

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

3.30 - 5.00 pm on Wednesday, 6 June 2018  
in South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

### Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		IB
2.	Declarations of interest		IB
3.	Minutes of previous meeting	3 - 6	IB
4.	Matters arising	7 - 8	IB
<b>Items to discuss</b>			
5.	Learning areas report ( delivery of curriculum, attainment and targets)	Verbal Report	DC
6.	Student progress report + SEN and vulnerable group	Verbal Report	DC
<b>Background information</b>			
7.	Principal's report (as discussed at LGB of 15 May 2018)	9 - 32	DC

**Date of next meeting**  
**3.30 pm on Wednesday, 10 October 2018**

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

**In attendance:** Alexander Enibe

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**Minutes of the meeting of the South Bank Engineering UTC Learning & Teaching Committee  
held at 3.30 pm on Wednesday, 7 February 2018  
South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill  
SW2 1QS**

**Present**

Ian Brixey (Chair)  
Dan Cundy

**Apologies**

Richard Parrish  
Tony Roberts  
Joanne Young

**In attendance**

Rao Bhamidimarri  
Alexander Enibe

**1. Welcome and apologies**

The chair welcomed governors to the meeting.

The above apologies were noted. The committee noted that the meeting was quorate as two governors and the Principal were present.

**2. Declarations of interest**

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

**3. Minutes of previous meeting**

The committee approved the minutes of the meeting held on Wednesday, 22 November 2017.

**4. Matters arising**

The committee discussed pending matters arising from the meeting of 22 November 2017.

The committee noted that the action from minute 4 on 22 November 2017 is still ongoing.

The committee noted that the action from minute 6 on 22 November 2017 had been completed by the Principal.

The Principal confirmed that a 3-day a week business teacher is working at the UTC, and this had helped free up other teachers to take on the engineering teaching.

**5. Learning areas and Achievement report (delivery of curriculum, attainment and targets)**

The committee challenged and discussed the report, especially exploring some of the area where there had been some weakening of results to receive reassurance that this is being addressed appropriately. The committee discussed the difficulties with class sizes and challenge of availability of teaching staff. Notwithstanding these challenges, the Principal reassured the committee that the teaching is being maintained at a high standard as evidenced overall by the data.

The Principal confirmed that there is increase in student's confidence in English and Maths, and a new maths teacher had been recruited in January.

The Principal confirmed that performance in engineering is improving despite the teacher recruiting challenges, and that lack of capacity and experience were boosted temporarily by the business supply teacher.

In response to a question, the Principal confirmed that the teachers use the national marking scheme.

The committee challenged the balance between employers' project engagements and site visits and classroom based learning to check that an appropriate balance of time with each was being made. The Principal confirmed that the longer school day gave pupils overall more time in the classrooms than some other schools, and this can be evidenced in the data. The committee requested that perhaps the schedule of employer activities could be shown to the committee at subsequent meetings to show the balance between time on employer activities and core curriculum learning.

The committee requested data on Year 12 and 13 performance. The Principal confirmed that the data was not included in the pack because it was not available. The committee requested that the Principal circulate the Year 12 and 13 data to the committee as soon as it is available.

**6. UTC Employer partner inputs and key employer projects scheduling**

The committee noted the report.

The principal confirmed that there has been plenty of activity and engagement with sponsors and wider partners since the last learning and teaching committee meeting. There has been engagements with the following organisations: Skanska, GSTT Kings, LSBU, Squire & Partners, St James, St Robert McAlpine, Bowmer & Kirkland and Mace.

The Principal confirmed that the Times Education Supplement have written an article for publication which would be published in early February 2018.

#### **7. Review Quality of Teaching and Staffing/Management levels**

The committee discussed the report.

The Principal confirmed that there are challenges in recruiting and retaining STEM teaching staff, and consequently there is a higher proportion of unqualified and inexperienced teachers.

SEN funding still not fully resolved by the Authority, so limited TA support can yet be secured.

The Principal confirmed that 84% of teaching is good, and there is support in place for those less than good with management action in place.

The committee discussed and challenged the safeguarding review carried out for the upcoming DfE inspection. The review highlighted lack of experience, training around the new systems in place.

The committee agreed that the Principal would provide a safeguarding report at every LGB meeting and have it as a standard item on the agenda.

#### **8. Review pupil attendance and exclusions**

The committee noted and challenged some of the content of the report to see if there were any underlying problems and to understand the action being taken to resolve any of the issues.

The Principal confirmed that external (fixed term) suspensions have increased, including for theft, racism, and bringing the UTC into disrepute. The committee considered that on the face of it, some of these issues were serious but the Principal confirmed that this is being properly managed and that firm line is taken with such matters to ensure good discipline overall is maintained. Students are given appropriate support by staff including the pastoral team.

The Principal confirmed a case where a pupil was caught stealing and the police were called.

The committee noted that the one student who had received a number of fixed term exclusions had voluntarily withdrawn from the UTC.

**Date of next meeting  
3.30 pm, on Wednesday, 6 June 2018**

**Confirmed as a true record**

..... (Chair)

**SOUTH BANK ENGINEERING UTC LEARNING & TEACHING COMMITTEE - WEDNESDAY, 7 FEBRUARY 2018  
ACTION SHEET**

<b>Agenda No</b>	<b>Agenda/Decision Item</b>	<b>Action</b>	<b>Date Due</b>	<b>Officer</b>	<b>Action Status</b>
4.	Matters arising	In gathering predicted and assumed grades, Principal to use case studies to make the process clearer when presenting at the next meeting of 11 April 2018  The Committee requested to see the results of the interventions agreed at the last meeting in the next meeting of 11 April 2018		Dan Cundy  Dan Cundy	To do  To do
5.	Learning areas and Achievement report	The committee requested that the Principal prepare Data on Year 12 & 13 and circulate as soon as possible		Dan Cundy	completed
6.	UTC Employer partner inputs and key employer projects scheduling	The Principal to circulate scheduling to the Chair so that they know when the UTC wants to have their project		Dan Cundy	on going
7.	Review Quality of Teaching and Staffing/Management levels	The committee requested that the Principal should provide Safeguarding Report for every LGB meetings		Dan Cundy	completed

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# Principal's report to governors (as discussed at LGB meeting of 15 May 2018)

Dan Cundy. 8<sup>th</sup> May 2018

## Executive Summary

Quality of teaching, learning and assessment is good overall and improving but remains fragile due to the high proportion of inexperienced teaching staff. Good practice is shared increasingly well and CPD is effective. Employer partnerships and the focus on employability remain a real strength of the UTC. Increased capacity generated recently for example through trust-funded tutors supporting exam preparation, is effective. Conduct is good overall, with systems working well although with a more challenging cohort this year and larger group sizes necessitating SEN and pastoral input. Attendance is improving but is not yet good enough, especially in the 6<sup>th</sup> form. Lateness remains a concern amongst some students. Pastoral care, guidance and support works well with external CEIAG useful.

