Meeting of the South Bank Engineering UTC School Advisory Board

4.00 pm on Wednesday, 13 November 2019
in South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

Agenda

Date of next meeting
4.00 pm on Wednesday, 5 February 2020

Members: Lesley Morrison (Chair), Ed Arthur, Ian Brixey (Vice-Chair), Beau Fadahunsi, Austin Sheppard, Tony Roberts and Joanne Young

In attendance: Helena Abrahams, Kam Bains, David Bell, Alexander Enibe, Rob Harding and Om Parkash

**Minutes of the meeting of the South Bank Engineering UTC School Advisory Board
held at 4.00 pm on Wednesday, 25 September 2019
South Bank Engineering UTC, 56 Brixton Hill SW2 1QS**

Present
Lesley Morrison (Chair)
Ian Brixey
Beau Fadahunsi
Austin Sheppard
Tony Roberts
Joanne Young

Apologies
Ed Arthur
Leona Ross
Clym Cunnington

In attendance
Kam Bains
Alexander Enibe

1.   **Welcome and apologies**

The SAB welcomed the governors to the meeting, including Austin Sheppard's (Principal), as this was his first SAB meeting since his appointment.

The above apologies were noted.

The SAB noted that this was Leona Ross's final meeting as parent governor. The SAB thanked Ms Ross for her contributions and support to the UTC and South Bank Academies.

2.   **Declarations of interest**

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

3.   **Minutes of previous meeting**

The SAB approved the minutes of the previous meeting held on 19 June 2019, subject to some amendments.

4.   **Matters arising**

The SAB noted the actions arising from the previous meeting.

On item 4, the SAB noted the school development plan and SEF are still being prepared.

The SAB noted that the Executive Principal is still in discussion with LSBU about the funding of breakfast club for the UAE and UTC but nothing has been agreed.

On item 6, the SAB noted that the assessment of the interventions would be done at the next meeting on 13 November 2019.

5. **Presentation on marking**

The SAB noted the presentation on marking and this is linked to the Quality of Teaching, Learning and Assessment under minute 6.

6. **Principal's report**

Dan Cundy (Executive Principal (EP)) joined the meeting.

The SAB noted the principal's report.

Examination results and analysis

EP confirmed that the BTEC engineering results were strong overall for the second year running.

EP confirmed that the A levels have overall stronger outcomes than in 2018, and there were 100% pass other than physics. The EP confirmed that Math and Chemistry were strong with 100% A-C, and there was a significant improvement on 2018.

The SAB noted that computer science outcomes were disappointing. The EP said that there is an immediate strategic and structural work in place to address continuing under performance in computer science.

For the GCSE, the SAB noted that maths and computer science were disappointing.

The SAB challenged the Principal on whether there is something that they are not doing right that needs to change. The Principal confirmed that there would be a shake-up of the curriculum.

The SAB noted that data has not been published nationally so there is no data to use to measure the performance of the UTC results.

The SAB challenged the EP on the physics results and asked what is being done to improve the results. The Principal responded that they are doing various things like; currently working to recruit a physicist from the agency, guarding the students from going on the wrong pathway and that there are some students coming through and the results of these students can make a difference. The Principal confirmed that there are some unqualified teachers.

A governor challenged the EP on using unqualified teachers to teach the students coming through who are expected to make a difference on the results. The governor asked whether it was not better to have qualified teachers teaching the students coming through so that they can help the students achieve good results. The EP responded that the budget has been put in place to hire new staff, which includes physics teacher and middle management, which are crucial.

Another governor said that it is important to have good and experienced teachers that know what good grades look like so that they can help the students achieve good results.

The SAB challenged the Principal on plans he has put in place in the short term whilst they are working on the long term solution and who would be monitoring the quality of teaching. The Principal responded that they are working on various things like; having two mock data instead of one mock data, making sure the recruitment of staff is good and developing the capacity of various directors.

The SAB challenged the EP on the external benchmark being used and whether the UTC is using the best in the industry. The EP confirmed that the UTC is using Dunraven, UAE etc.

The SAB requested that the EP and Principal look at models being used externally that could be adopted by the UTC to improve the students.

The SAB requested the EP to circulate the data on GSCEs as these was not provided in the meeting pack.

The SAB asked the Principal whether the UTC has a permanent career adviser. The EP responded that the UTC does not have a permanent one because they cannot afford it but that they get people to come in to advise the students on career.

A governor suggested that the UTC should organise a careers event where employers can come in to talk to the students. The Principal confirmed that they are looking at having one in November 2019.

EP left the meeting.

Kam Bains (Vice Principal) joined the meeting

Quality Teaching Learning Assessment (QTLA).

The SAB noted that 10 learning walks were conducted by the SLT from 3 September to 17 September 2019 and feedback were given to all staff on general themes with respect to areas of success and improvement. The SAB noted the areas of improvement which are:

- deeper questioning

- presentation of work
- consistent application of marking policy

A governor challenged the Vice Principal on what has been put in place to improve QTLA. The Vice Principal responded that the SLT is looking at quality of marking, the data is now able to be analysed and that there are upcoming departmental reviews and the staff will be supported, following outcomes from the reviews.

The SAB requested the Vice Principal to provide more information on improvements in departmental reviews at a future meeting.

In response to the Principal's request, the SAB agreed to carry out additional lesson visits on various subjects and this will be in addition to their link governor roles.

The SAB challenged the Principal on the Ofsted action plan. A governor mentioned that one of the Ofsted findings was that the students were not good in English in technical subject, and requested to know what is being done to change this. The Principal responded that the Year 12 are retaking English course and some students are being provided with extra classes.

Kam Bains left the meeting.

Vision, Mission and Values

The Principal confirmed that as part of the UTC improvement journey, he has reframed and clarified the UTC vision, mission and values to reflect the key unique selling point of the organisation.

The Principal talked the SAB through the reasoning behind the idea and this was noted by the SAB.

The Board requested Rob Harding (Vice Principal) to come and talk on 16-19 programme on how the values, mission and vision is working.

Update on UTC improvement plan and 'Less is more'.

The SAB noted that the deadline for the completion of Self-evaluation form and UTC improvement plan is 18 October 2019 and these would come to the next meeting of 13 November 2019.

The SAB requested to assess 'Less is more'.

Staff recruitment and Training

The SAB noted that a new Trust Marketing Manager who will serve UTC 0.6 of the time has been appointed, and he starts on 21 October 2019.

The SAB noted that there have been an admin restructure with successful appointments into key positions in admissions, 6th form support and SLT support.

The Principal suggested that governors can be more involved in the recruitment of staff, and the SAB welcomed the idea.

The SAB requested the Principal to provide the attendance report at its next meeting on 13 November 2019.

7. **Student recruitment update & financial implications**

The SAB noted the student recruitment update and financial implications.

The SAB noted that the student recruitment in Year 10 was lower than anticipated, and there are 28 students on roll as at 18 September 2019, as against a budget of 40 students. The Year 12 recruitment was more positive, as there were 100 students on roll as against the budget of 85 students.

