# Meeting of the University Academy of Engineering School Advisory Board

4.00 pm on Thursday, 10 October 2019
in Trafalgar Street, London SE17 2TP

## Agenda

| No. | Item | Pages | Presenter |
|---|---|---|---|
| 1. | Welcome and apologies | | CM |
| 2. | Declarations of interest | | CM |
| 3. | Minutes of previous meeting | 3 - 16 | CM |
| 4. | Matters arising | 17 - 22 | CM |
| | **Items to discuss** | | |
| 5. | Examination results and analysis (including response, actions and strategies for new academic year) | To Follow | JT |
| 6. | Principal's report | 23 - 38 | JT |
| 7. | School Development Plan and SEF update | 39 - 60 | JT |
| 8. | Questions to the Principal | To Follow | CM |
| 9. | Student recruitment update and financial implications | To Follow | JT, CC |
| 10. | SAB membership recruitment update | 61 - 62 | CM |
| 11. | Single Central Record update | Verbal Report | JC |
| 12. | SBA employment engagement survey feedback update | 63 - 76 | CM |
| 13. | DSL update on measures taken to address exclusions (particularly Year 8), including description of behaviour/pastoral support strategies | To Follow | JT |
| 14. | Governors' training and KCSIE 2019 | 77 - 78 | CM |
| | **Items to note** | | |
| 15. | UAE risk register | 79 - 84 | CC |
| 16. | Link governors' visit reports | 85 - 92 | CM |

*No.    Item*                                          *Pages*                *Presenter*

**Date of next meeting**
**4.00 pm on Thursday, 7 November 2019**

**Members:**      Chris Mallaband (Chair), Veronica Allen, Elizabeth Adeyemi, Safia Barikzai, Alex Drake (Vice-Chair), Karen Fowler, Philipp Herzberg, Zakir Matin, Lesley Morrison, Tony Roberts and John Taylor

**In attendance:**    Clym Cunnington and Alexander Enibe

**Minutes of the meeting of the University Academy of Engineering School Advisory Board
held at 4.00 pm on Thursday, 13 June 2019
Trafalgar Street, London SE17 2TP**

**Present**
Chris Mallaband (Chair)
Elizabeth Adeyemi
Alex Drake
Zakir Matin
Tony Roberts
John Taylor

**Apologies**
Veronica Allen
Karen Fowler
Lesley Morrison

**In attendance**
Alexander Enibe

1.  **Welcome and apologies**

    The Chair welcomed everyone to the meeting. The Chair introduced Safia Barikzai (prospective governor), whom was invited to the meeting as an observer.

    The apologies were noted.

2.  **Declarations of interest**

    No governor 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 held on 9 May 2019.

4.  **Matters arising**

    The SAB noted the actions arising from the previous meetings.

    Under item 4, the SAB noted the following actions (below) will be carried forward.

    The SAB requested that the Principal liaise with the Business Manager and contribute to the development of the UAE risk register.

The SAB requested the Principal to circulate the exam results in April, and prepare interventions based on the April exam results and come back to the SAB meeting in June 2019.

The SAB requested that Maths and English Heads of Department do a presentation at a future SAB meeting.

The SAB requested that Austin provides an update on development in SEND in October 2019.

The SAB requested the Clerk to liaise with the Principal and agree with the UAE School Improvement Advisor to attend the SAB meeting to debrief the SAB.

*{Secretary's note: The school improvement advisor had agreed to attend the 3 October 2019 meeting but this is likely to change because this meeting is likely to be moved}.*

5. **Feedback from SAB on improving meetings**

The SAB discussed the various suggestions on improving the SAB meeting.

The SAB discussed the importance of having data to measure where progress is being made at the Academy.

The SAB noted that the timing of the SAB meetings should be left as it is and kept under review.

The SAB agreed that a new item "Questions to the Principal" be added to every agenda and that governors should send questions through the Clerk in advance of the meeting so that the Principal will have adequate time to respond.

The SAB discussed the development of the School Development Plan (SDP) and Self-evaluation form (SEF). The SAB agreed to have a "strategy session" in early September 2019 and contribute to the development of the SDP and SEF.

6. **SAB issues (staff governor, vice-chair and recruitment of governors)**

The SAB noted the commencement of the recruitment process to appoint a staff governor, in line with the Scheme of Delegation (SOD).

The SAB nominated Alex Drake to be the Vice-Chair of the UAE SAB, subject to approval of the Board.

7. **Teaching and Learning presentation**

*Annette Moses (Vice Principal) joined the meeting.*

The SAB noted the Teaching and Learning presentation.

The SAB noted that the performance management cycle and the department review are the two main strands to the teaching and learning development cycle at the UAE which aims to ensure consistent high quality teaching and learning through high quality professional development and the development of a collaborative learning culture.

The SAB asked the Principal to confirm the number of teachers that are up to standard and the number that are not, and what the Principal is doing to address the gap. The Principal explained that the teacher standards are either met or not and that anyone not meeting the standards would be receiving urgent support to enable them to do so.

A governor challenged the Principal on how the SAB would know that the teachers have improved since the last time a presentation on teaching and learning was done. The Principal confirmed that the Academy have retained a good number of staff and have witnessed a lower turnover of teachers. The previously high turnover has led to an award of £170k from the DfE which will allow further development of staff well-being and retention strategies.

The SAB requested the Principal to provide some evidence of progress in the quality of teaching over time at a future meeting, and then provide an update with some narrative 3 times in each academic year.

The Vice Principal outlined the strategies being undertaken to build a collaborative learning culture with colleagues being encouraged to discuss pedagogy and investigate ways of improving their own teaching as a result. She gave some examples of the books being used to support teaching and also confirmed that all teachers were members of the Chartered College of Teaching.

A governor asked the Principal how the books and support are embedded into the teachers' development. The Principal confirmed that the teachers are using the books and ideas from other sources to help them develop as practitioners.

The SAB noted that student feedback is collected and this forms part of the development.

The SAB discussed the role of research to evaluate the success of strategies being used to support the improvement of teaching and learning and a suggestion as made to think about using LSBU existing resources to do this.

The SAB requested the Principal to circulate the timetable of the development to Safia Barikzai (prospective governor).

*Annette Moses (Vice Principal) left the meeting.*

8.  **Principal's report**

The SAB noted the Principal's report.

The Principal confirmed that the Academy is now moving from a phase of rapid change and development to one in which the focus is to ensure the quality and consistency of all that is done for the students.

*Sixth form report*

The SAB noted the sixth form update for September 2019.

The Principal confirmed that there are 69 applications to date, which comprises of 47 internal applications and 22 external applications (11 of those are for BTEC Engineering). 67 applicants have been interviewed and sent offer letters.

The Principal confirmed that there is a plan in place on the day the results will be released to the students to make available alternative opportunities to the students that may have missed out on their chosen destinations.

A governor asked the Principal if there was anything that could affect the momentum in terms of the new structure at the Academy. The Principal confirmed that a strong foundation has been built that will now enable rapid improvement to be made without the need for unhelpful shifts in emphasis.

The SAB suggested that the Academy should market the good things that are being done at the Academy to other potential teachers so that they are aware of the development opportunities on offer at the Academy.

*Safeguarding*

The SAB noted the safeguarding report.

The SAB noted the summaries of all the safeguarding referrals made since September 2018 to date. The Principal confirmed that from October 2019, the Academy would be able to build regular reports showing comparisons and trends over time.

The SAB asked the Principal if there are areas where there are needs and whether there are resources available for that. The SAB also asked the Principal for assurances that things are working. The chair volunteered to work with the Principal to work out how to do this.

*Learner outcomes for years 11 and 13*

The SAB noted that the Academy are coming to the end of the examination season for GCSEs' and A levels. The Principal confirmed that he is pleased with the management of the examinations and the attitude and applications of the students during the exam period.

*SEND update*

The SAB noted that the Academy currently have 150 students with an assessed Special Educational Need or Disability (SEND).

The SAB noted that 12 students out of the 150 students have an Education and Health Care Plan (EHCP).

The SAB noted the chart showing the breakdown of assessed needs of the SEND students, and that some students have more than one category of need.

The SAB requested that the Principal share with the SAB what is being done in this area.

*Staffing report*

The SAB noted the staffing report.

The SAB noted the high turnover in maths and asked the Principal what is being done. The Principal confirmed that Jason Phillipsz (Vice Principal) is working to support the maths team which will be a substantially new team in September 2019.

*Exclusions*

The SAB noted the exclusion data.

The SAB challenged the Principal on what is being done on what appeared to be high number of exclusions at the Academy in some year groups. The Principal explained that one of the reasons the numbers are high is probably because of the low tolerance level the Academy have for bad behaviour, which other schools might not have. The Principal said that from next year the Academy will be looking at the way that exclusions are managed and how other processes are used in the Academy that will support the development of good student behaviour.

The SAB requested the designated safeguarding lead (DSL) to attend its next SAB meeting in October 2019 to present the measures being taken to address the issues of exclusions.

*Attendance for the year*

The SAB noted the attendance figures for the year.

The SAB noted that some attendance records were impressive especially Years 7, 8 and 11. The SAB noted a lower attendance in Year 10 and also the way that attendance is recorded in the Sixth Form. The Principal responded that they are working on how to address this.

*Day 10*

The SAB noted the Day 10 activities and commended the Academy for providing the students with a range of impressive activities.

9.    **School Improvement Advisor report - questions from SAB**

The SAB noted the School Improvement Advisor report.

The SAB requested the governors to send any questions for the Principal on the report through the Clerk.

10.    **School Development Plan & SEF - any progress variance to report - creation of new SDP for 2019/20**

The SAB noted the Principal's proposal on Self-evaluation to school development plan 2019/20.

The SAB discussed how they can contribute to the process at the development stage. The SAB agreed that the Chair, Principal and Clerk to work together and arrange a "strategic meeting" in early September 2019 where the SAB can contribute to the process.

11.    **Finance update**

*Om Parkash (Trust Finance Manager) joined the meeting.*

The SAB noted the finance update.

The SAB noted that the UAE are forecasting a surplus of £217k. £464k is forecasted after depreciation and £247k variance at the year end.

The Principal confirmed that the Finance Manager has been working on the financial systems and things are improving.

The SAB noted that there are still some risks; like some purchase commitments that have to be reviewed.

The SAB asked the Finance Manager if he knows the outstanding costs historically. The Finance Manager responded that this is still being reviewed. The SAB noted a high number of orders that had not been properly recorded or "closed out".

The Finance Manager confirmed that the outstanding historical costs were still been reviewed.

The SAB noted the MAT's plan to expand and the implication of the expansion on the Academy's finances. The SAB discussed whether the "additional surplus" should be available to the academy to spend on already identified priorities or whether the sum would be returned into the SBA

reserves. The SAB agreed to communicate their view on this to the CEO, through the Chair.

*Om Parkash (Trust Finance Manager) left the meeting.*

12. **Issues with parent pay**

The SAB noted the issues with parent pay.

The SAB, after detailed discussion, agreed that there is no fair way to resolve this issue and agreed with the proposal of the SBA CEO to write off the debt and start afresh.

It is estimated that the total sum is £91,335k. There is no way of knowing whether this is a debt and who owes it.

The SAB noted that the parent pay issue will be discussed at the upcoming SBA Audit committee meeting on 26 June 2019.

13. **Link Governors' visit (Focus on student safety - knives, gangs and police liaison)**

The SAB noted the safeguarding link governor visit done by Chris Mallaband.

The SAB noted that there is a plan in place to rectify the issues with the Single Central Record (SCR) at the Academy.

The SAB requested that the HR Manager provides an update at its next meeting in October 2019.

14. **DfE 'keeping children safe in education' and signing of form**

The SAB noted that almost all the governors have read the 'Keeping Children Safe in Education' and signed as having read it.

15. **Completion of governors' training**

The SAB noted the deadline for the completion of the governors' training courses, which is 24 June 2019.

The SAB are encouraged to complete the trainings by 24 June 2019.

**Date of next meeting**
**4.00 pm, on Thursday, 10 October 2019**

**Confirmed as a true record**

.................................................................. (Chair)

# UAE SAB Additional Meeting Notes Thursday, 12 September 2019

**Present:**

Chris Mallaband
Alex Drake
John Taylor
Elizabeth Adeyemi
Zakir Matin
Karen Fowler (until 4.45)
Philip Herzberg

**Apologies:**

Tony Roberts
Lesley Morrison

**In attendance:**

Annette Moses
Nick Moore

**Introduction to meeting**

Chris welcomed Philip Herzberg to the meeting as a new member of the SAB – elected by staff.

Purpose of the meeting outlined as being to focus on the performance of students in GCSE and post 16 examinations and feed this into the planning and evaluation processes of the academy.

SAB members will be trying to fulfil their role to challenge and support the academy without straying into operational leadership of the academy.

By the end of the meeting the intention is to have had a critical discussion of the examination results and then to examine three key areas of school improvement in more detail and in each case to consider how the impact of these can be monitored and evaluated by the SAB.

John outlined the format of the meeting – presentation, general discussion and questions followed by splitting into three groups – SLT lead in each group.

**Presentation of results**

John introduced an analysis of the post 16 results.

Key points:

- BTEC Engineering level 3 – performance was strong.

- BTEC Business level 3 – performance was very strong

- Overall BTEC performance was excellent.

- A level results were disappointing with an ALPS score of 9 indicating that students made significantly less progress than average when compared to national cohort.

- A level cohort was small – only 7 students – therefore difficult to generalise about reasons for low performance.

- Results were lower than expected

- Students in Year 13 had joined the academy from other schools and had GCSE grades that were lower than needed for secure A level study.

Discussion of the post-16 results followed:

Is the new Y13 cohort likely to achieve better results or will they also be disappointing – John/SLT colleagues felt that performance was still likely to be a concern but should be better than this year's results – cohort is still small and students were admitted from other schools.

What about the new Year 12 – 44 students have been admitted with approximately half on A-level courses – a much bigger A-level cohort. These students will, in the main, be students who were in the academy in Year 11.

