

## Meeting of the South Bank Engineering UTC Learning & Teaching Committee

3.30 - 5.00 pm on Wednesday, 22 November 2017  
in 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                                       |              | IB               |
| 2.                      | Declarations of interest                                    |              | IB               |
| 3.                      | Minutes of previous meeting                                 | 3 - 6        | IB               |
| 4.                      | Matters arising   | 7 - 8        | IB               |
| <b>Items to discuss</b> |   |              |                  |
| 5.                      | Learning areas report                                       | 9 - 10       | DC               |
| 6.                      | Student progress report including SEN and vulnerable groups | 11 - 20      | DC               |
| 7.                      | UTC Employer partner inputs                                 | 21 - 22      | DC               |
| 8.                      | Quality of Teaching Review                                  | 23 - 26      | DC               |
| 9.                      | Pupil attendance and exclusions review                      | 27 - 30      | DC               |
| <b>Items to note</b>    |   |              |                  |
| 10.                     | Review committee terms of reference                         | 31 - 32      | AE               |

**Date of next meeting**  
**3.30 pm on Wednesday, 7 February 2018**

**Members:** Ian Brixey (Chair), Dan Cundy, Richard Parrish, Tony Roberts and Joanne Young

**In attendance:** Rao Bhamidimarri and Alexander Enibe

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**Minutes of the meeting of the South Bank Engineering UTC Learning & Teaching Committee  
held at 3.30 pm on Wednesday, 3 May 2017  
South Bank Engineering UTC, 56 Brixton Hill SW2 1QS**

**Present**

Ian Brixey (Chair)  
Dan Cundy  
Richard Parrish  
Rao Bhamidimarri  
Tony Roberts  
Joanne Young

**In attendance**

Kam Bains  
Pervena Singh (Clerk)

**1. Welcome and apologies**

The Chair welcomed governors to the meeting. The committee welcomed Kam Bains, Vice Principal to the meeting.

**2. Declarations of interest**

No governors declared an interest in any item on the agenda.

**3. Matters arising**

All matters arising were addressed on the agenda.

**4. Minutes of previous meeting**

The committee approved the minutes of the meeting held on Wednesday, 1 March 2017.

The Chair requested that minutes are circulated to the Chair within 10 working days of the meeting.

**5. Principal's Learning and Teaching report**

The committee was presented with the Principal's learning and teaching report, which included an update on student performance, including issues and actions, staff performance including consistency of learning and teaching, inputs from employer partners, behaviour of learning and languages.

The committee noted the process of data collection for the performance and progress of key stage 4/Year 10 students including effort grades, current performance, and professional predictions, e.g. assessments, coursework and classwork.

The committee discussed the objectivity of data and sought reassurance that the data interpreted has gone through a robust process. It was reported that teachers have undertaken specific development to determine predictions which have been justified with evidence.

*Tony Roberts joined the meeting*

The committee noted that both the Principal and Vice Principal felt confident that teachers are interpreting student performance data via a vigorous process and projected grades assigned to students are adequately justified. It was further reported that staff have been provided with training and development, along with one-to-ones to coach teachers through the process and to allow a robust level of scrutiny for predicted targets.

The committee agreed that focus needs to be given to the process rather than the outcome, at this stage, due to the lack of immediate results available.

After discussion, the committee requested that further information on the process of gathering predicted grades and investigation of assumed grades, be provided for further discussion at the next meeting. It was suggested that a use of case studies on a few students could aid with detailing the process steps.

The committee further requested that students' comments and headlines on 'how they felt' about their subject classes, e.g. what is working well, should be reported to the governors in conjunction with the illustrated figures.

In addition, the committee expressed an interest to use national averages data for comparable analysis. The committee was informed that a year to year comparison would be difficult due to changes in grade frameworks.

The committee noted that the UTC were still waiting clarity from the Department of Education (DfE) on what a definitive pass grade would be, e.g. a 4 or 5, and clarity on where students will fall if they are on the cusp of a 4 or 5.

The committee discussed entry rates for progression to Year 12, and noted the additional pathways for students who prefer a different style of learning.

The committee were informed about staff performance and noted the tabled staff observation records. It was requested that staff data be normalised to show progress and movement in either positive or negative direction. The committee noted that the lowest recorded grade for teaching performance for one particular teacher is on an agency contract.

The committee discussed the quality of teaching and confirmed that regular CPD sessions are being held to ensure that best practice is used throughout lessons and lesson planning e.g. setting objectives for the lessons and having

them visible at the start of the lesson. The committee discussed the cross curricular lesson, which staff are responding to well.

The committee discussed the diversity of UTC's teachers, and the need for role models for Black, Monitory and Ethic students.

The committee discussed the employer partner inputs and projects and agreed that measuring students' progress of skill development and engagement is essential.

The committee commented on the behaviour of students at the UTC, and expressed concern at the number of students who have been excluded. It was reported that no student had been permanently excluded, although two year 10 students had moved on voluntarily following dialogue with families.

The committee were also made aware, that students are showing initiative and a greater sense of independent responsibility, which is evident during lesson observations.

The committee asked the Principal to review his information pack for the next meeting in line with the comments made at this meeting to develop/improve the process. In particular to present information in a way that changes can be clearly seen from meeting to meeting.

*Richard Parrish left the meeting.*

**6. Heart Beat standards**

The committee discussed the Heart Beat framework used to measure students' behaviour set against professional standards.

