

Meeting of the South Bank Academies Board

4.00 pm on Thursday, 5 December 2019
in South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		HT
2.	Declarations of interest <i>Directors are required to declare any interest in any item of business.</i>		HT
3.	Minutes of last meeting	3 - 12	HT
4.	Matters arising	13 - 16	HT
Items to discuss			
5.	CEO's Report	17 - 38	FM
6.	Education update	39 - 58	DC
7.	Management accounts - October 2019	To Follow	HA
8.	5 year staff investment plan	Verbal Report	FM
For Approval			
9.	Annual register of interests (to approve)	59 - 64	AE
10.	SBA Audit committee revised terms of reference (to approve)	65 - 70	MB
Year End Matters, 2018/19			
11.	External audit findings	To Follow	AK
12.	External audit letter of representation	To Follow	HA
13.	Annual report and accounts (to approve)	To Follow	NF
Items to note			
14.	Appointment of auditors	71 - 76	NF
15.	SBA Audit committee and School Advisory Board reports	77 - 80	AE
16.	Corporate risk update	To Follow	HA

No. Item

Pages

Presenter

**Date of next meeting
4.00 pm on Thursday, 26 March 2020**

Members: Hitesh Tailor (Chair), Richard Flatman (Vice-Chair), Tony Giddings, Nicole Louis, Hilary McCallion, Fiona Morey, Lesley Morrison and David Phoenix

Apologies: Chris Mallaband

In attendance: Helena Abrahams, Michael Broadway, Dan Cundy, Alexander Enibe, Natalie Ferer and Om Parkash

**Minutes of the meeting of the South Bank Academies Board
held at 4.00 pm on Tuesday, 17 September 2019
Trafalgar Street, London SE17 2TP**

Present

Hitesh Tailor (Chair)
Richard Flatman (Vice-Chair)
Tony Giddings
Nicole Louis
Chris Mallaband
Lesley Morrison
Fiona Morey
David Phoenix

Apologies

Hilary McCallion
Michael Broadway

In attendance

Safia Barikzai
Clym Cunnington
Dan Cundy
Alexander Enibe
James Stevenson

1. Presentation on LSBU sponsor student engagement programme 2019/20

The Board noted the presentation on LSBU sponsor student engagement programme 2019/20.

The Board commended the team for the work they are doing and requested an update at a future Board meeting.

2. Welcome and apologies

The Board welcomed trustees to the meeting, additionally James Stevenson (JS), was attending in place of the SBA Company Secretary.

The Board noted that Clym Cunnington (Trust Business Manager) has resigned from the Trust due to personal reasons, and thanked him for his service for the South Bank Academies over the past one year. A replacement is being recruited.

The Board noted that the LSBU VC would leave the meeting to attend another engagement at 6:00pm.

The above apologies were noted.

3. **Declarations of interest**

The Board noted interests of NL, FM, DC and CC in item 7.

4. **Appointment of SBA Chair and Vice-Chair (for approval)**

The Board noted the request for the appointment of the SBA Chair and Vice Chair, as required annually under SBA article 82.

The Board approved:

- that Hitesh Tailor continues as Chair of the Board for the next school year, 2019-20; and
- that Richard Flatman continues as Vice Chair for the next school year, 2019-2020.

5. **Minutes of last meeting**

The Board approved the minutes of the meetings of 25 June 2019 and 19 July 2019.

6. **Matters arising**

The Board noted the actions arising from the previous meeting.

Under item 4, the Board noted that the 5-year staff investment plan and budget impact would be considered at the next meeting. The meeting noted ongoing discussions about Group pension provision, which would include the SBA pension schemes.

7. **Chair's Business**

The Board discussed the SBA CEO appointment.

NL, FM, DC and CC to left the meeting room whilst the Board discussed this item.

The Board noted that Nicole Louis will be stepping down as CEO and Accounting Officer of SBA, due to a change of responsibilities within the LSBU Group. The Board noted that NL will remain a director and trustee of the Board.

The Board discussed the proposal that responsibility will now transfer to FM, Executive Principal Lambeth College and PVC Compulsory and Further Education, as CEO and Accounting Officer of SBA.

The Group CEO confirmed that FM's appointment would support greater academic alignment between the FE College and the academies where a number of synergies and areas of shared interest already exist.

In response to a question, the Group CEO provided assurance to the Board that FM has the time to commit to SBA, as the SBC senior leadership team is now in place.

The Board approved:

- the appointment of Fiona Morey as CEO of SBA; and
- the appointment of Fiona Morey as Accounting Officer of SBA.

This would take effect on 1 October 2019.

8. **CEO's Report**

The Board noted the CEO report.

On exam results, the CEO confirmed that the schools have fallen below target but there has been progress year on year.

The Board noted the student destinations and in particular that six SBA's graduating students have accepted offers at LSBU. Some SBA students have also accepted offers at various well regarded schools.

The Board noted the July 2019 forecast position outturn 2018/19 for the Trust is a £445.9k forecast surplus before depreciation against £414.0k budget leading to a favourable variance of £31.9k.

The Board noted that Austin Sheppard has been appointed as interim Principal at the UTC for 12 months, following an internal selection process.

The Board noted the findings of the internal audit on risk management and VFM conducted by PWC. There is a plan to address these recommendations working with LSBU. There is an ongoing Group risk management discussion and a risk statement/strategy, and revised risk registers would be presented at the next Board meeting on 5 December 2019.

The Board noted the ESFA letter dated 30 August 2019 requesting that the Trust provide an internal action plan to address the various points of financial governance which were identified in the management letter accompanying the 2017/2018 financial statements. The CEO confirmed that the Group Financial Controller is coordinating a response to ESFA before the 27 September 2019 deadline.

The Board agreed the ESFA be provided with detail on good progress being made. The Board requested that the Chair of Audit committee sign the letter off.

The Board noted that the External Audit tender would be done in early 2020.

9. **Education update**

The Board noted the education update.

The Executive Principal (EP) confirmed that the 2019 BTEC results at the UAE and UTC were strong and represent the majority of student entries. 'A' level results were considerably improved in relation to 2018, with average grades and overall pass rates up.

The EP confirmed that there is more work to be done on improving final outcomes for A level students and confirmed that this will be the focus areas for both school Principals.

The EP took the Board through the action plan provided.

The Board requested that the EP look into the seven students in Year 13 at the UAE.

The Board requested that a strategy on post-16 to come back to the board as it is crucial.

The Board requested that the EP review the option for an early UTC inspection.

The Board noted the safeguarding reports from the UAE and UTC.

The Board noted that there are safeguarding link governors at the UAE and UTC School Advisory Boards.

The Board requested that a board level safeguarding lead be appointed to take leadership responsibility for the Trust's safeguarding, in line with 'keeping children safe in education' 2019.

10. **Management accounts - July 2019**

The Board noted the management accounts for July 2019.

The Board noted that the July forecast position outturn 2018/19 for the Trust is £445.9k forecast surplus before depreciation against £414.0k budget leading to a favourable variance of £31.9k. However, £-81.7k adverse variance on depreciation of owned assets leads to £-49.7k adverse variance on "budgeted surplus position after depreciation" largely a result of the capital works carried out at the UAE.

The Board discussed how to treat depreciation in the accounts and agreed that the LSBU Group CEO and the Business Manager resolve the matter outside the meeting.

11. **SBA employee engagement survey feedback**

The Board noted the Group employee engagement survey feedback, which included SBA.

The Board noted the action plan prepared as a result of the survey, which would cover the following areas:

- Staff wellbeing and workload;
- Learning and development;
- Awareness of group structure, goals and value add; and
- Visibility of action.

The Board requested the Executive Principal to provide the SBA staff with feedback on the survey results and for each SAB to discuss its local results.

12. **SBA policy schedule**

The Board noted the SBA policy schedule.

The Board noted that the SBA staff seek further clarification on the pay policy.

The Board requested the Executive Principal to review the policy schedule with the Chairs of the UAE and UTC and then meet with the SBA Chair to finalise the document.

13. **MAT Risk registers**

The Board reviewed and approved the changes to the MAT risk register.

The Board noted that the UAE and UTC risk registers would be updated following the summer break.

The Board noted that the risk registers are being reviewed by the LSBU Group Director of Strategy and Planning, in order to establish an approach in line with group practice.

14. **SBA development pipeline update**

The Board noted the SBA development pipeline update.

The Board noted the progress being made on various development opportunities, especially with the Archbishop Tension School, Guy's and St Thomas's Trust (GSTT) and Apprenticeships (GSTT and Skanska). The Board would be kept updated.

15. **Master funding Agreement & Financial handbook**

The Board noted the Master funding Agreement & Part 8 of the Academies Financial handbook.

The Board also noted the ESFA's priorities listed in the ESFA letter to accounting officers of academy trusts regarding the 2019 Academies financial handbook.

The Board requested that the 2019 Academies financial handbook be circulated to all SBA directors and governors.

The Board requested that the SBA Executive should ensure that a copy of the completed self-assessment checklist be prepared and sent to the ESFA by 14 November 2019.

16. Draft Public Benefit statement

The Board noted the draft public benefit statement to be published in the year end statutory accounts.

The Board noted their duties as Charity trustees in relation to public benefit.

17. SAB membership update

The Board noted the revised SAB membership.

The Board noted that the UAE has recently appointed a staff governor, in line with the scheme of delegation.

The Board noted the current vacancies on the UTC SAB for parent governors and staff governor. The Clerk confirmed that the process of filling the vacancies had begun.

**Date of next meeting
4.00 pm, on Friday, 1 November 2019**

Confirmed as a true record

..... (Chair)

**Notes of the South Bank Academies Board and School Advisory Board
development and Ofsted session
held at 12.30 pm on Tuesday, 26 November 2019
Trafalgar Street, London SE17 2TP**

Directors

Hitesh Tailor
Nicole Louis
Fiona Morey
David Phoenix

Local governors

Ian Brixey (Skanska)
Tony Roberts
Joanne Young (King's College Hospt NHS)
Safia Barikzai
Philipp Herzberg
John Taylor

Apologies

Richard Flatman
Tony Giddings
Lesley Morrison
Michael Broadway
Chris Mallaband
Hilary McCallion
Beau Fadahunsi
Ed Arthur
Zakir Matin
Helena Abrahams

In attendance

Dan Cundy
Alexander Enibe

1. Welcome and Apologies

The Chair welcomed everyone to the meeting and took everyone through the programme.

The above apologies were noted.

The meeting welcomed the opportunity to meet and speak to students over lunch.

2. Theories of learning as viewed by Ofsted

The Executive Principal presented to the meeting on theories of learning as viewed by Ofsted (for further details please see slides presented to the meeting).

The Executive Principal confirmed that the UAE's use of research-informed practice to improve teaching is in line with Ofsted's expectation.

3. **Education vision at UAE, and how learning is quality assured**

The UAE Principal updated the meeting on the education vision at the Academy.

The meeting noted:

- the focus on the students on gaining and applying knowledge
- the focus on teaching literacy and oracy
- that enrichment through 'Day 10' is focused on developing confidence, ambition, and social responsibility. 'Day 10' is around 6% of the students' study time and equivalent to time spent on PE classes
- that the work been done at the Academy is quality assured through
 - learning walks
 - department deep dive reviews
 - student work reviews
 - head of department led lesson observations
 - work done tied in with department self-evaluation, improvement planning and appraisal

The meeting discussed:

- the need to teach students that ways of showcasing their talent
- the need to ensure that Spanish speaking students are not left out (which make up a proportion of the Academy's students)
- the need to ensure that the Academy continues to develop its reputation as a STEAM based school.

4. **Evidence-based pedagogy**

The meeting was updated on how cognitive load theory and retrieval practice is being used at UAE (more detail is available in the slides presented at the meeting).

5. **Formative and summative assessment**

The meeting was updated on formative and summative assessment models.

The meeting noted:

- The rationale behind summative and formative assessments (further details available in the slides presented to the meeting).
- that the Academy students are assessed with summative assessment model once a year instead of six times (except for KS4) as previously.

6. **Ofsted framework, with particular focus on governance**

The meeting was updated on the Ofsted new education inspection framework.

The Academy was rated 'good' in May 2017 and the UTC was rated 'require improvement' in February 2019.