The SAB requested academic profiles for Year 12 and Year 13 A-level cohort and emphasised their hope that the results for the Y13 cohort would be a focus for improvement.

Questions were asked about the nature of the sixth form – was it heading towards becoming an "academic" sixth form or will it continue to focus more on technical education. The Principal confirmed that it needs to head towards an academic sixth form offer to complement the offer of other institutions within the SBA partnership.

A governor raised the issue of the skills of the teachers teaching A-level courses and how some may need "upskilling" to become more effective. The Principal agreed that this is probably the case – many staff are new entrants to the profession. The SAB asked what can be presented at each SAB meeting to indicate the progress being made by Year 12 and Year 13 students.

Nick presented the GCSE results with the following key points:

- Results were disappointing and lower than expected.

- BTEC level 2 Engineering results were very strong and provided significant positive contribution to value added.

- Whilst still disappointing performance in the core of English, Maths and Science was stronger than in non-core subjects.

- Performance of subjects in the "other" bucket were a concern – for example, Art, Drama and Product Design

- The gender imbalance of the year group had a significant impact on the P8 figure.  Girls made up about one third of the cohort and had a P8 of -0.13 whereas boys had a P8 of -0.67.  Had the cohort been a 50:50 gender mix then P8 would have been substantially less negative.

- The performance of disadvantaged students was a concern – very low P8.

- There were key issues in a number of subjects relating to poor teaching or disruption of teaching which caused some of the poor performance.

- There were also general whole academy issues that contributed to poor performance many of which are legacy issues from the early years of the academy – inappropriate curriculum, poor study habits and lower than ideal engagement with learning.

- The SAB asked about whether the same issues will have an impact on the results of the new Year 11 cohort.  Legacy issues are still there but will be less than before, study habits and engagement with learning are better and there are no key subject specific issues that are likely to cause major problems.

Going forwards

John and SLT colleagues talked about the range of strategies in place and going to be in place to address issues of performance.

Nick talked through additional analysis of results – residuals, by subject and by teacher – and explained how this analysis is being used to identify those subjects and teachers in need of additional support.

John explained that the "infrastructure" to support under-performance was now in place and it was a question of making sure that this is effective.

**Planning and Evaluation**

John outlined the timeline for creation of whole school self-evaluation and development plan.  He identified the key strategies that were identified to address the key issues that will lead to increased student performance.  The SAB then split into small groups to examine key strategies in more detail:

**Group 1: Annette, Elizabeth and Safia**

This group looked at the development of Professional Learning Communities (PLCs) within the academy.  All teachers are part of these communities and their focus related to individual and departmental plans.

Teachers are encouraged to focus on projects based on their own classroom practice and are supported in looking at how to improve their teaching.

Coaching will be widely used in the academy and is now supported through DfE funding.  Priority for coaching in first instance will be those staff where performance of students in their GCSE classes was a cause for concern or were there are other reasons to be concerned about quality of teaching.

If there are more serious concerns about performance a teacher may be placed upon a support plan which has a defined format and timeline.

Key points from the SAB:

Have some sort of showcasing event for the projects – praise and celebration. Consider how LSBU could support such an event – certificates, events, guest speakers etc.

SAB should receive sample department improvement plans to allow them to further understand the support being given to raise performance.

**Group 2:  John, Alex and Philip**

This group looked at the development of evaluation and planning.

The process of whole school planning and department planning was discussed and the inter-relation between SLT and departments.

The need for the process to be transparent and have clear goals.

Key points from the SAB:

How much is the process understood and owned by the whole staff and is there widespread commitment to departmental and whole school plans and goals?

**Group 3: Nick, Chris and Zakir**

This group looked at the use of interventions to raise achievement and the introduction of learning walks by SLT.

A further discussion took place about assessment and reporting.

Concern was expressed about how key stakeholders know whether students are on track to achieve their target grades and how they know when projected performance

is deviating from targeted performance.  Key stakeholders being students, parents, teachers, SLT and SAB.

The use of full GCSE style assessment at three key points in Y11 was explained – Nick clear that this provided a valid measure of performance that was reliable and useful.  SAB members agreed with this but were concerned how students, parents and others knew whether individual students were on track to meet their target grades in Year 10.  A discussion was had about how much validity/reliability was needed and whether the key thing was to know target grades and teacher judgement about whether student is on track to meet them.

Learning walks have been introduced and each SLT member will complete 12 each week.  Focusing on two things – engagement and challenge.  Brief feedback will be given.  Discussion was had about the large amount of information that will be gained from classroom practice and how could this be fed back in a positive and celebratory way as well as for individual improvement.  Another question was asked about how the results of these learning walks would be fed back to the SAB?

Wide range of interventions were planned – Coachbright, TalentEd, coursework completion etc. Sessions by external providers will be observed and quality evaluated.

**General discussion**

Each group gave feedback to the whole meeting and the following key points were discussed:

The need for praise and celebration – showcasing of the exciting work that staff will be doing as part of their PLCs.  Learning walks will also provide the opportunity to give praise and celebrate best practice seen in the classroom.

The need for SAB to have a clear and focused set of indicators to monitor the impact of the SDP across the year – concise and only data/information that already exists.

The SAB want to know what is working well in each area and what needs strengthening.

Need to identify ways in which LSBU can further support

John suggested that each part of the SDP should contain two key measures/indicators for each strand.  This was accepted by the SAB.

**Actions agreed**

SAB to receive academic profiles for current Year 12 and Year 13 (JT/SLT)

Information about performance of current Year 12 and Year 13 to be presented at each SAB meeting (JT/SLT)

Investigate showcasing for the projects that are part of the PLCs (AM/SB).

SAB to monitor a small number of key indicators showing the impact of school improvement strategies in the SDP (JT/SLT/SAB)

LSBU be asked to consider how they can provide additional support to the academy (CM/SB)

UNIVERSITY ACADEMY OF ENGINEERING SCHOOL ADVISORY BOARD - THURSDAY, 13 JUNE 2019

ACTION SHEET

| Agenda No | Agenda/Decision Item | Action | Date Due | Officer | Action Status |
|---|---|---|---|---|---|
| 4. | Matters arising | The SAB requested that the Principal liaise with the Business Manager and contribute to the development of the UAE risk register. | | Clym Cunnington, John Taylor | To do |
| | | The SAB requested that Maths and English Heads of Department do a presentation at a future SAB meeting. | Future SAB meeting | | To do |
| | | The SAB requested that Austin provides an update on development in SEND in October 2019. | 10 October 2019 | | To do |
| | | The SAB requested the School Improvement Advisor to attend the meeting and debrief the SAB. | 10 October 2019 | | Rachael has left Lambeth but awaiting response from her. |

| Agenda No | Agenda/Decision Item | Action | Date Due | Officer | Action Status |
|---|---|---|---|---|---|
| 5. | Feedback from SAB on improving meetings | The SAB requested that a new item "Questions to the Principal" be added to the SAB agenda and that governors should send questions (related to agenda items) through the Clerk in advance of the meeting so that the Principal will have adequate time to respond. | | Alexander Enibe | completed |

| Agenda No | Agenda/Decision Item | Action | Date Due | Officer | Action Status |
|---|---|---|---|---|---|
| 7. | Teaching and Learning presentation | The SAB requested the Principal to provide some evidence of progress in the quality of teaching over time at a future meeting, and then provide an update with some narrative 3 times in each academic year.<br><br>The SAB requested the Principal to circulate the timetable of the development to Safia Barikzai | | John Taylor<br><br><br>John Taylor | To do<br><br><br>To do |
| 8. | Principal's report | The SAB requested the Designated Safeguarding Lead (DSL) to attend its next SAB meeting in October 2019 to present the measures being taken to address the issues of exclusions. | 10 October 2019 | John Taylor | To do |

| Agenda No | Agenda/Decision Item | Action | Date Due | Officer | Action Status |
|---|---|---|---|---|---|
| 9. | School Improvement Advisor report - questions from SAB | The SAB requested the governors to send any questions for the Principal on the report through the Clerk. | | John Taylor | To do |
| 10. | School Development Plan & SEF - any progress variance to report - creation of new SDP for 2019/20 | The SAB requested to have a "strategy meeting" in early September 2019 to contribute to the SDP and SEF. | | Chris Mallaband, John Taylor | completed. Strategy meeting on 12 September 2019 |
| 13. | Link Governors' visit (Focus on student safety - knives, gangs and police liaison) | The SAB requested the Trust HR Manager provides an update at its next meeting on 10 October 2019. | 10 October 2019 | Jacqui Collins | To do |

| Agenda No | Agenda/Decision Item | Action | Date Due | Officer | Action Status |
|---|---|---|---|---|---|
| 15. | Completion of governors' training | The SAB requested the governors to complete the required training that were sent by the Clerk. | As soon as possible | Alexander Enibe | To do |

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**Principal's report to governors**

**1st October 2019**

**John Taylor**

1. Teaching and learning
2. Sixth Form report
3. Safeguarding referrals and levels – CPOMS report from Jason Badu
4. SEND overview
5. Staffing report from Jacqui Collins
6. Attendance for the year to date
7. Other news

### 1. Teaching and learning

We currently have one teacher that is on a teacher support plan (TSP), having been judged as not meeting the teacher standards last year. The other teachers that were put on TSP's last year have either left (2 teachers), or have now moved off the plan as they are now judged to be meeting the teacher standards (1 teacher). Following the department reviews, which include formal lesson observations for every teacher, in December, there may be other teachers that go onto a TSP.

This term we have started 2 programmes that monitor the quality of teaching and learning and support the improvement of classroom practice.

**Learning walks**

Every week each member of SLT is expected to do learning walks that visit at least 5 different teachers for at least 10 minutes. In each visit we record comments on engagement and challenge. These are then forwarded to the teacher - it's all done through Google forms. Where the expected standards are not met there is a follow up conversation between the member of SLT and the teacher. For some teachers, where we have significant concerns a further programme of support and intervention is put in place. Nick Moore and Annette Moses track and monitor the implementation of these programmes along with the SLT line manager of the teachers department and the Head of Department.

In the three teaching weeks up to the 26th September we visited and commented on 61 lessons. Of these 16 required a follow up conversation regarding the level of engagement in lessons (note that engagement includes the behaviour of the students) and 8 required a follow up conversation regarding the level of challenge in the lesson.

I have included an anonymised copy of the comments spreadsheet as an attachment to this report.

## Coaching and Mentoring

Since 2015 we have successfully supported NQTs through their induction year. This year we have eight NQTs involved in our structured NQT programme.

At the end of the last academic year we were successful in a bid to deliver a Tailored Support Plan. This is a DFE funded scheme to support teachers after their NQT year (up to NQT +3) with a coach. Research shows that these are the years that most teachers leave the profession. The coaching sessions are timetabled and take place fortnightly

| Coach/Mentor | Staff Member | Coaching/ NQT mentoring |
|---|---|---|
| Annette | Caisha<br>Tom<br>Rebecca<br>Lizzie | coaching cohort 1<br>coaching cohort 3<br>coaching cohort 3<br>coaching cohort 2 |
| Peter | Atif<br>Monica<br>Lorna<br>Raymond | coaching cohort 1<br>coaching cohort 3<br>coaching cohort 2<br>NQT Mentoring |
| Jason | Phil<br>Caragh<br>Javan | coaching cohort 3<br>coaching cohort 1<br>NQT mentoring |
| Meirion | Corrine | NQT Mentoring |
| Hannah | Pellumb<br>Janelle | coaching cohort 1<br>coaching cohort 2 |
| Nick | Lojan<br>Feven | NQT mentoring<br>NQT mentoring |
| Giles | Afsana<br>Camilla | coaching cohort 2<br>coaching cohort 2 |
| Rebekah | Catherine<br>Nahira<br>Nasrin | coaching cohort 2<br>NQT mentoring<br>NQT Mentoring |
| Michelle | Leila | NQT Mentoring |

**2. Sixth Form update from Meirion Lewis**

6th Form recruitment update

We have recruited 46 students into year 12. Our planned target was 50. We now need to plan the curriculum changes we will make to recruit the 75 we have planned for next year, and the cost implications of this.  In addition we have recruited 2 new students into Engineering BTEC in Year 13 which has raised our numbers in that year group to 22.

3 subjects have been added to our offer this year to accommodate the wider array of interests of our current year 12 cohort (they are the first of our 'home grown' students).  These are History, English Literature and Sociology

We have also acquired a 2nd study space on the same floor as the current 6th Form area to accommodate the increased numbers.

The 6th Form team has grown to include the following:

Meirion Lewis - SLT link

Peter Young - Head of 6th Form

Rhoda Arthur - 6th form Admin and Supervisor (temporary)

Atif Niwaz and Michelle Edwards - Year 12 Form tutors

Amel Mazari and Raymond Oluwabusola - Year 13 Form tutors

Subject number update

| Subject | Year 12 numbers | Year 13 numbers |
|---|---|---|
| Biology | 7 | 5 |
| Business Studies | 6 | 1 |
| Chemistry | 9 | 5 |
| Economics | 3 | 2 |
| English Lit | 6 | N/A |
| History | 6 | N/A |
| Maths | 11 | 9 |
| Further Maths | 4 | N/A |

| | | |
|---|---|---|
| Physics | 5 | 5 |
| Product Design | 2 | N/A |
| Sociology | 7 | N/A |
| Engineering (BTEC) | 25 | 14 |

### 3. Safeguarding referrals

Report from CPOMS for the period 1st to the 30th September 2019

| | Number of Incidents |
|---|---|
| **Category** | **all** |
| Bullying/ Friendship Related Issues | 9 |
| -- Cyber Bullying | 2 |
| -- Homophobic Incident | 1 |
| -- Other | 1 |
| -- Physical Bullying | 3 |
| -- Racist Incident | 1 |
| -- Verbal Bullying | 4 |
| Cause for Concern | 14 |
| -- Domestic Violence | 1 |
| -- Emotional Related | 7 |
| -- Grooming | 1 |
| -- Neglect Related | 1 |

| | |
|---|---|
| -- Other | 1 |
| -- Sexual Related | 2 |
| Contact with External Agency | 4 |
| -- Email | 1 |
| -- Face to Face Conversation | 1 |
| -- Meeting | 2 |
| Other | 2 |
| Parental Contact | 4 |
| -- Face to Face Conversation | 1 |
| -- Telephone Call | 2 |
| Safeguarding | 2 |
| -- Level 4 CP Plan | 1 |
| Totals (unique students) | 31 |

So far this year we have made 1 MASH referral. Our greatest number of cases are for 'emotional related cause for concern'. We are currently training one of our TA's to provide support in this area. This is on top of the support provided by their staff in the school, particularly the student services team. Jason Badu is also commissioning £12,000 of counselling provision for students in the school. This will be from a different provider to the counselling we procured last year.