**Date of next meeting  
3.30 pm, on Wednesday, 22 November 2017**

**Confirmed as a true record**

..... (Chair)

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**SOUTH BANK ENGINEERING UTC LEARNING & TEACHING COMMITTEE  
WEDNESDAY, 3 MAY 2017  
ACTION SHEET**

| Agenda No | Agenda/Decision Item | Action   | Officer   | Action Status |
|-----------|----------------------|--|-----------|---------------|
| 5.        | Principal report     | <ul style="list-style-type: none"> <li>• The committee requested information on the process of gathering predicted grades and investigation of assumed grades for discussion at the next meeting, the use of case studies would aid with detailing the process steps.</li> <li>• The committee further requested the use of students' comments and headlines on 'how they felt' about classes, e.g. what is working well etc, to be reported in conjunction with the illustrated figures.</li> <li>• The committee requested that staff data be normalised to show progress and movement in either positive or negative direction.</li> <li>• The committee requested that the Principal present information in a way that changes can be clearly seen from meeting to meeting.</li> </ul> | Dan Cundy |               |

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## Learning areas report

Dan Cundy. 13<sup>th</sup> November 2017

The Lead Teachers of Engineering, science, maths, English and computer science were asked to contribute to this document.

### **English – Ruth Vandenhautte**

In Year 11, our main focus at present is essay writing, particularly structure and analysis. We are also working to finish the requirements of the GCSE English syllabus, in particular conflict poetry, 19<sup>th</sup> century literature and non-fiction.

In Year 10, we are also looking at writing but focusing more on grammar and accuracy.

Our challenge at present is developing strategies that help students cope with the exam. A major issue is stamina, particularly when it comes to the pressure of extensive written work.

There are pockets of students who are growing into the demands of the exams. For example, one student, who consistently applies himself, is now confidently moving into extensive analysis and structure. Another student who has learned how to approach the exams and is achieving more than expected.

Some of the weaker students, particularly those who have not worked consistently, are finding the pressure of the exams affecting both confidence and behaviour. This is common in Year 11 students under pressure to achieve and struggling with strategies and technique, and the team is exploring strategies to support and extend them.

### **Science – Francis Affram**

In addition to driving progress, a main focus area in science is to deliver hands-on science lessons across all year groups. In science, we are aiming to complete all the Year 11 GCSE required practical and A-level endorsed practical by January 2018.

The Year 11 and A-level practicals are going on very well week after week with students cooperating very well with teachers during practical lessons. Students take the practical activities very seriously and they enjoy and understand what they are doing during the practicals. Students had demonstrated this in my own practical lessons and some chemistry and physics practical lessons which I observed. For example, I did a learning walk in a GCSE physics practical lesson. Students were doing a practical on resistance and all students were engaged using the equipment safely and collecting their results.

Safety issues with conducting Year 10 practicals are an area of focus. Large class sizes and the relative immaturity of some students means that some staff are less confident in planning for and managing these groups. Strategies are in place to support staff in this area so practical science is undertaken with a review planned in the near future.

## Engineering – David Bell

The main areas of focus in engineering currently are to ensure progress in:

- Securing course selection and arrangements for managing multiple BTEC courses and frameworks
- Commonality in BTEC administration to ensure efficient and high quality outcomes
- Upskilling middle leaders and 'TLR' holders (AER/LTA) to secure continuous improvement in teaching and learning
- Setting up of both specialist equipment and specialist rooming: a significant challenge in a new building, with new courses and procurement and delivery delays
- Implementing a schedule for the employer projects within Engineering curriculum time
- Auditing staff skill review and CPD to ensure all units are taught by a teacher with expertise in the field, and so that equipment can be extensively used
- Implement G&T programme for Engineering to extend the most able students
- Preparation for 2018/19 course changes due to additional curriculum changes

What are the particular challenges at this point of the academic year?

- Moving in to practical work swiftly and utilising specialist equipment in the most effective and appropriate manner
- Mandatory H&S training for new staff and specialist additions for existing staff to ensure equipment is used safely at all times
- Backlog of engineering equipment delaying overall progress, causing delays in curriculum delivery programme and potential lack of progress
- Planning arrangements for practical activity and student projects challenging due to lack of time and opportunity to meet

What is going well

- Secure progress with BTEC L2 Engineering both KS4 and KS5
- Strong results in August 2017 a platform for Year 11 and 13 students
- BTEC Business progress good, course content difficulty in line with BTEC L2 Engineering: anticipation of strong results

# Student attainment and progress.

Dan Cundy. 14<sup>th</sup> November 2017

## Introduction

At the time of writing, Autumn 1 data (from the end of October) had not yet been fully analysed in order to present. What is presented below is some context to the new cohorts along with the most recent analysed data based on Summer 2 and August 2017 outcomes.