The meeting noted Ofsted's updated approach to inspections:

- 'Good' schools will receive an inspection for two days.
 - Inspection is done every four years
 - Some good schools could be inspected if there is significant change or following a risk assessment by Ofsted
 - May be inspected at any time if there are safeguarding issues or qualifying complaints
- 'Requires improvement' schools
 - schools can request an inspection under section 5. May be charged for the cost
 - Ofsted may monitor a 'requires improvement' school, but will not usually, especially if it is a require improvement for the first time
 - re-inspection is usually within 24-30 months from previous inspection

Under the new framework the Academy expects another inspection from May 2021 onwards and the UTC between January and July 2021.

The meeting noted the Education Inspection Framework 2019 which identifies areas that Ofsted will review including:

- quality of education
 - intent
 - implementation
 - impact
- before the inspection
- during the inspection – safeguarding
- inspection activities
- EBacc
- behaviour and attitudes
- personal development
- leadership and management
- banana skins
- managing the inspection team
- governance
- 'what is good'

7. Lesson observations with SLT

The meeting was split into different groups, with each allocated a member of the SLT to observe different classes.

The meeting was very positive about the lesson observations.

8. Conclusion

The CEO thanked directors and local governors for the attendance and thanked the Academy staff for hosting the day.

**Date of next meeting
12.30 pm, on Thursday, 5 December 2019**

Confirmed as a true record

..... (Chair)

**SOUTH BANK ACADEMIES BOARD - TUESDAY, 17 SEPTEMBER 2019
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
1.	Presentation on LSBU sponsor student engagement programme 2019/20	The Board requested Safia and Vicky to provide an update on LSBU sponsor student engagement programme at a future meeting.	Future meeting	Safia Barikzai/Vicky Downie	In progress
6.	Matters arising	The Board requested the SBA 5-year staff investment plan and budget impact to be considered at its next meeting		Fiona Morey	On agenda – verbal update
8.	CEO's Report	The Board requested for an updated risk registers to the Board meeting on 5 December 2019, following the Group risk management discussion.	5 December 2019	Fiona Morey/Helena Abrahams/Om Parkash	On agenda
		The Board requested the SBA Executive to respond to the ESFA before the 27 September 2019 deadline and the letter signed off by Chair of the SBA Audit committee.	27 September 2019	Fiona Morey	Completed

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
9.	Education update	<p>The Board requested the Executive Principal look into the Year 13 seven students at the UAE.</p> <p>The Board requested that a strategy on post-16 to come back to the Board at a future meeting.</p> <p>The Board requested that the EP review the option for an early UTC inspection.</p> <p>The Board requested that a Board level safeguarding lead be appointed to take leadership responsibility for the Trust's safeguarding arrangements.</p>	5 December 2019	<p>Dan Cundy</p> <p>Dan Cundy</p> <p>Dan Cundy</p> <p>Alexander Enibe</p>	<p>Verbal update at the meeting</p> <p>The Executive Principal confirmed that the education strategy is under discussion, including 6th form strategy. This will be presented in March 2020.</p> <p>The Executive Principal confirmed that the option has been reviewed and will explore further based on 2020 examination outcomes: potential to request early inspection at Trust's cost.</p> <p>Completed. Chris Mallaband has been appointed.</p>

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
11.	SBA employee engagement survey feedback	The Board requested the Executive Principal to provide the SBA staff with feedback on the survey results and for each SAB to discuss its local results.	As soon as possible	Dan Cundy	Completed
12.	SBA policy schedule	The Board requested the Executive Principal to review the policy schedule with the Chairs' of the UAE and UTC and then meet with the SBA Chair to finalise the document.	5 December 2019	Dan Cundy	The Executive Principal confirmed that the pay policy consultation has been launched and he will meet with the SBA Chair to update policy schedule
15.	Master funding Agreement & Financial handbook	The Board requested the Clerk to circulate the 2019 Academies financial handbook to all SBA directors and governors. The Board requested the SBA Executive ensure that the completed self-assessment checklist be prepared and sent to ESFA by the 14 November 2019 deadline.	As soon as possible 14 November 2019	Alexander Enibe Helena Abrahams	Completed Verbal update

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Agenda Item 5

	CONFIDENTIAL
Paper title:	CEO Report
Board/Committee:	SBA Board
Date of meeting:	05 December 2019
Author(s):	Fiona Morey Chief Executive Officer
Sponsor(s):	Fiona Morey Chief Executive Officer
Purpose:	To Review
Recommendation:	To review CEO update since previous SBA Board meeting

Executive Summary

The CEO report covers updates in the following areas:

- MAT leadership and management
- 19/20 pay award
- Organisational Effectiveness
- Quality of Education
- Strategic focus timeline

1.0 MAT Leadership and Management

Nicole Louis handed over the role of the MAT CEO to Fiona Morey on the 1st October with Nicole providing support throughout the transition period. The new Business Manager, Helena Abrahams, took up the role on the 1st November and had the benefit of a hand over from the previous post holder.

SBA Trustees attended a governance strategy day on the 26th September where the Vice-Chancellor shared the progress to date of the new LSBU Group strategy with the focus being on

- Access to Opportunity
- Student Success
- Real World Impact
- Fit for the Future

The SBA Executive Principal updated members of the LSBU Group on the recent achievements of the MAT and the challenges facing the school sector.

In October the CEO and Executive Principal attended a Group education strategy day with colleagues from across the group facilitated by PWC. The senior team continue to work closely with the university Executive team and Group colleagues on the development of the new LSBU Group strategy ensuring alignment across SBA, SBC and LSBU.

The unique benefits of the Group structure were clear and in particular in the development of career progression pathways and the support we can collectively provide across the Group supporting learners as they transition through different stages in their learning journey.

In terms of SBA we continue to work to support clear understanding of roles and responsibilities across the MAT and are responding to feedback from SAB members on how we can enhance collaboration and strategic alignment. Members are reminded of the schedule of delegation which underpins our Governance arrangements. Please see attached appendix 1. We continue to welcome feedback from Trustees on how we can enhance the impact of the MAT.

2.0 Pay award

Trustees may recall that at the board meeting on the July a 2% pay award was agreed by the board. Shortly following this the Government announced a 2.75% national pay award for teachers. As a MAT we are not obligated to honour the pay award. The government funded .75% of the pay award and it was decided in discussion with the MAT Chair, CEO and Executive Principal that we would honour the national pay recommendation. All members of staff, teaching and non-teaching, have been awarded the Government recommend 2.75% pay award. The cost of this to the trust is an additional £15,000 on the budget as the .75% was only funded by Government for teaching staff. It was felt that we were keen to support and recognise all staff in the MAT equally.

3.0 Organisational Effectiveness

An organisational effectiveness review meeting was held in October chaired by the Vice-Chancellor and attended by the MAT CEO, Executive Principal, Business Manager and the Principal from the UAE. There was discussion on the strategic direction of the two institutions and it was agreed that a number of follow up meetings would be established involving key stakeholders including Trustees to shape the future offer. The ambition is to have clearly articulated career progression pathways across the group and for us to ensure

through SBA differentiated academic and vocational career progression pathways. Conversations are at the early stage with the plan being to share a worked through proposal at the next Trustees meeting in March 2020.

The organisational effectiveness meeting identified the following key priorities for SBA.

- 1.Improve outcomes: Attainment 8 and progress measures at Key Stage 4; Attainment, progress and destinations measures at Key Stage 5.
- 2.Improve quality of education: teaching, learning and assessment to be consistently of good quality; Develop and align curriculum offer across trust; Develop wider offer including innovation (e.g. Day 10, employer projects), advice and guidance and co-curricular offer
- 3.Ensure SBA is sustainable, through effective financial management, effective and efficient central resource, appropriate growth strategy. Good+ Ofsted gradings across both schools. The SBA SWOT analysis is as follows:

Area	Description
Strengths	<p>Strong senior leadership in place, with clear vision, mission and values securing buy-in from stakeholders.</p> <p>Innovative, powerful initiatives in place in support of vision: Day 10 as part of social and cultural capital development programme; employer projects in support of employability development programme.</p> <p>Strong and developing benefit from Group membership: academic enrichment; governance, financial, organisational effectiveness, reward, fundraising, estates, contracts.</p> <p>Excellent buildings, equipment and learning resources</p>
Weaknesses	<p>Outcomes not yet strong or strong enough. Reputational impact. Recruitment and Ofsted risk.</p> <p>Student numbers - neither school fully subscribed, with challenges in forecasting accurately. Financial risk.</p> <p>Lack of experienced middle leadership to drive improvement at subject level.</p> <p>Ofsted - currently Grade 3 at UTC affecting growth and reputation</p> <p>Staffing structures, especially non-teaching, neither consistently efficient or</p>
Opportunities	<p>Increase in cross-group working to support educational improvement, to support operational effectiveness and to generate efficiencies.</p> <p>6th form commissioned places model to generate scale and revenue - pilot with ATS for September 2020.</p> <p>Apprenticeship delivery model to generate scale and revenue - application Engineering PGCE via LSBU to generate teaching capacity in-house; revenue generation</p> <p>Health specialism at UTC to generate scale and revenue; link to GSTT and LSBU engagement</p>
Threats	<p>ESFA focus on financial control and governance; risk of Financial Notice to Improve with potential impact on growth / re-brokering</p> <p>UTC model: press and publicity harming recruitment</p> <p>Lack of investment in staffing structure and physical resource required to drive rapid improvement</p> <p>DfE/Regional School Commissioner negatively disposed to growth and acquisition strategy based on outcomes / Ofsted grades.</p>

The organisational effectiveness meeting also noted the opportunity to increase cross-group working to support educational improvement, to support operational effectiveness and to generate efficiencies. There was also recognition of the challenges around the potential limitations on growth strategy required to be sustainable and highly effective as a MAT, driven by external perceptions (ESFA, RSC, Ofsted, local authorities).

4.0 Quality of Education

The focus for this term to date has been on reviewing 18/19 pupil achievement and ensuring appropriate actions are in place across the MAT so there is an improvement in pupil achievement in 19/20. At KS 4 there is a focus on improving GCSE English and maths and science scores and at KS 5 on A level value added scores. Improvement targets have been set as follows:

South Bank UTC

	Target For 2019/20
Key Stage 4	
Attendance	94% in line with national
Attainment 8	41
English and Maths 5+	35%
English and Maths 4+	70%
Progress Score (From starting point) +0.1	+0.1
Key Stage 5	
Attendance	94%
Destinations	No NEET
BTEC	
Attainment to remain in line or above national	35.00
Average grade	DIST
A-Level	
Progress in line with national	0

UAE South Bank

	Target For 2019/20
Key Stage 4	
Attendance	In line with Southwark
Persistent Absence	In line with Southwark
Attainment 8	46.5
English and Maths 5+	40%
English 5+	50%
Maths 5+	50%
Science 5+	43%
Progress 8	+0.0
Key Stage 5	
Destinations	No NEET
BTEC	

Progress to remain in line or above national	0
A-Level	
Progress in line with national	0

A new Trustees dashboard is in the process of being developed and will be used to provide regular updates to Trustees on

- Attendance
- Attainment
- Student Behaviour
- Quality of Education
- Staff absence and turnover
- Complaints

This will support Trustees in having a good insight of progress being made in year. Feedback on the draft dashboard is welcomed. See appendix 2

The SBA strategy day focussed on teaching, learning and assessment with Trustees participating in learning walks providing first-hand experience of the learning environment at the UAE.

5.0 Strategic focus timeline

The focus for the rest of this academic year is on:

- Developing the overarching SBA strategic vision as part of the LSBU Group - February 2020
- Defining the distinctiveness of the UAE and the UTC educational offer – February 2020
- Establishing a clear people and organisational strategy including pay policy review and learning and development strategy – March 2020
- Improving the quality of education and learner outcomes – July 2020

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Scheme of Delegation for School Advisory Boards

South Bank Academies

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1 Introduction

This Scheme of Delegation has been made by the Trustees of South Bank Academies ("**SBA**") pursuant to Article 100 of its Articles of Association.

2 Remit

Broadly, the role of each of SBA's School Advisory Boards (each an "**SAB**") is to provide focused governance for South Bank Engineering UTC (the "**UTC**") and the University Academy of Engineering South Bank (the "**Academy**") at a local level. Each SAB monitors the UTC's and Academy's key performance indicators and acts as a critical friend to their respective Principals, providing challenge where appropriate.

The SABs carry out their functions in relation to their respective UTC and Academy on behalf of the Trustees and in accordance with policies determined by the Trustees. The act of delegation by the Trustees to each SAB is a delegation of powers and duties, and not a delegation or shedding of responsibilities.