**4. SEND update**

We currently have 106 students (14%) with an assessed special educational need or disability (SEND). These students all require extra support in class and interventions out of class. These interventions are delivered by our learning assistants and also by external professionals, such as a speech and language therapist. The school is expected to fund up to £6000 of support for each student which should come out of our main DfE income. Of the 106 students 14 have an Education and Health Care Plan (EHCP) - 12 are in school and 2 are educated off site. For these students we receive top up funding, depending on the assessed level of need, from Southwark LA. Our total top up funding for the current year is currently being calculated. We have budgeted for this to be £140,000.
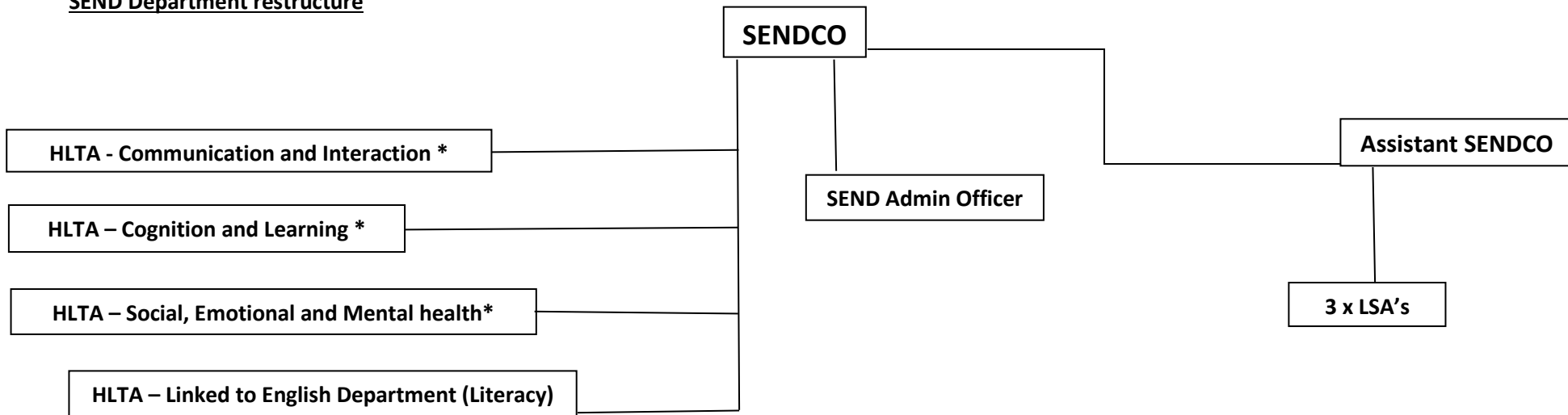
The chart below shows the breakdown of assessed needs of our SEN students. Note that some students have more than one category of need.
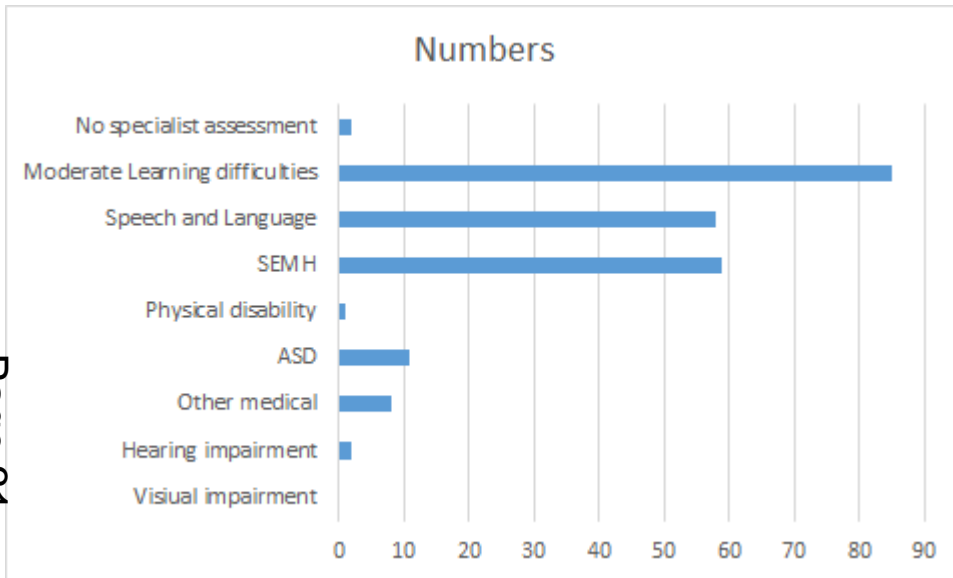
**Planned restructure of SEND and EAL**

The SEND and EAL departments will be combined into one area and renamed 'Inclusion'.  This will still be be led by our SENDCO and the details are shown below:
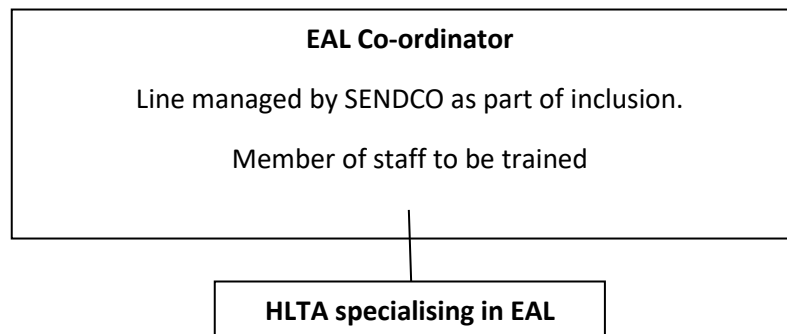
**SEND Department restructure**

**SENDCO**

**HLTA - Communication and Interaction ***

**HLTA – Cognition and Learning ***

**HLTA – Social, Emotional and Mental health***

**HLTA – Linked to English Department (Literacy)**

**SEND Admin Officer**

**Assistant SENDCO**

**3 x LSA's**

*Each HTLA responsible for a strand of the SEND provision will also line manage an LSA

EAL would be retained as part of Inclusion and the EAL coordinator would be line managed by the SENDCO

**EAL Restructure (as part of SEND Restructure)**

**EAL Co-ordinator**

Line managed by SENDCO as part of inclusion.

Member of staff to be trained

**HLTA specialising in EAL**

**EAL Co-ordinator**

- data collection, analysis and interpretation
- advising on specific provision for underachieving children learning EAL
- Targeting resources including the deployment of bilingual and EAL support staff, the organisation and design of interventions, etc.
- advising on CPD for all staff
- completion of action plans and targets linked to school improvement
- planning and teaching with colleagues in order to develop expertise in meeting the language and learning needs of bilingual children

- supporting the adaptation of intervention programmes
- working with colleagues to develop appropriate resources
- supporting colleagues to develop their knowledge of the linguistic, cultural and religious backgrounds of children and their families and the social and political factors which affect their lives
- devising and enacting strategies to ensure that parents and carers understand the school's approach to learning and teaching and can participate as key partners

**LSA linked to EAL**

Identify and assess students who need specialist in class support

· Plan, track, monitor and have oversight of intervention programmes to individuals and small groups of students.

· Secure handling of confidential information (SIMS data, reports data)

· Responsible for keeping to all deadlines issued by the EAL coordinator

**5. Staffing report from Jacqui Collins**

This will be tabled at the meeting

**6. Attendance for the year**

Up to September 26th

|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | All years |
|---|---|---|---|---|---|---|
| Attendance | 96.63% | 95.46% | 93.25% | 96.10% | 93.41% | 94.97% |
| Authorised absence | 1.47% | 2.69% | 2.74% | 2.04% | 1.94% | 2.17% |
| Unauthorised absence | 0.8% | 1.79% | 2.85% | 1.78% | 3.79% | 2.20% |
| Persistent Absence >=10% | 11 | 19 | 20 | 18 | 22 | |
| Lates | 1.44% | 2.71% | 3.30% | 3.44% | 2.66% | 3.11% |

We have not been able to collect accurate attendance figures for a while, as we discussed at the SAB meeting in June. We now have a solution for this, though it has only come into affect from Monday 30th September, so their attendance figures are not included here.

**7. Other news**

**New website**

If you haven't already then please look at our new website. Although it is not fully populated yet we felt we needed to get this up as this is a busy time of year for parents that are looking at school websites with a view to choosing a school for their Y6 child. Meirion Lewis now has the responsibility of managing and maintaining the content along with the various social media accounts we run - facebook, instagram and twitter. The trust has appointed a marketing manager, Dan Pike and we fund 20% of his costs from our budget. One of Dan's roles will be to increase the traffic to our website and social media accounts supporting us to tell our story to a wider audience.

**Leadership team year leaders**

As you know we operate a house system which means that our pastoral care and behaviour support is managed by the student services team through Heads of House. this structure has many advantages, particularly the cross age relationships that are built through the vertical form groups that spend the first 30 minutes of every day together. However, it also means that there are areas that no-one has specific responsibility over. So at the end of last year we developed the role of the SLT year leader. Each member of SLT has responsibility for a year group. Their specific responsibilities are to:

Know the students in the year group

- Be aware of friendship groups and students causing concern.
- Monitor the placing of students into classes, so that any which will be detrimental to students welfare are avoided.
- Be a presence in the year and run assemblies when you want them (on Mondays).
- Be the link between student services and the Heads of Department.
- Attend year and key stage briefings from student services.

Monitor and ensure their academic progress

- Ensure marksheets are populated and used by teachers across the school to identify students not making much progress.
- Respond to concerns about progress from teachers and plan any follow ups.
- Monitor individual students causing concerns over progress - you can use learning walks to do this.
- Know the SEN students and ensure the support is working across subjects.
- Identify gaps in progress of groups of students and plan responses.

Year group events

- Ensure attendance at parents evenings and be the leader at the event.

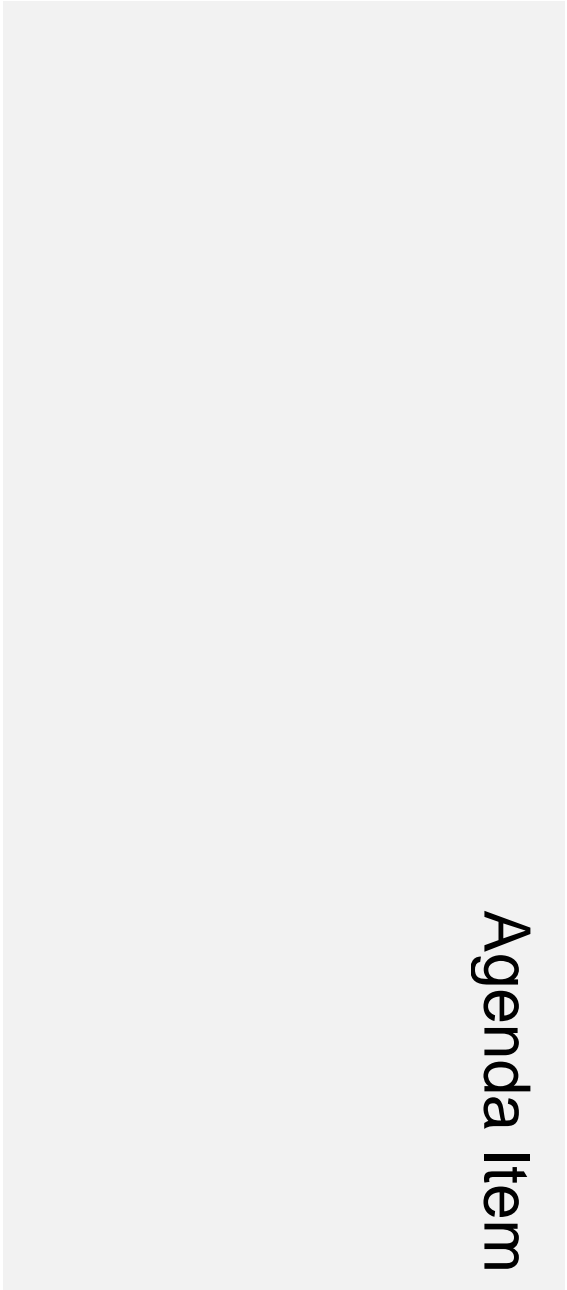- Plan other year groups events throughout the year.

As an SLT we shall be focussing on the development of this role throughout the year.

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**UAE Self evaluation form**

**2019-20**

**Using OFSTED 2018 framework gap analysis: from Good to Outstanding**

## Leadership and Management

| Good | Outstanding | Evaluation | Action required |
|------|-------------|------------|-----------------|
| Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school. | Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary. | G \| \| \| * \| \| O | HDN to take ownership of form time and assemblies.<br><br>NME to develop google forms for learning walks focussing on engagement and challenge. All SLT to observe 10 lessons a week through learning walks (10 mins per lesson)<br><br>AMS and NME to coordinate structured interventions for teachers.<br><br>Relationship focus in NQT training package - AMS |
| Leaders and governors are ambitious for all pupils and promote improvement effectively. | Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition. | G \| * \| \| \| O | SLT year leader responsibilities to have a significant focus on identifying underperforming students. Liaison with student services structured. AMS and all SLT |
| The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics. | The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics. | G \| * \| \| \| O | Focus on underperforming groups in intervention plans for Y11. Focus from SLT year leaders in other years. |

**Commented [1]:** More assemblies on what success looks like, use of 'Alumni' / 6th Form to model success.

**Commented [2]:** We also need to address our top end i terms of KS5 A levels. We need more russell group destinations and our proportion of 7-9 grades needs to increase. Right now the P8 for top end KS4 is -1.4

**Commented [3]:** Increased monitoring and support for teachers on use of and effectiveness of E4L in lessons. Development of identification of, and actions for, repeat offenders.