It was suggested that the gap in presence of a marketing officer was felt, as applications were not responded to or offer letters sent in a timely manner. A Marketing Manager has now been recruited.

The SAB suggested that the UTC work with the UTC alumni to engage them in some marketing campaign.

The SAB noted that the budget will be reforecast in October 2019, with a scheduled review meeting in September 2019.

The SAB noted that there were some monetary contributions from Skanska (employer sponsor), and the SAB thanked them for their support.

8. **SAB membership recruitment**

The SAB noted the UTC SAB recruitment update.

The SAB noted that the process of electing two parent governors and one staff governor to the UTC SAB had begun, following the SBA Board meeting of 17 September 2019. This selection process is in line with the SBA scheme of delegation.

The SAB noted that Ian Brixey has been appointed the Vice-Chair of the UTC SAB.

9. **Link Governors' visit**

The SAB noted the link governor's visit report by Ian Brixey.

The SAB noted that the Institute of Civil Engineers ICE President with his team visited the UTC and met with the students. The SAB noted that the ICE

President was positive about the UTC, said that they would continue to support the UTC.

The employment engagement link governor requested for the schedule of engagement.

The SAB requested that the governors' visit form to include a section for the Principal to respond to issues raised following every governor's visit to the UTC.

10. **Governors' training and signing of DfE 'KCSIE'**

The SAB discussed the governors' training and the signing of the 'keeping children safe in education' (KCSIE) form.

The SAB noted that some governors have not completed their trainings, read the KCSIE guidance and signed the form.

The Chair encouraged the governors to ensure that they complete the trainings, read the 2019 KCSIE guidance and sign the form as having read the guidance.

11. **UTC Risk registers**

The SAB noted the UTC risk register.

The SAB suggested that the Principal review the risk register with the Business Manager to update the risk register.

The Clerk confirmed that there is an ongoing LSBU Group wide risk management discussion which includes the SBA.

Date of next meeting
4.00 pm, on Wednesday, 13 November 2019

Confirmed as a true record

.... (Chair)

SOUTH BANK ENGINEERING UTC SCHOOL ADVISORY BOARD - WEDNESDAY, 25 SEPTEMBER 2019

ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	The SAB requested that assessment of the interventions be done at the next meeting on 13 November 2019.	13 Nov 2019	Austin Sheppard	To do

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
6.	Principal's report	The SAB requested the Principal to look at successful models being used externally that could be adopted by the UTC to improve the students.		Austin Sheppard	To do
		The SAB requested the Principal to circulate the data on GCSEs as these was not provided in the meeting pack.	As soon as possible	Austin Sheppard	To do
		The Principal to organise a careers event in November 2019.	13 Nov 2019	Austin Sheppard	To do
		The SAB requested the Vice Principal to provide more information on improvements in departmental reviews at a future meeting.		Kam Bains	To do
		The SAB to carry out additional lesson visits on various subjects and this will be in addition to their link governor roles.		SAB/Austin Sheppard	To do
		The Board requested Rob Harding (Vice Principal) to come and talk on 16-19 programme on how the values, mission and vision are working.	13 Nov 2019	Austin Sheppard	on agenda
		The SAB requested the Principal provide	13 Nov 2019	Austin Sheppard	To do

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
7.	Student recruitment update & financial implications	The Principal to work with the UTC alumni to engage them in some UTC marketing campaign.		Austin Sheppard	To do
9.	Link Governors' visit	The Principal to provide the schedule of employer engagement to the employer engagement link governor.	As soon as possible	Austin Sheppard	To do
		The SAB requested the governors' visit form to include a section for the Principal to provide response to any issues raised on the governors' visit.		Alexander Enibe	completed
11.	UTC Risk registers	The SAB requested the Principal to review the risk register with the SBA Business Manager and update the risk register.		Austin Sheppard	To do

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Baker Dearing
Educational Trust

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

Present

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

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

Update 28th October 2019

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

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

Update 28th October 2019

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

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

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

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

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

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

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

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

Update 28th October 2019

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

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

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

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

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

3. Condition
The presentation of the internal building, walls and corridors should be addressed.
Corridor display is minimal, tired and often damaged. Display overall, in corridors and classrooms appears unmanaged. The cleaning of rooms, corridors and stairways was not

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

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

Update 28th October 2019

Corridor and classroom displays are being refreshed and updated.

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

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

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

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

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

In addition the website does not identify the current Principal.

Update 28th October 2019

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

5. Academic performance
Levels of attainment are now unlikely to support recruitment at KS4
Levels of attainment fell dramatically at the end of KS4 in 2019 and are likely to present below average progress. The fall in attainment is in the main attributed to a significant group of students who joined from a nearby closing school which was in Special Measures. However results fell well below those projected at the end of the spring term of Year 11, just two months prior to the examinations.
Actual performance in maths fell well below expectation with significant impact on the basics measures - see table below.

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

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

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

Update 28th October 2019

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

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

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

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

Update 28th October 2019

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

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

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

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

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

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

7. Specialism
In the technical curriculum there is inadequate technician support in place.
As an entirely predictable consequence, many technical spaces have degraded to chaotic unmanaged holding rooms for specialist kit. Due to the manner of storage this equipment does not appear to be being used. The Principal confirmed it wasn't.

Update 28th October 2019

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

8. Employer and university impact

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

Update 28th October 2019
Work is ongoing around the site to ensure that sponsor and employer engagements are highly visible and celebrated; a recent meeting with Skanska has yielded commitment in this area. Two specialst rooms are being fitted for health with support from GSTT, with equipment now at the UTC.

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

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

Update 28th October 2019

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

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

Update 28th October 2019
The trust and Principal are absolutely aligned on this issue: at the UTC the priority is to improve the quality of education so that it is consistently good. The focus of executive and governance is to secure support in this area.

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

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

Update 28th October 2019
This is very welcome, as is support and expertise from BDT centrally.

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

Update 28th October 2019
Ofsted are not due to visit this year. The trust's ambition is to secure rapid improvements this academic year with a view to inviting an inspection visit in Autumn term 2020. Significant resource is being deployed to support the Principal in delivering on the improvement plan, with investment at trust level in place. The trust and LSBU Group more widely are fully engaged in deploying the resource and expertise required to ensure the improvement trajectory is followed.

Ken Cornforth Oct 2019

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- From Sept 2020 the UTC will offer courses in its second specialism with a Health Sciences route.

Self-Evaluation Framework

1 Summary of Overall Effectiveness	Judgement	**3**	Last revised: 2.10.19	By: ASH
The main reasons for choosing this **1**2**34** are….. (if + or -, explain why)	- Consistency of teaching is not yet consistently good in all subject areas - Leadership is good at a senior level but requires strengthening at middle leadership level - The UTC has appropriate and ambitious pathways for students - Feedback, notably via marking, needs to be consistently embedded across all subjects - Attendance needs to improve in all year groups (Target 94% in KS4 and KS5) - Attitudes of all learners needs to be consistently good - A wider range of students, particularly at KS5 access all the opportunities available to them - Outcomes are not consistently yet good in all subjects at all levels			

Sub judgements		
Quality of Education: **3**	Behaviour & Attitudes: **2-**	Personal development: **3**
Leadership & management: **2-**	Sixth form: **3**	

Note on Ofsted judgements. In order to be judged outstanding schools must meet all good criteria 'securely and consistently' and then meet the outstanding criteria on top of that. In order for a school to be judged outstanding overall it must have outstanding quality of education. In order to be judged good overall schools must have at least a good quality of education.