In this Scheme:

- each member of an SAB is a "**Local Governor**";
- those members of an SAB who are parents or guardians of pupils at the UTC or the Academy are referred to as "**Parent Local Governors**";
- those members of the SAB for the Academy who are members of teaching or non-teaching staff at the Academy are referred to as "**Staff Local Governors**";
- references to the "**Trustees**" are to the board of directors and charity trustees of SBA; and
- references to the "**Chief Executive Officer**" are to the Chief Executive officer of SBA (whether an interim or permanent office).

3 Composition of School Advisory Boards

3.1 South Bank Engineering UTC

The SAB for South Bank Engineering UTC comprises a maximum of twelve members who are known as **Local Governors** and will include:

- up to 5 members appointed by the University Sponsor;
- 2 members appointed by the Employer Sponsors;
- the School Principal of the UTC);
- 2 elected parents or guardians of a pupil at the UTC; and
- up to 2 such other members as may be appointed by the Trustees from time to time;

provided that at all times, more than one half of the total members of the SAB shall be appointed by the University Sponsor and the Employer Sponsors in accordance with Article 102.

3.2 University Academy of Engineering South Bank

The SAB for the Academy comprises a maximum of twelve Local Governors and will include:

- the School Principal of the Academy;
- 2 elected parents or guardians of a pupil at the UTC;

- up to 2 employees of the Academy; and
- up to 7 such other members as may be appointed by the Trustees from time to time.

3.3 Terms of office and declarations

Each SAB shall have an SAB Chair and an SAB Vice-Chair.

The length of service of all Local Governors shall be three years. Subject to remaining eligible to be a Local Governor, any Local Governor may be reappointed or re-elected at the end of his or her term.

Every person wishing to become a Local Governor will be required to sign a declaration of acceptance and of willingness to act as a Local Governor, in the form set out in Appendix 1 or as prescribed by the Trustees from time to time, and shall make disclosures for the purposes of a criminal records check by the Disclosure and Barring Service.

4 Commitment of Local Governors

Local Governors are asked to:

- prepare for and make an active contribution at meetings of the SAB;
- champion the UTC or Academy in the local community;
- familiarise themselves with the UTC's or Academy's policies;
- visit the UTC or the Academy both during school hours (with the prior agreement of the relevant Principal) and for evening events to get to know the UTC or the Academy and to be visible to the UTC or Academy community; and
- attend, where possible, training sessions for Local Governors.

5 Appointment and particular responsibilities of Local Governors

5.1 SAB Chair

The SAB Chair is appointed by the Trustees. The term of office of the SAB Chair is three years, but the SAB Chair is eligible for reappointment at the end of that term.

The Trustees are entitled to remove the SAB Chair from office at any time, although this is without prejudice to the individual's position as a Local Governor.

The SAB Chair will ordinarily meet with the Chair of the Trustees, the Chief Executive Officer or the Executive Principal and the School Principal of the UTC or the Academy and the Clerk to the SAB before the start of the academic year to plan the work of the SAB for the year.

The responsibilities of the SAB Chair include the following:

- to chair meetings of the SAB;
- to set the agenda for meetings with the School Principal and Executive Principal and SAB Vice-Chair;
- to report to the Trustees in writing following each SAB meeting, if requested to do so by the Trustees;
- to give an oral summary of the SAB's deliberations if requested at meetings of the Board of Trustees; and
- to provide a direct link between the SAB and the Trustees.

In the event of a need to make urgent decisions between meetings on matters falling within the remit of the SAB, the chair of Trustees, in consultation with the SAB Chair (or the SAB Vice-Chair in his or her absence) and the Chief Executive Officer, shall take appropriate action on behalf of the SAB. The decisions taken and the reasons for urgency shall be explained fully at the next meeting of the Board of Trustees and of the relevant SAB.

5.2 **SAB Vice-Chair**

The SAB Vice-Chair is appointed by the Trustees. The term of office of the SAB Vice-Chair is three years, but the SAB Vice-Chair is eligible for reappointment at the end of that term.

The Trustees are entitled to remove the SAB Vice-Chair from office at any time, although this is without prejudice to the individual's position as a Local Governor.

The responsibilities of the SAB Vice-Chair include the following:

- to deputise for the SAB Chair in his or her absence;
- to set the agenda for meetings of the SAB with the SAB Chair, if requested; and
- to provide a link between the SAB and the Trustees.

In the event that both the SAB Chair and the SAB Vice-Chair are absent from a meeting of the SAB (or otherwise), the SAB will elect a temporary chairman from among their number.

5.3 **Staff Local Governors**

Any teaching members of a SAB shall be nominated by staff and approved by a Panel of Local Governors.

The role of the Staff Local Governors includes reflecting the interests and opinions of staff at the Academy to the SAB.

5.4 **Parent Local Governors**

Parent Local Governors for each SAB shall be elected in accordance with the process set out below:

- When a vacancy arises, the SAB will write to all parents, or individuals exercising parental responsibility, of pupils at the UTC or the Academy seeking nominees for the vacancy. Nominees will be asked to provide a short statement about why they are interested in being a Parent Local Governor and their background and experience that makes them suitable for the role.
- In the event that the number of nominees equals or is less than the number of vacancies on the SAB, the SAB can choose to appoint all (or any) of those nominated).
- If there are more nominees than places available, the SAB will write to all parents, or individuals exercising parental responsibility, of pupils at the UTC or the Academy asking them to vote for their preferred candidate.

A Parent Local Governor should be a parent, or individual exercising parental responsibility, of a registered pupil at the UTC or the Academy or where this is not reasonably practical, a person who is the parent of a child of compulsory school age.

The role of the Parent Local Governor includes reflecting the interests and opinions of the parent body of the UTC or the Academy to the SAB.

5.5 Other responsibilities

Each SAB shall appoint from among its members individuals with specific responsibilities which shall include:

- a Local Governor with responsibility for special educational needs;
- a Local Governor with responsibility for safeguarding;
- a Local Governor with responsibility for finance;
- a Local Governor with responsibility for the pupil premium; and
- a Local Governor with responsibility for health and safety.

5.6 Clerk to the Local Governing Body

The Trustees shall appoint a Clerk to the SAB. In the absence of the Clerk, the SAB shall elect a replacement for the meeting.

The responsibilities of the Clerk to the SAB are as follows:

- to convene meetings of the SAB including sending notices and papers of meetings;
- to attend meetings of the SAB and ensure minutes are produced;
- to maintain a register of members of the SAB including their terms of office and report any vacancies to the SAB;
- to maintain a register of business interests of SAB members;
- to maintain a register of Local Governors' attendance at meetings and report on non-attendance to the SAB;
- to report to the SAB as required on the discharge of the Clerk's functions; and
- to perform such other functions as shall be determined by the SAB from time to time.

5.7 Ceasing to be a Local Governor

A Local Governor's term of office will be terminated if:

- any event or circumstance occurs which would disqualify him or her from the office of Trustee under the Articles were he or she to hold such office;
- he or she has, without the consent of the SAB, failed to attend SAB meetings for a continuous period of six months, beginning with the date of the first such meeting he or she failed to attend and the SAB Chairman and the SAB Vice-Chairman agree that the term of office should be terminated;
- he or she resigns from office by written notice to SBA;
- he or she is removed by the person or persons who appointed him (but this does not apply in respect of a person who is serving as a Parent Local Governor);
- he or she is a Staff Local Governor who has ceased to be employed by SBA; or
- he or she is removed by the Trustees in circumstances where they consider (acting reasonably) that it is in the best interests of SBA to remove the Local Governor.

6 Convening meetings of the School Advisory Board

Meetings of the SAB will be held in each term.

The Clerk to the SAB shall give written notice of each meeting and circulate an agenda at least seven clear days in advance of each meeting and shall circulate reports or other papers to be considered at the meeting as soon as reasonably practicable thereafter. However, where the SAB Chair determines there are matters demanding urgent consideration, it shall be sufficient if the written notice of the meeting states that fact and the notice, copy of the agenda and other papers are given within such shorter period as the SAB Chair directs.

The Local Governors may invite persons who are not Local Governors (such as a member of a committee, any employee, any pupil, any professional adviser and any experts of any kind) to attend the whole or part of any meeting for purposes connected with the meeting.

The convening of a meeting and the proceedings conducted at meetings shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda.

7 Voting at meetings of the School Advisory Board

The quorum for meetings of the SAB and for any vote on a matter at such meetings is one third of the total number of Local Governors in office at that time (rounded up to the nearest whole number).

A meeting shall be terminated if the number of Local Governors present ceases to constitute a quorum. Where a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the Clerk as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was so terminated.

Any Local Governor shall be able to participate in, and be counted as present at for the purposes of the quorum, meetings by telephone or video conference provided that:

- he has given notice of his intention to do so detailing the telephone number on which he can be reached and/or appropriate details of the video conference suite from which he shall be taking part at the time of the meeting at least 48 hours before the meeting; and
- the SAB has access to the appropriate equipment;

and provided that, if after all reasonable efforts it does not prove possible for that Local Governor to participate by telephone or video conference, the meeting may still proceed with its business provided it is otherwise quorate.

As determined by the SAB Chair, questions to be decided upon at a meeting of the SABs shall be determined by a majority of the votes of Local Governors present and voting on the question. Votes tendered by proxy shall not be counted.

Where there is an equal division of votes on a question determined by the SAB Chair to be decided by a vote, the SAB Chair has a casting vote.

The Local Governors may act notwithstanding any vacancies, but, if the number of Local Governors is less than the number fixed as the quorum, the continuing Local Governors may act only for the purpose of filling vacancies.

8 Personal interests of Local Governors

Local Governors shall complete a register of their business and other interests (including any post or office held by them), which shall be reviewed annually.

Any Local Governor who has any duty or personal interest that conflicts or may conflict with his or her duties as a Local Governor shall:

- disclose that fact to the SAB as soon as he or she becomes aware of it. A Local Governor must absent himself or herself from any discussions of the SAB in which it is possible that a conflict will arise between his or her duty to act solely in the interests of the UTC or the Academy and such duty or personal interest;
- withdraw from any meeting for that item unless expressly invited to remain in order to provide information;
- not be counted in the quorum for that part of any meeting; and
- withdraw during the vote and have no vote on the matter.

9 Committees of the School Advisory Board

With the prior agreement of the Trustees only, the SAB may establish committees to carry out certain functions of the SAB. The Trustees must determine the constitution, membership and terms of reference of any committee it decides to establish and review them annually.

10 Minutes

Attendance at each SAB meeting, issues discussed and recommendations for decisions shall be recorded and the minutes signed by the SAB Chair at the next meeting of the SAB. The written record (once approved by the relevant SAB Chair) shall be forwarded by the Clerk to the SAB to the Clerk to the Trustees as soon as is reasonably practicable.

11 Delegation to the SAB

The role of the SAB is primarily focused on reviewing, challenging and advising on the local School Development Plan, on academic performance and support, key Link Governor roles, and support and advocacy for the school with parents and community.

For the avoidance of any doubt, Appendix 2 contains a list of reserved matters which are matters for consideration and determination by the Members and Board of Trustees only.

The SAB shall have the roles set out in this section and any other role that the Trustees agree shall be carried out by the SAB and that is communicated in writing to the SAB Chair.

a) Monitoring and evaluation

- Monitoring of UTC or Academy key performance indicators as they relate to academic targets.
- Ensuring effective processes are in place for monitoring the quality assurance of teaching and learning, the curriculum, inclusion and the sharing of good practice across the UTC or Academy.

b) Governance

- Ensuring there is effective communication between SBA and the SAB.
- Making arrangements for the recruitment of Staff, Parent and Local Governors (as appropriate) and where appropriate in accordance with clause 5, recommending their appointment to the SBA Board.

- Appointing from its number, Local Governors with specific responsibilities as set out in clause 5.5.
- Establishing an Exclusions Committee for reviewing decisions of the School Principal in that respect.
- c) Students**
 - Ensuring effective arrangements are in place for student support and representation at the UTC or Academy.
- d) Safeguarding**
 - Maintain and apply SBA's safeguarding and child protection policy for the UTC or Academy.
 - Appointing from its number, a Local Governor with specific responsibility for safeguarding.
 - Ensuring the completion of the single central record.
- e) Community and parents**
 - Contributing to the development of the UTC or Academy prospectus.
 - Supporting SBA, the School Principal and the Executive Principal in the extended school provision in the UTC or Academy.
 - Ensuring systems are in place in line with SBA's strategy at the UTC or Academy for effective communication with students, parents or careers, staff and the wider community including the establishment and support of a local parent teacher association.
 - Implementing a means whereby the UTC or Academy can receive and react to parental feedback.
 - Establishing and maintaining a relationship with the local elected community representatives.