**Commented [4]:** We can demonstrate in one aspect by by improving staff punctuality and attendance.

**Commented [5]:** how to build relationships with students as part of the induction for new staff particularly NQTs

**Commented [6]:** SLT leads meeting with Student Services / possibly SENCo to discuss strategies for these pupils more frequently

**Commented [7]:** Disadvantage gap is -0.46

**Commented [8]:** PP & SEND students given priority in selecting for yr11 interventions next year.

**Commented [9]:** We need to track the PP students more rigorously in order to show this (or not)

**Commented [10]:** Can be evidenced with P8 predictions based on Jan '21 mocks vs. this year's results.

**Commented [11]:** Gap is smaller in English and slightly smaller in Maths

| | | | |
|---|---|---|---|
| Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work. | Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally. | G    *          O | SAB Chair to set up link Governors and organise regular focussed multi Governor visits<br><br>NME to report a gap analysis after agreed data drops for different year groups. SAB to agree times for these with NME and Principal<br><br>MLS to develop pupil premium strategy, success criteria and monitoring |
| Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work. | Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas | G    *          O | Staff survey results communicated to Governors - HDN<br><br>Parent survey results communicated to Governors - NME<br><br>Focussed Governor visits - SAB<br><br>Student survey results communicated to Governors - MLS |
| Leaders and governors use professional development effectively to improve teaching. They use accurate monitoring to | Leaders and governors use high quality professional development to encourage, challenge and support teachers' improvement. Teaching is highly effective across the school. | G       *       O | Continued development and increased quality in PLC programme - AMS<br><br>Learning walks and follow ups focus on teaching quality. |

Commented [12]: Set up link governors for subjects and key areas

Commented [13]: Reporting of a gap analysis from NM throughout the year

Commented [14]: this has begun with the recent governor's visit, this needs to be more common place.

Commented [15]: I want to audit professional development for this academic year and then identify gaps with the help of TDT. I would also like to include more subject specific PD.

Commented [16]: Does PD need to be as prescriptive as this year? Could we set out the PD for the term in advance and make some of them optional - but insist on attendance to a minimum number per module? The PD sessions would then become more individualised and tailored to the staff needs

| | | | |
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| identify and spread good practice across the school. | | | Increased focus on subject specific pedagogy through department meetings and PD sessions. |
| Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly. | Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. | G     *   O | Currently very good, continued focus of PLC development - AMS |
| The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and | The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. | G   *     O | Continuation of curriculum development programme - HDN |

**Commented [17]:** We could create triads of teachers to carry out mini action research projects on 'retrieval practice' and watch each other / provide reflection and feedback space during PD?

**Commented [18]:** This is the aim for the NQTs +1 next year with the pedagogical coaching from the TDT

**Commented [19]:** I think staff need to share their PLCs and the really good ones need celebrating publicly.

**Commented [20]:** At a macro level we have this - further work needed in subject areas

**Commented [21]:** There are definite variations within different subjects, especially with KS3. There needs to be more work on curriculum building sequencing within depts

**Commented [22]:** The reversion to a full 3 year KS3 allows this and with day 10 allows students to experience a wider range of subjects before making option choices.

| | | | |
|---|---|---|---|
| personal well-being, safety and spiritual, moral, social and cultural development. | | | |
| Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development | Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, Pare at the heart of the school's work. | G [ ] [ ] [\*] [ ] O | Development of Form time and assembly programme - HDN |
| Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils. | Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan. | G [ ] [ ] [\*] [ ] O | Development of the SLT year leader responsibilities, regular briefing from Heads of House - JTR<br><br>Focus of the pastoral role of the form tutor - Dorraine and HoH's<br><br>Including specific safeguarding focussed PD's in PD programme - AMS |
| Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils. | Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate. | G [ ] [\*] [ ] [ ] O | Student engagement with issues to be mapped into form time - HDN |

**Commented [23]:** Potentially the pastoral curriculum for form time needs revamping/QA-ing to ensure students cover a proper range of topics across the year and then the delivery of these is then checked.

**Commented [24]:** I agree (and will be working on it with Dorraine and Jason B). Day 10 links into cultural development but the PHSE curriculum will be linked to assemblies etc

**Commented [25]:** With the introduction of CPOMs Safeguarding now has a number of automated cross reference checks in place to spot patterns and alert us to them.

**Commented [26]:** Jason an I have talked about more specific safeguarding PD throughout the year. E.g mental health, knife crime and other issues specific to our students.

**Commented [27]:** This is covered at the start of term with teachers. We need to look at when and where students get the opportunity to debate these issues.

## Quality of teaching, learning and assessment

| Good | Outstanding | Evaluation | Action required |
|------|-------------|------------|-----------------|
| Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths. | Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected. | G     *     O | Individual teachers - specific responses from AMS<br><br>Whole school PD<br><br>Focus in learning walks and department reviews/lesson observation forms. N.B. Rewriting observation forms reflecting new Ofsted framework - AMS |
| Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils. | Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced. | G     *     O | Sequencing of knowledge delivery and vocabulary in curriculum plans at different levels - HDN<br><br>Focus on engagement and challenge in learning walks. |
| In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for | Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly | G     *     O | Cognitive load theory and retrieval practice within PD programme and schemes of learning - AMS |

**Commented [28]:** If questioning is a specific aspect of acheiving outstanding in the new framework, might we want to have a specific PD on what makes good questioning?

**Commented [29]:** Yes this is a good idea.

**Commented [30]:** We started some work on this with diagnostic questions as part of formative assessment. I suggest that we link this work to general questioning technique.

**Commented [31]:** How are we checking this? We have the expectation of planning without formalising it. We should link this explicitly to knowledge organsiers and schemas.

**Commented [32]:** Some issues with consistency of delivery across the school, but planned support following LWs next year will address that.

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| pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. | demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. | | Continuous focus on challenge in learning walks.<br><br>SLT year leads working with HoDs to identify and address pupils falling behind. |
| | Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. | G \| \* \| \| \| O | PD and schemes of learning |
| Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve. | Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. | G \| \* \| \| \| O | Formative assessment policy, practice and assurance programme - MLS and JPZ |
| Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come. | Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come. | G \| \* \| \| \| O | Development of teachers understanding or effective homework setting. HDN<br><br>Review of homework policy - HDN |
| Teachers develop pupils' reading, writing and communication, and where | Teachers embed reading, writing and communication and, where appropriate, mathematics | G \| \| \* \| \| O | Continued development of literacy and oracy in the classroom - Rebekah Lee and AMS |

**Commented [33]:** We have addressed this somewhat with Cognitive load theory and tasks 'desirable difficulty'. We should be monitoring this through LW's

**Commented [34]:** Closer working with the SEND team an department areas would facilitate this subject specific support.

**Commented [35]:** Interleaving would be a good way of doing this with delayed low stakes formative assessment tasks

**Commented [36]:** I think teachers' time needs to be spent mostly (if not all) on giving this type of formative feedback and less on light marking.

**Commented [37]:** There needs to be a formative assessment map for each subject so that marking coverage is agreed and would reduce the need for light marking whilst maintaining frequency of marking in books.

**Commented [38]:** I'm not sure we have a clear picture of homework quality (rather than volume/regularity) and will want to add this to dept review documentation/forms.

**Commented [39]:** I agree. This was reviewed during the last marking review and highlighted an inconsistency of use. The PD about the marking of homework on google classrooms followed, so it would be good to audit homework again, and share good practice. Some parents are frustrated with the lack of homework in some departments and the lack of a homework timetable to support them ensuring it is done. Something for us to discuss.

**Commented [40]:** We need to ensure homework is tracked via HoD's and SLT line managers. One thing to be aware of is the confusion a number of departments have over sanctions for lack of h/w. Some are organising departmental detentions but what happens [...]

**Commented [41]:** We need to research which types of homework are useful . EEF evidence says it is but qualifies the conditions and type.

| | | | |
|---|---|---|---|
| appropriate mathematics, well across the curriculum. | exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. | | |
| Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. | Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. | G \_\_\_ * \_\_\_ O | |
| Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities | Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. | G \_\_\_ * \_\_\_ O | Inclusion of learning focus in assemblies - HDN<br><br>Monitoring of active engagement in learning in learning walks - JTR |
| Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills. | Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. | G \_\_\_ * \_\_\_ O | Focus on feedback and response to feedback through marking and formative assessment practice - MLS and JPZ |

**Commented [42]:** This is also something I believe we can tackle in Day 10 projects.

**Commented [43]:** Think we need to discuss this more through form time and in assemblies- about what learning is as opposed to 'doing work'

**Commented [44]:** More work on how students use the formative assessments give to them by their teachers is needed here at department level.

**Commented [45]:** We do not really share end of KS targets with students but this should not stop us from creating a profile for each grade level and sharing it eg this is what a grade 6 piece of persuasive writing looks like in English.

| | | | | |
|---|---|---|---|---|
| The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve. | Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve. | G    *    O | Bedding in of formative and summative assessment and reporting in KS3 - JPZ<br><br>Introduction of winter tests in Y10 with GCSE grade feedback to students and parents. | |
| Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning. | Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. | G    *    O | Focus on problem and prevalence through student voice - MLS | |

**Commented [46]:** We now have a clear formative and summative reporting procedure. Year 11 students have target 7-10 have an A-E band of expectation.

**Commented [47]:** we could do more to help parents support their children. Workshops for parents etc

**Commented [48]:** We have GCSE information evenings but follow up workshops throught the year would be helpful.

## Personal development, behaviour and welfare

| Good | Outstanding | Evaluation | Action required |
|---|---|---|---|
| Pupils are confident and self-assured. They take pride in their work, their school and their appearance. Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make. | Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. | G   *   O | Focus on engagement and challenge in learning walks - JTR

Building to focus on confidence and self assuredness in lessons through learning walks - possible focus of future PD's.

Increased integration of oracy strategies in lessons and form time - Lizzie/Rebekah and HDN |
| Pupils show respect for others' ideas and views. | Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view. | G   *   O | More PD, for all, and for targeted teachers on debate practice in form time and in all lessons. AMS and Lizzie Bloor |
| Pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training. | High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training. | G   *   O | Continued development of careers programme and guest speakers programme - Mel Mazari, MLS and HDN |
| | Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of | G   *   O | As above |

**Commented [49]:** There is still too much inconsistency when it comes to students' attitudes to learning. I think this stems from a lack of consistency in the LoE and also a lack of real challenge in some lessons/areas at times.

**Commented [50]:** Should we ask teachers to periodically give AtL grades, so that we can monitor and track internally?

**Commented [51]:** We have begin work on this with the debating club, more work needed to QA the weekly tutor group debate. lizz could lead sessions in Tutor meetings to support this.

**Commented [52]:** Careers is improving and is now based around the Gatsby benchmarks but we are still not reaching all the children consistently. The focus has been on Years 10-13 but we need to do more with KS3

**Commented [53]:** Plan to incorporate this more through Day 10

| | education, training or employment and for their adult life. | | |
|---|---|---|---|
| Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn. | | G     *     O | Increase efficiency and use of LRC as a resource for stationary and AR books. |
| Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement. | Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average. | G     *     O | Appointment of new Attendance manager incorporating the EWO role. Continued focus on persistent absence - Jason Badu/AMS |
| Pupils conduct themselves well throughout the day, including at lunchtimes. The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare. | Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. | G     *     O | Reduce number of missed 'restorative conversations' from teachers - NME

Focus on E4L in learning walks - JTR

Follow up for teachers where E4L isn't great - bespoke packages planned and delivered - AMS |

**Commented [54]:** We need equipment to be a focus at the start of the year, led by tutors. A letter home t parents reminding them of equipment and uniform expectations would be a good idea

**Commented [55]:** PA is the area we need to work on most. However, attendance is above the National Average

**Commented [56]:** EfL needs to be consistently implemented by all staff. We should be checking on this when doing LW's as not all staff 'believe' . The changes to following up S3's have made it easier and more practical for the restorative conversations to take place. Previously detentions were issued and served but the resolutions were not working well which resulted in re-offending.

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| Pupils' good conduct reflects the school's efforts to promote high standards. | | | |
| There are marked improvements in behaviour for individuals or groups with particular behavioural needs. | For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained. | G \* O | Increased focus on identifying and intervening with persistent offenders - Jason Badu + student services/AMS<br><br>Appointment of new Isolation manager - Jason Badu/AMS |
| Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare. | | G \* O | Follow up from parent, staff and student surveys - HDN, MLS, NME |
| | Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. | G \* O | Focus for student voice and student council/ young leadership team - MLS |
| Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.<br>Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils | Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. | G \* O | |

**Commented [57]:** Is there another scheme/level of support we could provide? tutor/HoH/SLT report? SLT mentoring of key students?

**Commented [58]:** This is a good idea, in my previous school all year 11 were interviewed by SLT and then a few went on to be mentored.

**Commented [59]:** 40% of our students are EAL with a high influx of Hispanic only speakers within the last year. Often they are struggling in class even with SEN intervention support. We may need to consider altering their curriculum to provide more English language support when they first join.

**Commented [60]:** Do we have an Anti-Bullying Council?? Is this something the student leadership team / student council could take on?