Outcomes for students are good overall with strong performance in many subject areas and amongst key groups. Particular focus is being given now on Year 11 and 13 outcomes. Individualised support in place through intervention based on data analysis. Leadership and management is good: safeguarding actions were immediately put in place following scheduled DfE review. The curriculum is appropriate and working well despite some BTEC framework challenges. High expectations are evident throughout and a positive culture linked to vision is clearly articulated. Governance is robust: challenge and support is provided. Useful and positive feedback was generated by Judicium and DfE spring term review visits. Student application numbers are tracking slightly above 2017-18 with Year 12 oversubscribed and Year 10 likely to yield two large groups.

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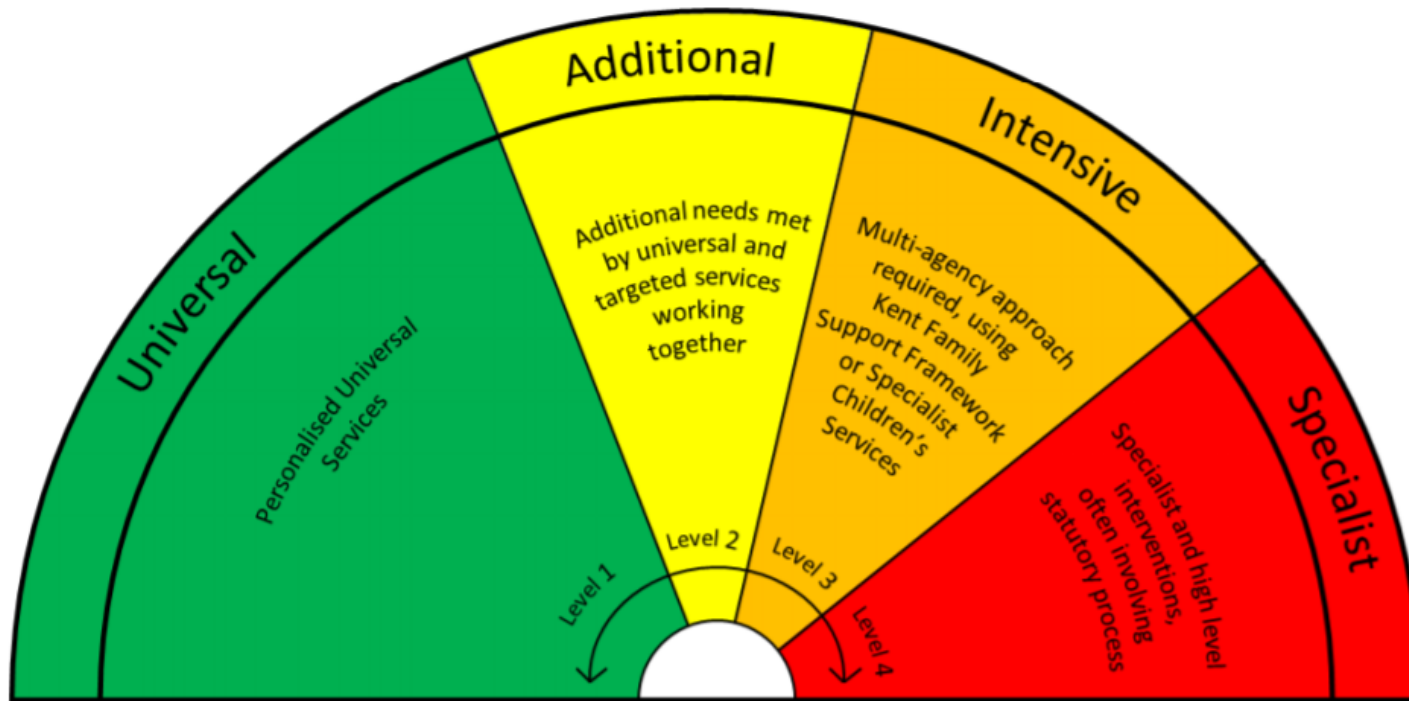
- Safeguarding
- Notes from external review visits
- Quality of Teaching & Learning

- Personal Development, Behaviour and Welfare
- Learner Outcomes
- Effectiveness of Leadership & Management
- Student applications

## Safeguarding

### Guidance

Safeguarding cases are assessed ('triaged') by the DSL as one of four levels, with response and intervention dependent on level:



Systems for safeguarding students are strong. A DfE-led review identified a number of areas for urgent action which were remedied quickly. These included strengthening systems for vulnerable students, students with medical needs and for monitoring attendance. Since then, a Lambeth audit took place successfully, as did the Term 5 DfE visit and Judicium 'Mock Ofsted' visit. The single central register is regularly updated with vetting checks complete including Section 128 checks on school leaders. The site is secure, with visitor entry controlled. Potential safeguarding issues are assessed and dealt with appropriately and quickly by the pastoral team and the Designated Safeguarding Lead, Kam Bains. Training has been completed for DSL levels 2 and 3 by both pastoral managers as deputy DSLs. Staff personnel files are updated and stored securely, with second references in place for all staff.