What is it like to be a pupil at this school? (approx. 200 words)
Students at the UTC experience good teaching in many subject areas though this isn't always consistent across all subjects. Students do enjoy the highly specialised curriculum supported by great technical facilities and enhanced by employer contributions. Small class sizes to allow relationships to develop student to student, student to teacher and vice versa. Enrichment opportunities are being developed further, with the new period 7 system allowing students in key stage 4 to access a broader range of hands on experiences. Key Stage 5 are not currently accessing the full potential of the enrichment sessions and work is being done to address this urgently. The school benefits from excellent University and employer links and students highly value the employer projects that they can take part in.

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2 Quality of Education	Judgement 1234 +/- : 3	Last revised:	By: KBA

Summary
The main reasons for choosing this **1234** are…..
(if + or -, explain why)

Intent

The leaders at the school have constructed a curriculum that is ambitious and designed to give all learners the knowledge and skills they need in later life.

- Academic courses at Key Stage 4 include Triple Science, Computer Science
- Technical courses at Key Stage 4 include Product Design and Engineering
- Academic courses at Key Stage 5 include a suite of A levels
- Technical courses at Key Stage 5 include a variety of Engineering and Business qualifications
- From Sept 2020 the UTC will offer courses in its second specialism with a Health Sciences route.

The curriculum is clear on what it is aimed at achieving in each key stage and pathway.

The curriculum is sequenced in each subject so the new skills and knowledge build upon previous knowledge

- Clear schemes of work are present in all subjects addressing the needs of all pupil groups

There is high academic and technical ambition for all pupils at the school

- All pupils study core academic subjects.

The curriculum reflects the school's local context and builds cultural capital

- Working with local companies, schools and sponsors
- Regular visits to venues London
- A Wide range of visiting speakers

Implementation

Teachers have good knowledge of the subjects they teach

- The school has subject specialists in each department

Teachers check pupil's understanding of effectively, identifying and correcting understandings

- This is needs to be consistent across the school

Teachers ensure that pupil embed key concepts in the long-term memory and apply them fluently

The subject curriculum is designed and delivered in a way the allows pupils to transfer key knowledge to long-term memory.

- The use of knowledge organisers and quizzing is being implemented across the school
- The work given to pupils is demanding.

Teachers use assessment to check pupil's understanding in order to inform teaching, and to develop understanding

- The use of in depth marking and AfL techniques needs to be used consistently

Leaders understand the limitations of assessment and do not use it to create a burden for staff and pupils.

- There are a limited number of assessment windows and these are staggered across year groups
- Teachers use assessment at appropriate junctures in learning.

Teachers create an environment that allows the learner to focus on learning.

- Classrooms, workshops, laboratories, personal study spaces, fitness suite and library are all well-resourced
- Learning spaces exhibit key topics and have up to date displays present
- Textbooks and teaching materials reflect the school's ambitious intentions for the course of study

Impact

- Learners have developed detailed knowledge and skills across the curriculum and as a result achieve well
- The school needs to focus on developing these consistently across all subjects.
- Disadvantaged and pupils with SEND acquire the cultural capital to succeed in life
- Learners are prepared for the next stage of education, employment or training - see 16-19
- Learners in the sixth form gain qualification that allow them to go on to the destination that meet their interests and ambitions - see 16-19
- Learners read widely and often, with fluency and comprehension - literacy to add

Quality of Teaching
- The data for 2018-19 judges that 81% of teaching through lesson observations and learning walks is at least good. The RI teaching was from teachers who have now left. The basis of judgements has been reviewed for 2019-20 in the quality assurance cycle.
- A new quality assurance cycle focussed upon department reviews on a termly cycle is now in place. Two new posts as Directors of Subject to enhance middle leadership capacity will be in post from January 2020
- Staff Development
- A tailored CPD programme is offered to staff on T&L
- 2 unqualified staff are on a route to QTS
- All staff have identified CPD need and many are working towards further qualifications
- There are 3 examiners on the teaching staff,
- Teachers will become members of the Chartered College

Outcomes

	2018/19	
Key Stage 4		
Attendance	93.8%	94%
A8	34.1	41
English and Maths 5+	24%	35%
English and Maths 4+	44%	70%
Progress Score (From starting point)	-0.17	+0.1
Key Stage 5		
Attendance	90.1%	94%
BTEC		
Attainment to remain in line or above national attainment	35.00	35.00
Average grade	DIST	DIST
A-Level		
Progress in line with national	NA	0

Strengths…. Our strongest features and the improving areas are….	The leaders at the school have constructed a curriculum that is ambitious and designed to give all learners the knowledge and skills they need in later life. Teachers have good knowledge of the subjects they teach and are subject specialists Support staff are qualified in the subjects as teaching assistants. The curriculum is clear on what it is aimed at achieving in each key stage and pathway. The curriculum is sequenced in each subject so the new skills and knowledge build upon previous knowledge
Even Betters…. To reach the next grade or to continue to be outstanding we need to….	Teachers use assessment to check pupil's understanding in order to inform teaching, and to develop understanding - The use of in depth marking and AfL techniques needs to be used consistently - Better use of differentiation - Improve the range of assessment methods The subject curriculum is designed and delivered in a way the allows pupils to transfer key knowledge to long-term memory. - Detailed curriculum plans for pupils, parents and staff to be prepared - Wider use of knowledge organisers and revision materials The curriculum needs to be successfully adapted to meet the need of pupils with SEND. - Clear design to the curriculum to develop approaches and relevant activities Reading needs to be given a greater priority for all pupils - All departments to have appropriate reading lists for each key stage A rigorous and sequential approach to the reading curriculum is required

Coverage aide memoire: content, coverage, sequencing, knowledge & skills, KS3, subject expertise, use of assessment, 'knowing more & remembering more', fluency, reading, achievement (results), readiness for next stage, SEND, disadvantage, EBacc

3 Behaviour & Attitudes	Judgement 1234 +/- : 2-	Last revised: Sept 2019	By: DBE / RHA

Summary
The main reasons for choosing this **1234** are…..
(if + or -, explain why)

Most staff have high expectations for learners' behaviour and conduct and apply these expectations consistently and fairly.

Students' behaviour and conduct is generally good with some improvement of students' behaviour still required.

Number of incidents recorded for disruptive behaviour from **1st September 2018 – 31st October 2018**	Number of incidents recorded for disruptive behaviour from **1st September 2019 – 31st October 2019**
172	138* *we have changed the logging system to a quicker and easier method for teachers

Most students are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
Students' attitudes to their education is positive. Relationships among students and staff reflect a positive and respectful culture. Leaders, teachers and students create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.
'*As a result, the school community is harmonious and supportive. Pupils mix across year groups and support each other, irrespective of their backgrounds, ability or aspirations*.' Ofsted 2019

Students attendance and punctuality is not satisfactory and is below national average.