**Commented [61]:** Or the school council, or Sixth form?

**Commented [62]:** Good idea. I will work on it with them this year

**Commented [63]:** A bullying box in the LRC?

| | | | |
|---|---|---|---|
| work well with the school to tackle and prevent the rare occurrences of bullying. | | | |
| The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. | The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have. | G    *    O | Regular review through student survey - MLS |
| Pupils enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships. | Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. | G *    O | Continued review of SRE and PSHE curriculum and strength of delivery - HDN |
| Pupils know how to prevent misuse of technology. | Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites. | G *    O | Continued development of online safety curriculum - Caisha and HDN<br><br>Use of GLitch to develop student to student work - HDN |

**Commented [64]:** We do this really well. How do we evidence this?

**Commented [65]:** Getting in 'glitch' to look at online abuse particularly - will train year 10s to work with year 7s/8s on this next year

| | | | |
|---|---|---|---|
| Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens. | Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. | G    *    O | Continued development of assemblies and form time programme - HDN |
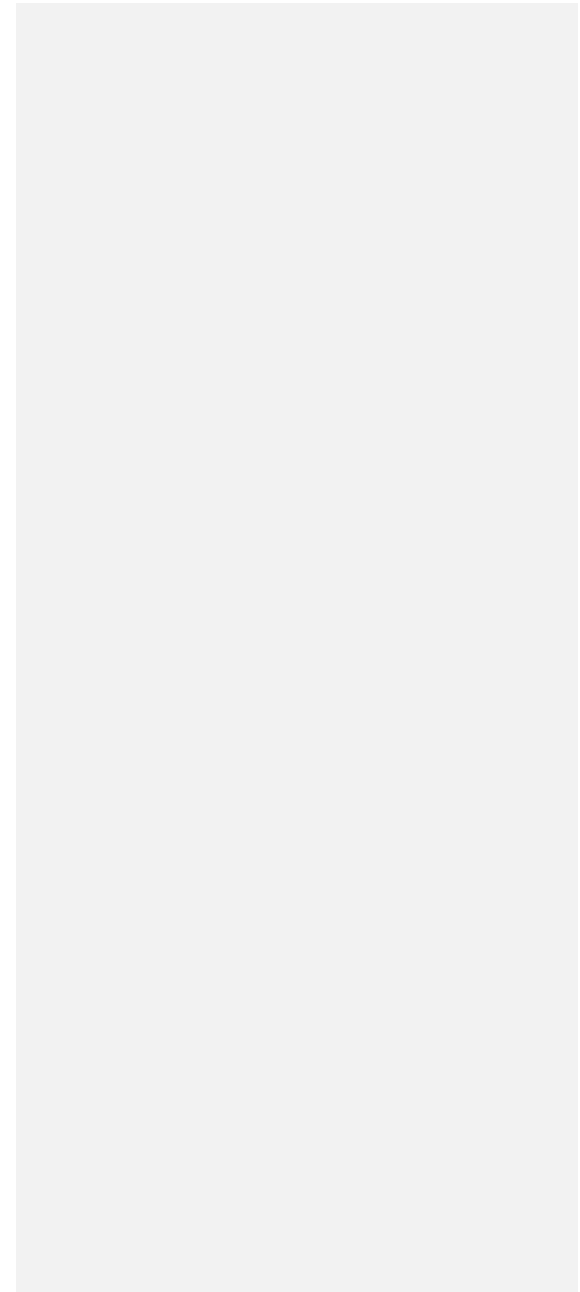
## Outcomes for pupils

| Good | Outstanding | Evaluation | Action required |
|---|---|---|---|
| Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points. | Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points. | G \* O | See GCSE results analysis and action plan through department DIP's and SDP - NME <br><br> Follow up to KS3 summative assessment analysis - JPZ |
| In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points. | The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points. | G \* O | Focus for SENDCO and SEN department following restructure - MLS <br><br> Focus for EAL leader following restructure - MLS <br><br> Focus on gaps analysis for HoDs following yearly summative assessments and regular formative assessments- JPZ |
| | Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults. | G \* O | Oracy embedded in teaching and form time - AMS and HDN |

**Commented [66]:** We now have one year of summative assessments to compare with the last cohort. We need to examine the gap between last prediction and actual in GCSE to determine which subjects are tracking progress accurately.

**Commented [67]:** Need to check for in year variation on Most Able, PP, SEN Gender gaps

**Commented [68]:** Use of one page marking templates for students to answer 'what do I need to do to improve?'

| | | | |
|---|---|---|---|
| Pupils read widely and often, with fluency and comprehension appropriate to their age. | Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. | G \[ \]\[ \]\[ * \]\[ \]\[ O \] | Focus on literacy, oracy and accelerated reader programmes - Rebekah Lee, Lizzie and AMS |
| Pupils' progress is above average or improving across most subject areas. Progress from starting points of disadvantaged pupils and pupils who have special educational needs and/or disabilities is above average or improving across most subject areas. | For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress from starting points is above average across nearly all subject areas. | G \[ * \]\[ \]\[ \]\[ \]\[ O \] | Gap analysis and resulting actions from HoD's through DIP's and formative and summative assessment developments in SDP - MLS and JPZ <br><br> SEN support developed following restructure - MLS |
| From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally. | From different starting points, the progress in English and in mathematics is high compared with national figures. | G \[ * \]\[ \]\[ \]\[ \]\[ O \] | See KS4 results analysis and actions in SDP - NME |
| Where attainment overall is low, it shows consistent improvement. | The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly. | G \[ * \]\[ \]\[ \]\[ \]\[ O \] | See KS4 results analysis and actions in SDP - NME |

**Commented [69]:** Apologies, I appear to have deleted Nick's comment on departments having a reading list and section in the LRC. I meant to add to his comment that this was something that Kafi did when we initially started the LRC. the books are on the back wall. Some subjects were more enthusiatic than others. It may be a good time to audit, and review this selection of books.

**Commented [70]:** SEND gap is significant at -0.77 and needs addressing. New SENDCo appointment is starting to do this.

**Commented [71]:** Maths and English compare favourably with other non core subjects across the school. P8 for thse subjects is line with other schools with same contextual make up.

**Commented [72]:** Too early to compare lower year groups but we can point to sustained and rapid improvement from year summer summative data to GCSE results for year 11 cohort just gone.

| | | | |
|---|---|---|---|
| Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans. | Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans. | G   *       O | See KS4 results analysis and actions in SDP - NME |

**Commented [73]:** No NEET students for year 13 that have just departed. All in degree apprenticeships or at Uni. However retention figures might be an issue as we had some leavers who were not able to keep up with the demands of the courses. We now have more control over recruitment given that we have a year 11 to recruit from for the first time.

**Commented [74]:** Our work on destinations on GCSE results day will be key for this so needs to be carefully planned.

**Commented [75]:** Some of the work that has been done at KS5 for apprenticeships needs to filter down to KS4. We need to develop links with industries such as construction, healthcare etc to provide pathways for our KS4 students that are in danger of becoming NEET

## The Effectiveness of the 16-19 study programmes

| Good | Outstanding | Evaluation | Action required |
|---|---|---|---|
| Leaders have high expectations. They improve provision and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment and learners' retention, progress and skill development. | Leaders pursue excellence. They improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development. | G \*     O | See KS5 results analysis and actions in SDP |
| Leaders plan and manage individualised study programmes that build on learners' prior attainment, meet all the requirements of 16 to 19 provision and prepare them well for future employment. | Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment. | G \*     O | See KS5 results analysis and actions in SDP |
| Learners without GCSE legacy grades A\* to C (reformed grades 9–4) in either English or mathematics follow relevant courses in English and/or mathematics. Many make progress towards legacy grade C (reformed grade 4). | Learners without GCSE legacy grades A\* to C (reformed grades 4-9) in either English or mathematics follow appropriately tailored courses in English and/or mathematics. The considerable majority make substantial and sustained progress towards legacy grade C (reformed grade 4) or above. | G     O | See KS5 results analysis and actions in SDP |

**Commented [76]:** Still a large discrepancy between BTEC and A level outcomes that needs to be looked at. The tracking system seemed to be more robust last year but actually, predictions at A level were still not accurate enough in certain areas. I think a lot of this is experience so it would be good to link up departments from UAE with other, strong departments in other schools. I will contact PiXL and SSLP to facilitate this. There is a large issue with students not working outside of school so improving parental engagement is going to be key this year - information evenings and workshops on how to support students

**Commented [77]:** The range of subjects has expanded and the combinations and pathways we offer students do ensure that they are prepared for future employment. The new Graduation certificate program will help to develop their 'soft skills' and support their learning.

**Commented [78]:** This has improved greatly over the past 2 years but we have now stopped resit english classes and reduced the numbers doing Maths as the entry requirements have been raised.

| | | | |
|---|---|---|---|
| Impartial careers guidance ensures that learners undertake study programmes that build on their prior attainment and enables them to develop clear and realistic plans for their future. | High quality and impartial careers guidance ensures that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs. | G   *      O | Continued focus and development through Mel Mazari, KS5 outcomes in the SDP and increased coverage and commitment from students with The Access Project |
| Teaching, learning and assessment support and challenge learners so that they make strong progress across all aspects of their study programmes. | Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme. | G   *      O | Focus in the KS5 outcomes section of the SDP - MLS |
| Learners who fall behind are helped to catch up and the most able are stretched. | Teaching enables learners who fall behind to catch up swiftly and the most able to excel. | G     *    O | Through Peter Young's work with Sixth Form tutors and a focus in the KS5 outcomes section of the SDP - MLS |
| Learners develop personal, social and employability skills, including through high quality non-qualification activities and work experience relevant to their needs. | Learners are confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs. | G   *      O | Focus for Mel Mazari - in the KS5 outcomes in the SDP - MLS |
| Learners are punctual and attendance is high. | Attendance rates are high. | | Through Peter Young's work with Sixth Form tutors and a focus in the KS5 outcomes section of the SDP - MLS |
| Learners are safe and feel safe. They behave well, respect others and understand how to keep | Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They take responsibility for keeping themselves safe and healthy | | Key development through the Visionaries project with year 12 - MLS |

**Commented [79]:** More work needs to be done on Apprenticeships so students are more aware of the different types.
We also need to develop the support network/resources for our more able students - Oxbridge support etc
I will be contacting the private schools involved with SSLP to build links etc

**Commented [80]:** With our more able, year 12, cohort coming in, this will be a crucial area of development for this year. I am meeting with HoD's to find out what support they need to strengthen this area at KS5.

**Commented [81]:** We need to improve the range of work experience companies that we work with. We are still too Engineering heavy. Careers leader needs to make development of industry links a priority for this year

**Commented [82]:** This was poor last year. More ownership needs to be taken by form tutors and systems have been developed to support them with this.

| | | | |
|---|---|---|---|
| themselves safe and healthy and to contribute to wider society and life in Britain. | and contribute to wider society and life in Britain. | | |
| The great majority of learners and groups of learners make strong progress from their starting points. Gaps in the progress or retention of groups with similar starting points are closing. | Throughout the time spent on their study programmes, learners and groups of learners make substantial and sustained progress from their starting points. Rates of retention are high for almost all groups of learners. Any gaps in the progress or retention of groups with similar starting points are closing. | | Focus in the KS5 outcomes section of the SDP - MLS |
| The great majority of learners progress to higher levels during and after their study programme. They complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship. | Almost all learners progress swiftly to higher levels during their study programme. Almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship. | | Focus in the KS5 outcomes section of the SDP - MLS |
| Progress on level 3 qualifications in terms of value added is above average or improving across most subjects. | Progress on level 3 qualifications in terms of value added is above average across nearly all subjects. | | Focus in the KS5 outcomes section of the SDP - MLS |

**Commented [83]:** The gap between A level and BTEC needs to be closed

**Commented [84]:** Destinations are strong

**Commented [85]:** BTEC progress is above average but Alevel progress is not strong

## Overall Effectiveness

| Good | Outstanding | Evaluation | Action required |
|---|---|---|---|
| The quality of teaching, learning and assessment is at least good. | The quality of teaching, learning and assessment is outstanding. | G   \*   O | Learning walks and other strategies on T and L - AMS |
| All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good. | All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding. | G   O<br><br>Outcomes from Summer 2019 are not Good. | KS4 and A level outcomes are currently too weak, for SEN, boys, foundation subjects at KS4 and generally - All SLT through different sections of the SDP |
| Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being. | The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive. | G   \*   O | Continued development through several areas of the SDP, particularly form time, student voice and enrichment - all SLT |
| Safeguarding is effective. | Safeguarding is effective. | G   \*   O | Though currently strong this is a continued focus with developments planned this year, some through PD'sfor all staff - AMS |

**Commented [86]:** LW, marksheets and book checks will all feed into this. We need to ensure what is being recorded matches what is in students books.

**Commented [87]:** With the addition of CPOMS tracking has gone up a notch and I think we meet the criteria in this area.

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|  | INTERNAL |
|---|---|
| Paper title: | UAE SAB recruitment update |
| Board/Committee: | University Academy of Engineering SAB meeting |
| Date of meeting: | 10 October 2019 |
| Author: | Alexander Enibe, Clerk to South Bank Academies |
| Sponsor: | Chris Mallaband, Chair of the UTC SAB |
| Purpose: | For Information |
| Recommendation: | The SAB is requested to note the recruitment update |

**Recruitment update**

In adherence to the SBA scheme of delegation (SOD), the UAE staff have elected Philipp Herzberg as staff governor, following a selection process that was overseen by the Chair of the SAB.

The SAB is requested to note this update.

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# Peopleinsight

# LSBU Group Survey 2019

Survey closed 5 July 2019

Filter selection: Level2 Structure: South Bank Academies

Responses: 66

Response rate: 55%

Comparator: Survey Overall

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# What is our Engagement score?