A new recording system hosted online, CPOMS, has been installed to facilitate recording and reporting. Additional training for drugs awareness is being planned, but training in line with statutory requirements has taken place for all staff including KCSIE Part 1 and Prevent training. A central record of safeguarding concerns has been recorded and all safeguarding reports have been dealt with appropriately and decisively, involving outside agencies where appropriate.

A fire safety audit has been completed in the new building with the overall risk rated at Medium, in line with other schools. Action points have been identified and have been addressed where possible with the assistance of the builders. There have been no accidents or injuries on site. Issues with the site which may constitute H&S risks are quickly flagged to the admin team who work with B&K to rectify quickly. The Principal has been working with LSBU Estates team to highlight potential compliance issues and to advise on the capacity required locally and outsourced to ensure efficient and safe operations in the buildings.

#### **Current Safeguarding Profile**

1 student is on Child Protection Plans (tier 4) and case conference was attended by DSL in March 2018, next conference May 2018

1 student is on a Child in Need Plan (tier 3) and a case conference was attended by DSL in April 2018, next conference May 2018

1 student has been moved from a Child Protection Plan to a Child in Need plan.

4 students are at tier 1 and are being support by the school and other agencies.

1 student was referred to social care and MARF raised in conjunction with other agencies. This referral was accepted by the Social Care team in May 2018.

## Safeguarding Report to Governors, Half Term 5

### Recruitment and training;

DSL attended training on Gangs and Youth Violence run by LSCB

Whole staff CPD was held on Gangs and Youth Violence

A new system for reporting and recording safeguarding concerns is now installed and running on the network. It is an online software system called CPOMS and alerts appropriate safeguarding staff to any issues. All staff have had basic training on how to log concerns.

Pastoral staff have had training with the Patrick Ackason from the Lambeth Education Welfare Service regarding attendance monitoring.

DfE visit commented on the effectiveness of safeguarding procedures and the planned improvements such as CPOMS in March 2018.

There is one remaining action from the safeguarding audit which is related to the collection of medical forms by the visiting school nurse.

The mock ofsted in March found that safeguarding was thorough and that students and staff were aware of the procedures.

### Child Protection & Safeguarding Data;

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	HT1	HT2	HT3	HT4	HT5	HT6	CUMULATIVE	TREND ↓ ↑
Number of children the school have considered as needing additional support/at risk	8	7	6	6	6		6	
Number of children referred to Children's Social Care	0	0	0	0	1		1	
Number of referrals that were accepted by Children's Social Care	0	0	0	0	1		1	
Number of referrals for which a CAF was recommended	0	0	0	0	0		0	
Number of CAFs running in the school	0	0	0	0	0		0	
Number of racist incidents	0	2	0	0	0		2	
Number of bullying incidents	0	0	0	1	0		1	
Number of homophobic bullying incidents	0	1	0	0	0		1	
Number of PVE concerns	0	0	0	0	0		0	

Number of CSE concerns	0	0	0	0	0		0	
Number of FGM concerns	0	0	0	0	0		0	
Number of FM concerns	0	0	0	0	0		0	

**Children Missing, Exclusions, Off Roll;**

	HT1	HT2	HT3	HT4	HT5	HT6	CUMULATIVE	TREND ↓ ↑
How many children have been permanently excluded this half term?	0	0	0	0	0		0	
How many children have been off rolled this half term?	0	0	0	0	0		0	
How many have been referred to LA teams as per procedures?	0	0	0	0	0		0	
Have pupil files been exchanged with new providers/ LA within 5 days? YES / NO. If yes, how many?	0	0	0	0	0		0	
How many bullying incidents were recorded this half term?	0	3	0	1	0		4	

**Bullying;**

What type of bullying incidents occurred?	<i>Racist</i>		<i>Homophobic</i>	
	<i>Sexist</i>		<i>Physical</i>	
	<i>Emotional</i>		<i>Cyber</i>	Anxiety and fainting

	<i>Psychological</i>		<i>Other</i>	
What actions were taken to support the victim?	<i>Referred to Pastoral Manager</i>	Yes	<i>Listened to</i>	<i>Self-referral and email sent by mother</i>
	<i>Spoken to</i>	yes	<i>Mentoring</i>	Student spoken to by KS4 Pastoral Manager
	<i>Mediation</i>	no	<i>Isolation</i>	Mediation has been completed on an incident in the past.
	<i>Contact Parents</i>	yes	<i>Central Record</i>	Parents do not want us to talk to the perpetrator on this instant but would like us to monitor

## Notes from external review visits.

### Headline Notes Following Review by Judicium, March 2018 ('Mock Ofsted')

#### Strengths:

- The school has established good processes and procedures that result in a school that runs smoothly and calmly.
- Behaviour for learning is good, students were learning and engaged in all the lessons observed.
- The curriculum is fit for purpose and adjusted according to the needs of the students on a regular basis.
- The school leadership team are managing tight resources to the best advantage.
- Students are happy and relaxed; they are appreciative of the opportunities the school is offering to them.
- Careers advice in the school is excellent
- Employer engagement in STEM subjects is excellent; students are being offered opportunities to advance their career prospects as they learn.
- Governance is strong, governors challenge the leadership team and understand the priorities currently facing the school

- Safeguarding is fully compliant

#### Areas for Improvement

- A marking and assessment policy must be agreed by the school leaders and then implemented consistently across the school. **Response: closer scrutiny of books through regular ‘book looks’ as well as observations and learning walks. Still inconsistent and a key area of focus, especially how to evidence marking and feedback in portfolio subjects.**
- Book scrutiny must be carried out regularly to ensure all teachers are marking regularly and giving feedback to students that supports them to move forward with their learning. **Response: as above. Most recent observation data indicates in the vast majority of lessons that students are aware of their current and target grades and are given feedback useful in supporting them improve.**
- Senior leaders must implement a robust CPD programme for unqualified teachers and NQTs. **Response: in place, led by the Principal. More time in Summer II will enable further work such as peer observations and learning trios to take place.**
- Attendance must be closely monitored; the school should be aiming to achieve the national average for attendance. Techniques such as home visits and fining should be implemented where appropriate. **Response: There is close monitoring of attendance, especially persistent absentees/latecomers. Close work with Lambeth to support as well as firm sanctions at UTC level.**

#### Headline notes from DfE Term 5 review, April 2018

“Further progress has been made to establish the UTC. The students and staff have settled into the new building and it has a positive ethos and atmosphere. Students are meeting the high expectations of behaviour and movement in the new building. Safeguarding procedures, systems and protocols are now effective and safeguarding seems secure.