UTC 2018/19 KS4 92.68% (1.82PP under national) - Yr10 94.94% / Yr11 91.32%
UTC 2018/19 KS5 c.90.43% - Yr12 (91.04% / Yr13 89.82%)
Whole School – 91.47%

Attendance, while improving slightly, is still too low throughout the school. Leaders are working to address this, although more needs to be done. Punctuality to lessons is erratic.

Strengths….
Our strongest features and the improving areas are….

- Relationships between staff and students
- Positive and respectful culture
- General behaviour around the site including break times and after school

Even Betters….
To reach the next grade or to continue to be outstanding we need to:

- Attendance of students at or above 94%
- Attitude of a minority of students improves with the number of students that 'repeat offend' is reduced
- Consistency of staff high expectations of students' conduct, attitude and behaviours
- Behaviour for learning including focus in class, transition time and student engagement
- Attendance officer position to be recruited
- Independent attendance audit review undertaken

	• Review application of policies around illness, holiday and family events • Improve communication with families about attendance issues

Coverage aide memoire: consistency, respect, environment, dealing with bullying & harassment, self-control, support, high expectations, routines, improvements, attendance, pupils' attitudes, FTE & permanent exclusions, relationships, safety, leaders' actions, dealing with discriminatory behaviour

4 Personal Development	Judgement 1234 +/- : 3	Last revised: Sept 2019	By: RHA / DBE
Summary The main reasons for choosing this 1234 are….. (if + or -, explain why)	The UTC extends the curriculum beyond the academic, technical or vocational. It provides for students' a broader development, enabling them to develop and discover their interests and talents at KS5. However, this does not occur to the same level at KS4. The UTC's curriculum and wider work support students to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy At Key Stage 5, the UTC has started to prepare students for future success in their next steps with a new programme of study and entitlements. This does not occur to the same extent during KS4. The UTC prepares students in KS4 for life in modern Britain by: – equipping them to be responsible, respectful, active citizens who contribute positively to society – developing their understanding of fundamental British values – developing their understanding and appreciation of diversity – celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. The pastoral programme includes, coaching, assemblies, Personal development lessons and a dedicated pastoral team at KS4. There are few examples of this at KS5. Employer projects are a key asset for the UTC; "Leaders provide a range of work-related learning, work placements, visits and trips" Leaders are proud of their specialist curriculum. At points during the year, pupils undertake project-based learning to hone skills such as research, self-organisation, teamwork, time management and effective communication. Pupils are presented with problems in the form of 'big ideas', designed by the school's employer partners and the university, for instance designing the 'hospital ward of the future'.

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7/12

Strengths…. Our strongest features and the improving areas are….	• UTC provides students with broader development at KS5 with Y12 / 13 exposed to great number of opportunities and entitlements • UTC prepares KS4 students for life in modern Britain through an excellent Personal Development programme with discrete lessons and additional expert trainers • Pupils and students value opportunities to work with industry professionals and demonstrate their practical skills.
Even Betters…. To reach the next grade or to continue to be outstanding we need to:	• UTC need to develop further their broader development of KS4 students • UTC need to develop KS5 preparation for life in modern Britain • KS5 needs further work to prepare students for future success • KS4 needs greater level of development to prepare them for future success • Employer engagement was tied in with the marketing strategy • Employer projects were framed with the UTC Skills Builder Programme

Coverage aide memoire: opportunities, extra-curricular, take up of provision, coherently planned experiences, character development, SMSC, resilience, pastoral support, healthy lifestyles (physical & mental), preparation for life in modern Britain & fundamental British values, equality and diversity, respect for difference, responsible respectful active citizens, Gatsby benchmarks

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5 Leadership & Management	Judgement 1234 +/- : 2-	Last revised: 2.10.19	By: ASH

Summary
The main reasons for choosing this 1234 are…..
(if + or -, explain why)

- Senior leaders' have high expectations of pupils in the school, and these are embodied in leaders' and staff's day-to-day interactions with pupils.

- Senior leaders have carefully considered the school highly specialised school curriculum that is appropriate for the learners at the UTC. Leaders are now focussed on improving the quality of teaching learning through tighter QTLA processes which it is hoped will lead to better outcomes for pupils.

- Continuing professional development for teachers and staff is now tailored to the needs of the staff based on regular tracked feedback and is aligned with the curriculum. This develops teachers' content knowledge and teaching content knowledge over time, so that they can deliver better teaching for pupils.

- Senior leaders have clear expectations and have established clear systems to create coherence and consistency across the school consistent expectations, wherever they are in the school. These systems need to embed further.

- Leaders are starting to engage parents and the community more thoughtfully and positively in a way that supports pupils' education.

- Leaders consider the workload and well-being of their staff and have sought to address issues such as Data collections. while also developing and strengthening the quality of the workforce.

- leaders' have appropriate ambitions are for all pupils, including those who are harder to reach. This includes ensuring that practices such as 'off-rolling' do not take place and that the way the school uses the pupil premium is founded on good evidence.

- Whether leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the school.

- Senior leadership capacity at the UTC has been increased with the appointment of a new Principal, Vice-principal and Executive Principal and the Academy group centre. This has accelerated progress in some key areas such as the management of the QTLA process.

- A significant gap in the Leadership structure still exists with lead teachers not successfully filling the full role of middle leaders. A recruitment process to fill 2 director posts has begun and is anticipated to add value.

- The UTC has student leadership team that work closely with staff on school improvement projects and add capacity.

- The Governors from a SAB that work with the Principal on school improvement and accountability. They are led by a very experienced former local head.

Strengths…. Our strongest features and the improving areas of our outcomes are….	• Significant tightening of the QTLA process • Clear systems established to manage the behaviour and engagement of students in lessons established and being managed
Even Betters…. To reach the next grade or to continue to be outstanding we need to:	• Middle leadership gap needs to be filled • Leaders gain a wider range of skills and experience by working across the trust and within school partnerships in order to build capacity • The middle leadership is restructured to build clearer responsibilities and accountabilities. • Senior leadership development to be facilitated via the 'Leadership Matters' programme.

