



Create your future

Meeting of the University Academy of Engineering Learning & Teaching

3.30 - 5.00 pm on Wednesday, 9 November 2016
in University Academy of Engineering - Trafalgar Street, London SE17 2TP

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome & Apologies		Chair
2.	Declarations of Interest		Chair
	- Governors are requested to declare any interest in any item of business		
Items to discuss			
3.	Prior Attainment		Principal
4.	Learning Leaders / Heads of Dept. Reports		Principal
	- Performance of students		
	- Staff performance		
	- New teaching facilities		
	- External assistance		
Items to note			
5.	Any Other Business		Chair

Date of next meeting
3.30 pm on Wednesday, 8 February 2017

Members: Steve French, Lesley Morrison (Chair), Gary Nelson and Tony Roberts

In attendance Rao Bhamidimarri (CEO), Pervena Singh (Clerk)

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Create your future

UAE South Bank Principal's Report.

Nov 9th 2016

Principal: Gary Nelson.

Performance of Students

Key Academy Information

Total number on roll – 381

Student profile – Year 7

Number on roll: 137

Gender	21% Female 79% Male
Ethnicity numbers	50 BAFR, 17 WBR/BR, 26 BCRB, 16 OLAM ,DE 15
FSM	21%
Safeguarding	1 CiN, 7 serious concerns

Please note that KS2 level data is not available as primary schools report in a different way.

Student profile – Year 8

Number on roll: 128

English APS	29.13	National	
Maths APS	29.46	National	29.0
Academy APS	29.30	National	28.8
Gender	24% Female 76% Male		
KS2 Data	English	Mathematics	
L3 & Below	12 students	11 Students	
L4+	122 Students	123 Students	
L5+	63 Students	56 Students	
L6+	0 students	13 Students	
Data Not Known	2 Students – Academy required to record as 4b = 27		
Ethnicity numbers	42 BAFR, 16 WBR/BR, 16 BCRB, DE 17		
FSM	40%		
Safeguarding	1 CiN		

Student profile – Year 9

Number on roll: 94

English APS	28.61	National	
Maths APS	29.29	National	29.0
Academy APS	28.95	National	28.8
Gender	32% Female 68% Male		
KS2 Data	English	Mathematics	
L3 & Below	12 students	6 Students	
L4+	82 Students	88 Students	
L5+	30 Students	29 Students	
L6+	0 Students	5 Students	
Data Not Known	9 Students – Academy required to record as 4b = 29		
Ethnicity numbers	30 BAFR, 14 WBR/BR, 15 BCRB, 4 OLAM, DE 13		
FSM	40%		
Safeguarding	1 Student		

In term admissions

1 new student in year 7 since September
2 new students in year 8 since September
4 new students in year 9 since September
1 new student in year 12 since October

1 leaver in year 7 since September
3 leavers in year 7 since September
3 leavers in year 7 since September

Student profile – Year 12

English APS KS4	40.50	National	
Maths APS KS4	48.88	National	
Academy APS KS4	43.92	National	
Ethnicity numbers	8 BAFR, 2 ASN , 2 CHN , DE 6		
Gender	Female 2 Male 20		
Data Not Known			
FSM	Unknown as students have been applying for bursaries		
Safeguarding	Information not yet obtained from previous schools		

EAL

EAL support programme in place for Module 1 using overstaff in Languages. Year 9HSS (6 students) accelerated class to take Spanish GCSE in year 9/10 and A level/ GCSE mandarin in year 10 and 11.

SEND

34 students in year 7 (25%)

17 students in year 8 (13%)

19 students in year 9 (20%)

Outcomes/ Student Performance.

Year 8 (128 students KS2 Ma APS 29.46, KS2 Eng 29.30)

National maths 29.0 National Eng 28.8

- 76% of students making expected or better progress in English
- 77% of students making expected progress or better in mathematics
- 57% of students making expected progress or better in both English and maths
- 48% (61) of the year group are disadvantaged students
- 74% of disadvantaged students are making expected or better progress in English
- 69% of disadvantaged students are making expected or better progress in mathematics

	% of students				
	All	Higher ability	Middle Ability	Lower Ability	Disadvantaged*
Expected progress English	76	69	81	88	74
Expected progress Maths	77	63	83	100	69
Expected progress in Both	57	42	57	65	50

>Maths level 3.7	51
>Maths level 4.0	37
>English level 3.7	50
> English level 4.0	31
Core* average grade	3.4
Average Maths grade	3.6
Average English grade	3.6

*Core consists of English, Maths, Science Computer Science, and Technology

Commentary

Year 8 shows that middle ability and lower ability students who are exceeding national benchmarks (0.6 levels of progress a year on the new 1-9 scale). The most able are not being challenged and are making significantly less progress than middle ability and lower ability students.

Disadvantaged students are making similar progress to all students in English but are not making as much as all students in Maths.

The grade 3.7 measure is a rough projection of what was the old A*-C measure
The grade 4.0 measure is similarly a projection of the A/A* measure

Year 9 (93 students KS2 Ma 29.29 KS2 Eng 28.61) National maths 29.0 National Eng 28.8

- 60% of students making expected or better progress in English
- 75% of students making expected progress or better in mathematics
- 47% of students making expected progress or better in both English and maths
- 53% (49) of the year group are disadvantaged students
- 61% of disadvantaged students are making expected or better progress in English
- 71% of disadvantaged students are making expected or better progress in mathematics

	% of students				
	All	Higher ability	Middle Ability	Lower Ability	Disadvantaged*
Expected progress English	60	54	66	75	61
Expected progress Maths	75	85	79	78	71
Expected progress Both	47	49	49	40	48

>Maths level 4.4	50
>Maths level 5.0	19
>English level 4.4	42
> English level 5.0	17
Core* average	4.0
Average Maths Grade	3.9
Average English Grade	4.3

*Core consists of English, Maths, Science Computer Science, and Technology

Commentary

Year 9 again shows that the most able in English are not making enough progress but less able students do better.