In its fifth term there is evidence of improvement in the quality of teaching and learning evidenced by a recent QTL review from an external consultant who is also an Ofsted Inspector.”

Next steps:

#### 1. UTC Recruitment and Viability

Numbers so far indicate a similar intake to last year. This limits the UTC in terms of budget and opportunity to expand its offer and provision. There is a greater need to press sponsors and employers for a range of support in relation to marketing and publicity using their existing facilities. Leaders are using

transport routes to plan marketing. Leaders identified that a huge amount of leadership time is taken, equivalent to a full time role between the 3 SLT members; the Trust must ensure that UTC leadership capacity is not overstretched, particularly given the small size of the MAT and the departure of the Trust's current CEO in the summer. A number of activities have been launched and strengthened with the intention to do a few things very well. The balance of opportunity/cost is a challenge. The UTC and the Trust need to take a more proactive approach to the recruitment of girls as this would bring a better balance to the UTC and would increase numbers. **Response: significant marketing push including targeted mailing, Facebook and Google Adwords; referral scheme and discrete push on pre-apprenticeship route. Time commitment from SLT for interviewing to secure commitment from applicants. Push for presence at school events. Student marketing team and range of events publicised. Local press activity.**

## 2. Strategy to deliver the vision and self-evaluation to monitor progress

Self-evaluation is becoming more robust with effective layout and evidence. It now needs to be more evaluative and reference evidence more effectively. The SEF's Next Steps need to have precise, realistic and sometimes numerical targets to deepen leaders' understanding about what needs to be done to achieve them. Improvement planning should then reflect the delivery of those next steps and give clarity about the operational delivery. The plan continues to need a sharper focus on accountability in readiness for Ofsted. Goals should be related to the national averages and the stretch targets beyond that. A summary plan with key priorities for rapid improvement with progress milestones would enable governors to keep a tight track of how well the UTC is doing against its KPIs and better hold leader accountable. Student safety, welfare and development are now appropriately included in the Improvement Plan. Evidence of how the LGB is supporting improvement needs to be clear in the minutes, demonstrating their impact on student outcomes. With the Trust, longer term strategic development planning for the future of the UTC is needed for the next 5 to 10 years in relation to recruitment and viability, curriculum development and apprenticeship delivery. Visiting other established UTCs may support the thinking needed for Southbank UTC's particular offer. **Response: SEF to be updated with more comprehensive, data-driven format. SEF to feed in to next iteration of Improvement Plan. Summary Improvement Plan over one page to be created and updated. Work with Trust ongoing to ensure evidence of challenge in meeting minutes. Work with Trust ongoing to explore medium-term options.**

## 3. QTL

The positive external review of QTL verified the Senior Team's QTL judgements as good overall although the potential fragility and vulnerability of some teaching was identified as areas for improvement. The quality of marking was seen as variable and also an area for improvement. Students were clear that in some subjects marking was excellent and in others it was not. Their learning was best developed through good marking and feedback and there is clearly very strong practice in the UTC. This needs to be used to gain consistency, bringing everyone up to the highest standard so that students' learning flourishes. Compliance checking and management action should be considered to gain consistency. **Response: Agree with judgements on quality but fragility; variability of marking. Director of English and Development position to support in this area.**



## Quality of teaching, learning and assessment

### Quality of teaching

Observations of teaching are structured half termly. Feedback is given to teachers in order to support their development and improvement, with targeted CPD in place on identified issues, such as stretch and challenge or SEN provision. Internally, observations are graded, with the cumulative total below:

#### UTC

#### Teaching Observations

	Half Term						Total	Percentage
	1	2	3	4	5	6		
<b>Outstanding</b>	6	5	5	5	0	0	<b>21</b>	<b>32%</b>
<b>Good</b>	8	8	9	10	0	0	<b>35</b>	<b>54%</b>
<b>Requires Improvement</b>	2	2	1	2	0	0	<b>7</b>	<b>11%</b>
<b>Poor</b>	0	1	1	0	0	0	<b>2</b>	<b>3%</b>
<b>Total</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>65</b>	

The cumulative proportion of lessons at least Good stands at 86%, a 2% increase on the previous total. Of the lessons observed as not yet good, two staff are involved. One is unqualified and one is newly qualified. This beginner teacher is unlikely to be part of the teaching team next year. Close line management of departments and individual teaching staff is working well. Large teaching allocations and a long working day limit potential to undertake certain training – this will be mitigated by the revised UTC day from 1<sup>st</sup> July. External training has been used well with links to UAE (SEND), Dunraven (science and maths), Ashcroft (engineering) as well as external training providers including exam boards has developed expertise in-house.

CPD takes place each Monday to support continued improvement in T&L. A Beginner Teacher group operates under the Principal's leadership weekly to explore and share good practice: this is working well and will develop further using gained time in Summer term 2. A weekly T&L Briefing takes place with staff sharing good practice: this too is working well and encouraging peer-to-peer development. These engagements cumulatively mean high quality, personalised and contextualised development for all staff to increase expertise and capacity. A lack of time to innovate and consolidate has been identified with a reduced teaching day from July 2018 mitigating this.

The most able students are extended through the Brilliant Club programme, led by Russell Group university students with selected Year 10 and Year 12 students. This has now concluded with the successful graduates being invited to a graduation ceremony in June at SOAS. However challenges remain around stretching the most able across all subject areas: differentiation is an area of focus, particularly with large class sizes in Year 10.

