

Meeting of the South Bank Engineering UTC Local Governing Body

4.30 - 6.00 pm on Wednesday, 30 November 2016
in South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

**4.00 – 4.30 pm Head of Department Presentations for Governors*

Agenda

No.	Item	Pages	Presenter
1.	Welcome & apologies		RB
2.	Declarations of interest - <i>Governors are requested to declare any interest in any item of business</i>		RB
3.	Minutes of previous meeting	3 - 6	RB
4.	Matters arising		RB
<i>Items to discuss</i>			
5.	Principal Report	7 - 18	DC
6.	UTC Development Plan & Self Evaluation Form	19 - 36	DC
7.	Construction progress		RB
8.	Department for Education Inspection Report (Oct 2016)	37 - 44	RB
9.	Engagement of Employers with Student Policy	45 - 48	DC
<i>Items to note</i> <i>the following papers will only be discussed at the meeting, if there is a matter that any governor wishes to raise with the Clerk the day before the meeting</i>			
10.	Report on Committees Discussions	49 - 50	PS
11.	Financial Management Report October 2016	51 - 54	DS
12.	Governors' visit forms	55 - 56	RB
13.	Any other business		RB

Date of next meeting
4.30 pm on Wednesday, 15 March 2017

Members: Rao Bhamidimarri (Chair), Karen Adewoyin, Ian Brixey, Dan Cundy, Natalie Ferer, Tony Roberts, Ruth Smith and Joanne Young

Apologies: Lynn Grimes and Richard Parrish

In attendance: Dan Smith and Pervena Singh

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Minutes of the meeting of the South Bank Engineering UTC Local Governing Body ('LGB')

4.00 pm on Wednesday, 28 September 2016
South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

Present

Rao Bhamidimarri	Chair
Ian Brixey	
Dan Cundy	
Natalie Ferer	
Richard Parrish	
Ruth Smith	
Joanne Young	

Apologies

Lynn Grimes
Karen Adewoyin
Tony Roberts

In attendance

Dan Smith	Business Manager
Michael Broadway	Company Secretary
Pervena Singh	Clerk

1. Welcome and Apologies

The Chair opened the meeting and welcomed the governors to the first meeting of the LGB. The above apologies for absence were noted.

The Chair explained the purpose and background for the LGB, and provided an outline of the development of the school's immediate and long term future.

Governors had received an informative tour of the school ahead of the meeting.

[Ruth Smith joined the meeting]

2. Declarations of Interest

The LGB approved the declarations of interest. No declarations of interest were made on any item on the agenda by the governors.

3. Principal's Report

The LGB discussed the Principal's report in detail, which covered the opening of the school, quality of teaching, learning and assessment, personal development, behaviour and welfare, outcomes for children and learners and effectiveness of leadership and management. The LGB noted the operational nature of the first report and requested that future reports have more data and analysis. The Principal would consider how best to provide up to date information to governors.

It was reported that the school had opened with 96 pupils. The school would be housed in temporary accommodation for one year. The LGB noted the challenges of the temporary accommodation. The Principal reported that a physical whole school assembly has not been possible due to the capacity of the temporary building. Weekly virtual assemblies were delivered by the Principal instead and were working well.

The LGB welcomed the 'South Bank Twelve' principles and effort to ensure consistently high quality lessons. The LGB discussed the curriculum and noted the importance given to English across the curriculum. A presentation on outcomes would be given to the next meeting.

The governors noted the progress for 2017 recruitment, and the development of face to face sessions, open events, social media presence and a TV advert due to be aired imminently. The UTC would manage its own admissions.

4. Budget Overview 2016-2017

The LGB noted the UTC budget overview for 2016-2017 which had been approved by the Board of Trustees at its meeting of 12 July 2016. The budget was based on a 140 student count. Currently 96 pupils were on roll and the final figure would be confirmed in October 2016. An updated on the budget would be provided to the next meeting, including any claw back. The LGB noted that the lower than forecasted figures are due to maintaining high entry requirements.

5. Policies

The LGB noted the list of school policies, which had been approved by the Project Steering group prior to opening. The LGB noted that there were a number of statutory policies which are available on the website. The LGB noted the approved policies will be regularly reviewed by the senior leadership team, South Bank Academies Board. The LGB requested to have sight of all policies.

The LGB requested a brief policy on expectations for engagement of employees with students.

6. South Bank Academies Governance

The LGB noted the South Bank Academies governance structure. The LGB requested information of the directors and a structure chart of the subcommittees is circulated for information.

The LGB noted that the school was part of South Bank Academies, a multi academy trust. The LGB noted its responsibilities as delegated by the Board of Trustees in the Scheme of Delegation. A governors' Code of Conduct would be developed by the Clerk.

7. Committee Membership And Terms Of Reference

The LGB approved the proposed terms of reference of its two subcommittees, Finance and General Purposes, and Learning and Teaching. It was agreed that Ian Brixey would Chair the Learning and Teaching and Natalie Ferer would Chair the Finance and General Purposes. The Chair would agree committee membership in consultation with the Chairs of the committees. Ruth Smith had agreed to be the safeguarding link governor. Other link governors as identified in the Scheme of Delegation would be reviewed.

The LGB noted the proposed timetable of meetings. The Clerk would circulate a final version to governors. The Chair emphasised the need for governors to visit the school once a term. The Clerk was developing a set of expectations for governors' visits. A role description for governors and link governors is being developed by the Clerk. Training courses for governors delivered by London Borough of Lambeth would be circulated by the Clerk.

8. Any Other Business

The LGB noted that regular updates on the progress of the building work would be given to the Board of Trustees and the LGB.

Date of the next meeting

4.30pm, Wednesday, 30 November 2016

Confirmed as a true record

..... (Chair)

ACTION

Item	Action details	Who	Status
3.	A presentation on outcomes to be presented at the next meeting.	Principal	Presented at the Learning & Teaching committee held on 16 November 2016
4.	Updated on budget for 2016-2017	Business Manager	Included in the Financial Report on the agenda
5.	Policy on expectations for engagement of employees with students.	Principal	Included on November agenda
6.	Information of the directors and a structure chart of the subcommittees to be circulated to LGB members.	Clerk	To be circulated
6.	Governors' Code of Conduct to be developed.	Clerk	Code of conduct circulated by CEO
7.	Committee membership to be determined in consultation with LGB Chair and the Chairs of the committees.	Chair/ Natalie Ferer & Ian Brixey	Governors assigned to committees
7.	A revised version of 2016/2017 meeting timetable to be circulated to governors	Clerk	2016/2017 Dates emailed
7.	A set of expectations to be developed for governors' visits.	Clerk	To be circulated
7.	A role description for governors and link governors to be developed.	Clerk	In progress
7.	Training courses for governors delivered by London Borough of Lambeth to be circulated.	Clerk	Training brochure circulated
8.	Regular updates on the progress of the building work would be given to the Board of Trustees and the LGB.	Principal	Reoccurring agenda item



	CONFIDENTIAL
Paper title:	Principal's Report
Board/Committee:	South Bank Engineering UTC Local Governing Body
Date of meeting:	30 November 2016
Author:	Dan Cundy, Principal
Purpose:	To discuss
Recommendation:	The committee is requested to note the Principal's report.

Operational report

Temporary accommodation issues have been reported and dealt with, with some yet to be finally resolved. These mainly include lighting and water ingress issues, although none have posed a threat to the safe operation of the UTC. A fire safety report was produced by Judicium which outlined further issues which require rectification, most of which have now been resolved although a gap in the compartmentalisation of the server room has yet to be closed at the time of writing. The UTC is undertaking to provide roofing cover for the external corridor near reception.

Meetings in relation to the final build are regularly held, with representation from the UTC. Currently there is a delay of 2 weeks and 4 days after the scheduled handover date of 18th September 2017. This presents considerable challenges with the UTC working with EFA to explore options. The preferred option is for the EFA to commit funding to accelerate works to hand over in early September.

Early connectivity issues have been resolved, with a stable connection established since late September. Other systems including the MIS are operating well. The school census was sent within the acceptable timeframe to the DfE with the workforce census in hand for submission by 2nd December.

Quality of teaching, learning and assessment

Units of work are in place according to an agreed calendar in all subjects, with appropriate course specifications and resources in place to meet the needs of students, sponsors and accountability measures. Common strands including literacy, numeracy and employability are delivered across the curriculum.

Baseline data has been collated and shared with staff and students, who are aware of key student groups, including disadvantaged, SEN and gifted and talented, with structures in place to support a drive for rapid progress for all groups in all subjects. All staff and students

are aware of minimum expected and stretch targets both at the end of courses and each term.