12 Intervention Rights

Intervention

The Trustees remain ultimately responsible for SBA and the conduct of the UTC and the Academy. Delegation to the SABs is important to SBA's effective governance. However, there will be circumstances (more the exception than the norm) where the Trustees might need to intervene and, for example, withdraw delegated authority for a particular element of governance from an SAB.

In such circumstances, the Trustees, along with the Chief Executive Officer and his or her team including the Executive Principal (the "**Central Team**") would work closely with the UTC or the Academy (as relevant) and those involved in their governance who would be expected to promptly implement any advice or recommendations made by the Trustees and the Central Team.

The Trustees reserve the right to review or remove any power or responsibility which it has delegated or, in exceptional circumstances, remove the SAB, in circumstances where serious concerns in the running of the UTC or the Academy are identified (either internally within SBA or by a third party), including where:

- there are concerns about financial matters;
- insufficient progress is being made against educational targets (including where intervention by the Secretary of State is being considered or carried out);
- there has been a breakdown in the way the UTC or the Academy is managed or governed;
- the safety of pupils or staff is threatened, including a breakdown of discipline; or

- the Trustees consider such removal of power or responsibility appropriate in all of the circumstances.

The delegated budget

In line with their duties and responsibilities as trustees and directors, the Trustees shall be entitled to determine that a proportion of the budget in respect of the UTC or the Academy be held centrally for the following reasons:

- to be allocated to the provision of central services received by the UTC or the Academy;
- in pursuance of SBA's reserve policy; and/or
- as otherwise may be determined by the Board acting reasonably and in the best interests of SBA.

13 The School Principals

The School Principals are responsible to the Trustees for:

- the internal organisation, management and control of his or her respective Academy;
- the implementation of all policies approved by the Trustees that relate to his or her respective Academy; and
- the direction of the teaching and implementation of the curriculum at his or her respective Academy.

The Trustees may delegate such additional powers and functions as they consider are required by each of the School Principals to enable them to carry out the above responsibilities.

The School Principals are line-managed by the Executive Principal.

14 Alterations

This Scheme of Delegation may be altered at any time by a majority resolution of the Trustees of SBA provided that in respect of any alterations which affect the UTC, SBA will first consult with the Chief Executive of the Baker Dearing Educational Trust in accordance with Article 137 of the Articles of Association. Any such alteration shall be promptly notified to the relevant SAB by the Trustees.

15 Circulation list

This Scheme of Delegation will be circulated to Trustees of SBA, all Local Governors, the Clerk to the SAB and others at the discretion of the Chair of the Trustees of SBA or an SAB Chair.

This Scheme of Delegation was approved and adopted by a resolution of the Trustees of SBA passed at a meeting held on [• 00 month year] and takes effect from [• 00 month year].

Date of next review: []

Appendix 1 Local Governor declaration

The Clerk to the Trustees
South Bank Academies

[• 00 month year]

Dear Sirs

South Bank Academies ("SBA") - appointment as a Local Governor

I confirm that I wish to be a Local Governor in respect of SBA in accordance with the Scheme of Delegation for School Advisory Boards prescribed by the Trustees of SBA from time to time.

I confirm that I am not disqualified from becoming a Local Governor by reason of any provision in the Scheme of Delegation or the Articles of Association of SBA.

I also confirm that I understand that I must disclose any personal interest I may have in any matter to be discussed at a meeting of the Local Governors in accordance with paragraph 8 of the Scheme of Delegation (or as prescribed by the Trustees of SBA from time to time).

Yours faithfully

Signed

Name

Date

Appendix 2 Reserved matters

The Reserved Matters are:

Members

(subject to such other consents/ requirements as might be required by law or the Funding Agreement)

- 1 to change the name of SBA
- 2 to change the Objects (which would require Charity Commission and Secretary of State consent in any event)
- 3 to change the structure of the Board of Trustees
- 4 to amend the Articles of Association
- 5 to amend this Scheme
- 6 to pass a resolution to wind up SBA
- 7 to appoint the auditors (save to the extent that the Trustees may make a casual appointment)

Trustees

(subject to such other consents/ requirements as might be required by law or the Funding Agreement)

- 8 to change the name of the Academies
- 9 to change the structure of the SAB (subject to any third party approvals that may be necessary)
- 10 to determine the educational character, mission or ethos of the Academies
- 11 to adopt or alter the constitution and terms of reference of any committee of the Board of Trustees
- 12 to terminate a supplemental funding agreement for an Academy
- 13 to establish a trading company
- 14 to sell, purchase, mortgage or charge any land in which SBA has an interest
- 15 to approve the annual estimates of income and expenditure (budgets) and major projects
- 16 to appoint investment advisors
- 17 to sign off the annual accounts;
- 18 to appoint or dismiss the Business Manager, the Chief Executive Officer (whether interim or permanent), the Executive Principal, the School Principals, the Company Secretary or

- the Clerk to the Trustees;
- 19 to settle the division of executive responsibilities between the Trustees on the one hand and Chief Executive Officer (whether interim or permanent), the Business Manager, the Executive Principal and the School Principals on the other hand, and to settle the division of executive responsibilities between those individuals
 - 20 to do any other act which the Funding Agreement expressly reserves to the Board of Trustees or to another body (including for the avoidance of doubt, terminating the Funding Agreement or any part of it)
 - 21 to do any other act which the Articles expressly reserve to the Board of Trustees or to another body
 - 22 to do any other act which the Board of Trustees determine to be a Reserved Matter from time to time

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Appendix 2**DRAFT Termly Key Indicators 2019/20**

Key Area	Quality Rating				Notes/evidence
Attainment	Above Target	On Target	Below Target	Significantly below target	
Year 7					
Year 8					
Year 9					
Year 10					
Year 11					
Quality of Teaching	Exceeding standards	Meeting Standards	Below Standards	Significantly below standards	
KS3					
KS4					
Sixth Form					
Student Behaviour	Number of exclusions	Number of students	Number of days lost		
Year 7 exclusions					
Year 8 exclusions					
Year 9 exclusions					
Year 10 exclusions					
Year 11 exclusions					
Permanent					
Attendance	Attendance Percentage	PA percentage			

Year 7					
Year 8					
Year 9					
Year 10					
Year 11					
Staffing					
	Percentage	Exceeding triggers for absence management proc			
Teacher absence					
Support staff absence					
Number					
Teacher leavers in term					
Support staff leavers in term					
Number					
Teacher vacancies					
Support staff vacancies					
Academy Governors/Trust LA Ofsted					
Complaints					

SOUTH BANK ACADEMIES A Multi-Academy Trust



South Bank
Engineering UTC



Create your future

Education Update

Quality of Education.

At both schools, the quality of education is improving. Next steps as outlined in the previous Education Update (September 2019) have been actioned, with significant progress made strategically in terms of self-evaluation and improvement planning, and operationally in terms of quality of teaching, learning and assessment.

Update on 'next steps' following 2019 examination results.

1. Debrief meetings with heads of department / lead teachers have taken place. Department reviews have been completed at both schools.
2. Performance management reviews have all been completed in line with policy, linked to appraisal objectives. These reviews have linked to pay.
3. Quality assurance. Departmental reviews completed. Regular SLT-led learning walks linked to feedback and professional development.
4. Whole-school self-evaluation. Both SEFs updated in line with new Ofsted inspection framework.
5. Strategic improvement planning. Improvement plans published at both schools, updated in light of examination results.
6. Curriculum review. By end November 2019. Ongoing refinement of curriculum vision, shaped by range of discussions. Main focus on health specialism at UTC and rationalised 6th form curriculum at UAE.
7. Development of assessment model. High quality assessment models in place at both schools: close alignment both with Ofsted framework and DfE guidance on workload reduction. Increased high-quality formative assessment, fewer high-stakes summative data capture exercises. See below for detail on progress reporting for trustees and SAB.
8. Curriculum-led financial plan. Review completed by Christmas by Executive Principal of curriculum efficiency to identify areas of saving and potential investment, leading into next budget cycle. Includes review of staffing and management and review of Day 10 (UAE) and enrichment programme (UTC). Ongoing – Kam Bains has received ICFP training.
9. UTC: development of middle leadership structure to support raising attainment – Director of maths and computer science mid-year appointment made to start in January; Director of

Science appointment delayed, with internal candidate being developed into role; Lead Teacher of health Easter appointment to be made; Director of Engineering role to be evaluated in light of resignation.

10. Joint CPD developed: February teacher training across both schools to share strengths and techniques and embed systems and practice. CPD reviews by VPs. Mid-session reviews February 2020.

UAE: The quality of teaching and learning is consistently good. Frequent learning walks led by all SLT give feedback to staff and quality assure the two main areas of focus for teaching staff – engagement and challenge. One member of teaching staff is currently on a support programme, and all staff benefit from high quality, personalised professional development. Early stage teachers taken part in a coaching programme through the DfE funded Tailored Support Programme.

The school's departmental review programme is almost complete, updated to more closely align with the Ofsted 'deep dive' methodology. The assessment policy has been revised to include more summative assessment points in Key Stage 4 to assist tracking of progress. In Key Stage 3, leaders are supplementing the high quality formative assessment with an additional data capture point to support leaders and governors in the tracking of progress.

The UAE SEF and improvement plan have been considerably re-worked and updated, reflecting on the 2019 examination outcomes and linked priorities, and in line with the structure of the new Ofsted framework.

UTC: The quality of teaching and learning is improving and generally good, albeit with some variability between staff. As at UAE, a regular quality assurance programme is in place to identify performance and to develop staff. Learning walk data is captured and findings fed into targeted professional development, recently for example on the implementation of a knowledge-rich curriculum and on marking and feedback policy. Departmental reviews have been completed and the middle leadership structure developing through training and recruitment.

The new leadership team with Austin Sheppard as Principal are well established into roles. An updated self-evaluation has been completed linked to the Ofsted framework and previous inspection findings, aligning to an updated improvement plan. Considerable work on the site has been carried out, improving the range and quality of study spaces including the library and workshops. Curriculum development work is ongoing, preparing for the health specialism in 2020.

Trust: We are exploring how to streamline and standardise systems and policies where appropriate. We are consulting with leaders and governors in order to create a common Principal's Report for SAB meetings. This would be used for both schools and contain a standard dashboard of data to be inputted, supplemented by a narrative by the Principal. The dashboard would be amended to suit each stage in the annual cycle. Both SAB Chairs have been consulted and initial meetings with Principals are shaping the format of this report.

The SAB at UAE have requested that their ability to evaluate the degree to which progress is being made in teaching and learning be enhanced. Robust discussions on the shape this takes have taken place with the Executive Principal, SAB Chair, Principal and other stakeholders. A revised system for Key Stage 3 is being devised which will be in line with current assessment policy and does not unnecessarily increase staff workload. It will however add a mid-year input point from which management intelligence will be gained, and from which the SAB can triangulate. This will support leaders and governors at all levels to give the support and challenge required to ensure improve performance.

LSBU Group link update

Academic enrichment is ongoing, led by Dr Safia Barikzai. This term we have activity at LSBU including a redesign of the Technopark garden, led by UAE students. In addition, at the UTC, a Coder Dojo has been launched, led by Safia and LSBU Student Ambassadors, aimed at engaging young coders in a UTC focused set of computing activities. Further activity is being planned to support academic enrichment. Outreach support in the form of peer mentoring and academic coaching is being developed through Rob Harding and Rob Tate. Further activities to support joint working in teaching and learning, in network management, in HR, payroll and estates are ongoing. Staff engagement surveys have been completed and further engagement activity is underway including a group wide review into rewards. Further development activities have included an SBA voice into group education strategy development.

A programme to explore joint working on pedagogy with Lambeth College is being planned between the Executive Principal, CEO and Clare Dignum at the College.

External review visits

Ken Cornforth, Education Director for Baker Dearing Trust, visited the UTC on 3rd October and raised a number of concerns. A joint response was sent to his report, and a follow-up visit was arranged very successfully on 14th November, these reports are included as an appendix for information. We await an updated report but can update actions put in place subsequent to the first visit.