The UTC now has four cohorts of students, with basic information as follows:

| Year  | Cohort size |
|-------|-------------|
| 10    | 55          |
| 11    | 33          |
| 12    | 55          |
| 13    | 44          |
| TOTAL | 187         |

| Gender % | Cohort size | 2017-18 |
|----------|-------------|---------|
| Female   | 42          | 22.5%   |
| Male     | 145         | 77.5%   |

| Ethnicity % | Cohort size | 2017-18 |
|-------------|-------------|---------|
| BAFR        | 31          | 16.6%   |
| BCRB        | 50          | 26.7%   |
| WBRI        | 20          | 10.7%   |

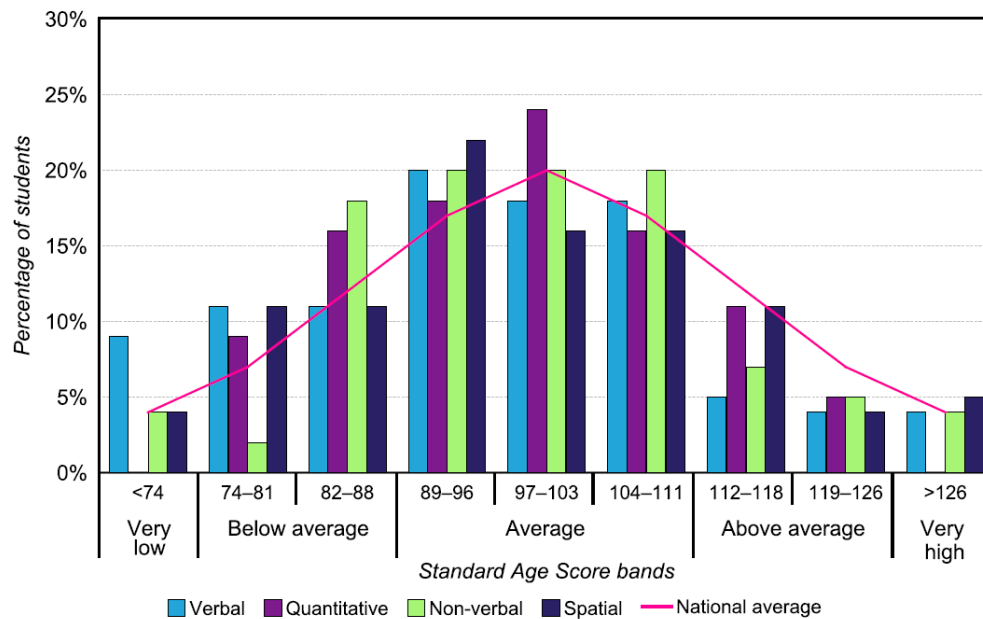
| Pupil Prem % | Cohort size | 2017-18 |
|--------------|-------------|---------|
| N            | 138         | 73.8%   |
| Y            | 49          | 26.2%   |

Cohort sizes for the new intakes are larger than last year, although Year 12 numbers are lower than anticipated. The gender balance is well off target, with 22% girls. The three key ethnic groups are Black Caribbean, Black African and White British. Around 26% of students are from disadvantaged backgrounds. Around 26% of students have SEND of some description with 2% at EHCP level.

| SEN % | Cohort size | 2017-18 |
|-------|-------------|---------|
| N     | 135         | 72.2%   |
| Y     | 48          | 25.7%   |
| EHCP  | 4           | 2.1%    |

The new Year 10 cohort consists of 55 students from a wide range of schools, backgrounds and former experiences. The range of ability is considerable as expected in a London comprehensive school. On entry, all Year 10 students sat GL Assessment CAT4 tests. These are nationally benchmarked and help the UTC to establish baseline data and to set targets. Ofsted judge CAT4 data as suitable for target-setting in UTCs. Below is the graphical representation of the Year 10 cohort.

Distribution of scores for all students (by battery) compared with those for the national sample



The new Year 10 cohort is close overall to the national average in terms of raw ability across the battery of tests. A slight bias towards low verbal skills is evident as expected with a high proportion of technical learners. The UTC is able to be confident at achieving at least national average outcomes by driving strong progress, although it is noted that many students will have underachieved at Key Stage 3.

Year 12 is more varied depending on course pathway. A level 2 pathway is in place for

## Summer 2 data

Summer 2 data consists of updated professional predictions for both Year 10 and Year 12 based on performance across six terms as well as in the final end of year internal examinations. The Year 12 cohort is identical to Summer 1 allowing easy comparison, although the Year 10 cohort is not, with three students departing the UTC. Since the publication of Summer 2 data, some final outcome data from public examinations has been received.

## Student performance data – Year 10 (2016-17) = Year 11 (2017-18)

The achievement and progress of Year 11 is of utmost importance to the UTC, as most accountability measures, performance table judgements and Ofsted attention will be placed on this group.

Professional Prediction data is as follows for Summer 2, referenced against updated targets in recognition of the changed cohort as two students left in Summer 1. Additional measures have been added for Basics (the proportion of students predicted to pass (grade 5+) both English and maths) as well as the proportion of students predicted to achieve a standard pass (grade 4) in addition to a strong pass (grade 5). Key headlines are:

- Attainment 8 is ahead of target by 1.63 points over 10 qualifications. This is lower than the professional prediction from Summer 1 by 2.42 points. This is mostly the result of lower maths predictions based on feedback from moderation sessions with Dunraven School.
- All subjects other than engineering are close to target in terms of average grades, albeit with maths and computer science below. Engineering is very strong.
- There is greater variation in performance between subjects when looking at grade 4+ and grade 5+. Both maths and science are over 10% below target at grade 5+. Engineering is very strong on this indicator too and is confident of strong results in Smart Product Design and BTEC Business.
- The English grade 5+ prediction has improved, reflecting increasing skill development in students. In science it remains below target, but with new labs and a full time technical support officer, the UTC retains a positive outlook over progress.
- Basics indicator is 69% against a target of 88%. This reflects a sub-optimal crossover of students marginally below in either subject, with targeted intervention planned to address. However the internal target is well above national figures from 2017 of around 55%.