A quality assurance programme for teaching is in operation, consisting of various strands to ensure teaching and learning is highly effective on a consistent basis. This comprises:

- Informal learning walks conducted by SLT on a regular basis, with informal feedback to staff and discussion at SLT level
- Snapshot observations: close to an Ofsted model, all staff are informed at lunch that there will be snapshot observations the following day, with lessons observed by SLT for 15-20 minutes. Written and verbal feedback generated and shared, with records held centrally. Intended to evaluate 'typical' practice.
- Developmental observations: staff select a full lesson to be observed by SLT within two calendar windows. Written and verbal feedback generated and shared. Intended to evaluate 'best' practice.
- 'Risk Lessons': staff select a lesson to challenge their practice, with resources, strategies or learning styles out of teachers' comfort zones. Designed to extend and develop staff away from 'safe' lessons and to drive innovation. Outcomes shared.

In line with the current Ofsted framework, individual lessons are not formally graded, although the global quality of teaching is. The global judgement is reached based on analysis of observations, marking scrutiny and progress data. A full analysis is to be completed with the first entry of assessment data in early December and following the first formal marking scrutiny which will take place before the Christmas break, but informal judgements are that the quality of teaching is good overall, outstanding in places, especially in English and some engineering lessons, but requiring improvement in particular areas, particularly amongst unqualified, trainee teachers. Training and targeted support is in place to develop staff capabilities.

Termly assessments are in place, with the first formal assessment week taking place w/b 28th November. GCSE papers are to be used for Year 10 with mark schemes in place to ensure reliability of data. Arrangements are now in place with City Heights to cross-moderate assessments: this external verification of marking and assessment will assist the UTC in asserting that assessments are rigorous and accurately assessed.

The reporting system to families has been formalised through the MIS. All students will receive a termly report outlining grades for effort and attainment against targets, along with a judgement on employability.

Aside from examined subjects, CPD is operating successfully: Year 10 are completing work towards an AQA Employability qualification while Year 12 complete thematic CPD work. PE delivered by Trinity PE staff is operating well with good levels of participation and achievement.

Personal development, behaviour and welfare

The vision and values of the UTC, centring on developing students' employability skills, has been reinforced through a number of channels to all students. Professional expectations have been shared and explained, with the frequent use of role models, inspirational quotes, pastoral input and site displays designed to reinforce the key messaging ongoing and enhanced through the term. UTC staff have worked hard to ensure the physical environment passively develops and reinforces the vision and values, for example through displays.

Conduct remains excellent amongst Year 12 students. High degrees of motivation, engagement, maturity and self-management are the norm. Year 10 continues to be more of a challenge, with a great diversity of need and background. Considerable intervention has been put in place into Year 10 however, with two successful parents' evenings and a wide range of strategies and resource brought to bear. As a consequence, conduct and engagement has improved considerably. The planning of targeted interventions has been aided by the receipt of student files from predecessor schools, meaning UTC pastoral staff have more background data.

Two students have been excluded for a fixed term, both Year 10. One exclusion was for use of racist language and the other for defiance and H&S risk.

Fixed term exclusions: 2

Total number of days: 3

Total number of students: 2

Exclusions as % of student population: 2.1%

Healthy competition is being fostered continuously. There are two Companies competing in attendance, punctuality and conduct, with incentives and rewards for top performers. Regular calls are placed to parents for reaching key thresholds such as 15 positives; with rewards for highest performing groups. Much of this competition is based on student performance data.

Positives issued (significantly good performance): 1128

Negatives issued (significant concerns or poor conduct): 289

Ratio Positive:Negative 3.9:1 (target 3:1)

Attendance: 95.7% (target 95%); national 94.9% in 2015

Although attendance rates are high, punctuality is a concern. A number of students are persistently late to the UTC, mostly by no more than five minutes. However, as punctuality

is seen as a surrogate for reliability by employers, management of lateness is taking place through sanctions and parental involvement.

Fiona Sydney, the UTC's SENDCO has worked effectively to support SEN students, with a focus on Year 10 and two students in Year 12 with high levels of need. Diversity of need demands an individualised response, which Fiona has been developing to good effect. She will continue to focus particularly on English, maths and science, her area of particular expertise. Additional support for high-needs learners continues to be provided in the form of Ellie Keightley (English and literacy), Samad Arshad (engineering, physics and maths from October) and Najib Mazid from Yipiyap.

The UTC is constituted of a wide range of students, including considerable diversity. For example, 49% of students in both years have been eligible for Free School Meals in the last six years. 25% are eligible for Free School Meals currently. The UTC has published a strategy document to outline how Pupil Premium funding will be used to maximise the performance of disadvantaged students. This will be reviewed throughout the year in relation to progress and attainment data in order to maximise impact and value for money.

Outcomes for children and learners

Prior attainment data is below, summarised from the document presented to the L&T committee recently.

Year 10

Intake into Year 10 is non-selective, generally based on engagement with the UTC's specialisms and ethos. As such, there is a considerable range of ability as evidenced by prior attainment. For example, average Key Stage 2 points score (at the end of Year 6) ranges from 19 to 33 based on levels. To understand this, consider this DfE table:

Level	Fine points range
6	36-41.99
5A	34-35.99
5B	32-33.99
5C	30-31.99
4A	28-29.99
4B	26-27.99
4C	24-25.99
3A	22-23.99
3B	20-21.99
3C	18-19.99

Key Stage 2 average points score is based on scores in a variety of areas, tested at Year 6 SATs: Reading, writing and mathematics. The average KS2 score nationally for 2013 was 28.3 points. The 2016 Year 10 intake at the UTC is 28.1, meaning the cohort is marginally less able than the national average according to this data. (Note that where we have missing data we assume a student was in line with national average: level 4b or 27 points)

Given that averages are often not particularly helpful, it is useful to group students according to their points score, conventionally into three prior attainment bands:

- Below level 4 – low prior attainers (LAP)
- At level 4 – middle prior attainers (MAP)
- Above level 4 – high prior attainers (HAP)

Overall, the UTC has

- LAP: 14% (17.1% nationally)
- MAP: 64% (48.4% nationally)
- HAP: 22% (34.5% nationally)

The table below outlines differential by gender

Fine points range	(Below level 4) 18-23.99	(At level 4) 24-29.99	(Above level 4) 30-41.99
% of girls whose prior attainment was in this range nationally	15.0	48.9	36.0
% of boys whose prior attainment was in this range nationally	19.2	47.8	33.0

In relation to national, the UTC's girls are 33% LAP, 33% MAP and 33% HAP, giving a bias towards the lower end of the ability scale by prior attainment – for example with over twice the proportion of low prior attainers. Boys at the UTC are 10% LAP, 70% MAP and 20% HAP, revealing a skew towards the middle of the ability range in relation to the national picture.

Individual scores for Reading, Writing, Grammar, Punctuation and Spelling (GPS) and Mathematics are available separately for all Year 10 students, and gives the UTC the ability to use prior data to inform target-setting.

Prior attainment in past years would be available on entry to Year 10 as the results of Year 9 SATs taken at the end of Key Stage 3. This data is no longer available, so the only hard prior attainment data available to the UTC is significantly out of date, with three

academic years already elapsed. Thus it is critical that the UTC has robust and detailed arrangements in place to establish a baseline when students start Year 10.

APS by group indicates some variation

All students	28.10
Boys	30.45
Girls	27.62
Disadvantaged	28.84
Non-disadvantaged	28.55
Black Caribbean	28.35
Black African	28.92
White British	26.74
First language English	28.31
English additional language	27.69
SEN	26.68

Disadvantaged students are more able on average by KS2 prior attainment than non-disadvantaged students. As such, a positive gap in performance at Key Stage 4, a major focus for Ofsted and the government, should be carried through. Girls are less able than boys on average, so additional tracking, intervention and support will be required in order to enable all girls to reach our own entry criteria for Key Stage 5. Likewise SEN and White British students stand out as having achieved lower than average Key Stage 2 scores, and will need additional support.

Year 12.

Intake into the UTC is selective in Year 12, with all courses on offer at level 3, with entry requirements of either 5 GCSEs at A*-C including English and maths for the Technical pathway, or 5A*-C including English and maths including B grades in chosen subjects for A level for the Academic pathway. As a consequence, there is less of an ability spread than in Year 10.

For Year 12 entrants to the UTC, far more current prior attainment data is available in the form of GCSE results obtained in the summer before joining. These GCSE results are expressed in a points scale (to be changed as 9-1 grades arrive) as follows:

A*	58 points
A	52
B	46
C	40
D	34
E	28
F	22
G	16

Thus a student with an average of C grades across all of their GCSE entries will have a Key Stage 4 average points score of 40 points. At the UTC, the Year 12 intake overall has 41.3 points on average, corresponding to a C-. It is useful to split this figure amongst those on the technical and academic pathways:

Technical pathway (lower entry criteria): 39.2 points, equivalent to a D+
Academic pathway: 45.2 points, equating to a B-.