The Engagement score is 66%, which is in line when compared with the norms for Survey Overall

66%

0
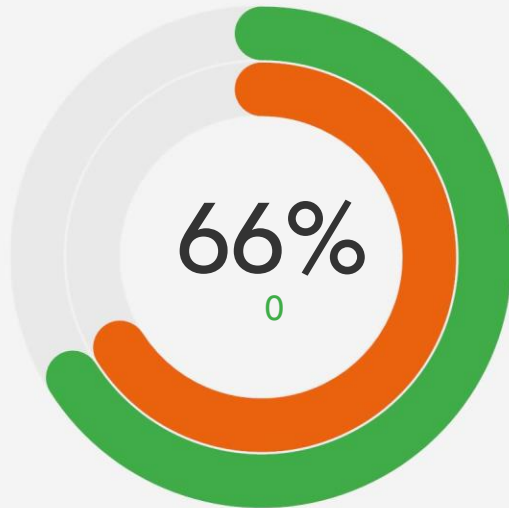
● Your score    ● Survey Overall norm

## Items comprising the Engagement score

| Question | Response favourability | | | Comparison |
|---|---|---|---|---|
| I am proud to work for LSBU/the College/the Academy | 68% | 27% | 5% | -2 |
| I feel a strong sense of belonging to LSBU/the College/the Academy | 68% | 17% | 15% | +6 |
| I feel committed to LSBU/the College/the Academy's goals | 80% | 14% | 6% | +7 |
| I would recommend LSBU/the College/the Academy as a great place to work | 42% | 41% | 17% | -10 |
| Working at LSBU/the College/the Academy makes me want to do the best work I can | 71% | 21% | 8% | -2 |

● Favourable    ○ Neutral    ● Unfavourable

Active recommendation low; negative responses very low however. Strong sense of belonging and alignment to mission

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# What are our Theme scores?

Line management, leadership and working for LSBU group strong; high % negative scores on wellbeing and learning and development

## Average scores for questions grouped by a common theme

| Themes | Response favourability | | | Comparison |
|---|---|---|---|---|
| My Role and Environment | 65% | 20% | 15% | +3 |
| Teamwork | 62% | 23% | 15% | -1 |
| Wellbeing | 47% | 29% | 24% | -5 |
| Learning and Development | 45% | 25% | 29% | +2 |
| Diversity and Inclusion | 65% | 26% | 10% | +2 |
| My Line Manager | 72% | 14% | 13% | +11 |
| Leadership | 44% | 38% | 19% | +5 |
| Engagement | 66% | 24% | 10% | |
| Working for the LSBU Group | 41% | 41% | 18% | +4 |
| Taking Action | 39% | 42% | 18% | -2 |

● Favourable  ○ Neutral  ● Unfavourable

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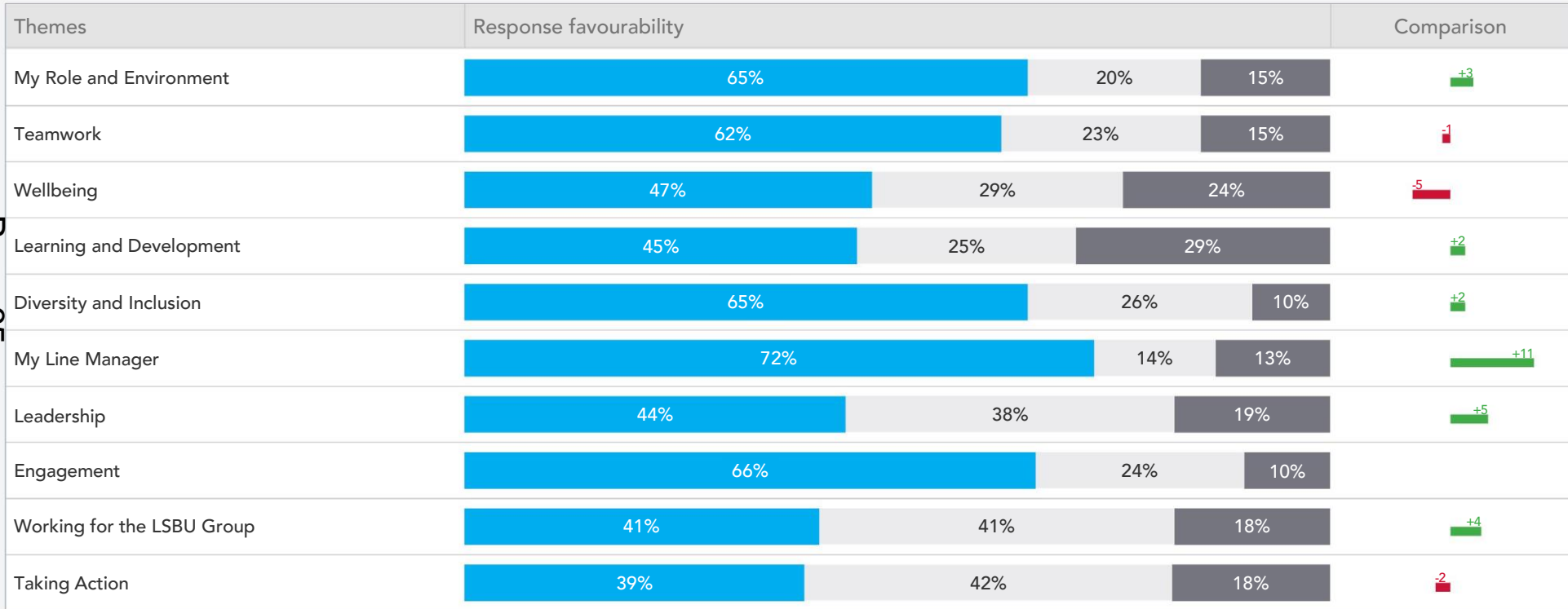
# What is driving our Engagement score?

## Key drivers

These 5 items have the strongest relationship with Engagement. Improvements in these are likely to have the biggest impact.

Comparison

| | | |
|---|---|---|
| +5 | The senior management team in my PSG/my School/SBUEL/the College are effective | 52% |
| +7 | I feel that LSBU/the College/the School cares about my health and wellbeing | 53% |
| +3 | Overall, I have confidence in the Group Executive team | 38% |
| -2 | I believe action will be taken as a result of this survey | 39% |
| +8 | The senior management team in my PSG/my School/SBUEL/the College effectively manages change | 48% |

**Engagement**

Comparison

0

Need to articulate how action is taken. Note strong belief in senior management and care – misalignment with current wellbeing however.

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# What are our comparative strengths?

These 5 results are the strongest when compared with the norms for Survey Overall

| Impact | Question | Theme | Response favourability | Comparison |
|--------|----------|-------|------------------------|------------|
| ◎ | Poor performance is dealt with effectively by my line manager | My Line Manager | | |
| ◎ | I feel that being part of the wider LSBU Group will be good for me personally | Working for the LSBU Group | | |
| ◎ | I feel that being part of the wider LSBU Group will improve LSBU/the College/the Academy as a place to work | Working for the LSBU Group | | |
| ◎ | I receive regular and constructive feedback on my performance | My Line Manager | | |
| ◎ | I feel a sense of belonging to the LSBU Group | Working for the LSBU Group | | |

Comparatively strong sense of 'groupness'; positive responses around line management

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# What are our comparative weaknesses?

These 5 results are the weakest (or least strong) when compared with the norms for Survey Overall

Page 68

| Impact | Question | Theme | Response favourability | Comparison |
|---|---|---|---|---|
| ◎ | I am able to strike the right balance between my work and home life | Wellbeing | | |
| | I would recommend LSBU/the College/the Academy as a great place to work | Engagement | | |
| ◎ | I can see how the goals and objectives of my PSG/my School/SBUEL/the College support those of the LSBU Group | My Role and Environment | | |
| ◎ | The LSBU Group strategy is clear to me | Working for the LSBU Group | | |
| ◎ | The people I work with co-operate and help each other to get the job done | Teamwork | | |

Work-life balance and linkages to the Group and its strategy comparatively weakest responses

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# What are our highest scoring questions?

## These 5 items are the highest scoring in the survey

| Impact | Question | Theme | Response favourability | Comparison |
|--------|----------|-------|------------------------|------------|
| | I feel committed to LSBU/the College/the Academy's goals | Engagement | | |
| ◎ | I can be myself at work without worrying about if or how I will be accepted | Diversity and Inclusion | | |
| ◎ | My line manager is open to my ideas and suggestions for change | My Line Manager | | |
| ◎ | I have a clear understanding of the goals and objectives of my PSG/my School/SBUEL/the College | My Role and Environment | | |
| ◎ | I feel my colleagues value my opinions | Diversity and Inclusion | | |

● F...     Neutral    ● Unfavourable

Strong EDI score; strong understanding of academy goals and commitment to them

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# What are our lowest scoring questions?

## These 5 items are the lowest scoring in the survey

| Impact | Question | Theme | Response favourability | Comparison |
|--------|----------|-------|------------------------|------------|
| | It is clear to me how other parts of the LSBU Group operate | Working for the LSBU Group | | |
| | The LSBU Group strategy is clear to me | Working for the LSBU Group | | |
| | There is good co-operation between my institution and other parts of the LSBU Group | Working for the LSBU Group | | |
| | I feel a sense of belonging to the LSBU Group | Working for the LSBU Group | | |
| | The Group Executive team are sufficiently engaged in my PSG/my School/SBUEL/the College | Leadership | | |

Unsurprising: understanding of Group structure and strategy

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# Which demographics affect our Engagement score?

The 2 demographics most impacting Engagement are:

| Demographics | Response favourability | |
|---|---|---|
| Ethnicity | 0 | 100 |
| Marital Status | 0 | 100 |

Snapshot:

Ethnicity - has an overall variation in Engagement of 37 PTs, with the highest scoring item being White - British with 85% and the lowest scoring item being Prefer not to say with 48%.

Marital Status - has an overall variation in Engagement of 32 PTs, with the highest scoring item being Married with 84% and the lowest scoring item being Single with 51%.

From an action planning perspective, consider whether best practice exists in the higher scoring areas that can be shared elsewhere.

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# What are our people saying?

## What is the best thing about working here?

The wordcloud shows the words most frequently used by your people in response to this question, with their font size corresponding to their frequency of use. The 5 words most frequently used are also shown below.

Top 5 keywords

students

working

support

staff

academy

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# What are our people saying?

## If within your power, what one thing would you change about working here?

The wordcloud shows the words most frequently used by your people in response to this question, with their font size corresponding to their frequency of use. The 5 words most frequently used are also shown below.

Top 5 keywords

staff

students

management

team

create

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# How many people responded?

## Response rate

**55%**

n=66
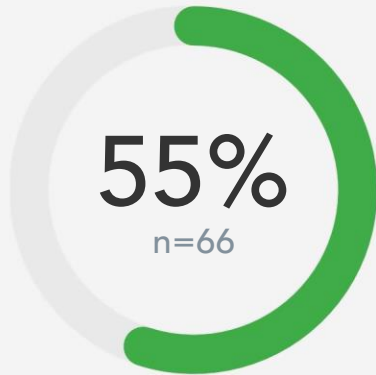
### Taking action is key!

66 people have responded to this survey, which is 55% of those invited to respond. 39% of those responding believe that action will take place as a result.

Visible action planning and continuous communication of how you are responding to the survey is vital in order to support and improve Engagement from this point forward.

## Do they think anything will happen?

| Impact | Question | Theme | Response favourability | Comparison |
|--------|----------|-------|------------------------|------------|
| ◎ | I believe action will be taken as a result of this survey | Taking Action | | |

● Favourable    ○ Neutral    ● Unfavourable

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# What to do now?

## Action planning - things to focus on

1. **Staff wellbeing and workload**. Actions since survey – new curriculum delivery model at UTC, wellbeing committees in both schools; active social offer. Action to be taken - group rewards package update and launch to staff; further review including of assessment policy, use of emails, review of parents' evenings and teacher loadings.

2. **Learning and development**. Actions since survey – increased CPD budget for UTC, joint CPD planning. Action to be taken – further exploration of Group resources eg professional development programmes, sports and library membership, Lynda.com (LinkedIn Learning), link to investment plan for staff development.

3. **Awareness of group structure, goals, value add**. Actions since survey – EP presentation to both schools. Actions to be taken – improved internal comms, increased range of links and partnerships.

4. **Visibility of action**. Actions to be taken – EP to ensure results of survey and actions are shared; staff voice to feed in issues and progress.

We recommend identifying 3-5 action areas

01. What are we most pleased about?

02. What are we most concerned about?

03. What do we care about focusing on?

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|  | CONFIDENTIAL |
|---|---|
| Paper title: | Governors' training and signing of the KCSIE |
| Board/Committee: | UAE School Advisory Board meeting |
| Date of meeting: | 10 October 2019 |
| Author: | Alexander Enibe, Clerk to South Bank Academies |
| Sponsor: | Chris Mallaband, Chair of the UTC SAB |
| Purpose: | For Information |
| Recommendation: | The SAB is requested to complete these trainings. |

**Executive Summary**

The SAB is requested to complete the following online training courses, which have been arranged for the SBA directors and governors:

- The Child Protection for School Governors (safeguarding).
-  Prevent Duty – please follow this link and click London – Education (schools) - Governor
- Safer Recruitment (for selected SAB governors only).

Governors are encouraged to complete these trainings as soon as possible.

The SAB is also requested to read the 'Keeping Children Safe in Education' 2019 and sign having read it on 10 October 2019.