A budget for external tuition has been agreed at trust level. This has been put to effective use in three key ways:

1. External tutors in English, maths and sciences for GCSE and A level. This is working well overall
2. Additional Yipiyap tuition, supporting small group withdrawal for Year 11 and in-class support for Year 13
3. Wider initiatives aimed at promoting wellbeing and student welfare, with a breakfast provided free of charge for Year 11 and 13 students

### **Assessment**

Regular assessment is taking place in the classroom to ensure an accurate picture of student performance is maintained. All student books have students' current and target grades appended. Professional Prediction data is collected termly and analysed centrally both in-house and through Redborne Upper School as part of a BDT contract. Using this data, subject teachers are able to plan and action intervention, with a particular priority on Year 11 students. Intervention sheets are collated and tracked centrally.

Focus remains on ensuring the accuracy and validity of assessments: BTEC assignment marking has been approved in engineering. Both English teachers are examiners for their boards. In maths and science collaborative work and moderation has taken place to benchmark assessment data to good effect.

Marking and feedback is an ongoing area of focus. In some subjects and amongst some staff marking and feedback is exemplary while in others it is inconsistent. Most recent observation data however tells us that students believe they receive feedback such that they know where they are, where they need to be and how to improve. Further work is ongoing in evidencing marking and feedback in portfolio subjects, such as engineering and computer science, where work is often stored electronically.

## **Personal development, behaviour and welfare**

### **Conduct and attendance**

Conduct is good at the UTC. Systems are operating effectively and consistently. The use of positives and negatives in the MIS, together with regular and published competitions, is working well, and has been adapted recently to give more visibility to Year 12 and 13 achievement. 7152 positives have been issued by staff against 2543 negatives at a ratio of 2.8 positives for each negative. This is close to the internal target of 3:1. Feedback to parents yields impact. The more challenging students are actively and effectively managed and serious poor conduct are rare. Students feel safe. Bullying is rare.

Homophobic and racist incidents are very rare. The most common conduct-related issues are pockets of disengagement and off-task behaviour by some Year 10 and 12 students, along with persistent low-level conduct issues in some lessons. This is exacerbated by a wide ability range, very large class sizes and weak habits of learning from previous schools amongst Year 10 students. This is being addressed by splitting this cohort into three teaching groups as they head into Year 11, with more setting by ability planned on the timetable. Pastoral managers work effectively to respond to issues and concerns, and are aiming to work more effectively in preventative work including offering counselling to key students. Student-led mentoring of some Year 10 students has worked extremely effectively. Where there are significant conduct issues, they are dealt with firmly and promptly. As a consequence there have been a number of fixed term exclusions this academic year, although no permanent exclusions. Disregarding one very challenging Year 10 student who is no longer on roll the UTC has excluded on 36 occasions for a total of 57 days split between 26 students, with an average length of 1.58 days. The most common reason was for defiance towards staff. 15% of exclusions were female against 22% girls on roll at the UTC, meaning boys are proportionately excluded more often than girls. 30% were disadvantaged, again below the proportion on roll and 8% are SEND against 15% on roll.

Internal suspension is used judiciously for four main reasons

1. As an alternative to a fixed term external exclusion for some persistent or fairly serious offences
2. As a 'cooling off' space following an incident
3. As an alternative learning space for students unable to enter the taught curriculum eg for not wearing correct dress code
4. As a reintegration and reflection space to conduct work to ensure repeat offences are kept to a minimum.

By far the most common cause of referral is for persistent lateness, which remains a focus at the UTC.

### **Personal study**

Year 13 personal study works effectively, as it did last academic year, with students semi-supervised on second floor spaces. Year 12 personal study however has proven challenging at times, with some damage and unprofessional conduct experienced, especially when students are not directly supervised. Supervision is logistically challenging given the low staff numbers and heavy workload. A new system for Year 12 personal study is currently in revision, with an additional personal study space with computer access coming on stream. There remain isolated issues with poor conduct from a small number of Year 12 students in personal study when not directly supervised. Internal CCTV is being installed to assist as students' request.

## Attendance

Attendance figures for Year 10 and 11 are reported to the DfE. Attendance stands at 94% to the end of Spring term 2, matching 2016-17 data.

Year %	Cohort size	2017-18	Cohort size	2016-17
10	53	94.3%	36	94.2%
11	33	93.6%	0	

Ethnicity %	Cohort size	2017-18	Cohort size	2016-17
BAFR	16	86.9%	8	97.9%
BCRB	32	94.0%	13	92.9%
WBRI	7	92.9%	4	80.6%

LAC %	Cohort size	2017-18	Cohort size	2016-17
N	85	94.1%	36	93.6%
Y	1	95.5%	0	

Gender %	Cohort size	2017-18	Cohort size	2016-17
Female	20	92.4%	6	88.5%
Male	66	94.6%	30	94.6%

Pupil Prem %	Cohort size	2017-18	Cohort size	2016-17
N	49	93.4%	19	94.6%
Y	37	95%	17	92.5%

G&T %	Cohort size	2017-18	Cohort size	2016-17
N	78	93.6%	32	93.1%
Y	8	98.1%	4	97.4%

UTC attendance target = >95%

UTC punctuality target = <3%

	Cohort size	2017-18	Cohort size	2016-17
Overall %	86	94.0%	36	94%
Punct %	86	6.0%	36	7.0%

SEN %	Cohort size	2017-18	Cohort size	2016-17
N	58	94.0%	27	94.9%
Y	25	94.0%	9	89.7%
EHCP	3	95.0%	0	

**KEY**

Below target

Close to target

Above target

The UTC is not yet reaching its target of 95% although the figure is in line with the national average for Years 10 and 11 (94.3%). The attendance of girls is worse than that of boys. Black African attendance is lower than other groups. A small number of students are exerting a considerable skew on the figures: for example a Black African girl has been on long-term sick for a number of weeks, which distorts the overall figures as each student is worth over 1%.

Lateness remains a key challenge for the UTC with a significant number of students arriving persistently late to the UTC in the mornings, usually by a maximum of ten minutes. Stronger sanctions is in place for lateness since January 2018: for every ten lates, parents are summoned to the UTC for a meeting, with the student placed in internal suspension for the day and with their WiFi access removed. This system is working better although lateness remains a concern.