Average points scores may be misleading in the context of the UTC curriculum. For example some students have GCSE results far stronger in STEM subjects than in English, languages or humanities for example, in keeping with their technical and hands-on learning styles. Average scores are taken across all subjects studied too, rather than only those to be studied in Key Stage 5.

Looking at GCSE average points scores by group:

All students	41.32
Boys	40.59
Girls	43.27
Disadvantaged	40.53
Non-disadvantaged	42.68
Black Caribbean	41.19
Black African	42.78
White British	42.28
First language English	40.93
English additional language	41.97
SEN	39.16

By gender, prior attainment is 43.3 points for girls, and 40.6 for boys, revealing that our girls are more able on average. Disadvantaged students achieved a lower GCSE points score on average than non-disadvantaged students. SEN pupils performed less well at GCSE than their peers with no special educational needs. Of the key ethnic groups, Black Caribbean are the least able by prior attainment. Tracking and intervention strategies will be put in place to monitor performance by group and ensure that all groups are progressing in line to achieve challenging targets. It is important too that attainment targets are achieved, in order that students from all backgrounds are able to access the wide range of pathways on offer after their journey at the UTC.

This suite of prior attainment data has been used to generate end of course targets, which for both key stages demand strong progress. These targets are set at both 'minimum expected' and 'stretch' level, with termly milestones marked on a 'flight plan' for each student.

Each set of attainment data, collected termly, will be analysed. Outcomes by subject and group will reveal strong performance, with the intention to capture reasons for success and

spread more widely. Weaker performance will inform intervention to minimise gaps both within the UTC and in relation to national performance. The first set of formal data will be analysed by the end of term, with intervention planned and reviewed in the subsequent weeks.

Effectiveness of leadership and management

Systems for safeguarding students are strong. The single central register is updated with vetting checks complete. 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.

All teaching staff are on contact ratios (the number of lessons taught vs lessons on the timetable) slightly higher than average, although as the UTC does not customarily set homework, the marking and assessment burden will be lower. Staff duties are timetabled in order to secure sufficient supervision at breaktimes. Lunch supervision relies on voluntary duties supported by the provision of staff lunches. All staff both teaching and support have opted in, resulting in both a strong community 'feel' at the UTC and high levels of supervision for students. A fire safety audit has been completed with the overall risk rated at Medium, in line with other schools. Action points have been identified and are being addressed.

The pastoral system is working very well. Centrally planned content is delivered by coaches every day as part of a planned programme. This enhances all students' understanding of the UTC's vision and values; reinforces the healthy competition and company structure; builds in reflection and self-review; develops students' critical thinking skills and gives an opportunity for some mentoring and peer support.

Pastoral leaders are working effectively to deliver high quality pastoral care. Inexperience on the team requires direct oversight by the Principal which is costly in terms of time but invaluable in building capacity and in ensuring strong operation of UTC systems.

Student Voice systems have been rolled out, with student decision-making integral to UTC improvement planning. For example each company has a board of directors with CEO and COO positions in leadership. Decision-making powers are delegated to company boards, for example through the holding of budgets to improve the experience for students.

Line and performance management structures are working effectively, as are CPD sessions run as part of a programme to develop and retain staff. The Principal has begun a bespoke programme to support trainee teachers in recognition of additional support required in their development.

The UTC's three year strategy has been produced, with the self-improvement form (SEF) to be finalised in the coming days.

Marketing and recruitment

A series of marketing activities and recruitment events have been undertaken. A professional photoshoot has been commissioned, with the prospectus and website redesigned to reflect the UTC's own content. Marketing strategies since September include

- Social media publicity through Facebook, Twitter and Instagram
- Website updates
- Flyer distribution locally and at feeder schools
- Bus advertising campaign
- Blog presence eg Brixton Blog
- Video promotion
- Open mornings
- Open evening
- Brixton Design Trail presence
- 6th Form open events
- Assemblies at secondary schools
- Networking at careers events

Upcoming marketing includes more events, particularly Skills London on 9th and 10th December, and open events in January in March to be supplemented by further visits and engagements with schools. In addition, all local authorities will be compelled to write to the parents of pupils who could transfer into 14-19 provision from the new year – see appendix for details.

The UTC has an internal recruitment tracker, with weekly updates against a target trajectory. The trajectory aims for 100 Year 10 applications with a minimum expected number of 80, plus 250 Year 12 applications for a minimum likely number of 150. The trajectory needs to take into account some attrition in student numbers, especially from Year 12 applicants, where students commonly 'hedge' by applying to multiple institutions and also where students fail to meet minimum entry requirements.

At time of writing, application numbers are

9 into Year 10 against a target of 9

62 into Year 12 against a target of 42

71 total, against a target of 51 (139% of target)

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Department
for Education

Department for Education
Piccadilly Gate
Store Street
Manchester
M1 2WD

Tel: 0370 000 2288

www.gov.uk/df

Email enquiry form:

www.education.gov.uk/contactus/df

Date: 22 November 2016

Dear Directors of Children's Services,

REGULATIONS REQUIRING LOCAL AUTHORITIES TO WRITE TO ALL PARENTS OF PROSPECTIVE PUPILS ABOUT SCHOOLS IN THEIR LOCALITY WITH ATYPICAL AGE RANGE ADMISSIONS

I am writing to seek your views on the above matter.

As you will know, the Government is committed to giving parents more choice and schools greater freedoms, in order to create a better and more diverse school system that will give every pupil the necessary skills to lead a productive, fulfilled life.

Part of this parental choice includes schools which admit pupils at atypical age ranges, including schools which admit pupils at Key Stage 4, such as university technical colleges (UTCs). While many young people will find that continuing their education may be best served within their current schools, others will find that they are better served within such schools, and so it is important that parents are aware of these options.

We want to ensure that those schools with atypical age ranges are not disadvantaged in admissions compared to schools with age ranges typical for their local authority. Therefore, in the same way as some local authorities already write to year 9 pupils on a voluntary basis about 14-19 schools in their locality, Government would like all local authorities to write to parents of pupils who have the option of attending schools with atypical age range in the following year, in order to make them aware of these options. As such, the Secretary of State for Education is considering proposing an amendment to The School Information (England) Regulations 2008 to require local authorities to write to all parents of pupils who have the option of attending schools with atypical age range in the following year. (We recognise that in most cases, this would mean writing to prospective year 10 pupils about schools which admit at age 14.)

We would also propose to ensure the amendment covered schooling options outside local authority boundaries, where such schools admit pupils from wider than normal catchment areas, (as is the case with UTCs); and to make provision in the regulations that local authorities signpost non-standard age range admissions either within, or separate to, the composite prospectus.

We would propose requiring local authorities to write to parents of prospective pupils following publication of their composite prospectus, and no later than 12th September – eg. for prospective year 10 pupils, writing to parents of pupils at the beginning of year 9, or end of year 8. In addition, recognising that many of the schools in question will not have filled up to their PAN for 2017 admissions by the time the legislation is introduced, we would also propose transitional arrangements, for 2017 admissions only, whereby local authorities *who had not already done so* would be required to write to parents of pupils with 2017

options within four weeks of the regulations coming into force – eg. to current year 9 pupils in the case of 14-19 schools. (We would propose to write to you again when the regulations come into force.)

However, before any legislation is proposed, the Department seeks your views on this proposal, by no later than 20 December. Please send your response by email to admissionsinformation.consultation@education.gov.uk.

We are also liaising with the Department for Communities & Local Government new burdens team to assess any cost implications to local authorities.

Yours sincerely,

A handwritten signature in cursive script that reads "Mary Pooley".

MARY POOLEY

Deputy Director,
Free Schools Group
Department for Education

	CONFIDENTIAL
Paper title:	UTC Development Plan & Self Evaluation Form
Board/Committee	South Bank Engineering UTC Local Governing Body
Date of meeting:	30 November 2016
Author:	Dan Cundy, Principal
Purpose:	To discuss
Recommendation:	The Local Governing Body to discuss the 3 year strategy for 2016/17.

Executive Summary

The purpose of this report is to discuss the longer-term strategic planning over three years for South Bank Engineering UTC. The Self Evaluation form judgements which will be finalised and updated, and will be circulated to the governors following the special SLT meeting scheduled to be held on 28th November. The SEF will be updated termly and governors will be updated on a regular basis.