| <b>Year 10 - 2018</b>                        | New end of course target | Summer 2 2017 professional prediction | Difference to target |
|--|--------------------------|---------------------------------------|----------------------|
| Attainment 8 overall average                 | 53.55                    | 55.18                                 | 1.63                 |
| Progress 8 overall average                   |                          |                                       |                      |
| English average grade                        | 5.42                     | 5.39                                  | -0.03                |
| Maths average grade                          | 5.25                     | 5.67                                  | 0.42                 |
| Science average grade                        | 5.30                     | 5.06                                  | -0.24                |
| Computing ave grade                          | 5.39                     | 5.02                                  | -0.37                |
| Engineering ave grade                        | 5.30                     | 6.24                                  | 0.94                 |
| English 4+%                                  | 100%                     | 100%                                  | 0%                   |
| English 5+ %                                 | 91%                      | 91%                                   | 0%                   |
| Maths 4+%                                    | 97%                      | 88%                                   | -9%                  |
| Maths 5+ %                                   | 88%                      | 76%                                   | -12%                 |
| Science 4+%                                  | 97%                      | 82%                                   | -15%                 |
| Science 5+ %                                 | 88%                      | 64%                                   | -24%                 |
| Computing 4+%                                | 100%                     | 100%                                  | 0%                   |
| Computing 5+ %                               | 91%                      | 94%                                   | 3%                   |
| Engineering Pass+ % (reported as Grades 1-4) | 100%                     | 100%                                  | 0%                   |
| Engineering Merit+ % (Grades 5-6)            | 86%                      | 94%                                   | 8%                   |
| Engineering Distinction+ % (Grades 7-9)      | 11%                      | 51%                                   | 40%                  |
| Basics indicator (5+ in English and maths)   | 88%                      | 69%                                   | -19%                 |

### Year 10 performance by group

Performance by group is presented below

| <b>Summer 1</b>         | Attainment 8 min expected | Attainment 8 Spring 2 PP | Difference to min exp | <b>Summer 2</b>         | Attainment 8 min expected | Attainment 8 Summer 2 PP | Difference to min exp |
|-------------------------|---------------------------|--------------------------|-----------------------|-------------------------|---------------------------|--------------------------|-----------------------|
| All pupils              | 52.6                      | 56.69                    | 4.09                  | All pupils              | 53.55                     | 55.18                    | 1.63                  |
| High prior attainers    | 64.9                      | 67.71                    | 2.86                  | High prior attainers    | 64.9                      | 64                       | -0.9                  |
| Middle prior attainers  | 52.2                      | 56.25                    | 4.04                  | Middle prior attainers  | 52.4                      | 54.5                     | 2.1                   |
| Low prior attainers     | 37.6                      | 43.4                     | 5.8                   | Low prior attainers     | 40                        | 43.5                     | 3.5                   |
| Boys                    | 53.5                      | 56.7                     | 3.2                   | Boys                    | 54.6                      | 55.8                     | 1.2                   |
| Girls                   | 47.6                      | 56.8                     | 9.2                   | Girls                   | 47.6                      | 51.6                     | 4                     |
| Black Caribbean         | 52                        | 55.1                     | 3.1                   | Black Caribbean         | 52                        | 52                       | 0                     |
| Black African           | 51.2                      | 58.3                     | 7.1                   | Black African           | 54.1                      | 57.1                     | 3                     |
| White British           | 52                        | 50.1                     | -1.9                  | White British           | 53                        | 60                       | 7                     |
| Disadvantaged           | 52.7                      | 54.1                     | 1.4                   | Disadvantaged           | 52.9                      | 53.1                     | 0.2                   |
| Non-disadvantaged       | 52.6                      | 58.6                     | 6                     | Non-disadvantaged       | 54                        | 56.7                     | 2.7                   |
| More able disadvantaged | 64.7                      | 72                       | 7.3                   | More able disadvantaged | 65                        | 61.25                    | -3.75                 |
| SEND                    | 50.3                      | 47.8                     | -2.5                  | SEND                    | 50.4                      | 50.3                     | -0.1                  |

In Summer 2, the pattern of performance shows some changes from Summer 1, albeit with cohort changes considered. Overall the Attainment 8 score has declined from 4.09 to 1.63 points above target, noting a rising target. Of the key groups, girls continue to perform strongly as do low prior attainers and White British students, the latter group being a marked change from previously. Groups underperforming include high prior attainers and as a subset, more able disadvantaged students, who will be targeted with individualised support. SEND students are now performing very close to their targets.

### Year 10 Summer 2017 public examinations

Year 10 sat a CPD course: short GCSE called Preparation for Working Life. This was delivered to improve students' employability rather than as a vehicle to generate Progress 8 points given the size of the course. It was delivered for one hour a week over the year. Outcomes were relatively positive, with strong coursework hindered by weaker exam performance driven by the comparative lack of teaching time:

Level 1 Pass: 52%

Level 2 Pass: 44%

Level 1 or 2 Pass: 96%

Unclassified: 4% (sickness)

Year 10 also completed their BTEC Level 2 First in Engineering over the course of Year 10, submitting units and sitting their examinations. Outcomes were as follows:

Level 1 Pass+: 100%

Level 2 Pass+: 87.5%

Level 2 Merit+: 72%

Level 2 Distinction+: 50%

Level 2 Distinction\*: 22%

The students who did not achieve a level 2 pass will resit the exam in Year 11. These results were very pleasing, especially set against national figures which for example are 9.9% Distinction+ and 2.6% Distinction\*.