**Pastoral care**

The coaching programme continues to work well with a centrally designed and consistently delivered range of activities. These comprise assemblies, league table presentations, literacy, numeracy and critical thinking. Consistency and reinforcement of professional expectations and values are powerful and impactful.

Pastoral management is effective overall with the team increasing in expertise and experience. The capacity offered by the team is effective in responding to incidents and increasingly in supporting with counselling and other preventative work as well as with careers and projects. Good relationships exist between the team and students and families. A focus area for the next academic year is to increase the involvement of coaches in more elements of pastoral care, thereby creating capacity at management level for more strategic inputs.

**Careers**

A range of strategies and initiatives have been put in place, all very successful. These include regular careers talks, mentoring, mock interviews, UCAS workshops, work experience, site visits, assemblies and formal, expert careers advice.

## **Student voice**

Student voice systems are operating successfully this year with two main systems. Every coaching group has a Student Council Rep, with fortnightly meetings with the Principal and pastoral management team to hear and act on student feedback. Student Council budgets are controlled by the reps, with spending linking students to a sense of responsibility and community pride.

The Senior Student team has also been working well. Recent activity has focused on creating mentoring opportunities, service with the local elderly population and a table tennis tournament. Further competitions and service activities are planned.

## **Outcomes for children and learners**

### **Learning areas report**

#### **English**

Consistently outstanding teaching. Effective work to drive progress especially in Year 11 with additional withdrawal groups and booster sessions ongoing, and frequent work on examination technique. Use of competition and public league tables. Year 10 set by ability for some lessons each week to assist differentiation. Year 12 re-take group improving. TA and Yipiyap working well. A level English on offer for 2018.

#### **Maths**

Stronger teaching than ever although training need for newest recruit in Key Stage 5 required, and NQT involved in Beginner Teacher group. Additional small group withdrawal for Year 11 weakest students has been created and is working well. Yipiyap and TA working very effectively. Core maths Year 12 and 13 stronger now with prognosis positive for A level outcomes.

#### **Science**

Much greater range and quality of practical science with required practicals completed. Teaching broadly good, although inconsistent lead teacher and absence of lead teacher an issue. Specialist teaching at GCSE working effectively. A level going well although issues with student absence (pregnancy and mental health). Technician support effective. Replacement staff recruited in physics and chemistry for September.

#### **Engineering**

Business course now complete; additional teaching capacity has been impactful in this area. Support from exam board for Smart Product Design has been useful. Examinations for BTEC at Level 2 and 3 have started: very positive so far. More workshop activity appreciated by students although Year 10 class

sizes are too large for meaningful workshop experiences: groups to be split for Year 11 into three. Projects working well. Study leave imminent for many groups. Strategic development of new courses for September including NCFE pre-apprenticeship route ongoing.

### **Computer science**

Teachers both part-time – tricky to organise peer developmental work. Teaching broadly good although inexperienced teacher inconsistent. Resourcing good. National scandal has removed coursework component from GCSE which will impact our learners by putting more pressure on final examination. A level content challenging with mixed ability Year 13 group and issues with coursework completion. Small class size in Year 12 with positive prognosis on results.

### **CPD**

Year 10 working towards Preparation for Working Life short course GCSE with coursework marked and examination imminent. Year 11 and 12 content linked to current themes in line with UTC mission and values; Year 12 with pre-university input from LSBU, going well. Year 13 course now complete in the run-in to exams.

### **Achievement and progress**

Year 11 is the primary area of focus. Through BDT, we have recently received a full data analysis package from Redborne Upper School, outlining Attainment 8 and Progress 8 comparators based on most recent professional prediction data. This is very positive, assuming the data entered by subject teachers is accurate. Key reports are below:

- Progress 8. This indicates a likely Progress 8 score of +0.36. This would place it in the top 19% of schools nationally; a very strong outcome given that the UTC has had influence over students' learning in only two of the five years of Progress 8. Evident is variable value added by group, with low and middle prior attainers performing more strongly than the more able students. Note that Progress 8 is calculated based on those students with Key Stage 2 scores: two home-educated and one overseas student will not score despite making strong progress.

## South Bank Engineering UTC

Trends over time: Year 11 - 1, Exam Year: 2018



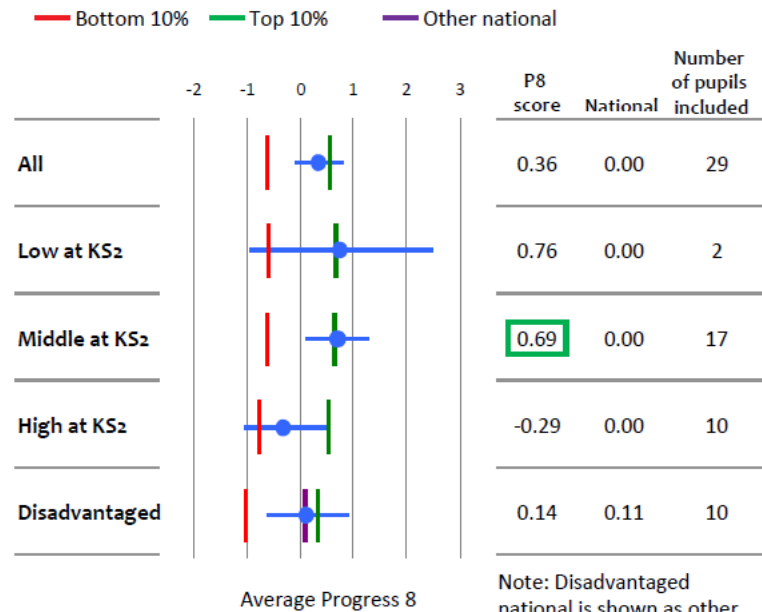
Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)

	Overall					English P8 element					Mathematics P8 element					Open P8 element												
	Bottom 20%		Top 20%			Bottom 20%		Top 20%			Bottom 20%		Top 20%			Bottom 20%		Top 20%										
	Year	Cohort	Q5	Q4	Q3	Q2	Q1	Year	Cohort	Q5	Q4	Q3	Q2	Q1	Year	Cohort	Q5	Q4	Q3	Q2	Q1	Year	Cohort	Q5	Q4	Q3	Q2	Q1
All	2018	29					19	2018	29		64				2018	29				32		2018	29				28	
Low at KS2	2018	2					10	2018	2					12	2018	2				36		2018	2				24	
Middle at KS2	2018	17					10	2018	17			47			2018	17					13	2018	17					18
High at KS2	2018	10		68				2018	10	91					2018	10		77				2018	10		64			
Disadvantaged	2018	10					18	2018	10		61				2018	10				24		2018	10				28	



2. The data on the right indicates the gap between groups and includes disadvantaged students who are on track to score above national levels although below their peers at the UTC. Low and middle ability students are predicted to perform exceptionally well.