Contents:

1. Executive Summary
2. Three Year Strategic Focus Areas
3. **Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context**
4. **Strategic Focus 2 – Recruit, develop and retain excellent staff**
5. **Strategic Focus 3 – Maintain financial sustainability**
6. **Strategic Focus 4 – Foster Strong and Progressive Partnerships**
7. Overall Transformation Plan
8. Central Risk Log

1. Executive Summary

1.1. Purpose

The purpose of this document is to enable the leadership group, staff, governors and trustees at South Bank Engineering UTC to be able to plan strategically beyond the conventional annual cycle based on examination outcomes. This longer-term strategic planning over three years will form the basis for each annual UTC Improvement Plan (UIP). The three year strategy itself is unlikely to change substantially in form other than the Strategic Priorities, which will be updated annually in the light of performance over time.

This three year strategy document has been produced initially by Dan Cundy, Principal, but will be further developed with the collaboration of trustees, governors and the SLT. All staff will be given the opportunity to contribute their views to the document and to shape the UIP.

1.2. Overview

This document outlines each of the four main Strategic Focus areas. Under each Strategic Focus area is a series of priorities along with outline Key Performance Indicators (KPIs). Each strategic priority is tied to two targets, set and agreed by governors and the Principal, both at Base and Stretch level. The Stretch target is the level to which the UTC will aspire to perform over the three year period: it is unlikely that any Stretch target is achieved in the first year.

1.3. Summary

The four Strategic Focus areas are

1. Offer an outstanding education with high academic standards in a technical context
2. Recruit, develop and retain excellent staff
3. Maintain financial sustainability
4. Foster strong and progressive partnerships

2. 3 Year Plan Strategic Focus Areas

This section of the 3 Year Strategy provides an overview of the key Strategic Targets that have been set and are to be delivered against over a 3 Year period starting in September 2016. These are set to define, support and foster the desire of South Bank Engineering UTC and the learning facility that it wishes to grow to.

Four key Strategic Targets have been set in order to support the progression of South Bank Engineering UTC:

Target	Description
Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context	To be outstanding in our terms we must ensure that all students make strong academic progress and develop a high level of technical understanding and skill. The objective of this outstanding education is to ensure every student has the qualifications, skills and attributes to succeed in their chosen pathway, with pathways brokered by the UTC.
Strategic Focus 2 – Recruit, develop and retain excellent staff	In order to meet Target 1 the UTC is going to need to build an environment that attracts, challenges, supports, develops and retains very high quality staff. Much work in this area will be focused on linking high effective line management with rigorous performance management and high quality, personalised CPD.
Strategic Focus 3 – Maintain financial sustainability	In order to ensure that Target 1 and 2 can be achieved the UTC must operate in a viable financial climate. This will be a challenge in the national and local context, with the challenge growing over time. Key to the UTC’s success here is student recruitment.
Strategic Focus 4 – Foster Strong and Progressive Partnerships	The final target will be focused on building, nurturing and growing strong and progressive partnerships with university, employer, government and third sector organisations both locally and beyond. This will enable the UTC to deliver an innovative, future-focused offer with strong pathways.

3. Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context

3.1. Objectives

The below outlines the objectives that have been set in order to support achieving Strategic Focus 1 **Offer an outstanding education with high academic standards in a technical context**

1. Achievement of judgement of at least Good in mock Ofsted inspection in each year
2. Progress is strong: no significant group underperforming the national average, including pupil premium
3. The curriculum and timetable more widely are designed to maximise opportunities to develop students' technical skills and capabilities
4. The 6th form is excellent

3.2. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess UTC progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicators (KPI)	Target Base	Target Stretch
1. Achievement of judgement of at least Good in mock Ofsted inspection in each year	a) Outcomes: National averages for A levels and BTEC Level 3 are exceeded b) Outcomes: The proportion of students making expected and more than expected progress in maths and English is well above national average c) Outcomes: Progress 8 measures are above national	-Key Stage 5 results -Three and four levels progress KS2-4 -Progress 8 data -Progress at Key Stage 5 -Impact of leadership and management -Student behavior and attendance		

	<p>levels</p> <p>d) Leadership and management are outstanding</p> <p>e) Personal development, behaviour and welfare are outstanding</p>			
<p>2. Progress is strong: no significant group underperforming the national average, including pupil premium</p>	<p>a) Curriculum model is such that students are able to make outstanding progress</p> <p>b) Baseline, target-setting and assessment are robust and accurate and lead to impactful interventions where needed</p> <p>c) Pupil Premium and other funding (via PP Strategy) is used effectively to lever progress</p> <p>d) Projects developed to target specific identified groups (such as White British for example), using internal resources and external partners.</p>	<p><i>-Assessment data to indicate attainment and progress by group including Pupil Premium</i></p> <p><i>-Accuracy of predictions</i></p> <p><i>-Impact of interventions</i></p> <p><i>-Value for Money (VfM) judgements</i></p>		
<p>3. The curriculum and timetable more widely are designed to maximise opportunities to</p>	<p>a) Students are all able to demonstrate the skills and attributes to make them 'employable'</p> <p>b) Students all demonstrate technical capability in engineering</p>	<p><i>-Destinations data</i></p> <p><i>-Pathways into sponsors and partners</i></p> <p><i>-Success in technical qualifications (BTEC)</i></p> <p><i>-Professional qualification achievement</i></p> <p><i>-Employer project structures and cross-fertilisation opportunities</i></p>		

<p>develop students' technical skills and capabilities</p>	<p>c) Students all learn technical skills leading to accreditation and qualifications d) Employer projects cross-fertilise the taught curriculum</p>			
<p>4.The 6th form is outstanding</p>	<p>a) Ensure there is no 'quality gap' in 6th form teaching b) Ensure staff have knowledge, skills and capacity to deliver across the suite of qualifications c) Cross-curricular skills are delivered consistently and effectively d) The 6th form becomes an oversubscribed and vibrant offer</p>	<p><i>-Attainment and progress data at student level</i> <i>-ALPs data at subject level</i> <i>-Destinations data including access to higher education and Russell Group universities</i> <i>-Retention figures</i> <i>-Applications and offers for 6th form</i></p>		

4. Strategic Focus 2 – Recruit, develop and retain excellent staff

The below outlines the objectives that have been set in order to support achieving Strategic Focus 2 **Recruit, develop and retain excellent staff**:

1. Attract high quality staff, both in teaching and support roles
2. Ensure all staff work effectively in support of the UTC's objectives and in sympathy with its values
3. Ensure teaching shows the highest possible degree of expertise including accuracy of prediction and assessment
4. Ensure quality assurance of teaching and learning is robust and linked to high quality CPD
5. Secure excellent retention rates of staff, including providing career development opportunities

4.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the above objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
1. Attract high quality staff, both in teaching and support roles	a) Build an effective recruitment strategy to secure the best and largest possible fields for interview b) Ensure the UTC is able to articulate powerful reasons to join the staff c) Explore innovative, non-traditional routes into the UTC via apprenticeships for example d) Ensure staffing model is highly effective at generating positive outcomes	-Quality of staffing -Suitability of staff skillsets -Recruitment channels for staff -Staff model adding value		
2. Ensure all staff work	a) Strong staff training pre-opening	-UTC meets its objectives both short and		

effectively in support of the UTC's objectives and in sympathy with its values	<p>to</p> <ul style="list-style-type: none"> -communicate objectives and values -secure buy-in from all staff -indicate how effective operation will be articulated <p>b) Introduce systems of effective line management to develop and support staff, linked to objectives</p> <p>c) Introduce systems of effective appraisal and performance management linked to pay and progression, linked to objectives which are cascaded logically from whole-school to individuals.</p>	<p><i>medium term</i></p> <ul style="list-style-type: none"> <i>-Staff operate in a manner in line with UTC values as a matter of course</i> <i>-Quality and personalization of line management</i> <i>-Performance management impact and outcomes</i> 		
3. Ensure teaching shows the highest possible degree of expertise including accuracy of prediction and assessment	<p>a) Introduce rigorous and regular quality assurance system for teaching staff to include both observation of T&L and data analysis</p> <p>b) Implement regular scrutiny of assessment in various forms</p> <p>c) Monitor and evaluate accuracy of prediction; introduce moderation and standardization procedures with external partners in support</p>	<ul style="list-style-type: none"> <i>-Quality of teaching</i> <i>-Accuracy of predictions</i> <i>-Range, quality and consistency of assessments</i> <i>-Effectiveness of standardization and moderation across teams</i> 		
4. Ensure quality assurance of teaching and learning is robust and linked to high	<p>a) Rigorous QA of teaching which both generates high quality developmental feedback and also generates performance data</p>	<ul style="list-style-type: none"> <i>-Quality of teaching data</i> <i>-CPD programme</i> <i>-Impact of CPD programme through evaluation data</i> 		

quality CPD	<p>b) Analysis of performance data to ensure CPD is appropriate and targeted to need</p> <p>c) High quality CPD programme throughout the year</p>			
5. Secure excellent retention rates of staff, including providing career development opportunities	<p>a) Greater recognition and reward for staff performing well – bonus structure</p> <p>b) Strong internal systems to recognise and develop talent</p> <p>c) create retention plans and career development pathways</p> <p>d) Ensure very high quality, targeted CPD for all staff, both teaching and support.</p>	<p><i>-Retention rates in relation to London average</i></p> <p><i>-Internal promotions</i></p> <p><i>-Range of retention strategies</i></p> <p><i>-High quality, personalised professional development</i></p>		