Coverage aide memoire: safeguarding (identify/help/manage), professional development, workload, support from leaders, ambition, values, inclusivity, parent & community& local services engagement, protecting staff from bullying & harassment, effectiveness of governors/trustees, statutory duties (eg Prevent), capacity for improvement

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6 Sixth form	Judgement 1234 +/- : 3	Last revised: 2.10.19	By: RHA

Summary The main reasons for choosing this **1234** are….. (if + or -, explain why)	The UTC has created a unique 16-19 local offer and its aim is to provide high quality provision for young people, so that they engage with education, study and achieve their aims of going to university, apprenticeship of work. The UTC has recently assessed Year 12 & 13 of their Essential (employability) skills which has given the UTC a clearer focus on need. Each Year 12 & 13 has had an individual Performance Management session to discuss their aspirations, extra curriculum opportunities and target grades Students do not yet receive consistent high-quality personal and academic support from staff to ensure that they grow in confidence and make good progress. Overall student outcomes for Sixth form are not yet satisfactory. However, BTEC Level 3 results are good. Staff are starting to benefit from a new professional development programme that has activities which broaden their experience and help lead to effective teaching. Some students have participated in a wide range of useful extra-curricular and pastoral activities that help enhance their knowledge and experience. The UTC has just introduced an Enrichment programme which specifically targets the UTC's strategy to wider participation in Youth Action, Enterprise, Employer projects, Work Placements & Professional Awards On completion of their programme, a high proportion of students' progress to higher education and in 2018/19 all students either went into work, an apprenticeship or university. Staff do not always set high expectations, particularly in relation to students' attendance and attitude. Attendance of students is below national expectation
Strengths…. Our strongest features and the improving areas of our provision are….	• 16-19 provision now has leadership capacity to develop this area to 'good'. • The 16-19 team have a clear vision and are already implementing new and exciting programmes to challenge and engage Year 12 & 13 students • No students became NEET in 2019/20 • All students continued onto their chosen pathway • BTEC performance surpasses ALPS and is above national average
Even Betters…. To reach the next grade or to continue to be outstanding we need to:	• Teaching is consistently 'Good' • The majority (70%+) participate in wide range of extra-curricular activities and study programmes by Easter • A-Level outcomes are matching ALPS targets, in line with national • All students make progress on resit courses and achieve minimum expected grades • Attendance is above national average or on our UTC Sixth form target (94%)

School Context	Revision date:	Author: ASH
Students *Any specific features of the student population on entry, particularly the range of ability, proportions with disabilities and SEN, proportion entitled to Pupil Premium. The extent of non-standard admissions.*		
Staffing *Any specific features of the staffing of the school. For example, recruitment, turnover/stability, part-timers, non-specialists, experience, absence, extent of supply cover. Comments to do with teaching belong in 'Teaching' below, not here.*		
Other features *Any unusual organisational features of the school. Any other issues which affect your school, but which are largely outside your control.*		

Management Accounts Report

Click to return

Open Account

	UTC - South Bank Engineering UTC										
	CURRENT PERIOD				**YTD TOTALS**				**FULL YEAR**		**SPENT**
	Actual	**Commitments**	**Budget 1920**	**Variance**	**Actual**	**Commitments**	**Budget 1920**	**Variance**	**Budget 1920**	**Forecast**	**(%)**
Income											
A0 - GAG funding	178,424.01	-	163,253.00	15,171.01	178,424.01	-	163,253.00	15,171.01	1,959,029.00	1,974,200.01	9.11 %
A2 - Other Govt Grants	102,137.90	-	21,238.00	80,899.90	102,137.90	-	21,238.00	80,899.90	254,853.00	335,752.90	40.08 %
A3 - Private Sector Funding	-	-	-	-	-	-	-	-	200.00	200.00	-
A4 - Other Income	(20,782.62)	-	4,208.00	(24,990.62)	(20,782.62)	-	4,208.00	(24,990.62)	50,600.00	25,609.38	(41.07) %
Total Income	**259,779.29**	**-**	**188,699.00**	**71,080.29**	**259,779.29**	**-**	**188,699.00**	**71,080.29**	**2,264,682.00**	**2,335,762.29**	**11.47 %**
Expenditure											
Staffing Expenditure											
B0 - Teaching Staff	76,055.20	-	105,023.00	28,967.80	76,055.20	-	105,023.00	28,967.80	1,260,270.00	1,231,302.20	6.03 %
B1 - Educational Support Staff	12,946.08	-	14,655.00	1,708.92	12,946.08	-	14,655.00	1,708.92	175,848.00	174,139.08	7.36 %
B2 - Premises Staffing	-	-	1,204.00	1,204.00	-	-	1,204.00	1,204.00	14,450.00	13,246.00	-
B3 - Admin Staffing	18,722.50	-	17,196.00	(1,526.50)	18,722.50	-	17,196.00	(1,526.50)	206,350.00	207,876.50	9.07 %
B5 - Agency Staff	4,271.00	-	-	(4,271.00)	4,271.00	-	-	(4,271.00)	-	4,271.00	-
Total Staffing Expenditure	**111,994.78**	**-**	**138,078.00**	**26,083.22**	**111,994.78**	**-**	**138,078.00**	**26,083.22**	**1,656,918.00**	**1,630,834.78**	**6.76 %**
C0 - Maintenance of Premises	655.50	-	167.00	(488.50)	655.50	-	167.00	(488.50)	2,000.00	2,488.50	32.78 %
C1 - Other Occupational Costs	7,643.44	-	11,303.00	3,659.56	7,643.44	-	11,303.00	3,659.56	135,647.00	131,987.44	5.63 %
D0 - Educational Supplies and Services	(499.85)	-	13,069.00	13,568.85	(499.85)	3,667.97	13,069.00	9,900.88	165,063.00	155,162.12	1.92 %
E0 - Other Supplies and Services	20,912.75	-	23,201.00	2,288.25	20,912.75	269.00	23,201.00	2,019.25	278,403.00	276,383.75	7.61 %
F0 - ICT Costs (Non Capital)	11,207.16	-	250.00	(10,957.16)	11,207.16	-	250.00	(10,957.16)	3,000.00	13,957.16	373.57 %
G0 - Staff Development	13,376.00	-	101.00	(13,275.00)	13,376.00	-	101.00	(13,275.00)	9,577.00	22,852.00	139.67 %
I0 - Depreciation	20,477.75	-	-	(20,477.75)	20,477.75	-	-	(20,477.75)	-	20,477.75	-
Total Other Expenditure	**73,772.75**	**-**	**48,091.00**	**(25,681.75)**	**73,772.75**	**3,936.97**	**48,091.00**	**(29,618.72)**	**593,690.00**	**623,308.72**	**13.09 %**
Total Expenditure	**185,767.53**	**-**	**186,169.00**	**401.47**	**185,767.53**	**3,936.97**	**186,169.00**	**(3,535.50)**	**2,250,608.00**	**2,254,143.50**	**8.43 %**
Surplus / (Deficit) excl. Capital	**74,011.76**	**-**	**2,530.00**	**71,481.76**	**74,011.76**	**(3,936.97)**	**2,530.00**	**67,544.79**	**14,074.00**	**81,618.79**	