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**South Bank Academies UAE**

| Risk No. | Risk Description | Risk Consequences | Probability | Impact | Overall Risk Rating | Existing Internal Controls and Evidence | Residual Risk Level | Assessment of Control Quality/Action Needed (Strong, Moderate, Weak) | Person Responsible | Direction of Travel | Next Review Date |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Failure of the School to recruit sufficient learners especially in Y7 and Y12 to make it viable | Significant financial risk Risk that the confidence of stakeholders is diminished Cash flow problems Long term financial problems | 1 | 3 | 3 | Admissions Policy Parent/Carer Communication Promotion to potential students and parents Integrated Financial Curriculum Planning | 2 | Stong | Executive Principal Principal | → | 2019-09-30 |
| 2 | Failure to ensure that the objectives for the School are met | Risk that the School fails to operate within the strategic objectives agreed by the Local Advisory Body Risk that the School's strategic objectives become out of date or no longer appropriate Risk that the School receives an unfavourable Ofsted Report Risk that the objectives of the School are seen as controversial | 2 | 2 | 4 | Experienced Senior Leadership Team Principals' performance management with internal and external assessors Active and experienced Trustees and Local Advisory Body Stakeholders who take an active role in the operation of the School External Advisors including termly report from SIA T&L focus of the Governors Principals' Report | 2 | Strong | Executive Principal Principal | ↓ | |
| 3 | Poor Student outcomes | Poor examination results could cause a reputational and financial risk. Detrimental to student futures/careers. Academy's reputation at risk. | 2 | 3 | 6 | Teaching and Learning monitored and reported through the annual cycle Effective formative assessment throughout the year and summative assessment annually for each student Use of CAT assessments and FFT models to set targets Funded comprehensive intervention programmes Executive Principal educational oversight School Improvment Advisor Trust HR Manager to advise on Staffing and issues. Principal reports to Local Advisory Body | 3 | Moderate | Exectuve Principal Princiipal SLT Trust HR Manager | → | |
| 4 | Failure to monitor and react according to the requirement of our stakeholders | Risk that stakeholders and beneficiaries do not consider the School service to be valuable and high quality | 2 | 2 | 4 | Reports to Trustees Reports to School Local Advisory Body Parent/Carer Communication School Council Parent, Student, Staff surveys | 3 | Moderate | Executive Principal Principals SLT | → | |
| 5 | Failure to monitor and react according to the requirement of our stakeholders | Risk that competitors make more attractive offer to stakeholders Risk that stakeholders fail to differentiate between the School and its competitors Risk of competition or the same share of the market | 2 | 1 | 2 | Marketing Strategy Effective Networking Post 16 Investments and Improvements Strong Family Links to the School | 1 | Stong | Executive Principal Principal SLT Local Advisory Board | ↓ | |
| 6 | Failure to assess and review alliances and partnershipwith other organisations | Risk that an alliance or partnership is no longer appropriate Risk to the integrity of the School | 1 | 1 | 1 | Networking Visits to other schools Principal Meetings Schools' Forum | 0 | Stong | Chief Executive Officer Executive Principal Principals SLT | → | |
| 7 | Failure to ensure Information Technology in the School is maintained to the highest standard | IT security risk Risk to the corruption or loss of data Risk that IT equipment and services are outdated and no longer fit for purpose Financial risk Risk of Litigation | 2 | 1 | 2 | Outsourced IT service monitored and ontract reviewed regularly Regular back up of information on outsourced servers | 1 | Stong | Executive Principal Principal Vice Principal Outsourced IT Services Provider SLT Trust Business Manager | → | |
| 8 | Failure to monitor the effect of risks over which the School has little or no control such as economic or natural disaster | Financial Risk Risk of Litigation Reputational risk | 1 | 1 | 1 | Part of School Insurance Review process organised by Trust Business Manager Fixtures, Fittings, Employer, Public Liability held by the School Disaster Recovery Plan ICT Disaster Recovery Plan Temporary building replacement scheme with insurers PREVENT strategy used in School Medical Reviews PHSE program in School | 0 | Stong | Executive Principal Principals SLT Trust Business Manager | → | |

| Risk No. | Risk Description | Risk Consequences | Probability | Impact | Overall Risk Rating | Existing Internal Controls and Evidence | Residual Risk Level | Assessment of Control Quality/Action Needed | Person Responsible | Direction of Travel | Next Review Date |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 9 | Failure of the School to recruit Governors who have the appropriate profile | Risk that a Governor could attract negative publicity. Risk that stakeholders view Governors merely as extension of SLT. Risk that stakeholders lose confidence in the Local Advisory Body. School receives a set of Unqualified Accounts from its annual audit. Fines from the ESFA. Potential Financial Notice to Improve issues from the ESFA. Financial Risk, Risk of Litigation, Reputational Risk, Risk to the future of the School, Risk of poor moral affecting staff and stakeholders. Risk that committees fail to operate effectively. Risk that committee delegation is poor. Risk that Local Advisory Body does not delegate enough or delegates too much to the Principal or SLT. Risk that the Terms of Reference are inadequate and/or unfit for purpose. Risk to the day-to-day operation of the school | 2 | 2 | 4 | Governor training and induction and recruitment process, formal application process. Regular Governors' skills audit. Monthly management accounts, budget monitoring. Reports to SLT and Local Advisory Body. Awareness of Financial Regulations. Effective Internal and External Audit. Monthly management accounts, internal; controls, daily reconciliations for real time data. Read only banking to all finance staff. Review of monthly accounts by Chair of FGP, robust financial policies and procedures, disseminated to staff. Robust organisational monthly HT/AD month-end review. Risk Assessment process, Health and Safety policy, guidance on Data Protection, annual Governors' review and Terms of Reference, clear guidance on senior staff roles and clear cover arrangements. Active Local Advisory Body membership, access to SLT for guidance and support. External Advisors Judicium | 2 | Stong | SBA Board, Local Advisory Boards, LSB Governance Team, Chief Operating Officer, Executive Principal, Principals | ↓ | |
| 10 | Failure to comply with legislative requirements. | Financial Risk. Reputational Risk. risk of Litigation. Risk of poor morale affecting staff and stakeholders. Risk to the future of the School and Trust | 2 | 1 | 2 | Clear policies disseminated to all staff. Risk Assessment Process. Health and Safety Policy. Guidance on Data Protection. External consultants and experts used. Regular external and internal review of legislative areas in School | 1 | Stong | Executive Principal, Principal, SLT, Trust Business Manager | → | |
| 11 | Failure of The Academy and the Local Advisory Board to have procedures in place to cover the absence of the Principal or other members of the Senior Leadership Team | Financial Risk. Reputational Risk. Risk of poor morale affecting staff and stakeholders. Risk to the day to day operations of the School. Risk that Terms of Reference are inadequate or not fit for purpose | 2 | 2 | 4 | Clear guidance on Senior Staff roles. clear cover arrangements. Regular Local Advisory Board meetings. CEO and Executive Principal meetings. Access to SLT for guidance and support. External Advisors Judicium, Local Authorities, LSBU Sponsor. Regular meetings with the Executive Principal | 2 | Stong | Executive Principal, Principal, Local Advisory Board | ↓ | |
| 12 | High profile event in the school affects Trust overall and its reputation. | Risk to reputation nationally and locally to the school and the trust. Risk to the Sponsor's reputation. | 1 | 3 | 3 | Academy has a Critical Incident plan which is reguarly assessed listing a delegation of duties in the event of an emergency situation. Advice abnd Expertises of the sponsor LSBU to advise in difficult circumstances. Access to LSBU Sponsor legal expertise and advise | 2 | Stong | Executive Principal, Principals, SLT | → | |
| 13 | Safeguarding incident at one of the schools. | Risk to reputation locally and nationally. DfE and HSE intervention depending on scale of the event. Risk of drop in numbers of enrollments | 2 | 3 | 6 | Experiened SENDCO employed at School. Experienced Designated Safeguarding Lead (DSL) employed at school. All staff and governors are given safeguarding and prevent training annually. All students and staff complete e-safety training and firewalls are in place to secure all ICT networks. | 4 | Moderate | Executive Principal, Principal, SLT, DSL | ↓ | |

**South Bank Academies**

| Risk No. | Risk Description | Risk Consequences | Probability | Impact | Overall Risk Rating | Existing Internal Controls and Evidence | Residual Risk Level | Assessment of Control Quality/Action Needed | Person Responsible | Direction of Travel | Next Review Date |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Failure to ensure that the quality of Management information produced by the School is of a high quality, timely and aids decision-making. | Risk that the financial and non-financial performance of the School cannot be managed or reviewed by SLT. Risk that the financial and non-financial performance of the School cannot be challenged or reviewed by the Trust or SBA Board. Risk to the School of receiving poor audits and inspections | 2 | 2 | 4 | SIP and Self Evaluation. Trustee and Local Advisory Body reports and Minutes. Support from the School's administration team | 2 | Strong | Executive Principal, Principals, SLT | → | |

| Risk No. | Risk Description | Risk Consequences | Probability | Impact | Overall Risk Rating | Existing Internal Controls and Evidence | Residual Risk Level | Assessment of Control Quality/Action Needed | Person Responsible | Direction of Travel | Next Review Date |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | Failure to ensure that the quantity of Management Information produced by the School is good enough to aid decision making | Risk that the SLT cannot take informed decisions Risk that the Local Advisory Body cannot make informed strategic decisions Risk that the Local Advisory Body has no financial expertise Risk that the individual Governors' play a 'passive' role on the Local Advisory Body Risk that leadership does not have the capability or experience within the sector, risk that the SLT do not have the integrity required. Risk that succession planning is ignored, risk that too much emphasis is placed on entrepreneurial work and strategic objectives of the School are ignored. Risk to staff and stakeholders of low morale, risk of poor recruitment of learners to School, risk of poor retention and success rates. Risk of recruiting unsuitable staff, risk of poor appraisal, CPD processes and the need to instigate costly disciplinary procedures, tribunals etc. | 2 | 1 | 2 | SLT review process Trustee and SBA Board and Local Advisory Board reports and minutes School Recruitment and Selection policy and procedures, continuing professional development, appraisal, Staff Development strategy ESFA Handbook Active Senior Team Membership Continuing Professional Development Active Local Advisory Body membership | 1 | Strong | Executive Principal Principals SLT TBM | → | |
| 3 | Failure to implement a Risk Management Strategy | Failure to optimise educational opportunities Non-compliance with ESFA requirements Exposure of the School to unnecessary risk Increased cost, eg. insurance | 1 | 1 | 1 | Risk Strategy Risk Register and Action Plans Risk Management Group Executive Principal Oversight Local Advisory Board reporting mechanisms Oversight of content and timescales by the Trust Business Manager and CEO | 0 | Strong | Executive Principal Principals SLT Local Advisory Board TBM | ↓ | |
| 4 | Failure to ensure the managers of the school possess the skills and experience required to manage the School | Risk that the leadership does not have the capability or experience within the sector Risk of poor recruitment of learners to the school Risk of poor retention and success rates Risk of recruiting unsuitable staff Risk of poor appraisal, CPD processes and the need to instigate costly disciplinary procedures | 2 | 1 | 2 | School Recruitment and selection policy and procedures Active Senior Leadership Membership Continual professional development Staff development strategy INSET Training Days Trust Finance Manager | 1 | Strong | Executive Principal Principals SLT Trust HR Manager Trust Finance Manager Trust Business Manager Chief Executive Officer | ↓ | |
| 5 | Staff Recruited to the Schools have the required skills and expertise to meet the strategic objectives of the School. | Risk to staff and stakeholders of low morale risk of poor recruitment of learners to the school risk of poor retention and success rates Risk of recruiting unsuitable staff Risk of poor appraisal CPD processes and need to instigate costly disciplinary tribunals. | 2 | 3 | 6 | School recruitment and selection policy and procedures Active Senior Team involvement in Recruitment Advice and support from the Trust Business Manager Continuing professional development | 3 | Moderate | Executive Principal Principals SLT Trust HR Manager | ↓ | |
| 6 | Failure to recruit key teaching and support staff posts. Inadequate competency of staff within the School. | Staff not able to carry out their duties Poor management and decision making Poor quality of teaching and learning leading to poor student outcomes Inadequate Ofsted grading leading to reputational risk. | 2 | 3 | 6 | Thorough recruitment programme with all relevant staff trained Comprehensive professional development Strong Appraisal system Competitive renummeration and career development. | 4 | Moderate | Executive Principal Principals Trust HR Manager | → | |
| 7 | Inadequate number of teaching and support staff within the Academy. | Inadequate teaching and learning and student support leading to poor student outcomes. Unsatisfactory Ofsted grading leading to poor outcomes | 1 | 3 | 3 | Integrated Financial Curriculum Planning Timely recruitment processes Experienced Trust HR Manager in place | 2 | Strong | Executive Princpal Princpals SLT | ↓ | |

**South Bank Academies**

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| No | Risk | Risk Detail | L | I | Score | Controls | Residual | Assurance | Owner | Direction |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Failure to ensure the School complies with employee legislation | Risk that legislative requirements are not known or complied with / Risk that Equal Opportunities legislation may not be complied with or discrimination in the work place may occur / Risk that Data Protection legislation may not be complied with / Risk that Human Rights legislation will not be complied with / Risk that employee contract legislation may not be complied with / Risk that employee Pension legislative requirements are not known or complied with / Risk that Health and Safety legislative requirements are not known or complied with / Fines for not ensuring right to work in the UK | 2 | 2 | 4 | Support of HR Advice and the associated policies and procedure / Support of school Data Protection Officer and supporting policy and procedure / Health and Safety Policy / First Aid Policy / Fire Safety Policy / Support from the School's external Health and Safety Officer / External Advisors – Judicium / Safeguarding policy | 2 | Strong | Executive Principal Principals Trust HR Manager | ↓ |
| 2 | Failure to ensure the School complies with environmental legislation | Risk that UK legislative requirements are not known or complied with | 1 | 1 | 1 | Reporting to SLT and Local Advisory Body / Utilisation of School Sustainability Policies [as Landlord of building] / Support of the School Site Manager / Monthly Management Accounts / Reports to Audit Committees Committee and the Local Advisory Body / Budget monitoring / Awareness of Financial Regulations and AFH / Effective External Audit / 3 year financial forecasts / Support from the Responsible Officer / Recycling program both teachers and students / IT disposal policy / Members of LBH carbon monitoring program | 0 | Strong | Executive Principal Principals Trust Business Manager SLT | → |
| 3 | Failure to ensure the Financial reporting requirements of the School are met | Risk that the legislative requirements relating to the production and reporting of the Statutory Accounts are not known or complied with / Risk that the legislative requirements relating to Accounting Standards are not known or complied with / Risk that the Charities Statement of Recommended Practice [SORP] legislative requirements are not known or complied with | 3 | 2 | 6 | Monthly Management Accounts / Reports to Audit Committees Committee and the Local Advisory Body / Budget monitoring / Awareness of Financial Regulations and AFH / Effective External Audit / 5 year financial forecasts / Support from the UHY internal Audit / Governors Annual Audit against financial handbook. / Governors Control document | 4 | Moderate | Executive Principal Principals Local Advisory Board Chief Executive Officer Trust Business Manager | → |
| 4 | Failure to ensure that the School ensures that Data Protection systems, procedures and processes are adequate | Risk that the legislative requirements relating to the protection of data are known and complied with / Financial risk / Litigation risk | 2 | 2 | 4 | Support of outsourced School Data Protection Officer and supporting policy and procedure / Data Audit by external consultant / Trust has an updated GDPR Policy / All Trust and School staff have received GDPR training | 2 | Strong | Executive Principal Principal SLT | → |
| 5 | Failure to ensure that the School is compliant in respect of Welfare issues | Risk that the legislative requirements relating to disability are not known or complied with / Risk that the legislative requirements of the Child Protection Act are not known of complied with | 2 | 1 | 2 | Support of HR Manager and the associated policies and procedures / Parent/Carer Communication / DBS Policy / Citizenship Policy / Personal, Social, Health Education Policy / Reporting mechanisms to the Local Advisory Body / Safeguarding Officer and ongoing training / RESPECT procedures / Epipen Training / Attendance Review | 1 | Strong | Executive Principal Principal SLT | → |
| 6 | Failure to ensure that the school is compliant in respect of the requirements of the school sector | Risk that the legislative requirements relating to the National Curriculum are not known or complied with / Risk that the legislative requirements relating to mental health are not known or complied with | 1 | 1 | 1 | Reporting mechanisms to the Local Advisory Body / Government Website and advice / External website subscriptions – The Key / Exam entries / Subscriptions to professional bodies / Curriculum leaders meeting and regular review | 0 | Strong | Executive Principal Principals SLT | ↓ |