5. Strategic Focus 3 – Maintain financial sustainability

The below outlines the objectives that have been set in order to support achieving Strategic Focus 3 of **Maintain Financial Sustainability**

1. Meet PAN in each cohort each year
2. Low Cost and Cost Transparency
3. Increase Revenue through different revenue streams
4. Efficient use of resources to drive impact in student progress and more widely

5.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
1. Meet PAN in each cohort in each year	a) Clear and appropriate marketing strategy, grounded in evidence, is devised with clear messaging of strong vision b) Effective multi-channel marketing and events raise profile of the UTC c) UTC presence at an increasing number of schools at Post-16 events, options evenings etc. d) Meetings with applicants and 'keep warm' activities to minimise attrition.	-Evidence-based marketing strategies -Range of channels utilised -Increased number of schools visited including increased number of Year 9 cohorts -Range of effective keep warm activities -All applicants met by SLT soon after applying		
3. Increase Revenue through different revenue streams	a) Increase lettings revenue, involving partners where possible b) Develop apprenticeship offer	-Lettings revenue -Apprenticeship pathways offered -Revenue generated through extended		

	<p>c) Explore sources of other revenue – products, services, consultancy</p> <p>d) Increase sponsorship revenue both in cash terms and ‘benefit in kind’</p>	<p><i>offer</i></p> <p><i>-Increased benefit to UTC of sponsorship</i></p>		
<p>4. Efficient use of resources to drive impact in student progress and more widely</p>	<p>a) Regular, accurate evaluation of efficiency in terms of value for money</p> <p>b) Expenditure benchmarked against student impact, to inform spending decisions</p> <p>c) Staffing model is built on high-impact, low cost principles</p> <p>d) Efficiency savings are maximised wherever possible, through shared provision and service-level agreements with partners for example.</p>	<p><i>-Value for Money (VfM) evaluations</i></p> <p><i>-Spending decisions benchmarked against impact</i></p> <p><i>-Staffing model adapts to changing needs remaining highly efficient</i></p> <p><i>-Intelligent use of shared services and SLAs brings efficiency savings</i></p>		

6. Strategic Focus 4 – Foster strong and progressive partnerships locally and beyond

The below outlines the objectives that have been set in order to support achieving Strategic Focus 4 of **Foster Strong and Progressive Partnerships Locally and Beyond**:

1. Mutually beneficial partnership between South Bank Engineering UTC and other schools
2. Build strong and beneficial relationships with local communities
3. Build positive collaborations across the UTC network
4. Strong and beneficial links with an increasing range of partners from industry in engineering and more widely
5. Build university links with LSBU and beyond
6. Build successful International links
7. Ensure high levels engagement and involvement of parents/carers

6.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
1. Mutually beneficial partnership between South Bank Engineering UTC and other schools	a) Build positive, professional relationships at SLT level with Lambeth and cluster schools both at secondary and primary phase b) Build positive collaborations with local schools which are both mutually beneficial and sustainable c) Host events and give UTC expertise to enhance local offer; use these to improve relationships.	-Professional relationships at SLT level -Inter-school collaborations -Links both at primary, secondary and university -Impact of UTC activities on wider educational community		

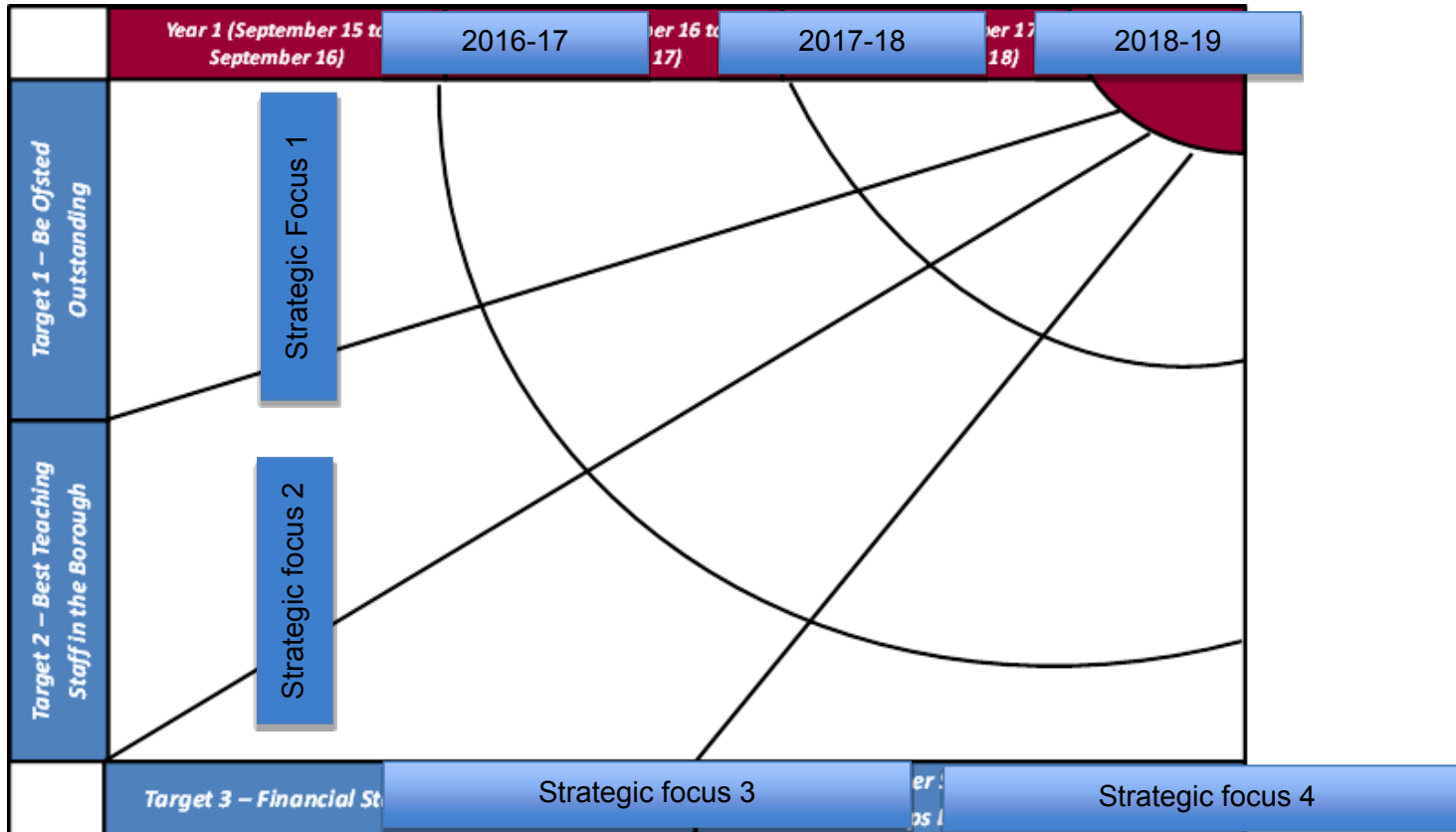
<p>2. Build strong and beneficial relationships with local communities</p>	<p>a) Offer use of UTC expertise and facilities to local groups, such as professional qualifications to parents b) Harness nature of UTC and its students to add value to local community groups, such as enhancing local charity social media c) Build reputation and awareness of UTC in the local area by maximizing publicity for the UTC through shared activities and events</p>	<p><i>-Professional qualifications customers and outcomes</i> <i>-Impact of community initiatives</i> <i>-Reputational analysis</i> <i>-Range and nature of publicity</i></p>		
<p>3. Build positive collaborations across the UTC network</p>	<p>a) Develop collaborative and high-impact relationships with other UTCs, especially UTC Reading and London Design UTC to improve T&L b) Relationships generate efficiencies – for example in staff recruitment or marketing c) Develop and share products, services, collaborations and projects more widely</p>	<p><i>-Depth, breadth and impact of inter-UTC collaborations</i> <i>-Efficiencies generated through collaborations</i> <i>-Impact of wider development of products and services</i></p>		
<p>4. Strong and beneficial links with an increasing range of partners from industry in engineering and more widely</p>	<p>a) Existing sponsors all actively engaged with projects delivered b) Existing partners all actively engaged c) Range of new partners engaged in engineering and more widely</p>	<p><i>-Sponsor engagements: range, regularity, depth, impact</i> <i>-Engagements from existing partners</i> <i>-Engagements from new partners</i> <i>-Number and type of new partnerships</i></p>		