### **Year 12 2016-17 = Year 13 2017-18**

Summer 2 professional prediction data is presented below in relation to Spring 2 and Summer 1 data.



| Year 12 - 2018           |                |                    |                              |                |                     |                              |                |                     |                              |
|--------------------------|----------------|--------------------|------------------------------|----------------|---------------------|------------------------------|----------------|---------------------|------------------------------|
|                          | Min exp target | Spring 2 prof pred | Spring 2 2017 diff to target | Min exp target | Ssummer 1 prof pred | Summer 1 2017 diff to target | Min exp target | Summer 2 prof pred  | Summer 2 2017 diff to target |
| Maths A A*-E %           | 100%           | 100%               | 0                            | 100%           | 100%                | 0                            | 100%           | 100%                | 0                            |
| Maths A A*-C             | 61             | 58                 | -3                           | 61             | 65                  | 4                            | 61             | 86                  | 25                           |
| Maths A A*-A             | 4              | 4                  | 0                            | 4              | 19                  | 15                           | 4              | 32                  | 28                           |
| Chemistry A A*-E         | 100            | 100                | 0                            | 100            | 100                 | 0                            | 100            | 100                 | 0                            |
| Chemistry A A*-C         | 67             | 83                 | 16                           | 67             | 83                  | 16                           | 67             | 50                  | -17                          |
| Chemistry A A*-A         | 0              | 0                  | 0                            | 0              | 0                   | 0                            | 0              | 0                   | 0                            |
| Biology A A*-E           | 100            | 100                | 0                            | 100            | 100                 | 0                            | 100            | 100                 | 0                            |
| Biology A A*-C           | 67             | 100                | 33                           | 67             | 100                 | 33                           | 67             | 100                 | 33                           |
| Biology A A*-A           | 0              | 33                 | 33                           | 0              | 33                  | 33                           | 0              | 33                  | 33                           |
| Physics A A*-E           | 100            | 100                | 0                            | 100            | 100                 | 0                            | 100            | 100                 | 0                            |
| Physics A A*-C           | 57             | 29                 | -28                          | 57             | 64                  | 7                            | 57             | 64                  | 7                            |
| Physics A A*-A           | 0              | 0                  | 0                            | 0              | 0                   | 0                            | 0              | 0                   | 0                            |
| Computing A A*-E         | 100            | 100                | 0                            | 100            | 100                 | 0                            | 100            | 100                 | 0                            |
| Computing A A*-C         | 50             | 69                 | 19                           | 50             | 39                  | -11                          | 50             | 42                  | -8                           |
| Computing A A*-A         | 0              | 0                  | 0                            | 0              | 0                   | 0                            | 0              | 0                   | 0                            |
|                          | Min exp target | Spring 2 prof pred | Spring 2 2017 diff to target | Min exp target | Ssummer 1 prof pred | Summer 1 2017 diff to target | Min exp target | Ssummer 2 prof pred | Summer 2 2017 diff to target |
| Engineering Ext Dip PPP+ | 100            | 100                | 0                            | 100            | 100                 | 0                            | 100            | 100                 | 0                            |
| Engineering Ext Dip MMM  | 25             | 38                 | 13                           | 25             | 69                  | 44                           | 25             | 77                  | 52                           |
| Engineering Ext Dip DDD+ | 0              | 18                 | 18                           | 0              | 25                  | 25                           | 0              | 35                  | 35                           |
| Engineering Sub Dip P+   | 100            | 100                | 0                            | 100            | 100                 | 0                            | 100            | 100                 | 0                            |
| Engineering Sub Dip M+   | 100            | 100                | 0                            | 100            | 100                 | 0                            | 100            | 96                  | -4                           |
| Engineering Sub Dip D+   | 78             | 63                 | -15                          | 78             | 91                  | 13                           | 78             | 77                  | -1                           |

In headline terms, based on Summer 2 data, all students remain on track to achieve Pass grades in BTEC courses and at least E grades in A level courses. Areas of improvement since Summer 1 include

- Maths A level predictions are higher for A\*-C and A\*-A
- Predictions in the technical BTEC engineering course are higher at Merit+ and Distinction+

Meanwhile, Chemistry A\*-C predictions have declined although based on a small group size. Confidence in students on the academic route achieving Merit and Distinction grades has weakened slightly despite remaining close to target.

### **Year 12 Summer 2017 public examinations**

Entry requirements for Level 3 courses were kept fairly low in the interests of student numbers for the 2016 intake: 5 GCSEs including English and maths to gain a place on the technical route, and the same with B grades in subjects to be studied at A level for the academic route. Some students were accepted onto a pathway with the addition of GCSE English/maths retakes because of their strong performance or predicted grades elsewhere. All Year 12 students followed a BTEC Level 3 engineering course, either one A level equivalent (academic route), or three (technical route), all initially on the new (for 2016) NQF BTEC framework, in order to future-proof planning, rather than continuing the previous QCF framework. This decision was based on information given by the exam board that the new framework would be well supported with resourcing and training.