| # | Risk | Consequence | | | | Controls | | Assurance | Owner | |
|---|------|-------------|---|---|---|----------|---|-----------|-------|---|
| 7 | Failure to ensure that the School is compliant in respect of the requirements of the Government and other relevant Authorities | Risk that the terms and conditions relating to the payment of any grant is not known of complied with Risk that the legislative requirements relating to licensing are not known or complied with | 1 | 1 | 1 | Reports to SLT and the Local Advisory Body Ofsted Inspections Internal and External Audit Networking Visits to other schools Principals' Meetings External subscriptions – The Key (Schools and Governors | 0 | Strong | Executive Principal Principals SLT | → |
| 8 | Inadequate level of expertise and challenge on Local Govering Body leading to ineffective local governance. | Failure to achieve mission and objectives of the School/Trust. Poor decision making and information flow. | 1 | 3 | 3 | Approporiate recruitment process for governors. Representation of the Trust on local governing bodies Annual review of local governing bodies including skills audit. | 2 | Strong | Executive Principal Principal Local Advisory Board | → |
| 9 | Serious breach of health & safety regulation or disability legislation occurs | Risk of litigation and Reputational risk. | 1 | 3 | 3 | Policies and procedures consistent with relevant legislation. Independent audit on Health and Safety and Policies Regular reports to the board Oversight of Trust Business Manager Adequate insurance cover through Govt recommended RPA Scheme | 2 | Strong | Executive Principal Principal | → |
| 10 | Land and Buildings are fit for purpose | Damage to property due to poor maintenance could cause disruption to business continuity and cause damage to pupils learning and School reputation | 1 | 3 | 3 | Maintenance programme in place assessed and monitored by Principal and forwarded to Trust Adequate budgets for building maintenance are provided Regular site checks by facilities team and external audits Appointment of skilled, qualified Premises Manager and team Funding by the Trust for Capital Expenditure on Buildings Access to CIF bid expertise and consultants. | 2 | Strong | Executive Principal Principal Trust Business Manager Vice Principal | → |
| 11 | Failure to safeguard Trust or Academy Assets from thefor or damage by a third party. | Damage to building and assets Health and saftey risk to students and staff Reputational damage and poor learning outcomes. | 1 | 2 | 2 | Academy has adequate security systems Budgetary allowance for upkeep and maintenance Asset registers at each establishment are monitored and auditted regularly Adequate insurance is provided. | 1 | Strong | Principal Vice Principal Premises Manager | → |

| Risk Calculation | Probability | | |
|---|---|---|---|
| **Impact** | 1 low | 2 medium | 3 high |
| **1 low** | 1 | 2 | 3 |
| **2 medium** | 2 | 4 | 6 |
| **3 high** | 3 | 6 | 9 |

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## University Academy of Engineering South Bank

### GOVERNORS' VISIT FORM

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

**Name of Governor:**    Chris Mallaband

**Date of Visit:**        13/6/19

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

Examination of SCR and associated processes

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

Meeting with Jacqui Collins, Trust HR

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

SCR is at the moment not adequate. It does not contain all the information that it needs to in one document. There is insufficient evidence of who has inspected various documents and risk assessments relating to lack of references are not yet complete. The SCR contains a mixture of current staff and those who have left employment at the academy.

Jacqui recognises the deficiencies in the SCR and has already ensured that much work has been done so that all can be assured that there are no staff working with children who have not had the relevant checks completed on them. The issue is now one of presentation and organisation rather than of appropriate checking.

However, there is a clear process in place to bring the SCR up to the same best practice form that exists at the UTC. To get to this stage will require a file by file analysis of staff records which will take place over the summer period. It is realistic to expect that the SCR should be complete and fit for purpose by 1/9/19 ready for the start of the new academic year.

**Aspects I would like clarified/questions that I have:**

# University Academy of Engineering South Bank

**Actions for the school advisory board to consider:**

Further check required in September 2019 to ensure that the necessary remedial work has taken place and SCR is up to the standard of that at the UTC.

**Any other comments/ideas for future visits:**

Should be inspected at least termly as part of a wider safeguarding focus.

**Signed:** Chris Mallaband   **Date:** 15/6/19

(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)

# University Academy of Engineering South Bank

## GOVERNORS' VISIT FORM

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

**Name of Governor:** Zakir Matin & Chris Mallaband

**Date of Visit:** 9/7/19

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

Enquiry into student safety and how students are taught to be safe.

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

Observation of an assembly
Meeting with Attendance officer
Meeting with Head of House team
Walking the local area with Jason Badu
Observation of lesson changeover
Observation of breaktime
Meetings with groups of Year 7 and year 9 students
Conversation with and feedback to, Principal and Vice Principal

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

Assembly was well organised and well presented. The manner and tone of the presenter (Dorraine) was just right – firm, professional, caring and engaging. Students behaved well on entry and as an audience – there was a good spirit. Entry into the hall was used to check uniforms and students were reminded of the ned to be smart at all times.

The opportunity was taken to review weekly attendance and compare community groups. Students of the week/month were highlighted and to stand – they did so without embarrassment and were warmly congratulated by the audience.

The assembly then went on focus on Sports Day with a presentation by the Head of PE. This was well pitched with a focus on participation, team work and community.

Behaviour on exit from the assembly hall was excellent.

# University Academy of Engineering South Bank

The interview with the Attendance Officer revealed excellent practice. Attendance is currently good and has improved over her time in post. She has strong working routines and practices and is clear that her role is to support the academy attendance policy and to encourage good attendance – she defined this as at least 97%. She described her strong relationships with parents and how she uses these relationships to offer advice and guidance in parenting but always with the focus of getting the young people into school.

Issues for the attendance officer include:

- Improving liaison with the agency supplied EWO – this has been problematic with a number of different EWOs being supplied over the last year making liaison difficult and time consuming.

- Community leaders "put a lot" on student services and could do more themselves – especially low-level discussions about attendance and absence with students.

- Students could receive more information about their attendance – not sure how often this is fed back to parents and students. Are there attendance reports?

- Frustration about the accurate and timely registration by teachers – attendance officer is tenacious in chasing this up but should not have to do so!

- Registration for students on trips and Day 10 is a big issue and is often inaccurate. Also a safeguarding issue here with registers sometimes not being left with reception as required.

- Concern that school is not working for some students which is why attendance starts to dip in later years – need some alternatives to normal schooling for a small number of students.

- Sixth Form attendance procedures need clarifying and improving – this has been the case for a long time and needs immediate attention.


Head of House team is clearly very strong. Team members clearly communicated their commitment and passion for their roles and had a very clear understanding of their remit.

They were clear about the routines of community time and the place of PSHE within them. They could account for how issues of personal safety are taught through a mixture of assemblies, community time and within Humanities. However, they were less clear about who has the overview of the PSHE curriculum and who could offer assurance that everything needed is taught.

They were clear that students are safe in school but were concerned about safety on the way home. They described how the staff in "orange vests" patrolled the local area and the excellent practice of "safe zones" and key places of safety to go to in event of an issue.

# University Academy of Engineering South Bank

They recognised the issue of knife crime being important and felt that the issues that were associated with exclusions in the academy were "one offs" and isolated. They felt that students had good relationships with them and would find ways of telling them if they felt anyone had a knife on them in the academy. This had been discussed with students through assemblies and students had been given clear messages about the consequences of brining a knife into the academy.

The team identified that there had been a reduction in support from outside agencies. They talked about reorganisations in the MASH and Early Support teams of the LA and how referrals were often unanswered. Support from the police had also decreased and whereas in the past the police had supplied them with information about issues in the local area it now seemed to happen the other way around.

Alternative education was discussed with the team not feeling positive about SILS. They did identify good support from the Bright Centre and also felt that the use of the UTC as respite for some students (and also the other way around) was good practice.

They identified the following as key issues for improvement:

- More support for the team – assistant posts for example

- More support from teachers – they needed to 'own their own classrooms" and not pass on as much.

- A more consistent and cohesive approach from teaching staff – in terms of the way that they speak with young people and achieve and disciplined environment in class.

- All staff need to challenge low level poor behaviour or non-compliance – e.g. uniform, messing about etc. Not all do so at the moment.

Lesson changeover was good and parent governor felt that this seemed to have improved over time. Best practice was seen with teachers meeting and greeting students outside classroom and making sure that entry into the class was well managed. Changeover didn't extend beyond the allowed 5 minutes.

Breaktime seemed well behaved but it was noticeable how busy and crowded the outside space gets – this was with a reduced number of students as Year 11 now left. The end of break time was chaotic and did not seem to be well managed. A significant number of students ignored the ringing of bells and although there were many staff on duty they did not all make an impact with persuading students to return into the building. A significant number of students were still in the yard after the nominal start of lessons. Behaviour on entry to the building was a concern and some students were loud and boisterous. There was clearly some confusion with Year 8 students who were on Day 10 and did not seem to know where to go and as a consequence their behaviour was poor.

# University Academy of Engineering South Bank

Year 9 students were positive about the academy and eloquent. They all felt relatively safe inside the academy (7/10 where 10 is total safety and 0 is abject terror!). They all reported feeling less safe getting to and from the academy.

They felt that the academy was currently less hectic and was calmer and attributed this to the Year 11 students not being present. However, they felt that break time was still very busy and congested.

They felt that it was a good idea to have free fruit at break time but that the queue for the fruit was very busy and poorly behaved. They also liked the availability of a free breakfast but would welcome variety! They would also like more variety at lunch time but this was not as big an issue as could be expected and they also recognised the importance of healthy eating choices.

They appreciated the patrolling of the local area by staff after school and would welcome this being extended in reach.

They did not feel that knives were an issue in school – they knew about one or two examples but these were dealt with. They were clear that they would find a way to report something a serious as a knife discreetly to staff – but were concerned that this might be difficult. One students said that he felt students at the academy "have a well developed moral conscience" when it comes to things like this. They could not give exampls of being taught how to be safe or about issues such as knife crime.

They did not think that that fighting was common in the school – occasional fights that were usually just arguments between friends that got out of hand and were usually broken up by other students.

They felt that their lessons were often disrupted by poor behaviour – particularly by shouting out and students getting up and walking around. They felt that most poor behaviour in lessons was a result of boredom and a lack of engaging teaching.

Students said that there were a number of teachers who got it right, strict and firm but nice and who listened to students – they wanted to be taught by people who are interested in them but who set clear boundaries. They felt that some teachers were too quick to be "rude" to young people and make threats about punishment or shout too much. They would advise teachers to "pay attention" to students.

They want:

- More engaging lessons

- Teachers to ask students if they need help

- More support for mental health to be available

- More teachers who are able to teach successfully

# University Academy of Engineering South Bank

- More consistency – less difference in expectations from different teachers

Year 7 students said that there were some areas of the academy that cause concern – particularly the staircases that are narrow and dark and get very busy. To start with they found it difficult to understand the one-way system especially as some adults don't obey it.

Year 7 students could recall assemblies that addressed safety issues.

They said that there was frequent fighting in the academy and mentioned experiencing fighting in lessons which was a concern. They said that there was play fighting in some lessons – mentioned cover teachers in particular.

They felt that some staff were less than professional – may be support staff who they said sometimes used phones etc.

Four out of six of the Y7 students felt that they had had a good first year in the academy but two were not sure.

They were concerned about consistency of punishments – sometimes big things seemed to be overlooked whereas as some minor things were treated very harshly.

**Aspects we would like clarified/questions that I have:**

We were impressed with the way that safety is addressed in the academy and students on the whole seemed to be safe in school and there was much being done to keep them safe in the local area as well.

Student interviews led to a concern about in lesson safety and behaviour and the students views regarding a lack of consistency between teachers and their expectations.

Knife issue did not seem to be a serious one.

There needs to be someone with a clear overview of student safety and where it is taught in the curriculum – get the impression that it is all in place but split between assemblies, community time and Humanities – overview needed.

**Actions for the school advisory board to consider:**

Further visit to focus on behaviour in lessons and application of consistent expectations.

**Any other comments/ideas for future visits:**

Visit worked well – good to conduct it as a pair of governors. Programme was arranged well by the academy and a lot was learned in a short space of time

**Signed:** Chris Mallaband  & Zakir Matin        **Date:** 14/7/19

(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)