Concern	Action
Disorganised and cluttered workshops; lack of site and technician team to remedy	Technician support in place. Full time site supervisor in post. All items raised have been addressed including room organisation: this had been underway regardless – the organisational changes were part of a room reconfiguration in preparation for the health specialism.
6 th form attendance data inaccurate on the day	Attendance officer role decoupled from receptionist role, recruited to. Data issue was isolated to a software issue on the day – remedied on the day of visit.
Corridor presentation untidy and ‘tired’	Addressed through site supervisor. Repainting of key areas complete; graphics and displays updated. Locks to toilets fixed.
Website compliance	Documents uploaded. New website design – updated site online before Christmas
Attainment	Corrections issued, clarity over performance data issued.
Quality of Education – lack of middle leadership structure	Recruitment structure clarified including middle leadership capacity investment; clarifications over curriculum design issued.
Employer engagement not integrated	Clarity and update issued
Lack of capacity to lead development	Clarity issued over leadership of health specialism (at trust level)

Addressing priorities	Reassurance issued that improvement plan at local level is robust and appropriate
Principal development	Austin has visited two UTCs to support this development.

Carolyn Unsted will visit on 17th December for her termly visit as DfE Education Advisor. The new Lambeth Secondary Improvement Advisor has visited and we are awaiting her report.

At UAE, a termly visit from Rachael Norman has been booked: this gives continuity in external perspective despite her moving in to a role at the Southwark Diocese.

Education vision update.

SBA attended an Organisational Effectiveness Review on 7th November, chaired by Dave Phoenix as part of the LSBU group annual review programme. On the back of this, further conversations are scheduled to explore future educational vision and strategy. This will by necessity feed into and from the LSBU Group Educational Strategy which is being drafted for 2020-2025. As part of this, SBA will be considering its curriculum, scale and structure, staffing model and wider group relationships as a trust and across both schools. A likely

Ofsted Inspection framework and cycle / Strategy Day

On 26th November, UAE hosted the latest SBA Strategy Day. This was explicitly focused on teaching and pedagogy, linked to the demands of the new Ofsted framework. It was attended by a range of trustees and SAB members including the Vice Chancellor, SBA Chair, CEO and representatives from sponsors. Presentations comprised

- Cognitive Load Theory – the Ofsted view of knowledge – Dan Cundy
- Learning at UAE – John Taylor
- Cognitive Load and Retrieval Practice at UAE – Annette Moses
- Assessment at UAE – Jason Philipsz
- The new Ofsted inspection framework, with a focus on governance – Dan Cundy

In addition, delegates ate a community dining lunch with students, observed learning in lessons and held discussions with teaching staff, to triangulate their observations against the theory as presented. A quiz on Ofsted myths was won by the Chair! Presentations and links to wider reading would be available on modern.gov.

It would be appreciated if delegates on the day are able to write up their thoughts on the template: useful questions to answer are

- What did you gain from the visit in terms of theory – cognitive science, Ofsted framework?
- How was your thinking shaped by the UAE leaders' presentations on practice at the school?
- What were your impressions based on your lunch/tour/lesson visits? How did this triangulate with the presentations?
- What would you like to see as further action on the back of the strategy day?

Staffing including pay policy

There is some change in staffing structure at UAE. An SEND restructure is underway to improve the quality of provision and to align roles better to need, also generating some budget savings. A new SLT Year link system is in place to better align activity to support progress as against the previous vertical house system. Internal management roles have been created to support development, including 2nd in department roles.

At the UTC significant development of a middle leadership tier is required to drive improvement, particularly to lead the Implementation element of the curriculum in Ofsted terms. A new Director of maths and computer science has been recruited to for a January start. Following internal and external review, it is critical that a sufficient support staff structure is in place to support the operational demand of an effective school. A proposal for investment in staffing will be submitted; this staffing investment is forecast to be affordable from next academic year as student numbers and curriculum efficiency increase. A replacement computing teacher and management role in engineering are being recruited to.

The trust is undertaking a review of its pay policy and pay scales. This follows input into recent SAB meetings. A final report will be published in due course but there have been several strands of work led by the Trust HR Manager.

1. Staff voice activity at both schools has taken place, and is organised imminently for central trust staff.
2. Both SAB Chairs have been consulted and reported their views and preferences on pay.
3. Both Principals and the Executive Principal have been consulted and have also reported their views.

Issues raised by staff include the following, many of which have an impact on retention:

- Current pay scales are not in line with the market (over 50% of which follows the Schoolteachers Pay and Conditions Document STPCD 'Burgundy Book')
- The current pay structure is not competitive for middle leaders in that it lacks the equivalent of the Upper Pay Scale (UPS points 1-3 'post-threshold') for experienced and senior teachers.
- It lacks the equivalence of Teaching and Learning Responsibility (TLR) payments for management responsibilities. The trust honorarium system is potentially lacking in clarity and transparency.
- There is a lack of management responsibility positions, meaning a real or perceived lack of progression opportunities.
- There is no sense of whether support staff salaries offered are competitive
- Potential lack of parity in roles across the trust, and a potential lack of clarity over pay scales

SAB Chairs agree that our scales need to be more closely aligned with Inner London STPCD pay scales to ensure a competitive position in the market. A 12 point scale seems a sensible approach for teachers, which would incorporate the equivalence of an upper pay scale, linked to Mastery criteria. Mechanisms would need to be agreed to clarify requirements for progression onto, up and potentially down the upper ranges of the scale.

Principals and the Executive Principal share these views, with a strong preference for a pay scale aligned to the wider market, including an upper pay scale linked to clear performance objectives with the ability to take staff down the scale as well as up, depending on performance. A rigorous, evidence-driven application process would be required. The need for more progression opportunities is shared, with some steps already taken including small honoraria for 2i/c positions at UAE for example. A preference for TLR payments to be named 'additional allowance payments' is

proposed, enabling non-teaching staff to apply where appropriate, thereby creating development opportunities and increasing retention and progression.

Next steps will draw views together into a series of recommendations around pay scales and policy. A benchmarking and budget forecasting exercise will be carried out with the Trust Business Manager to establish cost implications over a three-year horizon. An updated policy will be brought to the board later in the year for ratification.

IT infrastructure.

Although we have a number of staff who work across the two schools and head office, our existing IT infrastructure places limitations on efficiency. It is proposed to significantly develop and future-proof the IT infrastructure, beginning at head office.

The trust head office is based in LSBU's Technopark, and uses donated second-user computers and furniture, linked to the LSBU network. The physical capacity in the office is not sufficient to support the number of staff who may be required to work there, and the IT infrastructure does not permit remote access to information and resources. There is a budget and project to install and configure computers and furniture to permit more staff to work at any time, hot-desking by linking laptops to docking stations and large screens. As part of this, our Network Management company, North Pallant, have proposed a move to Microsoft Azure and Office 365 services, which they can lead.

The benefits of moving to this platform are:

- Ability to access files from a wide range of devices including mobile computing
- Ability to share information inside and outside the organisation
- Ability to collaborate online, with co-authoring of working files
- Enterprise-grade security
- Cloud-based storage has higher uptime than LSBU network and is more resilient to outages
- Far less dependency on hardware resource, thereby reducing future capex demands for server replacement etc.

Next steps in future will be to explore migration of both the UTC and UAE IT infrastructure to Azure. This will permit all staff, not just central staff, to access and share information more effectively, and will also minimise future hardware demand.

Development update.

1. Health specialism at the UTC. This is progressing apace with considerable support from GSTT. To date:
 - Curriculum pathways selected at Level 3 – A levels and BTEC offer, with Level 2 offer being finalised
 - Staffing model created and budgeted for with Director role, Lead Teacher in structure for this academic year
 - Teaching spaces designated and cleared of engineering equipment
 - Specialist equipment sourced to support delivery and marketing
 - Gym created and equipped to support curriculum delivery
 - GSTT support enlisted for marketing
 - GSTT commitment for enrichment confirmed: work placements, unit co-design, specialist inputs etc

- LSBU commitment for enrichment confirmed: including early offers of places on LSBU degree courses
 - Marketing underway in schools and at open events
2. Apprenticeship offer. RoATP form completed and submitted. Quality assurance process passed. Awaiting final response from DfE. Apprenticeships tentatively offered, following discussions with GSTT (health) and Skanska (engineering) as well as evaluating LSBU Group offer:

Engineering and Manufacturing - Engineering Operative - Level 2
Engineering - Engineering Technician - Level 3
Building Services Engineering - Building Services Engineering Service and Maintenance Engineer - Level 3
Healthcare - Healthcare Science Assistant - Level 2
Life and Industrial Sciences - Laboratory Technician - Level 3
Healthcare - Healthcare Support Worker - Level 2
Healthcare - Senior Healthcare Support Worker - Level 3

If successful, next steps include evaluation of offer, demand, management and delivery demand, policy and process requirements and safeguarding implications. Next steps to include consulting with Alison May at LSBU to support preparation for delivery.

3. Commissioned Places Model. Pilot project underway with Archbishop Tenison's School in Croydon, supported by Richard Parrish for 2020 first delivery. Local delivery of engineering and health technical 6th form curriculum with UTC and sponsor extension, input and quality assurance. Attendance at two marketing events, range of planning meetings held. Management charges to be agreed; teacher recruitment to be finalised pending application data. Meetings in Spring with wider Southwark Diocese schools group re offer elsewhere. Range of early stage conversations related to curriculum extension in other key stages.
4. Organic growth. Cophthall School meetings held with Principal and Chair of Governors, options being explored and evaluated. Elutec meetings held and due diligence process completed, including with DfE. Likely to be brokered into larger MAT, with operating debt a limiting factor.
5. New schools. Meetings held with LGC and Kingston Hospital NHS Trust in relation to Free School in SW London. Awaiting confirmation of date for next meeting. Potential of bid restricted by limited local place demand. Southwark meeting held with Mike Simmons to explore scope of skills-related free school bid. Awaiting briefing document from Southwark.

Marketing update.

Dan Pike has joined SBA as Marketing Officer, with an LSBU background and skillset well suited to the range of priorities in the role. Divided three ways, his primary focus is on UTC student recruitment and promotion. He is supporting UAE student recruitment into Years 7 and 12 too, and is supporting at MAT level including through internal group communications and sponsor

engagement. Key objectives and deliverables have been agreed. He has made an immediate impact for example:

- Refreshing branding and messaging at UTC and UAE
- Promotion via social media, including through targeted advertising
- Design and production of print materials including course booklets and flyers
- Support with video content
- Newsletter production
- Face to face activity including engagement at schools, assemblies and open events
- Management at open events
- Links with Lambeth College, LSBU, GSTT NHS Trust, school careers advisors.

UAE has a new website, more current, accessible, dynamic and conversational in style. The UTC and trust websites are being redesigned to refresh content, imagery and messaging.

Student application numbers at the UTC are 19 into Year 10 and 49 into Year 12, plus 5 in-year applications. The next large open event at the UTC is next week. Two events at UAE, a Year 7 and Year 12 event, have both been held successfully. Application numbers into Year 7 will be communicated via Southwark in April 2020.

Note of visit to South Bank UTC Thurs 3rd Oct 2019

Present

Ken Cornforth - Director of Education, Baker Dearing
Austin Sheppard - Principal, South Bank UTC

Background

At the time of the visit, the current Principal had been in post for just over four weeks ie from the start of term. The previous Principal, Dan Cundy, is now Executive Principal for the South Bank Academies Trust of which the UTC is part. Attainment at the end of KS4 fell dramatically in 2019 and the current Year 10 has only 24 students. Meanwhile numbers entering Year 12 increased (96). Currently there are 217 pupils on roll in the UTC, of which 72% are in the sixth-form and 16.6% are girls.

Update 28th October 2019

Autumn 2019 census: 231 on roll, with 28 in Year 10 and 103 in Year 12.

1. Health and safety

The health and safety culture and supporting systems require urgent review.

Whilst recognising that considerable reorganisation of rooms is underway, there appears to be insufficient capacity within the organisation to execute this in a timely and appropriately controlled manner. As a consequence a number of rooms were extremely disorganised, cluttered and hazardous. Whilst I only saw staff working in these rooms, their safety and wellbeing was clearly not being given due regard. In addition one room being used for one to one pupil support was cluttered and with trip hazards.

Update 28th October 2019

It is absolutely the case that at the start of term there was a lack of site supervision capacity. Whilst maintaining a balanced budget a traditional full time facilities team a challenging option, with the following staff budgeted for:

1. Full time engineering technician to configure and maintain engineering facilities.
2. 0.2FTE facilities support through experienced contractor on day rate, for plumbing, electrical and compliance-related tasks.
3. Student site assistants – one interior and one exterior, for basic tasks including weeding, furniture moves.