It was quickly identified that there were a number of challenges with the NQF, which have been identified nationally:

1. The increased maths demand of the NQF course. Unit 1 requires A level equivalent maths skills, but without the strict entry criteria of the A level course. This had the effect that a disproportionate amount of teaching time was spent on developing students' maths skills for the exam, at the expense of other units.
2. Unlike the QCF framework, the NQF framework does not apply a best-fit formula to units. Failure on the Unit 1 exam results in failure on the course, even though there is one re-sit opportunity in Year 13.

During the course of Year 12, a management decision was taken to switch the academic route students to the QCF framework. Based on credits accrued so far, the equivalent of an AS level, current grades for academic route students is:

Pass+: 95.5%; Merit+: 95.5%; Distinction+: 91%. The one student who has yet to achieve a pass was sick during an assessment and will retake.

There is a high degree of confidence that these interim grades will translate into final grades for the academic pathway students.

Technical pathway students completed a range of units including two examined units, most notably the mathematical Unit 1. Outcomes in Unit 1 were disappointing with a 25% Pass+ rate for this unit. Although the examined units may be re-sat in Year 13, the management decision was taken to split the technical pathway students into two groups:

1. Those who passed Unit 1 – will continue on the NQF course to achieve the equivalent of three A levels in a BTEC Level 3 Extended Diploma
2. Those who failed Unit 1 – will transition to the QCF course. Considerable work is involved in mapping across completed units to this framework as well as to complete new units. Initially students will complete the Diploma (2 A level equivalent course), then adding units to achieve the Extended Diploma.

### Level 3 Core maths

All students in Year 12 studied maths at Level 3, either on the A level or Core courses. Core maths was taught in an accelerated one year course to ease pressure on students in Year 13. Outcomes were disappointing, with 10% of students achieving a Level 3 pass. This is partly a function of the speed at which the course was taught at but also partly the mathematical ability of a large proportion of students. Students have been managed to be re-taught and will re-sit the examinations at the end of Year 13 or to drop the course and focus on the engineering BTEC and Extended Project Qualification.

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## Employer partner inputs

Dan Cundy. 14<sup>th</sup> November 2017.

The depth of employer engagements is a major feature of UTCs. So far this academic year, the following engagements have taken place or are planned. The majority of these engagements offer support and development for our students either in their taught curriculum or as an extension to it. All are planned in order to give students exposure to employer and university partners, to develop their employability skills and to give them opportunities to further their futures through progression pathways.

Employer projects running this term.

- Bamboo Bicycle Club Year 12 Level 3
- LSBU InventEURs project Year 10
- King's wheelchair project Year 10
- Fujitsu wearables project Year 11
- Skanska environment day all years
- Urban Plan project day Year 11 and 10
- Brixton Bridge project – B&K and J+W support, all years

Employer support

- Brixton BID involvement – meeting hosting
- Brixton Design Trail artwork donation
- Skanska graduate team support and plans
- LSBU presence at open event
- King's masterclasses

In development

- Skanska new project meetings
- GSTT new project meeting
- New King's project meeting
- Natural History Museum link
- Squire and Partners projects
- Further development of existing linkages with Thames Water, Cisco, Practical Action and others

While we can be very proud of the very high quality of employer engagements, and regularly receive excellent feedback from the likes of the DfE, further discussion would be welcome in order to support the wider viability of the UTC. To explore would be the exemplification of opportunities and pathways into our partners, particularly for Year 13. Another area to explore would be potential for

the partners to amplify and support the marketing activities the UTC undertakes to attract and recruit students.



## The Quality of Teaching and Learning.

Kam Bains. 11<sup>th</sup> November 2017.

### Lesson Observation Data

Lesson observations are conducted half termly throughout the year with all teaching staff. These range in type: developmental observations are pre-agreed within a two week window; snapshots are conducted at short notice and risk lessons give opportunities to innovate. In addition, learning walks both formal and informal are conducted on a weekly basis.

A series of formal lesson observations were undertaken in the week commencing 16th October by the SLT. 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 verbal and 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: for teachers, the type and quality of feedback is far more important than the grade. Internal grading is retained as part of a basket of measures to analyse the quality and capability of staff in relation to PMR targets. The nationally agreed Teaching Standards are the benchmark against which colleagues are observed. The data for Oct 2017 is provided below.

|                      |   |     |
|----------------------|---|-----|
| Outstanding Lessons  | 5 | 33% |
| Good                 | 8 | 54% |
| Requires Improvement | 2 | 13% |
| Inadequate           | 0 | 0%  |

In each observation cycle, analysis of identified strengths and areas for development is conducted based on collated data. The main strengths in this cycle included teaching strategies and planning of activities for those judged good and above. Teachers in the RI category have been re-observed and provided with support through line managers in the case of a new teacher in engineering. Lesson observation data is standardised through detailed discussion by SLT and through reference to Teaching Standards criteria and the Ofsted framework.

Areas for improvement include a consistent approach to literacy, numeracy and employability. Staff have been provided with guidance on how this can be incorporated into a series of lessons through training and resources. Abi Savoy as the UTC's SENDCO has identified the students that need support in lessons and provided SEND training through the CPD programme.