<p>5. Build university links with LSBU and beyond</p>	<p>a) LSBU links are developed both in depth and breadth b) Further university links developed, including Russell Group and other London universities c) Links with students and academics developed, including mentoring and lectures d) UTC benefits from access to university resources</p>	<p><i>-LSBU engagements: range, regularity, depth, impact</i> <i>-Engagements with other universities</i> <i>-Academic links</i> <i>-Value-add from links including mentoring and access to resources and teaching spaces</i></p>		
<p>6. Build successful International links</p>	<p>a) International links developed at a student level b) Institutional links developed internationally</p>	<p><i>-Impact of international links on UTC</i> <i>-Wider benefits of links eg on cultural understanding, at student level</i></p>		
<p>7. Ensure high levels engagement and involvement of parents/carers</p>	<p>a) High levels of engagement from parents/carers b) Range of engagement with parents/carers including input in UTC decision-making c) Use of innovative technology to remove barriers to engagement d) Use of resources including technology and staffing to remove language barriers</p>	<p><i>-Attendance at parents' evenings</i> <i>-Proportion of parents/carers actively engaged with UTC</i> <i>-Impact of technology to increase range and types of engagements</i> <i>-Engagement of EAL parents/carers</i></p>		

7. Improvement Plan Trajectory

The diagram below indicates how each target area feeds in to the overall transformation and development of the UTC over a three year cycle.

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The UTC Improvement Plan will be produced annually using the 3 year strategy as its main source, allied to current performance data and the current stage of development of the UTC.

8. Challenges and Risks

- *'Fair funding' – a new formula to even out regional disparities in funding will impact Lambeth schools is a significant risk. It is highly likely that funding in Lambeth will be cut significantly, potentially impacting on the viability of the UTC and its technical, resource-intensive curriculum.*
- *Change in legislation may bring new pressures and accountability measures to bear, drawing capacity and focus from this strategic focus area.*
- *Change in Ofsted framework may mean a shifting in benchmarks and thereby make it more challenging to achieve an Outstanding judgement*
- *Lack of student data from previous schools means difficulty in meeting students' learning needs, slowing progress and impacting the effectiveness of community learning*
- *Underachievement at previous schools for Year 10 entrants results in challenge to secure good levels of progress; UTC held accountable for progress over two Key Stages despite only having input over one.*
- *Lack of understanding amongst Ofsted inspectors of UTC model - lack of EBacc offer at Key Stage 4 for example.*
- *Student numbers do not increase as planned*
- *Staffing challenges including high attrition rate*
- *Curriculum change including changes to specifications, content or assessment methodology*
- *Local context – demographics and capacity issues. For example, new free school provision adds capacity to the local market, leading to an oversupply of school places.*
- *Building completion dates slip, necessitating temporary accommodation, creating risks to the effective delivery of a UTC curriculum*
- *UTC brand suffers damage in the local market due to external factors, such as negative publicity attached to other London UTCs*
- *Sponsor and partner issues – reputational damage suffered as a consequence of events involving our sponsors for example*
- *Trust issues – lack of effectiveness or efficiency, leading to diseconomies of scale, poor value for money, lack of flexibility or governance issues, negatively impacting on outcomes at the UTC.*

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	CONFIDENTIAL
Paper title:	Department for Education Inspection Report (Oct 2016)
Board/Committee	South Bank Engineering UTC Local Governing Body
Date of meeting:	30 November 2016
Author:	Rao Bhamidimarri
Purpose:	To discuss
Recommendation:	To update the Local Governing Body on findings from the Department for Education Inspection Report.

Executive Summary

This report is the department's confidential information and is being shared on the explicit understanding that it may not be released publicly, or any of its contents quoted or paraphrased in any external communications made by the school, including to parents. It is only to be used by the school's senior leadership team, board of governors and the Trust to help inform improvement strategies.

Open Free Schools EA 1st Term Visit Report (including South Bank Engineering UTC action points in blue)

This report is the department's confidential information and is being shared on the explicit understanding that it may not be released publicly, or any of its contents quoted or paraphrased in any external communications made by the school, including to parents. It is only to be used by the school's senior leadership team, board of governors and the Trust to help inform improvement strategies.

Name of school		South Bank UTC		
Date of visit		19 October 2016	EA	Louise Soden
LA and region		Lambeth SESL		
Name of Principal & email address		Dan Cundy dan.cundy@southbank-utc.co.uk		
Name of CoG & email address				
Age range			Boys/girls/mixed	Mixed
School type – Mainstream/AP/Special/UTC/Studio School/16-19		UTC		
Faith (please state whether ethos or designation)		N/A		
NOR		93 (in Y10 and Y12)		
% Full (NOR against PAN)				
% SEN	% FSM	% EAL	% PA	% Attendance
Evidence and sources		Information about the school		
<p>During this visit we met with the Principal, other senior managers and members of the teaching staff. We were able to talk with the CoG and other sponsor representatives. We spoke to students and visited a number of lessons. We scrutinised the safeguarding arrangements, including the SCR</p>		<p>The Principal describes the opening of the UTC as 'disaster after disaster.' A fair summing-up of the number of things that went wrong. Following the bankruptcy of the original builders, the refurbished 'portacabins' on the temporary site arrived late. The accommodation was just ready for the students' arrival but there was a failure of IT; there was no connectivity for three weeks after opening, cutting across planning for a Cloud-based approach.</p> <p>This lack of connectivity meant that teaching had to start without baseline data so that accurate target-setting was off track. This is now being tackled and there is considerable work taking place to ensure that assessment information is accurate and used to inform planning and targets.</p>		

Louise Soden, the EA, was accompanied by Chris Chudziak, William Day-Brosnan and Sarah Fielding from the DfE.

The Principal and the CoG describe students being 'at the UTC for the right reasons.' They have promoted a vision of 'school plus,' seeking to convey that SBUTC offers the best of both academic and vocational approaches. They envisage a UTC that has high aspirations and promotes excellent academic standards through technical curriculum; this is a 'hands-on approach' with some teaching being delivered by key partners. For example, Skansa and Great Ormond Street Hospital are working with students on the 'ward of the future.' In addition to the technical and creative skills being taught, students also learn about team work and project management. Year 12 students were already able to describe their roles and responsibilities on this project; their absolute engagement with the work was evident.

Senior managers consider that Y10 students have the right commitment to the UTC's vision but are not yet fully ready for the work-place ethos which is key to the UTC's approach. In addition to high levels of SEN, managers describe a range of social, emotional and mental health issues. They are tackling these with enhanced teaching of basic skills and a comprehensive programme of personal support.

The clear, and honestly and passionately expressed, aims for the UTC appear to be resonating with students and their parents. Senior managers report considerable levels of interest in the UTC and are optimistic about recruitment for 2017 when the new building will open. Accurate information re the potential 2017 intake will be a focus for the next visit.

Summary - progress in addressing ROM risks & agreed actions / next steps

SBUTC presents as a focused and united institution despite the very considerable challenges surrounding its opening. Year 12 students in particular are powerful advocates for the quality of provision that has been established. That so much has been achieved in a short time is to the credit of the Principal, his senior managers and governors and sponsors.

The Principal has made some bold staffing appointments; for example, using newly graduated Cambridge engineers who are not qualified as teachers. He understands that this decision means a much more involved approach from senior staff and a carefully designed programme of professional development; all of which is in place. Maths and science teaching is judged to be generally good; brief visits to lessons during this visit supported this judgement. A highly experienced former Head of English is providing an ambitious English curriculum and leading on literacy across the UTC. There is an interesting approach to promoting and embedding technological language in all lessons. Concerns about literacy support were expressed at the ROM; these are being tackled imaginatively.

Arrangements for the leadership of SEND have been secured with Trinity Academy as outlined at the ROM. The Principal is aware that there will need to be further SEND support as the UTC grows. The nature of the current Year 10 cohort has also increased the need for greater SEND capacity. Plans for developing the staff as student numbers grow are in line with curriculum planning and the available resources.

One of the key challenges facing the UTC is recruitment when there is no building to show prospective students and their parents and the current accommodation is challenging. There is a small recoverable delay to the build programme at present, nevertheless the Principal is able to present a compelling picture of the UTC's future; he is well supported in this by current students.