In reality, the engineering technician is very junior and inexperienced, and is being trained on the job. Workshops were not fully completed or configured, partly due to reorganisation in preparation for health specialism. The facilities support role failed to come to fruition, with the postholder unable to offer the commitment required from UTC management. Site assistants not yet recruited into roles, so this capacity not yet on stream.

No student should have been working in a room with trip hazards.

Since the visit, additional staff resource was immediately drafted to complete the configuration of the workshops – this work has all been undertaken and we look forward to you seeing this on your November visit.

The UTC budget has been redrafted, and funding for a full time site supervisor secured: this position is now filled and operational.

Student support is now taking place only in rooms appropriate for the task.

2. Safeguarding

The safeguarding culture and supporting systems require urgent review.

The school must immediately address its attendance recording and response challenges, together with the training of an effective attendance officer. The central monitoring of sixth-form attendance is ineffective. An external safeguarding audit should be commissioned without delay.

Update 28th October 2019

On the day of the visit, the student card reader system failed, with the result that SIMS was not pulling attendance information correctly for 6th form students. This was fixed the following day, and SIMS is accurate. Central monitoring systems are effective, with administrative support to ensure absent students' whereabouts are known and recorded.

For statutory attendance reporting at Key Stage 4, systems are working effectively, with registration and lesson attendance pulling into SIMS. Appropriate actions are taking place for absent students. Note that the attendance officer recruited into role in August failed to commence her role at the start of the academic year, with the result that temp staff were filling operational roles to monitor attendance. We have recently appointed a new attendance officer who is now in role.

Note that compulsory attendance is high, at around 95% for Key Stage 4 students. Unauthorised absence is low.

Note that safeguarding was thoroughly audited by Jane Lowe of the DfE in January 2019 at our request, and all recommendations were immediately actioned to her satisfaction. Safeguarding was seen as in line with guidance, policy and expectations at the Ofsted visit in February 2019.

We commissioned a full attendance audit that took place 24th September. The audit was conducted by Kay Neve, Senior Manager at WPA Education Welfare Services. The key action points are being addressed.

3. Condition

The presentation of the internal building, walls and corridors should be addressed.

Corridor display is minimal, tired and often damaged. Display overall, in corridors and classrooms appears unmanaged. The cleaning of rooms, corridors and stairways was not

to an acceptably consistent standard. These factors combine to present, once beyond the main entrance and deeper into the school, a generally unkempt environment, for which inadequate facilities management had been set in place over time. General corridor behaviours tended to match surroundings, although students responded appropriately and respectfully to the Principal. Due to the lack of site management structure, the Principal himself appears to be having to plug the gap, with the consequence of distraction from his improvement plan for the quality of education. He is himself having to manage negotiations with the cleaning contract. Such non-educational services would normally be a function of the MAT.

Three cubicles in the ground floor toilets had internal locks missing.

Update 28th October 2019

Corridor and classroom displays are being refreshed and updated.

The new incumbent in the premises role is leading a project to refresh paint.

Toilet locks and other maintenance items are being addressed, some through snagging with the builders.

All contracts are handled centrally, including cleaning, which is being renegotiated at trust level. UTC leaders are being asked to input views.

4. UTC website

The UTC website is currently not compliant with statutory requirements. In particular:

- The published Admissions Policy is two years out of date, in that it relates to arrangements for entry in Sept 2018.
- I do not appear to be able to locate the UTC's policy regarding Special Educational Needs and Disabilities. A suitably comprehensive model policy is available from the Key – accompanies this Note.

Furthermore many policies as published are out of date, being due for review Aug 2018. Eg Behaviour, CEIAG, Complaints.

In addition the website does not identify the current Principal.

Update 28th October 2019

Policies were all updated by early September 2019 and should appear on the website. The Principal is leading the roll-out of a new website in the coming weeks in order to overcome some technical challenges connected to updating content.

5. Academic performance

Levels of attainment are now unlikely to support recruitment at KS4

Levels of attainment fell dramatically at the end of KS4 in 2019 and are likely to present below average progress. The fall in attainment is in the main attributed to a significant group of students who joined from a nearby closing school which was in Special Measures. However results fell well below those projected at the end of the spring term of Year 11, just two months prior to the examinations.

Actual performance in maths fell well below expectation with significant impact on the basics measures - see table below.

	Projection April 19	Actual Summ 19
Attainment 8	40.0	34.6
Maths 4+	65.4	48
Maths 5+	42.3	30
En&Ma 4+	61.5	44
En&Ma 5+	30.8	24

The headline attainment measures for the UTC in 2019 are presented in the UTC percentiles chart which accompanies this note.

At Level 3, whilst the average academic grade increased from E+ to D+ (22 entries), the 'core aim' technical/applied general grades fell from average Distinction to Merit+ (101 entries) as reported to Baker Dearing.

Update 28th October 2019

A fall in attainment was fully expected with a very particular narrative for 2019 Key Stage 4 outcomes. A8 was lower than anticipated: maths, science and especially computer science performed less well than predicted, pulling the overall score downwards. Progress from starting points was -0.17 against national, or -0.01 against national for UTC students not from Durand Academy previously. Robust measures are in place to secure far stronger outcomes in 2019.

Technical remained at Distinction on average as reflected in the national performance tables, with 35 points on average, compared to 28 points nationally.

6. Quality of Education

The Principal reports difficulty in recruiting quality teachers in maths, science and engineering and is himself (as a maths specialist) having to take Year 11 'top set' maths. There is a lack of middle leadership in the staffing structure. As a consequence the ability to construct coherent subject curriculum mappings, and adjust such to connect with pupil entry points will always be a significant challenge. Under the new Inspection Framework (EIF) this is likely to create a significant challenge for Inspection unless addressed. Student recruitment into KS4 is clearly a problem with only twenty four students on roll in Year 10 at the time of visit. The range of curriculum offer and the ability to tailor provision to individual need are likely to be considerably restricted within a sustainable funding envelope. Furthermore the UTC must consider how it will provide KS4 pupils with access to wider enrichment experiences which include team and sporting activities.

However the UTC is not receiving any significant planned support from other local schools (or even UAE) for improving curriculum organisation, teaching standards and overall quality of education.

Update 28th October 2019

The management structure is changing significantly this academic year: significant investment was made at SLT level last year, with a strong and balanced team in place, leading a group of mostly inexperienced and rapidly developing teachers. In line with many schools, there has been difficulty in recruiting junior middle leaders in maths, science and engineering, with a Lead Teacher structure in place of Heads of Department. Ofsted judged leadership and management as Good in 2019. There is sufficient capacity and expertise amongst the current leadership group to secure necessary improvements in the quality of education.

Curriculum planning is strong at the UTC, with a coherent and balanced curriculum in place, delivered efficiently and cost effectively. Curriculum enhancement is strong in terms of projects, enrichment, advice and guidance. Much progress has been made in introducing a more efficient and refined curriculum delivery model under the new Principal, with some pragmatic responses to challenges, such as poor performance in computer science. Much progress has also been made in pedagogy and practice in line with the new EIF, with two senior leaders benefiting from Ofsted training in this regard: a knowledge-rich curriculum is in place with careful thought on sequencing.

Curriculum design is by necessity specialist, and is clearly communicated so that students are able to make informed decisions around pathways. For example all Key Stage 4 students sit an Attainment-8 compliant curriculum. Key Stage 5 has academic and technical pathways at levels 2 and 3 including BTECs, A levels and GCSE resits, as well as a lower tariff level 3 pathway.

Numbers are low in Key Stage 4 but in line with projections, so the staffing model and budget are sustainable.

In the budget for this year is a new tier of middle leaders to drive improvement at an accelerated pace: Directors of Science and Health and of Maths and Computer Science, as well as a Lead Teacher of Health in preparation for the second specialism. A poor Lead Teacher of science has been replaced, and beginner-stage leaders in maths and computer science are receiving more support and development.

The UTC leadership is well networked, with increasing networks across providers: this includes developing work with UAE, LSBU and Dunraven, as well as across the UTC network. Support for the Principal in developing links across the UTC network is welcome.

7. Specialism

In the technical curriculum there is inadequate technician support in place.

As an entirely predictable consequence, many technical spaces have degraded to chaotic unmanaged holding rooms for specialist kit. Due to the manner of storage this equipment does not appear to be being used. The Principal confirmed it wasn't.

Update 28th October 2019

This is no longer the case. Technician support is in place, albeit inexperienced, and is offering improved capacity to support the curriculum. Workshops are fit for purpose and being used productively, for example recently in Make Week. Some equipment has not been ready to use due to ongoing snagging issues with the building which are being currently addressed.

8. Employer and university impact

Employer engagement appears a sporadic bolt-on and not integrated to support the curriculum. At the time of the visit, a team of staff from a key sponsor employer, Skanska UK, were in the UTC for the day working with students on an activity. However there is little visible evidence around the building which would indicate profound employer or indeed university engagement.

Update 28th October 2019

Work is ongoing around the site to ensure that sponsor and employer engagements are highly visible and celebrated; a recent meeting with Skanska has yielded commitment in this area. Two specialist rooms are being fitted for health with support from GSTT, with equipment now at the UTC.

Employer engagements have been designed as a supplement to the taught curriculum rather than being integrated into BTEC units. This is deliberate: projects are designed to develop students' skills and employability more broadly than in isolated units. They are also co-constructed to align with employers' current areas of work to ensure they are authentic and current. Additionally, engagements are planned to align with employers' workflow and commitments rather than being driven into an academic calendar. In this regard, engagements are powerful, impactful and sustainable. They align well with the UTC's vision and mission.

9. Further developments

There are plans underway to develop a specialism in health science, an intent which had been present in the original UTC proposal. However the UTC does not currently hold the operational leadership and management capacity to manage effectively further developments. It is currently, and quite clearly, struggling to manage its current challenges. **There is a serious risk that further initiative overload will prevent the new Principal from address the UTCs significant and potentially critical failings.**

Update 28th October 2019

The health specialism is being developed at trust level, with the support of LSBU and Guy's and St Thomas' NHS Trust. As outlined above, a management structure is planned and budgeted for to lead on the ground this academic year. Moreover, the most significant risk of critical failure for the UTC is a lack of student numbers given the UTC's specialist curriculum. To not innovate and expand the curriculum would be potentially problematic.

10. Addressing priorities

Whilst the MAT may have a well-developed and imaginative strategy for future development, it is essential that at this moment in time it addresses the UTC's immediate needs. The priority for 2019-20 must be to 'get the basics right', and so ensure that the new Principal has the **resource and support required to drive, without distraction, his school improvement plan.**

Update 28th October 2019

The trust and Principal are absolutely aligned on this issue: at the UTC the priority is to improve the quality of education so that it is consistently good. The focus of executive and governance is to secure support in this area.

11. Principal development

The new Principal is keen to engage with the network of UTC principals and learn from their experiences. We now have 23 UTCs holding a judgement of Good or better. I have

agreed to facilitate and support a couple of well-chosen visits to UTCs and link-up with one or two appropriately experienced Principals.

Update 28th October 2019

This is very welcome, as is support and expertise from BDT centrally.

On the basis of this visit I do not consider that the UTC will be in a position to improve its Ofsted grade this year, and indeed in my personal view would be at risk. There is much to do in 'getting the basics right' if the UTC is to be judged Good at its next Inspection, due by the end of summer term 2021.

Update 28th October 2019

Ofsted are not due to visit this year. The trust's ambition is to secure rapid improvements this academic year with a view to inviting an inspection visit in Autumn term 2020. Significant resource is being deployed to support the Principal in delivering on the improvement plan, with investment at trust level in place. The trust and LSBU Group more widely are fully engaged in deploying the resource and expertise required to ensure the improvement trajectory is followed.

Ken Cornforth Oct 2019

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Note of visit to South Bank UTC Thurs 14th Nov 2019

Present

Ken Cornforth - Director of Education, Baker Dearing
Austin Sheppard - Principal, South Bank UTC

Background

This was a return visit following that of 3rd October 2019 – see previous report.

1. Health and safety

The previous visit identified: The health and safety culture and supporting systems require urgent review.

The immediate impression on the return visit was that of a much improved environment. Both safer, cleaner and better maintained. A full-time site manager is now in place and is having significant impact. Workshops and preparation rooms in particular are much safer and orderly. This appointment has additionally released the Principal from expensive distraction in this area of UTC operations.