Comparing the data to this time last year we have the following:

|                      | Oct 2016 |     | Oct 2017 |     |
|----------------------|----------|-----|----------|-----|
| Outstanding Lessons  | 3        | 27% | 5        | 33% |
| Good                 | 5        | 46% | 8        | 54% |
| Requires Improvement | 3        | 27% | 2        | 13% |
| Inadequate           | 0        |     | 0        |     |

|             |    |  |    |  |
|-------------|----|--|----|--|
| Total Staff | 11 |  | 15 |  |
|-------------|----|--|----|--|

The intention will be to continue to provide high quality management and development of staff to enable them to continue to improve their practice, with the intention of driving progress further and more consistently across groups.

### Learning Walk Feedback

Weekly learning walks have been conducted by SLT since the start of October which are built around a standard set of protocols, the results recorded and details analysed. The findings are then discussed at SLT meetings to standardise the data.

|                 |                      |                 | Behaviour and Safety | Achievement of students | Quality of Teaching |
|-----------------|----------------------|-----------------|----------------------|-------------------------|---------------------|
| 1               | Outstanding          |                 |                      |                         |                     |
| 2               | Good                 |                 |                      |                         |                     |
| 3               | Requires improvement |                 |                      |                         |                     |
| 4               | Inadequate           |                 |                      |                         |                     |
| Rolling Average |                      |                 | 1.5                  | 2.1                     | 2.1                 |
| <b>Date</b>     |                      | <b>Observer</b> |                      |                         |                     |
| 02/10/2017      |                      | KBA             | 2                    | 2.5                     | 2.5                 |
| 13/10/2017      |                      | DCU             | 1                    | 2                       | 2                   |
| 13/10/2017      |                      | KBA             | 1                    | 2                       | 2                   |
| 13/10/2017      |                      | DBE             | 2                    | 2                       | 2                   |
| 17/10/2017      |                      | DCU             | 1.5                  | 2.5                     | 2                   |
| 31/10/2017      |                      | KBA             | 1                    | 2                       | 2                   |
| 07/11/2017      |                      | KBA             | 2                    | 2                       | 2                   |

Areas that require improvement have been identified as the level of practical work occurring, the extent of group work, differentiation and the teaching of employability. Learning walk data is standardised through discussion of results at SLT meetings.

### 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. Written feedback is of a high standard and English, sciences and engineering. It needs consistency in maths and work is occurring to monitor



and improve this situation. A departmental work/book scrutiny of KS4 occurred in the first half term. This will be followed by a whole school scrutiny this half term of KS4 and KS5.

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## Conduct, attendance and exclusions

Dan Cundy. 13<sup>th</sup> November 2017

The UTC is in a challenging place with regard to student recruitment numbers: into Year 10 it is likely to admit a proportion of students in need of a 'fresh start' or those who have had a negative experience in Key Stage 3. Into Year 12 the UTC is operating in a highly competitive environment, with strong brands and incumbent schools all bidding for a finite number of students, often with very similar course entry requirements. Thus students applying to the UTC are potentially those which incumbent schools are less likely to wish to remain, perhaps for conduct or attendance reasons. The UTC experience nationally bears out our early observations, with the very best defence to become oversubscribed with students opting to the UTC for the 'right' reasons.

The UTC has a clear mission to develop students' employability. In order to do so, the UTC operates differently from traditional schools, creating conditions for a lower level of top-down control but far higher levels of student self-management. Underpinning this is a commitment to be transparent with student data such that their conduct, attendance and punctuality are shared with potential employers and universities.

Expectations of student conduct are higher than those in other local schools: this is appropriate given the UTC's mission and values, and given the deep links with employers and project-based learning. In order to underpin these expectations, simple but strong and clear systems are deployed for praise and rewards. A system of healthy competition is promoted.

Rewards are issued weekly via a coaching time presentation, and half termly through assemblies. Prizes and experiences are issued, and parental communication promoted at particular threshold points, for example at 5, 10 and 15 positives. Displays and events are in place to recognise achievement. A system is in place to recognise and reward students who achieve a series of basic expectations consistently throughout each week.

A parallel system is in place to recognise and plan interventions when students receive 5, 10 and 15 negatives, with detentions, parental meetings and more in place under the leadership of coaching staff and the pastoral management team. To deal with rare occurrences of serious or persistent high-level behaviour, the UTC has both internal and external suspensions (exclusions) at its disposal. A high priority is to ensure that exclusions are avoided in favour of preventative support to help students succeed in the classroom. However the calm, positive and purposeful learning environment we seek to maintain at the UTC may at times be achieved only through firm and decisive action with a small number of students.

Fixed term exclusions are reserved for serious incidents. Data from Autumn 1 2017 is presented below in relation to Autumn 1 2016. In summary, exclusions figures have increased both in absolute terms (from one to three) and although the cohort size is far larger, the proportion of students excluded has also risen from 2.8% to 3.4%. A caveat to this is that absolute numbers are low. In addition, no students in current Year 11 have faced exclusion to date, from one last year. The

incoming Year 10 cohort is far larger, more diverse and more challenging in conduct terms than the previous cohort.