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South Bank UTC

	Budget	Jun19 Total Actual+ F/cast	Aug19 YTD Actual	F/cast Jul19	F/cast Aug19	Total Actual + F/cast	Variance: Total Fcast Less Budget	Aug19 Comments:
	£	£	£	£	£	£	£	
Income								
Government Income	1,706,208	1,660,042	1,665,297	0	0	1,665,297	(40,911)	£-20k Clawback , £-4k Insurance deduction, £-4k rates relief, £-3k Vat correction.
Other Income	206,506	320,786	294,697	0	0	294,697	88,191	£88k fav variance a result of ; £-102k decrease in SEN, £+200k transitional funding.
Total Income	**1,912,714**	**1,980,828**	**1,959,994**	**0**	**0**	**1,959,994**	**47,280**	
Expenditure								
Management Charge	**77,383**	**77,381**	**93,879**	**0**	**0**	**93,879**	**(16,496)**	
Teachers	1,066,110	852,307	848,859	0	0	848,859	217,251	
Teaching Assistants	102,523	222,610	222,610	0	0	222,610	(120,087)	
Technicians	31,875	37,017	37,017	0	0	37,017	(5,142)	
Premises Staff	16,575	2,204	2,204	0	0	2,204	14,371	
Exam Invigilators	3,000	3,000	0	0	0	0	3,000	
Music Staff	0	0	0	0	0	0	0	
Finance and Admin	123,162	161,101	162,245	0	0	162,245	(39,083)	
Agency Supply Cover	25,000	68,126	84,995	0	0	84,995	(59,995)	
Staffing	**1,368,245**	**1,346,366**	**1,357,930**	**0**	**0**	**1,357,930**	**10,315**	Underspend due to delays in recruitment and Agency Staff used to cover substantive roles.
Staff Wellbeing	7,500	9,961	9,382	0	0	9,382	(1,882)	
Professional Services	72,550	114,259	124,025	0	0	124,025	(51,475)	£-25k Adverse in Prof Serv Ed. due to use of Consultants, Ed Psychologist, Yip Yap Tutor Support, School Imp, Exams Support, PE services, speech Tharapy. £-7k adverse in Prof Serv Non Ed. Recharge of Accountancy Services. £-6k subscriptions £-5k adverse: Photocopying costs. £-8k bad debt Prov for salary overpaymnets
Catering	65,500	71,631	84,575	0	0	84,575	(19,075)	£-19k adverse ; £-6k Career Delivery Days, plus lunch for staff inset days, extra catering costs. And £-12.9k for Dec18 JPL invoice and Aug19 accrual.
IT Services	28,500	44,118	44,696	0	0	44,696	(16,196)	£-16k Adverse: £-25k o/s Capita Sims licence/Training , offset by £4k saving in Pallant Managed services, plus £8.3k accrual reversal against Cashless Catering,
Capitation/ Student Activities	72,500	96,695	116,135	0	0	116,135	(43,635)	£-43k Adverse : mainly result of £-9.7k Scientific Supplies (Aged Creditor Review), £-3k PO commitments, £-10k o/s in capitation, £-5k Exam Invigilators, and £-18k o/s for VAT correction offset by £+5k underspend in Bursary Payments
Utilities	39,500	103,977	96,990	0	0	96,990	(57,490)	£-57k Adverse: Due mainly to utility (water/gas elec/refuse) charges from Trinity (owner of building) plus £13.5K provision for water from Sep17 to Aug19 (never been charged).
Buildings related	40,000	49,002	51,191	0	0	51,191	(11,191)	£-11k Adverse: Mainly due to Cleaning contract, Deep Cleaning, Fire alarm maint, and Rep & Maint.
Other	**326,050**	**489,643**	**526,993**	**0**	**0**	**526,993**	**(200,943)**	
Total Expenditure before Depn	**1,771,678**	**1,913,390**	**1,978,803**	**0**	**0**	**1,978,803**	**(207,125)**	
Surplus/(Deficit) Before Depreciation	**141,036**	**67,438**	**(18,809)**	**0**	**0**	**(18,809)**	**(159,845)**	
% of Gov Income	8.3%	13.8%	-1.1%			-1.1%		
Depreciation on own assets	47,000	4,233	681	0	0	681	46,319	
Surplus/(Deficit) After Depreciation	**94,036**	**63,205**	**(19,490)**	**0**	**0**	**(19,490)**	**(113,526)**	
% of Gov Income	5.5%	3.8%				-1.2%		
Capital Grant Income	0	97,934	101,649		0	101,649	101,649	Accrued income for Capital claims 9 & 10
Depreciation on Grant Funded Assets	0	279,205	275,473		0	275,473	(275,473)	Depreciation on capital grant funded assets not budgeted
Surplus/(Deficit) After Depreciation on Capital Funded Assets	**94,036**	**(118,066)**	**(193,314)**	**0**	**0**	**(193,314)**	**(287,350)**	

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Summary p&l
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Teaching and Learning

Learning Walks

There have been 33 learning walks conducted this term by the SLT. 24 have been over Periods 1 and 2 and 7 in periods 5 and 6. The summarised data is presented below

A standard set of questions and format are used in each walk.

- In 28 cases pupils were clear about lesson objectives
- In 26 lessons technology was used as a teaching or learning tool
- In 3 cases there was no evidence of feedback to pupils
- In 25 lessons pupils were able to discuss and comment on feedback given to them
- In 9 lessons there was clear marking for literacy.
- In 26 lessons pupils were on task and engaged during the observation
- In 28 lessons pupils were following the code of conduct

Actions

- Training on marking and feedback has occurred for all staff through the CPD programme.
- Training on a knowledge based curriculum took place.
- Updates on findings are sent to staff on the day of the LW.
- Concerns are raised with staff and line managers to address.

Further actions

- Learning walks to be spread over other times in the day
- Distribution of LWs amongst SLT to be reviewed.
- CPD to continue to respond to the needs identified
- Involving lead teachers in the learning walks

Department Reviews

The UTC has adopted a new method quality assurance this term which was rolled out in the first half term. It will be used throughout the academic year and system adapted with each iteration. All departments and subjects were reviewed from 8th October to 7th November 2019 by the SLT line manager and lead teacher. This involved the following activities: a pre meeting, a series of lesson observations, a book review, a series of pupil interviews and post review meeting. A report was then prepared to summarise the findings by the and to determine the objectives moving forward.

26 lesson observations occurred with feedback given to individual teachers as part of the process.

English

- Strong and imaginative teaching at all levels
- Marking and feedback is consistent in all classes
- The use of knowledge organisers is established
- Pupil voice shows that they engage and enjoy the subject and know how to progress
- Focussed and purposeful leadership in the department.
- Teaching assistants are well used.
- Library and literacy across the school are high priorities.

Maths

- Good quality teaching observed in all lessons
- Marking and feedback is often of a high quality, but lacks consistency
- the use of knowledge organisers is not well spread
- Pupils state that they find the subject interesting and it is well taught.
- Leadership lacks direction and drive.
- School policy on marking needs to be consistently applied
- A new director of maths has been appointed from Jan 2020

Engineering

- There were some good lessons observed
- The marking and feedback shows inconsistency in books
- There is an inconsistent use of knowledge organisers in the department
- Pupil voice indicates that KS5 teaching can be pedestrian and dull
- Pupil voice at KS4 shows that pupils are engaged in the subject and find the practical aspects enjoyable and thought provoking.
- Leadership shows a lack of direction, organisation and responsiveness
- There need to be improvements in feedback.
- The HoD will be moving to a support programme

Science

- The lessons varied in quality from outstanding to requiring improvement
- The marking and feedback shows inconsistencies varying in standard
- There is an inconsistent use of knowledge organisers in the department
- Pupil voice indicates that biology and chemistry are well received, but physics is less positive
- The leadership of the department shows drive, energy and direction
- Physics to be supported, but a long term solution is needed to this.