A full time engineering technician has been appointed to configure and maintain engineering facilities. However the UTC recognises that he is very junior and inexperienced, and is being trained on the job. His impact in terms of curriculum enhancement will therefore be limited in the short-term. The UTC should therefore consider how this gap in support expertise can be met in the intervening period, whilst also ensuring a robust training plan is followed through for the junior technician.

2. Safeguarding

The previous visit identified: the safeguarding culture and supporting systems require urgent review.

Since the early October visit an attendance officer has been appointed who is proving highly effective and diligent. Problems with the UTC's attendance recording software have been resolved and the problem identified with the central monitoring of sixth-form attendance has been resolved and is now demonstrably effective. Students were observed using the UTC's sign in and out systems as routine.

A full attendance audit had been commissioned earlier in the term from WPA Education Welfare Services. This took place on 24th September. Its key action points have now been addressed.

3. Condition

The previous visit identified: the presentation of the internal building, walls and corridors should be addressed, that the cleaning of rooms, corridors and stairways was not to an acceptably consistent standard and that corridor display in need of refresh. This position is much improved. The cleaning contract is being managed by the new Business Manager employed at MAT level, so releasing the Principal from this task.

Torn and scruffy corridor display has been removed and is in the process of refresh. However, I would recommend that this is an appropriate time to review both policy and systems relating to display, in terms of purpose, standards and systems for monitoring and maintenance.

4. UTC website

The major deficiencies identified at the previous visit do not appear to have been addressed ie

The UTC website is currently not compliant with statutory requirements. In particular:

- The published Admissions Policy is remains two years out of date, in that it relates to arrangements for entry in Sept 2018.
- I still do not appear to be able to locate the UTC's policy regarding Special Educational Needs and Disabilities.
- The 'Meet the Team' section still does not identify the current Principal
- I am struggling to find statutory information relating to governance.

Furthermore, many policies as published are out of date, being due for review Aug 2018. Eg Behaviour, CEIAG, Complaints Procedure.

The Pupil Premium funding statement is now out of date. The statement for 2018-19 does not identify how Pupil Premium monies were spent or assess impact in a manner which could support annual review of the strategy.

I recommend that the website is reviewed against the statutory requirements as a matter of urgency. The full list of requirements can be found at <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

5&6. Academic performance and Quality of Education

The previous visit identified that:

- **levels of attainment are now unlikely to support recruitment at KS4.**
- **there is a lack of 'middle leadership' in the management structure**
- **there is little formal structured external support from partner schools to**

Attendance at recent recruitment events has been very encouraging, however at this point in time only eighteen applications to Year 10 have been reported to Baker Dearing for September 2020. Whilst this is a relatively early stage in the recruitment process, the figure compares to a programme average of just over fifty applications (for Y10) per UTC reported as at 26/11/19.

Attainment levels at end of KS4 are projected to rise for the current Year 11 cohort. The small Year 10 cohort (25 pupils) presents a challenging behaviour and attainment legacy from Year 9. However, given the small number of pupils in the cohort (3rd smallest across all UTCs) it should be manageable to build a **personalised destination-lead curriculum plan** with attached support and mentoring, for each pupil. In this way, the cohort's profile of disengagement over KS3 presents an opportunity for the UTC to demonstrate high impact and hence high quality provision.

The UTC was recently successful in appointing a Director of maths and computing. This is a most significant appointment. I recommend that the new curriculum leader visits and engages with a successful peer in another UTC. **Baker Dearing can identify a suitable**

UTC and broker such an arrangement as required. One immediate benefit of this appointment is the release of the Principal from a significant teaching load in maths.

There is still little (or no) programmed external support confirmed from other schools. Three days of advisor support is available from the LA.

In mid-November the Principal joined me in visits to the two successful (Ofsted Good) WMG UTCs at Coventry and Solihull. Amongst much good practice, particular areas of note were:

- the delivery of engineering skills and extensive use of high tech specialist machinery
- the integration of live projects with partner companies into curriculum delivery and
- the WMG Coventry model for raising reading levels across the UTC.

7. Specialism

A 'health' specialism is being developed for introduction from September 2020 and is being promoted at student recruitment events. However this specialism is not evident in the online prospectus and its qualifications 'menus'. The current '*Our Specialisms*' statement on the website states '*Our Health curriculum is designed to set students up with the skills and knowledge needed to pursue their dream career and make a real difference to the world.*'

On proceeding to download the prospectus, the website presents that for 2019-20. This of course contains no reference to any courses introduced to support the proposed health route. The UTC appears therefore to be marketing on an out of date prospectus.

From the UTC's published information, the focus of the health specialism for 2020-21 appears unclear. The curriculum models supporting progression into the health sciences sector and that for the health care sector, will contain different building blocks of qualifications. Absolute clarity of intent is required for accurate marketing, effective resourcing and appropriate staffing. I recommend that the UTC's Local Governing Body ensures a sharper clarity of intent in this regard and confirms such through a refreshed vision statement for the UTC. Such vision serving to underpin all subsequent planning.

8. Employer and university impact

The previous visit identified: Employer engagement appears a sporadic bolt-on and not integrated to support the curriculum.

The UTC has explained that employer engagements are designed as a supplement to the taught curriculum rather than being integrated into subject curriculum plans (such as BTEC units). Projects are designed to develop students' skills and employability. In his recent visit to WMG Coventry, the Principal observed how that UTC has successfully structured its employer engagement to secure both integration and supplementation through its Tier 1 and Tier 2 Employers model.

9. Addressing priorities

The previous visit identified: The priority for 2019-20 must be to 'get the basics right', and so ensure that the new Principal has the resource and support required to drive, without distraction, his school improvement plan.

My second visit provided clear evidence that (in short time) the most immediate priorities have been addressed with regard to safeguarding, premises and securing management capacity for UTC 'non-educational' operations. This is now enabling the

Principal to focus on implementation of his education improvement plan. Clearly the viability of the UTC will be dependent on proving high quality educational performance and pupil progression and this translating to much stronger and sustained student recruitment.

Ken Cornforth Nov 2019

	CONFIDENTIAL
Paper title:	Annual register of interests 2019/20
Board/Committee:	South Bank Academies Board Meeting
Date of meeting:	05 December 2019
Author(s):	Alexander Enibe, Clerk to the South Bank Academies
Sponsor(s):	Michael Broadway, Company Secretary
Purpose:	For approval
Recommendation:	The Board is requested to approve

Executive Summary

1. Under the Companies Act 2006, governors have a duty to avoid a "situation" in which they have, or can have, a direct or indirect interest that conflicts, or possibly may conflict, with the interests of SBA, unless this has previously been authorised by the Board. Following a declaration process during October 2019, the Register of Interests has been updated and is attached. Declarations have been made by directors. Additions and amendments to the register are highlighted in red.

2. The Board is requested to review existing interests and authorise new interests. Please note, that any new interests or changes to the authorised interests will need to be approved by unconflicted trustees of the Board. This means that directors must not participate in the authorisation of their own interests.

3. When authorising interests, unconflicted directors will need to consider whether to attach any conditions to the authorisation, for instance to not disclose confidential SBA information.

4. Directors will continue to have a duty to inform the Clerk if their interests change throughout the year.

5. Directors will also continue to have a duty to declare any conflicts of interest in items on the agenda at each meeting.

6. The Board is requested to authorise the declared situational conflicts of 2019/20.

The authorised Register of interests will be uploaded unto the Trust's website.

South Bank Academies

Register of Interests 2019-20

DIRECTORS

Professor David Phoenix (LSBU Vice Chancellor)					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Authorised by Board
National Centre for Universities and Business	Membership Organisation	Board Member	2015		12 July 2016
Museum of Science and Industry	Educational Charity	Board Member	2015		12 July 2016
British University in Egypt Board	Higher Education	Trustee	2013		12 July 2016
Science Museum Group Board	Educational Charity	Trustee	2015		12 July 2016
Universities UK	Higher Education	Member of Board Chair of Funding Policy Network	2015 2019		5 Dec 2019
South Bank Colleges	Further Education	Director	2019		5 Dec 2019
Diana Lesley Morrison					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Authorised by Board

None					11 December 2018
Nicole Louis					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Authorised by Board
London South Bank University	Higher Education	Chief Customer Service Officer	2017		11 December 2018
Anthony Giddings					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Authorised by Board
Graigewan	Property Development	Non-Executive Director	2016		14 September 2016
Crash	Charity for Homeless and Hospices	Trustee	2014		14 September 2016
Fiona Morey					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Authorised by Board
South Bank Colleges	Further Education	Executive Principal	2019		5 Dec 2019
SW4 Catering Ltd	Catering	Director	2019		5 Dec 2019
Hilary McCallion					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Authorised by Board

Hilary McCallion Consultancy Limited	Healthcare Consultancy	Owner and director (remunerated)	April 2013	Provision of service to NHS and possibly Educational bodies	5 Dec 2019
London South Bank University	Higher Education	Independent governor			5 Dec 2019
Richard Flatman					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Authorised by Board
South Bank University Enterprises Ltd	Commercial arm of LSBU	Director	2002		12 July 2016
London South Bank University	Higher Education	Chief Financial Officer	18 Nov 2002		12 July 2016
SW London & St. George's Mental Health NHS Trust	NHS Trust	NED & Chair of Audit Committee	1/04/2016		12 July 2016
SW4 Catering Ltd	Service subsidiary of SBC	Director	2019		5 Dec 2019
BDO (LSBU internal auditors)	Accountancy and business advisory	Daughter			5 Dec 2019
Hitesh Tailor (Chair)					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Authorised by Board
Upper Montagu Investments Ltd	Property and Investment Company	Director	1990		5 Dec 2019
Chris Mallaband					

Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Authorised by Board
Future Frontiers	Education	Trustee	2016		5 Dec 2019

	INTERNAL
Paper title:	Revised Terms of Reference of the Audit Committee
Board/Committee:	SBA Board meeting
Date of meeting:	05 December 2019
Author(s):	Michael Broadway, SBA Company Secretary
Sponsor(s):	Michael Broadway, SBA Company Secretary
Purpose:	For Approval
Recommendation:	The Board is requested to approve the revised terms of reference of the Audit Committee.

Executive Summary

The Board approved the formation of an Audit Committee and its terms of reference (TOR) in 2016.

On 10 September 2019, the Chairs of the Audit Committees in the LSBU group met to discuss audit committee arrangements across the group.

Following this discussion, at its meeting of 1 October 2019, the LSBU audit committee agreed changes to its terms of reference so that it has an oversight role over the audit aspects of the whole of the LSBU Group, including SBA.

The TOR of the SBA Audit Committee have been revised to reflect these changes which were supported by the committee.

The Board is requested to approve.

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South Bank Academies (SBA)

AUDIT COMMITTEE TERMS OF REFERENCE

Background

1. Constitution

- 1.1 Under article 10, the Board has established a committee of the Board known as the Audit Committee.
- 1.2 The purpose of the Audit Committee is to oversee SBA's audit arrangements and systems of internal control and advise the Board on their effectiveness.
- 1.3 The Board of LSBU has established a Group Audit and Risk Committee to review LSBU specific and group-wide audit matters.

2. Membership

- 2.1 The Audit Committee and its chair shall be appointed by the Board, from among its own members, and must consist of members with no executive responsibility for the management of the institution.
- 2.2 There shall be a quorum of at least two members.
- 2.3 The chair of the Board should not be a member of the committee.
- 2.4 Members should not have significant interests in SBA.
- 2.5 Members of the committee should include individuals with an appropriate mix of skills and experience to allow the committee to discharge its duties effectively. Collectively members should have recent, relevant experience in risk management, finance and assurance.
- 2.6 The committee may, if it considers it necessary or desirable, co-opt members with particular expertise.

3. Attendance at meetings

- 3.1 The Chief Executive Officer, Chief Financial Officer/Business Manager, Head of Internal Audit and a representative of the external auditors shall normally attend meetings where business relevant to them is to be discussed.
- 3.2 At least once a year the committee should meet with the external and internal auditors without any officers present.

4. Frequency of meetings

- 4.1 Meetings shall normally be held three times each financial year. The external auditors or head of internal audit may request a meeting if they consider it necessary.