By way of comparison, national figures (2015/16) were 4.29% fixed term exclusions for all schools and 8.46% for secondary schools. To date this academic year overrepresented groups in exclusions figures are Black African and White British students, although this data is skewed by small overall numbers.

| Year                                   | Cohort size        | 2017-18        | Number of Student Exclusions | Cohort size    | 2016-17 | Number of Student Exclusions |
|--|--------------------|----------------|------------------------------|----------------|---------|------------------------------|
| 10                                     | 55                 | 5.5%           | 3                            | 36             | 2.80%   | 1                            |
| 11                                     | 33                 | 0              | 0                            | 0              | 0       | 0                            |
| <b>Comparisons for Year 10's below</b> |                    |                |                              |                |         |                              |
| <b>Gender %</b>                        | <b>Cohort size</b> | <b>2017-18</b> | <b>Cohort size</b>           | <b>2016-17</b> |         |                              |
| Female                                 | 16                 | 6.3%           | 6                            | 0              |         |                              |
| Male                                   | 39                 | 5.1%           | 30                           | 3.3%           |         |                              |
| <b>LAC %</b>                           | <b>Cohort size</b> | <b>2017-18</b> | <b>Cohort size</b>           | <b>2016-17</b> |         |                              |
| N                                      | 55                 | 5.5%           | 36                           | 2.80%          |         |                              |
| Y                                      | 0                  | 0              | 0                            | 0              |         |                              |
| <b>Pupil Prem %</b>                    | <b>Cohort size</b> | <b>2017-18</b> | <b>Cohort size</b>           | <b>2016-17</b> |         |                              |
| N                                      | 43                 | 7.0%           | 17                           | 0              |         |                              |
| Y                                      | 12                 | 0              | 19                           | 5.3%           |         |                              |
| <b>Ethnicity %</b>                     | <b>Cohort size</b> | <b>2017-18</b> | <b>Cohort size</b>           | <b>2016-17</b> |         |                              |
| BAFR                                   | 8                  | 12.5%          | 6                            | 0              |         |                              |
| BCFB                                   | 20                 | 5.0%           | 13                           | 0              |         |                              |
| WBRI                                   | 5                  | 20%            | 4                            | 25%            |         |                              |
| <b>SEN %</b>                           | <b>Cohort size</b> | <b>2017-18</b> | <b>Cohort size</b>           | <b>2016-17</b> |         |                              |
| N                                      | 34                 | 5.9%           | 27                           | 3.7%           |         |                              |
| Y                                      | 18                 | 5.6%           | 9                            | 0              |         |                              |
| EHCP                                   | 3                  | 0              | 0                            | 0              |         |                              |

Against UTCs nationally, South Bank is performing favourably, with lower exclusion figures for the year to date than all others other than UTC Reading.

Attendance data is reported to the DfE via census for Years 10 and 11. Analysis of attendance for both cohorts in Autumn 1 in 2016 is compared to this year below. Overall attendance at 95% is below the 96.7% at the same point last year, again with a far larger cohort. Attendance by group is above the 95% UTC target for all groups bar White British. Monitoring is underway at group level but intervention is taking place at individual level through the coaching and pastoral team. Fourteen students are classed as Persistent Absentees (PA), with attendance below 90%. Students whose absence is above 10% will be pursued through Lambeth for Fixed Penalty Notices.

Reducing lateness is a key priority for the UTC, with good timekeeping a surrogate for good levels of reliability in the eyes of employers through reference data. Lateness is improved over previous year's figures. However, it is still above the UTC's internal target of 3%. Intervention and sanctions are in place to reduce persistent lateness.

Attendance figures in Year 11 are marginally below target. This is mainly due to illness of a number of students.



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|                  |  |
|------------------|--|
|                  | CONFIDENTIAL   |
| Paper title:     | Terms of Reference                                       |
| Board/Committee  | Learning and Teaching Committee                          |
| Date of meeting: | 22 November 2017   |
| Author:          | Alexander Enibe, Clerk to South Bank Academies           |
| Purpose:         | Annual Review  |
| Recommendation:  | The meeting is requested to note its Terms of Reference. |

### **Executive Summary**

The purpose of the committee is: to challenge and support the school on behalf of the Local Governing Body to provide a curriculum which provides employers' informed and cutting edge learning experience to students, and to monitor how it is taught, evaluated and resourced.

- To ensure that the student learning support is designed and implemented to ensure that all students receive appropriate support to progress and achieve to their full potential.
- To consider the statutory guidance issued by the DfE from time to time and to ensure that the curriculum, learning and teaching, and student support are aligned.

The committee is requested to note its terms of reference and membership for the year.

### **Membership:**

Ian Brixey – Chair  
 Rao Bhamidimarri  
 Dan Cundy - Principal  
 Joanne Young  
 Tony Roberts  
 Richard Parrish

## **Terms of Reference**

### Overall responsibilities

- To monitor employers' involvement in curriculum development and delivery;
- To review the curriculum implications of the school development plan;
- To review learning and teaching policies on behalf of the LGB.

### Progress and attainment

- To monitor progress, attainment and targets in learning and teaching;
- To monitor delivery of the curriculum;
- To monitor and evaluate implementation of curriculum policies;
- To review learning and teaching policies on behalf of the governing body.

### Quality and provision

- To monitor and evaluate provision for all students including those with SEN and those from vulnerable groups;
- To monitor learning and teaching support;
- To meet academic team leaders annually to support self-evaluation and action planning.

## **Membership**

- Members shall consist of three governors and the Principal.
- A quorum shall consist of two governors and the Principal
- Meetings shall be held once a term (three times a year)

## **Reporting Procedure**

- The minutes (or a report) of meetings of the committee will be circulated to all members of the board of governors