Section 4: Strategic Planning - Governance, Leadership & Staff	Effectiveness of leadership and management
<p>Actions from the ROM:</p> <ol style="list-style-type: none"> 1. The Trust to outline the exact contribution of all partner schools. For instance, standardisation and moderation 	<p>Since the ROM The Principal and the governors have established working relationships with partner UTCs. Reading UTC has provided support for technology and more local schools, such as City Heights, have begun work with SBUTC on standardization and moderation. Scrutiny of the development of this partnership work should be a focus of future visits.</p> <p>The CEO is following structured line management for all the Principals within the South Bank MAT. It is an</p>

<p>for what subjects by which schools.</p> <ol style="list-style-type: none"> 2. Trust to provide detail about how the CEO will be held to account by the Trustees 3. Clarify the arrangements for the appointment of the SENCo 	<p>annual appraisal process with six monthly reviews. In addition, there are formal monthly 1:1 meetings.</p> <p>The CEO is assisted by an independent School Development Adviser with the Principal's appraisal</p> <p>As noted above, there is a SLA with Trinity Academy for the provision of SENCo time. This arrangement is currently working well. In addition, the UTC has recruited well-qualified support staff. During lessons seen on this visit, support staff were working effectively with students and enabling them to tackle challenging tasks</p> <p>The UTC has recruited an appropriately qualified group of staff including an experienced engineer to be the Director of Engineering.</p> <p>The Principal and the governors are already planning to develop staffing to meet the growing demands of increasing student numbers. There is the potential to make current part-time staff into full-time teachers. There will be a need to recruit more engineering teachers. The Principal discussed the importance of retaining staff and the package that the UTC has created to reward staff for a long teaching day and 210 day annual contract.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Plan to increase support for SEN going forward <p>SBE UTC Action: Principal to plan for SEN staffing requirements for 2017-18 by 31-12-16; ensure budget is able to support requirements by 31-12-16; explore option to share SENCO capacity within the trust or with Trinity Academy by 31-12-16; recruitment timeframe February to April 2017 to give time for second national advert if required; training to begin from appointment to start date on 1-9-17.</p> <ul style="list-style-type: none"> • Ensure that planning, recruitment and development are on track to meet the growth in student numbers next year <p>SBE UTC Action: Recruitment trajectory finalised with targets of 100 Year 10 and 250 Year 12 applications, with likely 80 Year 10 and 150 Year 12 places. Marketing strategy published with 'multi-channel' approach to marketing. As of 25-11-16 20 students ahead of target.</p>
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	<p>Staff recruitment to be planned in line with projected recruitment numbers, using range of strategies to source talent. Curriculum development ongoing; planning for new building ongoing.</p> <ul style="list-style-type: none"> • Source the support of national leader of governance to help the Trust establish effective MAT governance arrangements <p>SBE UTC Action: Rao to explore.</p>
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Section 2: Curriculum, Teaching & Learning	Quality of teaching, learning and assessment
<p>Actions from the ROM:</p> <p>There were no specific actions from the ROM although the EA raised some questions about whether the enhanced time for core subjects was having a detrimental impact on a broad curriculum offer.</p>	<p>The evidence from this visit, although limited, suggests that the curriculum decisions at Key Stage 4 are appropriate given the gaps in learning that are apparent for many students. The UTC is also providing students with a longer day and more teaching time so there is adequate flexibility to extend and enhance the Key Stage 4 offer</p> <p>Next steps:</p> <ul style="list-style-type: none"> • To keep under review the curriculum offer at Key Stage 4 <p>SBE UTC Action: Curriculum under continuous review. Few exam specifications or courses are changing for 2017 so most rolling over; may broaden curriculum to offer wider A level pathways as appropriate eg Further Maths. SLT to actively consider optimal vocational choices eg Cambridge Technicals in place of BTEC.</p> <ul style="list-style-type: none"> • To ensure time lost because of the lack of IT is fully overcome and that accurate assessment information fully informs target-setting and all lesson planning

	<p>SBE UTC Action: In place – all baseline data collected and collated, available to staff. All target grades in place and shared both at ‘minimum expected’ and ‘stretch’ level. Assessment week from 28th November planned, with formal assessments in place for all years in all subjects. Moderation input from City Heights in place.</p> <ul style="list-style-type: none"> To follow up in ensuring that the Department receives a bid for the UTC to access school to school support <p>SBE UTC Action: In planning stage, with Dunraven School – closest Teaching School. Bid to focus partly on T&L and CPD but also on functional support: exams officer, data manager, leadership and management input.</p>
<p>Section 3: Student Care, Support & Safeguarding</p>	<p>Personal development, behaviour and welfare (including whether all safeguarding arrangements are effective)</p>
<p>Actions from the ROM:</p> <p>The Trust must ensure that safeguarding arrangements are robust and include:</p> <ol style="list-style-type: none"> Ensuring that staff and governors read and understand Keeping Children Safe in Education Staff and governors have suitable DBS disclosures in place Checks have been made that no staff are on the barred list 	<p>Staff and governors have signed a declaration to indicate that they have read Keeping Children Safe in Education. The guidance was covered again with all staff at the start of term.</p> <p>DBS checks are in place for for all staff. The UTC buys into an enhanced checking service provided by Essex CC. It has recently been confirmed that the Chair of the Trustees has had his DBS disclosure countersigned by the DfE</p> <p>The senior managers and governors have placed a high priority on student welfare. Students that we spoke to on this visit were unanimous in their appreciation of the quality of care they experienced. They felt well known and knew who to go to for support.</p> <p>There was a very positive and supportive atmosphere on the day of our visit; staff and students say that this is the norm. There has been one fixed-term exclusion so far this term for racist language.</p> <p>Good attendance is a priority: the UTC has two officers working on this and will use Lambeth’s processes for fixed penalty notices should this be needed.</p>

Section 1: Education Planning, Standards and Progress Tracking	Outcomes for children and other learners (include achievement of groups – SEN, EAL PP, More-able etc.)
<p>Actions from the ROM:</p> <p>More detail is needed about the target-setting process used for both KS4 and post-16. This should ensure that targets are challenging enough to make the UTC likely to be good or outstanding. Reference should be given to different groups of students including ensuring that disadvantaged students are making sufficient progress.</p>	<p>As outlined above, there was some delay to setting a baseline for students because of the IT issues. Senior managers describe a robust monitoring and tracking process which will enable suitably ambitious target-setting for individuals and groups of students. This will be an area for discussion and scrutiny at the next visit.</p> <p>SBE UTC Action: Robust tracking and monitoring in place – targets all set based on high aspirations grounded in hard data. Analysis of internal assessment data to take place and inform appropriate intervention process.</p>

	CONFIDENTIAL
Paper title:	Engagement of employers with students policy
Board/Committee:	South Bank Engineering UTC Local Governing Body
Date of meeting:	30 November 2016
Sponsor:	
Author:	Principal
Purpose:	Information
Recommendation:	To provide information and prompt questioning from the committee

South Bank Engineering UTC cherishes its relationships with employer, charity, educational and university partners. These relationships are used to deliver on the UTC's vision of creating young people with the skills required for the future economy, especially in the areas of engineering for building and health. In order to facilitate effective working with the UTC's partners, and to ensure the safeguarding of both young people and adults, this policy is in place.

Engagements between employers and students

Engagements may take place in a range of formats. For example employers might lead a masterclass at the UTC in a lecture style; they may launch a project with students at their base site or may engage in a Skype call remotely. At all times, UTC students will be supervised by UTC staff, who will remain responsible for their safeguarding and conduct.

Planning

All engagements between employers and students will be planned in advance. Clear arrangements will be communicated to include locations, timings, resources, staffing, health and safety and safeguarding considerations. Where students are working off-site, UTC staff will complete a Trips, Visits or Events (TVE) form which will be reviewed and authorised by the Vice Principal or Principal. Where there is any doubt, lack of clarity over arrangements or changes to be made to engagements, direct contact must be made with the Vice Principal or Principal.

UTC systems

The UTC has a clearly communicated set of policies and systems, well understood by students and staff. These are to be operated at all times during the UTC, regardless of where learning is taking place and who is leading a particular session. UTC staff will take responsibility for the operation of UTC systems including the operation of the conduct and rewards systems, taking registers and maintaining dress code for example. Employers are welcome to contribute to discussion with staff where students should be rewarded. Moreover they are welcome to request staff intervention in instances where conduct or engagement levels fall below that which they might expect.

Visiting the UTC

All employers must sign in at reception and wear their visitor pass at all times. Under no circumstances are visitors permitted to be unaccompanied on UTC premises. As directed, visitors must make themselves aware of safeguarding arrangements and fire safety arrangements.

Communication

Employers must never engage in communication with students outside formal engagements with the UTC. It would not be appropriate for example for an offline email communication be established between a student and employer, or for telephone conversations to take place. Where engagements between employers and students are established outside the core UTC curriculum, for example through work placements, employers are to follow UTC systems, with communication channelled through the UTC and its staff. Where specialist communication channels are used, such as Skype for Business, or Autodesk A360, these will be configured and operated in partnership with UTC staff.