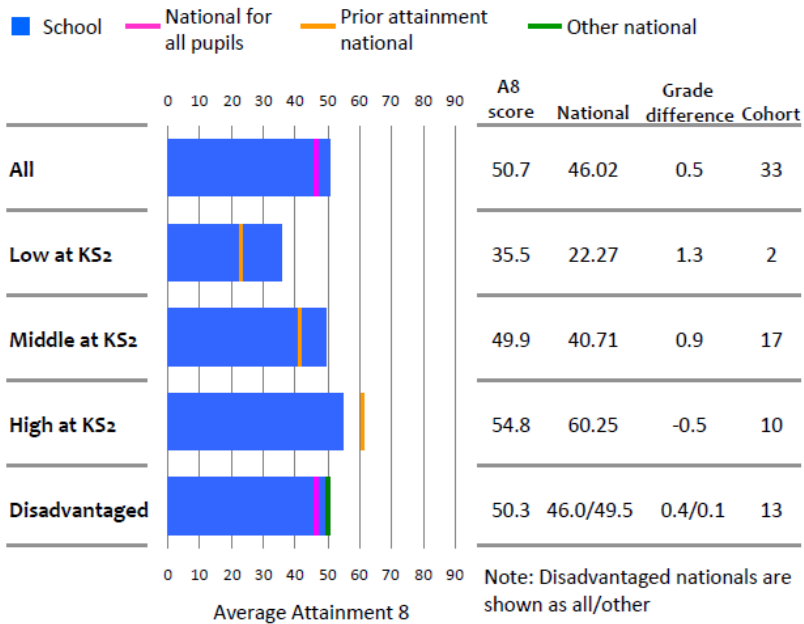
### Overall Progress 8



Significantly below national and in bottom 10%

Significantly above national and in top 10%

### Overall Attainment 8



3. The data on the left indicates Attainment 8 scores: predicted at 50.7 on average against 46 nationally. Again high prior attainers are proportionately underperforming their peers nationally although scoring well in absolute terms. Disadvantaged students are scoring well.

Year 13 data is positive according to the most recent data collection based on professional predictions. A large teaching allocation and small class sizes assist with A levels, and students are using personal study effectively.

All A levels are predicting 100% pass (E+) rate, with all subjects other than physics at least on target for higher grades.

Engineering is positive albeit with one student potentially missing out on the Extended Diploma due to bereavement absence. Staff are working with individual Sub Dip students to ensure a greater proportion reach the highest grades.

Prev data	Min exp target	Spring 2 prof pred	Spring 2 2018 diff to PP target
Maths A A*-E %	100%	100%	0
Maths A A*-C	61	79	18
Maths A A*-A	4	18	14
Chemistry A A*-E	100	100	0
Chemistry A A*-C	67	67	0
Chemistry A A*-A	0	0	0
Biology A A*-E	100	100	0
Biology A A*-C	67	67	0
Biology A A*-A	0	33	33
Physics A A*-E	100	100	0
Physics A A*-C	60	53	-7
Physics A A*-A	7	0	-7
Computing A A*-E	100	100	0
Computing A A*-C	50	55	5
Computing A A*-A	0	0	0
	Min exp target	Spring 2 prof pred	Spring 2 2018 diff to PP target
Engineering Ext Dip PPP+	100	95	-5
Engineering Ext Dip MMM+	100	91	-9
Engineering Ext Dip DDD+	33	48	15
Engineering Sub Dip P+	100	100	0
Engineering Sub Dip M+	100	86	-14
Engineering Sub Dip D+	78	68	-10

<b>Year 10 - 2019</b>	Spring 2 2018 professional prediction	End of course target	PP Difference to target
Attainment 8 overall average			
Progress 8 overall average			
English average grade	4.3	4.3	0
Maths average grade	4.2	4.4	-0.2
Science average grade	4.5	3.9	0.6
Computing ave grade	3.4	3.8	-0.4
Engineering Business ave grade	4.7	4.3	0.4
Engineering First ave grade	4.9	4.2	0.7
English 4+%	77%	74%	3%
English 5+ %	36%	40%	-4%
Maths 4+%	74%	68%	6%
Maths 5+ %	36%	45%	-9%
Science 4+%	74%	64%	10%
Science 5+ %	51%	24%	27%
Computing 4+%	38%	55%	-17%
Computing 5+ %	11%	21%	-10%
First Engineering Pass+ % (reported as Grades 1-4)	100%	100%	0%
First Engineering Merit+ % (Grades 5-6)	56%	34%	22%
First Engineering Distinction+ % (Grades 7-9)	12%	6%	6%
Business Engineering Pass+ % (reported as Grades 1-4)	100%	100%	0%
Business Engineering Merit+ % (Grades 5-6)	57%	36%	21%
Business Engineering Distinction+ % (Grades 7-9)	8%	4%	4%
Basics indicator (5+ in English and maths)			

Year 10 are a weaker year group than Year 11 on average, with a wider ability spread and larger class sizes currently. A different target-setting methodology is used, derived from CATS tests rather than KS2 data. This is in line with other UTCs and is supported by the DfE and Ofsted.

Overall Attainment 8 data is to be published, but by subject performance is close to target overall; stronger in specialisms and science, weakest in computer science.

The proportion of students predicted to pass (4+) English and maths is above target while slightly below at strong pass (5+). Attention is being paid to computer science, where weak prior expertise of students is a factor.