Computing and Business Studies reviews are scheduled for with week beginning 4th November and reports are not included in this summary.

South Bank Engineering UTC
Progress from starting point

Exam Year: 2019

Collection: Year 11 - Results v3

14/10/2019

University Technical Colleges®

Baker Dearing Educational Trust

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South Bank Engineering UTC

Headline Figures - Year 11 - Results v3, Exam Year 2019

Overall	This Collection		Last Collection		Last Year (2018)		National (2018)
- Attainment 8	37.2	↓	40.0	↓	43.4	↓	46.5
- Progress from average GL baseline	-0.01	↓	0.44			→	0.00
- English and maths (% 4 and above)	53.8	→	61.5	→	62	↓	64
- English and maths (% 5 and above)	30.8	→	30.8	→	41	↓	43
- English Baccalaureate	2.70	→	2.74	↓	3.05	↓	4.04
English							
- % 4 and above	71.8	→	73.1	→	79	→	75.4
- % 5 and above	41.0	→	36.5	↓	62	↓	60.3
- Progress from "fine English" GL baseline	1.00	↓	1.23			↑	0.00
Mathematics							
- % 4 and above	59.0	→	65.4	→	65	↓	69.5
- % 5 and above	38.5	→	42.3	→	47	↓	49.3
- Progress from "fine maths" GL baseline	-0.25	↓	0.06			↓	0.00

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	All Students	Male	Female	Disadvantaged	Non-Disadvantaged	Low KS2	Middle KS2	High KS2	Not EAL *	EAL	No SEN *	SEN Support *	Statement/EHCP *
Cohort for Progress from average GL baseline	36	29	7	8	28	2	17	10	26	10	27	6	3
School Score	-0.01	-0.02	0.04	-0.41	0.10	-0.24	-0.33	-0.22	-0.15	0.34	0.12	-0.69	0.20
95% Confidence Interval	0.42	0.47	0.95	0.89	0.47	1.77	0.61	0.79	0.49	0.79	0.48	1.02	1.45
Group national mean	-0.02	-0.25	0.22	-0.44	0.13	-0.18	-0.01	0.01	-0.10	0.49	0.08	-0.43	-1.09

Progress Quintiles displaying percentile rank

	All Students	Male	Female	Disadvantaged	Non-Disadvantaged	Low KS2	Middle KS2	High KS2	Not EAL *	EAL	No SEN *	SEN Support *	Statement/EHCP *
Q1													8
Q2		34											
Q3	49			51	48				55		47		
Q4			61			70	76	62		68		71	
Q5													

* Estimated rank for these groups.

South Bank Engineering UTC

Trends over time from GL baseline: Year 11 - Results v3, Exam Year: 2019

Progress from average starting point (except where shown), quintiles displaying percentile rank (1-100 where 1 is the top percentile

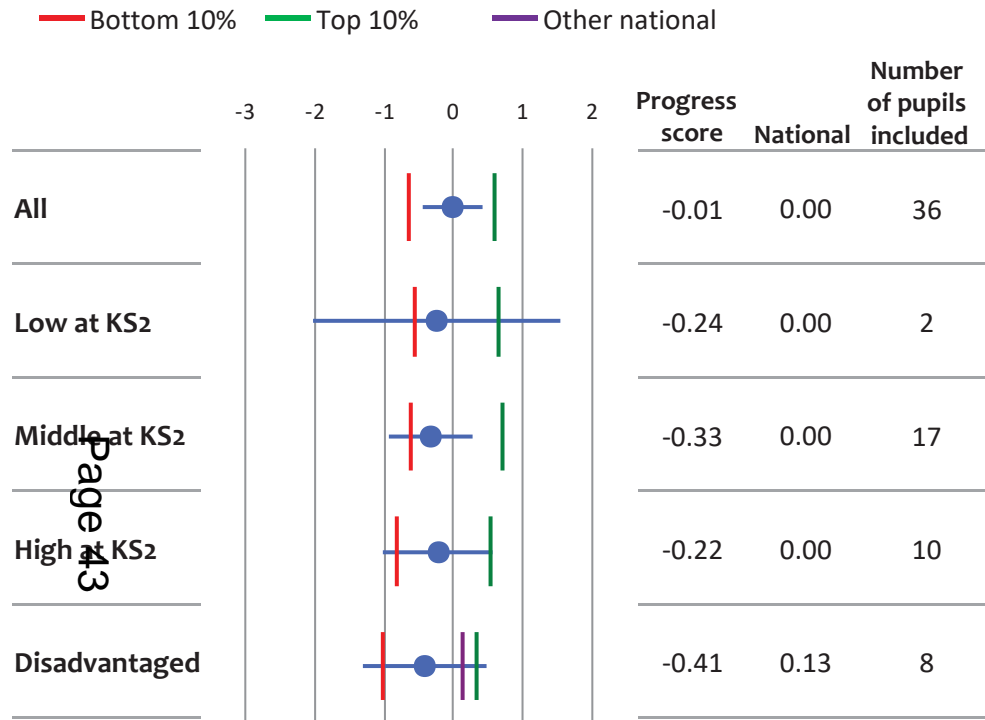|	**Overall**						**English progress from English GL Baseline**						**Mathematics progress from maths GL Baseline**						**Open element**					
		Bottom 20%				Top 20%		Bottom 20%				Top 20%		Bottom 20%				Top 20%		Bottom 20%				Top 20%
	Year Cohort	Q5	Q4	Q3	Q2	Q1	Year Cohort	Q5	Q4	Q3	Q2	Q1	Year Cohort	Q5	Q4	Q3	Q2	Q1	Year Cohort	Q5	Q4	Q3	Q2	Q1
All	2018						2018						2018						2018					
	2019 36			49			2019 36					8	2019 36		70				2019 36		76			
Low at KS2	2018						2018						2018						2018					
	2019 2		70				2019 2					10	2019 2		71				2019 2	91				
Middle at KS2	2018						2018						2018						2018					
	2019 17			76			2019 17					17	2019 17	91					2019 17	87				
High at KS2	2018						2018						2018						2018					
	2019 10		62				2019 10					10	2019 10		63				2019 10		70			
Disadvantaged	2018						2018						2018						2018					
	2019 8			51			2019 8			29			2019 8			57			2019 8	82				

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South Bank Engineering UTC

Trends over time from GL baseline: Year 11 - Results v3, Exam Year: 2019

Progress from average starting point, quintiles displaying percentile rank (1-100 where 1 is the top percentile

EBacc element

	Year	Cohort	Q5	Q4	Q3	Q2	Q1
All	2018						
	2019	36			52		
Low at KS2	2018						
	2019	2		68			
Middle at KS2	2018						
	2019	17		68			
High at KS2	2018						
	2019	10		75			
Disadvantaged	2018						
	2019	8					33

Science VA

	Year	Cohort	Q5	Q4	Q3	Q2	Q1
All	2018						
	2019	36				32	
Low at KS2	2018						
	2019	2			47		
Middle at KS2	2018						
	2019	17			59		
High at KS2	2018						
	2019	10			42		
Disadvantaged	2018						
	2019	8				24	