5. Authority

- 5.1 The committee is authorised by the Board to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any employee, and all employees are directed to co-operate with any request made by the committee.
- 5.2 The committee is authorised by the Board to obtain outside legal or other independent professional advice and to secure the attendance of non-members with relevant experience and expertise if it considers this necessary, normally in consultation with the Chief Executive Officer and/or Chair of the Board. However, it may not incur direct expenditure in this respect in excess of £20,000 without the prior approval of the Board.
- 5.3 The Audit Committee will review the audit aspects of the draft annual financial statements. These aspects will include the external audit opinion, the statement of members' responsibilities, the statement of internal control and any relevant issue raised in the external auditors' management letter. The committee should, where appropriate, confirm with the internal and external auditors that the effectiveness of the internal control system has been reviewed, and report to the Board.

6. Secretary

- 6.1 The secretary to the Audit Committee will be the Clerk to the Board or other appropriate person nominated by the Clerk.

7. Duties

- 7.1 The duties of the committee shall be to:
- 7.1.1 appoint external auditors and, if different from the Group external auditors, advise the Board on the appointment of the external auditors, the audit fee, the provision of any non-audit services by the external auditors, and any questions of resignation or dismissal of the external auditors;

- 7.1.2 discuss with the external auditors, before the audit begins, the nature and scope of the audit;
- 7.1.3 as necessary, to hold regular discussions with the external auditors (in the absence of management where necessary);
- 7.1.4 appoint internal auditors and, if different from the Group internal auditors, consider and advise the Board on the appointment and terms of engagement of the internal audit service (and the head of internal audit if applicable), the audit fee, the provision of any non-audit services by the internal auditors, and any questions of resignation or dismissal of the internal auditors;
- 7.1.5 review the group internal auditors' audit risk assessment, strategy and programme for SBA; note the group internal audit programme, consider major findings of internal audit investigations and management's response for audits of SBA; consider a summary of internal audit reports relating to group-wide audits; and promote co-ordination between the internal and external auditors. The committee will monitor that the resources made available for internal audit by the executive are sufficient to meet SBA's needs (or make a recommendation to the SBA Board or the Group Audit and Risk Committee as appropriate);
- 7.1.6 keep under review the effectiveness of the risk management, control and governance arrangements, and in particular review the external auditors' management letter, the internal auditors' annual report, and management responses;
- 7.1.7 monitor the implementation of agreed audit-based recommendations, from whatever source;
- 7.1.8 monitor the proper investigation by the executive of all significant losses and that the internal and external auditors, and where appropriate the funding agency's accounting officer, have been informed;
- 7.1.9 note the group policy on anti-fraud and irregularity, including being notified of any action taken under that policy that relates to SBA;
- 7.1.10 satisfy itself that suitable arrangements are in place to promote economy, efficiency and effectiveness;

- 7.1.11 receive any relevant reports from the National Audit Office (NAO), the ESFA funding agency and other organisations;
- 7.1.12 monitor annually the performance and effectiveness of the external and internal auditors, including any matters affecting their objectivity, and make recommendations to the Board and the Member concerning their reappointment, where appropriate;
- 7.1.13 consider elements of the annual financial statements in the presence of the external auditors, including the auditors' formal opinion, the statement of members' responsibilities and the statement of internal control, in accordance with the funding agency accounts directions;
- 7.1.14 in the event of the merger or dissolution of the company, ensure that the necessary actions are completed, including arranging for a final set of financial statements to be completed and signed;
- 7.1.15 advise the Board on the effectiveness of the internal control system and recommend changes as necessary;
- 7.1.16 review regularly the financial regulations for the supervision and control of financial procedures, accounts, income and expenditure of SBC and to advise the Board as necessary;
- 7.1.17 monitor compliance with relevant regulatory and legal requirements (e.g. ESFA financial memorandum and funding agreement) and report to the Board as necessary;
- 7.1.18 receive reports made under the group "speak up" policy relating to SBA matters and to monitor annually the performance and effectiveness of the group "speak up" policy and procedures for SBA;
- 7.1.19 to authorise single debt write offs above £10,000 and annual debt write offs above £50,000. To receive a report on any debt written off below this threshold and approved by the Chief Financial Officer.
- 7.1.20 to consider significant deviations from business case or concerns following a post investment review

8. Reporting procedures

- 8.1 The minutes (or a report) of meetings of the Audit Committee will be circulated to all members of the Board.

Paper title:	External Audit Tender
Board/Committee	SBA Board meeting
Date of meeting:	5 December 2019
Author:	Natalie Ferer, Group Financial Controller
Purpose:	To note the strategy for the tender for external audit services.
Recommendation:	The Board is requested to note the strategy for the tender for external audit services.

Background

Moore Kingston Smith LLP have audited the accounts of South Bank Academies for the year ending 31/8/19 and have acted as auditors for 7 years since incorporation. It is a statutory requirement that The Trust appoint external auditors, but there are no set rules as to how often an Academies Trust needs to tender for external audit services. As part of the tender process, there should be consideration of the amalgamation with the LSBU group audit function but also to seek to ensure that the external audit function delivers value for money is a service that meets the needs of the Trust.

The proposal is to tender through Crescent Purchasing consortium where there are 12 potential firms offering services. The tender will go out following approval with auditors appointed in good time for planning the 2019/20 audit process.

Recommendation

- That the Board note the attached sourcing strategy.

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Procurement Services – Sourcing Strategy

Sourcing Initiative Title: SBA External Audit

Reference: 19-001

This strategy document is for the [re]tender of the [insert title]. The strategy is to determine how key issues will be addressed – such as route(s) to market, value analysis, stakeholders, timescale and evaluation criteria – and translated into the procurement process and documentation. It identifies and minimises risk and assists in ensuring all key factors have been taken into account when conducting the procurement, leading to fit for purpose contracts offering value for money.

Strategic Overview

1. Background Information

Category	Professional Services (Financial Services)
Description of Sourcing Initiative	Provision of external audit services and related services such as TPS return, filing of returns with ESFA and producing accounts for South Bank Academies
Procurement Lead	Rob Ager
New or repeat requirement	New

2. Stakeholders

<p>Working Group Members and key stakeholders:</p> <p>Group Financial Controller South Bank Academies Finance Team Trust Business Manager Group Executive Board Members Trust Executive</p>
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3. Business Need

<p>Moore Kingston Smith have audited the accounts of South Bank Academies for the year ending 31/8/19 and have acted as auditors for the past 7 years since incorporation. It is a statutory requirement that the Trust appoint external auditors, but there are no set rules as to how often an Academies Trust needs to tender for external audit services. As part of the tender process, there should be consideration of the amalgamation with the LSBU Group audit function but also to seek to ensure that the external audit function delivers value for money and is a service that meets the needs of the Trust.</p> <p>Appointment of new auditors should be complete by March 2020 allowing time to plan for the 2020 year end.</p>

4. Options Analysis

Although the Trust wishes to consider amalgamating with the Group audit service, currently delivered by KPMG, it also wants to compare KPMG to other firms before making the decision to appoint. A framework has been designed specifically for the Education Sector through the Crescent Purchasing Consortium and it is recommended that this be used. The suppliers on the Framework are:

BDO LLP
Buzzacott LLP
Clive Owen LLP
Ensors Accountants LLP
Grant Thornton UK LLP
Haines/Watts
KPMG LLP
Mazars LLP
PricewaterhouseCoopers LLP
RSM
Scrutton Bland
Wylie & Bisset LLP

It would not be appropriate for BDO to be included in the tender as they already provide internal audit services to the Trust. It should be noted that Moore Kingston Smith are not on this framework (nor any other compliant Framework) so would not be able to submit a tender, meaning that 2019 will be the last year that they can act as auditors for the Trust.

Recommended Option

5. Recommended Option: Overview

Description of Tender Workstreams	External Audit Services for South Bank Academies
EU or Non EU If EU compliant, is a collaborative route available?	No
Estimated contract value per year	£30,000
Estimated contract value of entire contract life (including possible extensions)	£150,000
Proposed Contract duration	3 year initial terms with the option of 2 x 1 year extensions

6. Recommended Option: Routes to Market

It is recommended to run a mini-competition from the Crescent Purchasing Consortium framework Lot 2 "Audit Services".

The scope of the framework agreement covers all of the requirements as outlined in the Joint Audit Code of Practice and the Academies Financial Handbook 2016. The framework is also intended to cover any potential future requirements imposed upon CPC members by the UK Government, Funding Bodies, Department for Education and any other relevant bodies.

There are 12 suppliers on the framework covering London & South East.

7. Evaluation Criteria & Weightings

Criteria	Weighting
Price	30%
Managing and Resourcing the work	20%
Implementation Plan	10%
Audit Methodology and Software	10%
Quality Reviews	5%
Audit of Institutions	10%
Sample Reports	10%
Added Value	5%

8. Ethical Procurement

Not applicable

9. Targetted Benefits (Cashable and non Cashable)

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10. Anticipated Timeline

Key Stage	Planned date for completion
Sourcing Strategy approved by Natalie Ferer	20 th November 2019
Sourcing Strategy approved by SBA Audit Committee	28 th November 2019
ITT Issued	29 th November 2019
ITT Return Date	20 December 2019
ITT Evaluation	January 2020
10 Day standstill period ends	Jan/Feb 2020
Award Contract	February 2020
Other (please specify)	

11. Submission and approval

Submitted by Lead Stakeholder:	
Date:	

Approved by Procurement:	
Date:	

Approved by BSM:	
Date:	

Approved by Head of Procurement:	
Date:	

	CONFIDENTIAL
Paper title:	Summary of Audit committee and SAB meetings
Board/Committee:	South Bank Academies Board Meeting
Date of meeting:	05 December 2019
Author(s):	Alexander Enibe, Clerk to the South Bank Academies
Sponsor(s):	Michael Broadway, Company Secretary
Purpose:	To note
Recommendation:	The Board is requested to note.

Executive Summary

The Board is requested to note the summary of the SBA Audit committee, UTC SAB and UAE SAB meetings.

Summary of SBA Audit committee and SAB meetings

SBA Audit Committee – 28 November 2019

The committee to discussed:

- External Audit findings – committee and auditors agreed to update
- Going concern statement – auditors to see management accounts before commenting.
- System of internal control statement – supported by the committee
- External audit letter of representation – recommended to the Board
- SBA Annual report and accounts – committee and auditors agreed to update
- SBA internal audit progress – committee noted the move towards Group risk approach and BDO taking over Group internal audit
- Financial controls policy and SBA financial scheme of delegation – committee agreed to further review
- Appointments of auditors – committee agreed the proposed approach and requested the selection panel be set up and invitation to tender circulated
- SBA Audit committee revised terms of reference – recommended to the Board, subject to minor amendments.

The committee to noted:

- ESFA response letter (27 September 2019) – committee noted that the letter was sent
- ESFA self-assessment checklist (14 November 2019) – update to be provided to the Board
- Group speak up policy – committee noted
- Anti-fraud, bribery and corruption report – committee noted

South Bank Engineering UTC SAB – 25 September 2019

Presentations were given on:

- 2019 examination results
- UTC values (rewritten)
- the quality of teaching and Learning

Following the presentations, it was acknowledged that the key priorities have to be to support the Principal in steering the UTC towards significantly improved examination results at GCSE and A level in order to:

- qualify to register for T levels,
- improve the OFSTED grade to at least good
- recruit more students into year 10.

Discussion focused on:

- the extenuating circumstances for the GCSE results
- the need to recruit well qualified, experienced teacher

- strong middle leadership
- a robust marketing strategy including a new web site
- a need for the Principal to visit and work alongside outstanding UTCs

South Bank Engineering UTC SAB – 13 November 2019

Presentations were given on:

- the quality of teaching and Learning and departmental reviews
- 6th form enrichment
- attendance report
- end of year Financial report

Following the presentations, the key issues discussed were:

- the validity of the improved assessment of teaching learning (including marking)
- the need for a rigorous and accurate marking policy
- whilst acknowledging the improved attendance the need to reach national norms.
- the positive move towards enriching and developing 6th form skills
- the commitment from the staff to embrace the new strategies for improvement.

University Academy of Engineering SAB – 10 October 2019

The SAB discussed:

- presentation on strategies to reduce exclusions by Jason Badu
- update on progress with self-evaluation and planning
- pay policy discussion and pay increase for 19/20
- wider discussion regarding staff well being

University Academy of Engineering SAB – 7 November 2019

The SAB discussed:

- presentation on staff wellbeing by Hannah Dalton
- update on progress with self-evaluation and planning
- budget issues - 18/19 Outturn and first management accounts report for 19/20
- staff survey results - link with above item
- programme of focussed governor visits to the academy

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