	Min exp target	Spring 2 prof pred	Spring 2 2018 diff to PP target
Maths A A*-E %		100%	0
Maths A A*-C		100	0
Maths A A*-A		25	17
Further Maths A A*-E %	100	100	0
Further Maths A A*-C	100	100	0
Further Maths A A*-A	33	33	0
Chemistry A A*-E	100	100	0
Chemistry A A*-C	100	80	-20
Chemistry A A*-A	20	0	-20
Physics A A*-E	100	100	0
Physics A A*-C	100	75	-25
Physics A A*-A	67	25	-42
Computing A A*-E	100	100	0
Computing A A*-C	100	100	0
Computing A A*-A	0	0	0
	Min exp target	Spring 2 prof pred	Spring 2 2018 diff to PP target
Engineering Ext Dip PPF	100	100	0
Engineering Ext Dip MN	100	75	-25
Engineering Ext Dip DD	91	31	-60
Engineering Sub Dip P+	100	100	0
Engineering Sub Dip M-	100	100	0
Engineering Sub Dip D+	100	100	0

Year 12 data is looking positive in terms of A level pass rate (E+). Focus is placed on predictions currently below target at higher grades, especially in chemistry and physics.

The Sub Dip engineering course at level 3 is performing exceptionally well, with all students on track to achieve Distinction grades. The technical route QCF course is more cautious currently, with all students predicted to pass but higher grades being hindered currently by students missing coursework deadlines. A focus of Summer 2 is to increase time in engineering for Year 12 to catch up with missed work; additional computers in personal study will assist too.

# Effectiveness of leadership and management

## Staffing

Staffing is relatively stable although with some recruitment required. It is possible that there will be further resignations before the end of the academic year: teaching staff are required to give notice before May 31<sup>st</sup> while non-teaching staff are required to give one month's notice.

Replacements acquired for September:

- Physics teacher: experienced, USA trained and qualified specialist teacher.
- Chemistry teacher (0.6 FTE): experienced, UK trained and qualified specialist teacher.
- Engineering teacher: UK qualified engineer with teaching experience in FE although not in specialism. TA experience at UTC.

Replacements sought for September:

- Engineering teacher: preferably experienced. Recruitment ongoing. This is a challenging position to recruit to with options being pursued.

-Teaching Assistants – English and SEN

Permanent position to be recruited to:

- Front Desk Officer, comprising Attendance function. Recruitment ongoing – 150 expressions of interest through Indeed.com

Permanent position recruited to:

- Assistant Vice Principal: Interim role made substantive following process

New roles to be recruited to:

- Site Manager
- Operations Manager (to be confirmed)

Internal promoted position recruited to:

- Director of English and Development. This role has been created to increase the UTC's ability to innovate in teaching and learning, in particular in areas of staff CPD and sharing good practice, as well as improving marking and assessment. The role comprises oversight of the development of cross-curricular themes including literacy, numeracy and employability.

At the time of writing the budget is being composed and financial parameters clarified based on estimated student numbers. This will determine final decisions with regard to potential additional support staff in the form of specialist teaching assistants.

## Leadership and management

The vision and values continue to be articulated effectively and consistently, giving the UTC a unique and valuable proposition. Staff morale remains good; relationships are positive and professional. The UTC is well managed although lacking in capacity in key areas. Systems operate effectively, and are stronger in certain areas since actions following a DfE safeguarding review. Leaders understand the strengths and areas for development at the UTC, and these are triangulated against external verification from mock Ofsted, DfE and Lambeth reviews.

Line management and performance management works effectively, albeit with a shortage of time, with staff well-supported against clear job descriptions and targets. Mid-session reviews and probationary period reviews have taken place, with two weaker staff to be moved on from their current roles. The revised UTC day is planned for 2018-19 onwards and will be trialled in July. With shorter, more focused lessons and an earlier dismissal time, it will enable more flexible time at the end of the day for interventions or other management activity to enhance capacity and drive student achievement.

The curriculum is appropriate for the aspirations of learners, the vision of the UTC, to ensure cost-effectiveness and to meet accountability measures. The completed curriculum review for 2018-19 has been undertaken and is now feeding in to staffing models, timetabling and financial planning. A key consideration is for 2018-19 to be a year of consolidation and refinement in preparation for Ofsted and further growth in student numbers as well as other strategic considerations. A new pre-apprenticeship level 2 course has been planned and is in the process of being marketed with discrete and powerful messaging: this is likely to yield a full group in the next academic year.

British values are actively promoted through a positive culture in the UTC in line with its vision and values. The pastoral programme is strong in support of this and other cross-curricular theme development including literacy, numeracy, employability and critical thinking.

Governance is evolving, with a review feeding into a refined structure at LGB and trust level. Governors are well-trained and aware of issues nationally and locally which impact on the UTC. Governors are involved in holding leaders to account for performance and do so within a climate of positivity and challenge although a focus area is on how to evidence this both in meeting minutes and in write-ups from visits.

The UTC's improvement plan continues to be updated along with the self-evaluation form (SEF). This is used to inform the structure of SLT meetings, which are efficient and effective. A strategic priority remains to develop the capability and capacity of middle leaders, although a newly-created Director of English and Development will assist in this area. Dialogue is underway with the trust with regard to medium-term strategic planning, especially in relation to entry points and curriculum decisions.

A new Management Information System (MIS), SIMS is being introduced for September, with training in May and June for key users. This will harmonise with UAE and will enable more efficient data analysis to take place. Additional ICT management software is being purchased to give finer control over students' rights and permissions.

## Student applications

**Year 10:** 50 current applications. Forecast additional 10 applications minus attrition factor = forecast 52 students in September 2018.

**Year 11:** 54 on roll currently, forecast 54 students.

**Year 12:** 33 internal applications from Year 11 plus 8 internal from Year 12 level 2 plus 121 external applications = 162. Forecast additional 30 applications minus attrition = forecast 120 students.

**Year 13:** 54 on roll minus attrition = forecast 45 students.

Totals

Year 10        52

Year 11        54

Year 12        120

Year 13        45

**Grand total    271 students based on current forecasts**

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