Social media

Employers must not connect with students or engage in communication with students over any form of social media. This includes for example accepting friend requests on Facebook, joining a Whatsapp group with students, following students on Twitter or connecting through LinkedIn.

Photography

Employers must not take photographs or video, or otherwise record UTC students at any time unless expressly agreed in advance with UTC senior managers.

Dress code

UTC staff and students wear business dress. They are issued with protective gear where required, for example in workshops. Employers should follow their own organisation's dress code and are not required to wear business dress.

Use of language

Students at the UTC are not required to address staff as 'Miss' or 'Sir' but are expected to use full names rather than first names ie 'Mr Jones' or 'Mrs Smith'. Employer partners are free to request that students address them in their preferred format, which may well be on a first-name basis. Use of language is important: employers must not use language which may cause offence with students.

Policy produced: Nov 2016

Date of next review: July 2017

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	CONFIDENTIAL
Paper title:	Report on Committees Discussions
Board/Committee	South Bank Engineering UTC Local Governing Body
Date of meeting:	30 November 2016
Author:	Pervena Singh, Clerk
Purpose:	To update the Local Governing Body on committee discussions.
Recommendation:	To note

Executive Summary

A summary of Committee discussions is provided for information. Minutes and papers are available on request. The Local Governing Body is requested to note the reports.

Summary of Committee discussions

Learning and Teaching Committee – 16 November 2016

The Principal gave a detailed presentation on measures of attainment and learning at the school.

The committee discussed

- Prior attainment for year 10 and year 12
- Performance of students
- Staff performance
- New teaching facilities
- External assistance
- Employer partner input

Finance & General Purposes Committee – 16 November 2016

The committee discussed:

- October 2016 Financial management report – for recommendation to the Local Governing Body
- Pupil Premium
 - For 2016/2017 academic year
 - Pupil Premium Barriers
 - Pupil Premium Strategy
 - Measuring the impact of pupil premium funding
- Premises Report - The Principal provided a brief overview on the progress of the building works
- Finance & general purposes terms of references

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	CONFIDENTIAL
Paper title:	Financial Management Report October 2016
Board/Committee:	South Bank Engineering UTC Local Governing Body
Date of meeting:	30 November 2016
Sponsor:	CEO
Author:	Dan Smith, Business Manager
Purpose:	Information
Recommendation:	To provide information and prompt questioning from the committee

Executive Summary

The purpose of this report is to provide information to the South Bank Engineering UTC Finance and General Purposes committee regarding the UTC's financial position.

The report provides Information on;

- Current forecast
- Revised forecast compared to budget
- Clawback provision
- Analysis of forecast income and expenditure
- Lead in Costs
- Capital Expenditure
- Audit Timetable

The report has been discussed in detail at the Finance & General Purposes meeting on Wednesday, 16 November 2016.



Current Forecast for Academic Year 2017 (as at the 31st October 2016)						
Percentage of Academic Year passed = 17%						
Income	Current	Forecast	Budget	Variance Forecast/Budget	Current/Forecast %	Comment
GAG Income	191,922	1,161,429	1,161,429	0	17%	On Target
Start Up Grants	180,375	229,500	229,500	0	79%	On Target - Start Up Grants are Front Ended
Other Government Income	0	33,781	33,781	0	0%	On Target
Other Income	5,996	27,647	27,647	0	22%	On Target
Capital Grant	0	0	0	0	0%	On Target
Prospective Clawback	(59,212)	(355,274)	0	(355,274)	17%	On Target
Income Total	319,081	1,097,083	1,452,357	(355,274)		
Expenditure	Current	Forecast	Budget	Variance Forecast/Budget	Current/Forecast %	Comment
Teaching Salaries	94,696	586,324	619,654	33,330	16%	On Target
Other Salaries	31,759	232,883	210,622	(22,261)	14%	On Target
Other Staff Costs	3,037	18,925	20,684	1,759	16%	On Target
Building Maintenance & Occupancy Costs	2,977	36,486	63,958	27,472	8%	Utility Costs not received
Curriculum Budgets	2,673	18,926	43,070	24,144	14%	On Target
Consultancy/Professional Services	43,050	56,165	70,000	13,835	77%	Central Services Costs Paid in Full
Catering Costs	8,931	53,352	68,845	15,493	17%	On Target
Exams	0	3,600	3,600	0	0%	No Exam Costs to date
IT Costs	845	21,940	55,344	33,404	4%	Minimal Costs to date
Capital Costs	0	0	0	0	0%	On Target
Other Costs	10,952	44,833	104,386	59,553	24%	Marketing for Post 16 Paid
Expenditure Total	198,920	1,073,434	1,260,162	186,727.78		
Surplus/(Deficit)	120,161	23,649	192,196	(168,547)		

Notes:

Variance Column: A positive number indicates a positive variance, this shows a better forecasted financial result against the original budget

A negative (bracketed) number indicates an adverse variance, this shows a poorer forecasted financial result against the original budget

Introduction

Please find above the finance report for October 2016 for the South Bank Engineering UTC. Within this report you will find analysis relating to the forecast and additional information.

Budget and Forecast

The budget was originally set using an estimated number of 144 students. As income is directly linked to pupil numbers, it is sensible to estimate the high end of what could be achievable as it is simpler and quicker to ring-fence any over provision than it is to request additional income.

The number of students that the UTC had on Census day (6th October) was 92. As this will mean a reduction in income (known as clawback) the forecast has been adjusted to take this into consideration. The income is stated as per the funding statement but with a deduction for the likely clawback shown on a separate line to reduce the total income.

The expenditure has been reforecast to take into account the reduction in pupil numbers. Items such as Catering and Educational Resources are also linked to pupil numbers.



Pupil Number Analysis					
2016/17					
	Year 10	Year 12		Total	Funding £'000
Per Autumn Census	36	56		92	1,097
Funded Students	45	99		144	1,452

Forecast Analysis

Income

Income is currently in line with the budgeted amounts. Start-up grants are 79% received as they are 'front ended' towards the start of the year. Information on Pupil Premium and Top Up Funding for specific students is currently unavailable, amounts for these have been forecast as accurately as possible but with a conservative bias.

Expenditure

The majority of expenditure is in line with the budget. Positive variances on staffing can be attributed to staff members opting out of pension schemes and small changes in pay scales. Additional expenditure on PE support and facility hire has meant that there is a forecast negative variance for other salaries.

Lead in Costs

Costs borne before the UTC opened in September 2016 were financed by the lead-in budget supplied by the DfE. Any cost was claimed and funded by submitting a claim form. The last claim form has been submitted. At present all costs have been funded.

Capital Expenditure

The Education Funding Agency (EFA) have supplied funding for start-up costs of £198,750, this funding is divided into two categories, ICT (£140,000) and Furniture and Fittings (£58,750). Submissions to the EFA for additional money can be made. The expenditure so far is shown below.

Capital Funding - EFA	ICT	FFE
Funded	140,000	58,750
Claimed	26,305	41,250
To Claim	112,647	14,372
Remaining	1,048	3,128



Audit Timetable

The auditors Kingston Smith LLP have finished their onsite fieldwork for the Academy and the UTC on the 17th October, this should enable the accounts to be completed and ready for a final audit meeting on the 14th November. The Accounts will be distributed ahead of the planned South bank Academies Trust Audit Committee meeting on the 29th November before being signed off at the Full Trustees meeting on the 8th December.

South Bank UTC

GOVERNORS' VISIT FORM

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

Name of Governor: Natalie Ferer

Date of Visit: 28th Sept 2016 3.45-4.15pm

Proposal for Visit;

Tour of the school before first Local Governing Body meeting.

General comments or observations on what was observed:

Members of the Local Governing Body were given a tour of the temporary buildings of the UTC by student directors of the UTC companies.

On arrival I observed students leaving the premises through the single entrance/exit in an orderly and quiet way and access to the school through and during the visit this entrance was always controlled by staff while students remained onsite.

Before the visit I we were greeted by students who introduced themselves and explained that they would be giving us the tour. We were shown a number of classrooms and two specialist engineering workshops. During this time some classes were taking place and I observed students being quiet and attentive.

The students explained to us their responsibilities as Company Directors, the progress of building works, arrangements for lunch and breaks and about the subjects they were studying. Throughout the visit, students were knowledgeable about the UTC conducted themselves politely and with a great deal of professionalism and confidence. The staff and students we met appeared enthusiastic and excited at being able to show their school to us as visitors.

Was the purpose of your visit achieved? Please comment:

The purpose of the visit , to tour the school to see the temporary buildings and specialist workshops was achieved. In addition I was able to talk to staff and students about the school and observe students in the classroom.

Signed: _____ **Date:** _____

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

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