineering

Geezan Sendek was recruited as a replacement for Marvin Beckford, who left at Christmas. He never started with us, and short-term supply teachers have been covering the curriculum. We now have a new, unqualified, specialist engineering teacher in place, Chris.

Andy Errington has handed notice to leave at Easter. We are interviewing for a replacement teacher to start as soon as possible. His responsibilities as Lead Teacher of Engineering will be split between the team.

Jason Cooke started at Christmas as Lead Teacher Level 3 to replace Lettie Tang; he has settled very positively.

An engineering teaching vacancy resulting from anticipated student number growth at Key Stage 4 is being recruited to shortly.

Science

Mark Ballard, teacher of physics, has handed his notice in to leave at Easter. He has been replaced by Yamin, a physics specialist unqualified teacher, who is in post now to ensure a smooth handover of examination groups before the exams.

Maths

Samantha Ottley has requested to drop to a 0.8FTE timetable from the examinations to enable her to train in financial management.

Non-teaching

A new marketing and communications officer, Charles, is now in post and has made an immediate impact, particularly in the realm of admissions and social media.

A science specialist TA role is being recruited to in order to add support to the team.

A cover supervisor role is being considered for advert to minimise internal staff cover.

A Front Desk/Attendance Officer role will be advertised shortly, with a daily cover in place currently.

	INTERNAL
Paper title:	Link governor roles' update
Board/Committee:	UTC School Advisory Board
Date of meeting:	27 March 2019
Author:	Alexander Enibe, Clerk to the School Advisory Board
Sponsor:	Lesley Morrison, Chair of the SAB
Purpose:	For Review
Recommendation:	The board is requested to review the link governor roles and visits

Executive Summary

Following the UTC SAB meeting on 19 September 2018, the SAB local governors have agreed the following link governors' roles:

- Beau Fadahunsi - Safeguarding
- Joanne Young - Special Educational Needs (SEN)
- Ian Brixey - Careers/ Employment engagement
- Ed Arthur - Curriculum
- Leona Ross - Parent
- Tony Roberts - Health & Safety / HR
- Vacant – Pupil Premium

The SAB is requested to review the link governor roles and school visits.

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South Bank Engineering UTC

GOVERNORS' VISIT FORM

This form is to be completed after a governor has made an official visit to the school.

Name of Governor: Ed Arthur

Date of Visit: 16 /11 /18

Focus of Visit, with link to strategy and school development plan (agreed in advance with Principal):

Curriculum link governor visit. Focus on:

- mapping out the full curriculum
- see teaching and learning in action
- understand how students are progressing the classroom

Summary of activities e.g talking to staff and pupils, looking at specific resources, having lunch etc.:

- learning walk to see approx 7 lessons
- speaking to students in classroom
- meeting with Vice Principal and Principal

What have I learned as a result of my visit? (relate this back to focus of visit)

Overall, a very positive visit observing lots of great things happening within the UTC. Of particular note:

- **Target grades** - most students knew their target grade and what they needed to do to achieve it, but some didn't. Some teachers had a good system in place where target grades were written in the front of their books, but not consistently adopted by all teachers.

- **Marking**- There was good evidence of marking in books. Some marking appeared to be effective, which evidence of students responding to it in books. Some marking appeared to not be so effective, with lots of marking on the page, but no response from students. There is potential to set up a forum for teachers to critique each other's marking.

- **Behaviour**- overall behaviour seemed to very good. There were no students in corridors, no excessive noise, no poor behaviour observed. There was some passiveness within some lessons, with some students not actively engaged in the lesson, though this was not of concern.

- **Learning walks**- A good system is in place for conducting learning walks, with a simple and effective scoring criteria. The analysis of this seems to be useful for informing future training and CPD sessions.

South Bank Engineering UTC

- **Curriculum**- the curriculum is varied and offers a breadth of qualifications to suit the needs of the students. Statutory subjects including RE and PE are fulfilled. It is good to note consistency within the subjects offered each year, but with the ability to flex to suit the needs of the students. Discussions around the addition of Geography to the curriculum seem positive, but may be reliant on more students joining the UTC.

- **External speakers**- The breadth of the curriculum is boosted by having external speakers come in. Two external speakers were observed on the learning walk which seemed to engage the students.

- **Building**- the facilities in the building are improving and the school hall will provide an excellent opportunity for bringing large groups together for assemblies and events. There still is however a very clinical feel around the corridors with virtually every wall white with bright lights. In a few places, effort has been made to put up pictures and quotes, which creates a more conducive learning environment. I think there is potential to use the walls to put up pictures of students / students work / engineering projects / anything that has the potential to inspire. I think this would enhance the learning environment and feel of the place, improve pride among the students, and would certainly make the UTC a more appealing place during an open evening.

Aspects I would like clarified/questions that I have:

None

Actions for the school advisory board to consider:

None

Any other comments/ideas for future visits:

I'd like to speak to teachers at some point to understand their views on curriculum, teaching and learning, and opportunities for students.

Signed: ___ Ed Arthur _____ **Date:** ___ 16/11/18 _____

(When completed, this form should be passed to the Principal, who will discuss the visit with the governors. A copy of the form will be passed to the Clerk at the end of the meeting for circulation to all governors and a copy made available to all staff)

	CONFIDENTIAL
Paper title:	SBA and SAB Chairs' recruitment
Board/Committee:	UTC School Advisory Board meeting
Date of meeting:	27 March 2019
Author(s):	Alexander Enibe, Clerk to SBA Academies
Sponsor(s):	Michael Broadway, SBA Company Secretary
Purpose:	For Information
Recommendation:	The SBA is requested to note the appointments

Following the DfE governance review of the UTC, and the SBA Board meeting of 11 October 2018, the Board agreed to appoint an independent Chair of the Board and Chairs of the two School Advisory Boards (who will also be Trustees and members of the SBA Board).

The positions were advertised in October 2018 on these websites:

- Governors for Schools
- Inspiring Governance
- National Governance Association

LSBU and SBA's networks were also searched for appropriate candidates.

On 8 March 2019, the Board approved with immediate effect:

- the appointment of Hitesh Tailor as a director and Chair of the SBA Board;
- the appointment of Chris Mallaband as a director and Chair of the UAE SAB;
and
- the appointment of Lesley Morrison as Chair of the UTC SAB.

Brief Background

Hitesh Tailor

Hitesh is a fellow of the Institute of Chartered Accountants of England and Wales. He served as Deputy Chairman of the Audit and Risk Committee at Age UK from 2009 - 2018. He was the Vice Chair of Board at London South Bank University from 2001-2010.

He is currently the Chairman and CEO of Upper Montagu Investments Ltd, a Private property & Investment company based in Central London.

Chris Mallaband

Chris is a retired Principal with 16 years of school leadership experience in a variety of schools and academies. All leadership roles have been in challenging inner city schools usually facing some form of crisis.

Lesley Morrison

Lesley spent her teaching career in Lambeth, finishing at St Martin in the Fields high school for girls as Deputy, then headteacher where she led the school to outstanding status. Under her leadership, the school opened a thriving 6th form and won several awards including the first school to reach a gold standard in Diversity.

She was Chair of the Anglican Headteachers Association from 2007 to 2009. In 2010, she was awarded a CBE for contribution to national and local education.