Disadvantaged students make slightly better progress than all students given their starting points and broadly similar progress to other students in Maths.

The grade 4.4 (0.7 levels a year) measure is a rough projection of what was the old A*-C measure

The grade 5.0 (1 level a year) measure is similarly a projection of the old A/A* measure.

Actions and Strategies for improvement.

- To introduce regular homework and home learning opportunities in general to provide an enriched and extended learning experience for all students at the Academy.
- To introduce Student Planners to improve communication between Parents, students and the Academy in ensuring students are supported more effectively to make the best progress.
- To create a strategic Learning and Teaching meeting group who will be a core driver behind the development of a new curriculum and timetable structure to raise standards further. This group will meet weekly and report directly to SLT and be the core driver of a new PD programme focus for staff.
- A Learning and Teaching development team lead by Annette Moses will work on developing pedagogy, assessment for learning and general classroom practice.
- A newly and significantly improved LRC, staffed by Kafi Thomas and led by Annette Moses will provide an excellent learning support opportunity for our students. The LRC will become a centre of learning at the Academy.
- To create a 'top stream' in year 8 and 9 to stretch and challenge the more able whilst retaining mixed ability students for middle and lower ability students (MAPS and LAPS)
- To ensure lesson challenge for mixed ability groups is 'pitched' towards the top of the ability range and differentiated downwards using appropriate 'scaffolding' for LAPS and MAPS.
- Upcoming Professional Development sessions will look at:
 - developing questioning that provides stretch and challenge to all
 - giving examples of outstanding practice with low entry high threshold open ended tasks.
- An Academy wide policy and action plan will be introduced to ensure students' progress in English and literacy 'closes the gap' to mathematical and overall attainment and students make the same progress in English as they do in Mathematics.
- Current successful SEND strategies need to be adopted as best and expected practice for mainstream teaching to ensure all students benefit from these high impact strategies. These will dovetail with Literacy development strategies including the development of the LRC, Accelerated Reader use and a tighter focus on accurate baseline testing on arrival plus regular reading age testing and analysis.

Staff Performance (Leadership and Management).

There is a change of emphasis and 'tone' within the Senior Leadership Team with Senior staff now feeling empowered to lead their own areas of responsibility and be accountable for the progress made there.

In particular, VP Jason Phillipsz and AVP Annette Moses are relishing their new roles and are proving to be a considerable asset to achieving our short and long term goals.

The leadership team now meets for one operational meeting weekly and one extended strategic leadership team meeting in which the following are standing items:

Learning and Teaching

Student wellbeing and safeguarding

QA and monitoring.

Line management feedback

SDP and SEF accuracy

Ofsted readiness assessment.

The meeting notes and actions will be formally recorded and maintained as a record of the strategic journey.

There is now an Extended Leadership Group being formed which will include SLT but also include the new Admin Leader, Student Services Manager, SENDCO, Literacy and Numeracy Coordinators, Data Manager and Office Manager. The objective of this group is to tap into the considerable expertise across senior managers around the Academy to ensure we achieve all our strategic goals in the most efficient, high impact and cost effective way.

There is now a weekly Learning and Teaching leadership meeting focused on improving and making more consistent Learning and Teaching across the Academy. The meeting group will have an additional curriculum and timetable structure development element.

The meeting group will be led by Annette Moses and the group will report to SLT on a weekly basis.

There is also now a Data and Progress team led by VP Jason Phillipsz consisting of the Data Manager and the SIMS Admin Coordinator who will also report on student progress and attendance on a weekly basis.

Learning Area Intervention.

Intervention due to underachievement in Science and English is being planned. The current temporary lead in English is leaving the department which creates an excellent opportunity to recruit a new Leader of Learning in English.

The new Learning area leader will have an additional cross curricular Literacy development responsibility built into their job description. Accelerated Reader is also being introduced to improve literacy across the Academy with Success Maker being considered as an equivalent numeracy development tool.

A learning area review will now take place in English and the corresponding outcomes will drive the direction of the required intervention.

A learning review of Science will also be undertaken which a particular focus on the leadership and management of the learning area and on the inconsistency in the quality of teaching and learning in Science.

The learning area review in Science will decide the direction of the corresponding intervention.

Early evidence supports that the Learning Area Leader is not providing adequate leadership in Science and significant intervention is being planned.

One option is to replace the current Science Lead with AVP Meirion Lewis in the short term or use Meirion in a co-Lead role to ensure Science begins to make better progress. More details will follow here following the outcome of the Learning Area review.

New Teaching facilities/ External Assistance.

TEEP (SSAT's Teachers Effectiveness Enhancement Programme Training - 17th and 18th Nov) for all staff will become a core element of our drive to establish good Learning and Teaching practice across the Academy.

IRIS Technology Classroom Observation technology is to be brought in to make explicitly clear best and expected practice to all staff.

Sir Nick Williams, Educational consultant, continues to provide expert coaching and support for the SLT.

Bill Stoneham, highly respected Ex Head and Ofsted Inspector, carried out an intensive 1 day inspection on Thursday 7th Nov looking at consistency of the quality of Learning and Teaching and student behaviour. The formal report from the day is expected imminently but early feedback from Bill was very positive.

A new SIP has been appointed to challenge and support the Principal and SLT to ensure the Academy meets all targets set.

Gary Nelson
Principal
UAE South Bank.
Nov 2016.

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