Languages VA

	Year	Cohort	Q5	Q4	Q3	Q2	Q1
All	2018						
	2019	0					
Low at KS2	2018						
	2019	0					
Middle at KS2	2018						
	2019	0					
High at KS2	2018						
	2019	0					
Disadvantaged	2018						
	2019	0					

Humanities VA

	Year	Cohort	Q5	Q4	Q3	Q2	Q1
All	2018						
	2019	0					
Low at KS2	2018						
	2019	0					
Middle at KS2	2018						
	2019	0					
High at KS2	2018						
	2019	0					
Disadvantaged	2018						
	2019	0					

(Bottom 20% = Q5, Top 20% = Q1)

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Overall progress from average GL baseline: Year 11 - Results v3, Exam Year: 2019

Overall progress from GL baseline

Legend: ▬ Bottom 10% ▬ Top 10% ▬ Other national

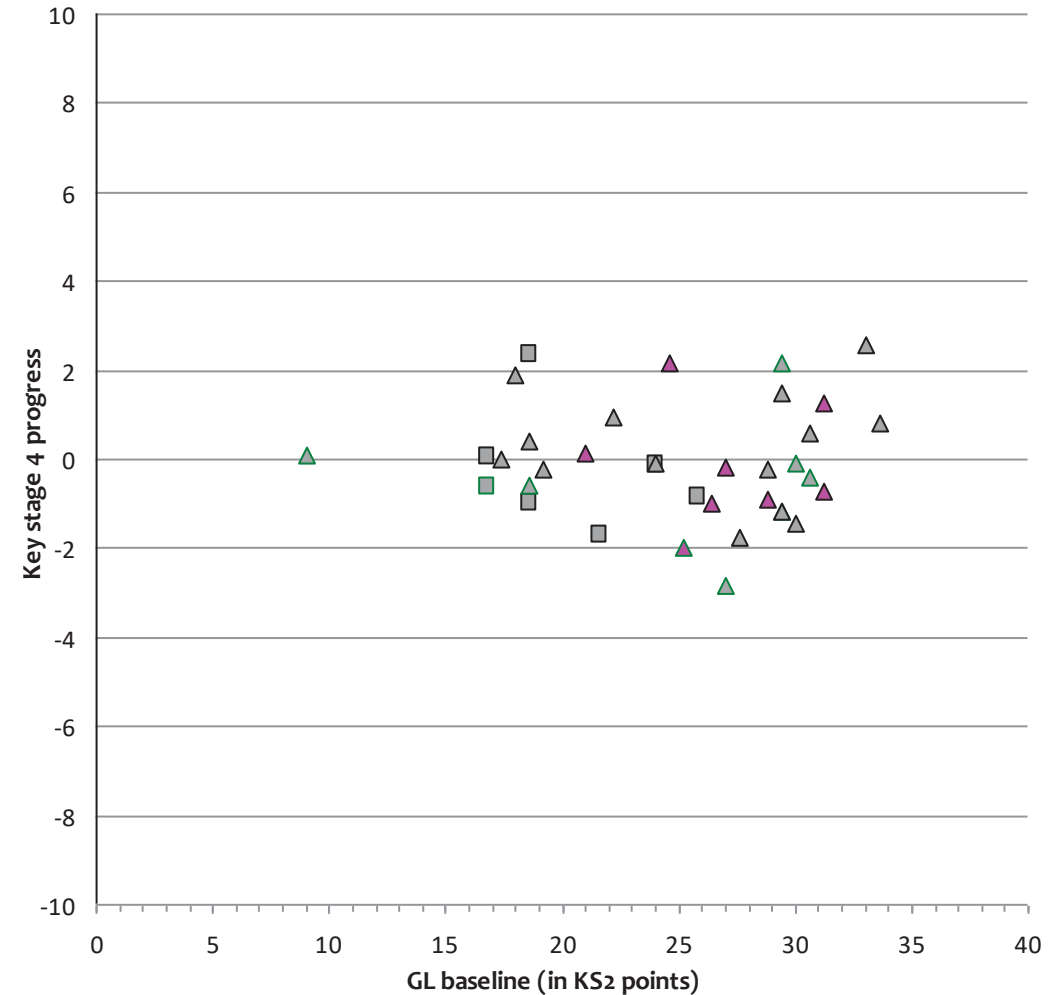|	Progress score	National	Number of pupils included
All	-0.01	0.00	36
Low at KS2	-0.24	0.00	2
Middle at KS2	-0.33	0.00	17
High at KS2	-0.22	0.00	10
Disadvantaged	-0.41	0.13	8

Average progress from GL baseline

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

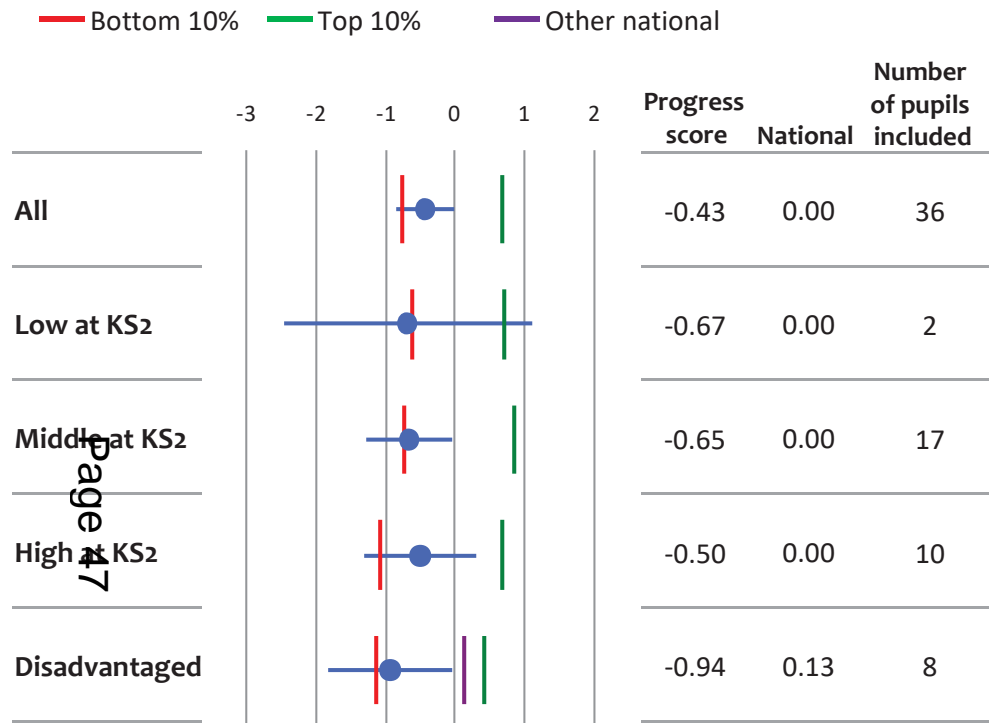Significantly above national and in top 10%

Overall Progress from GL baseline scatterplot
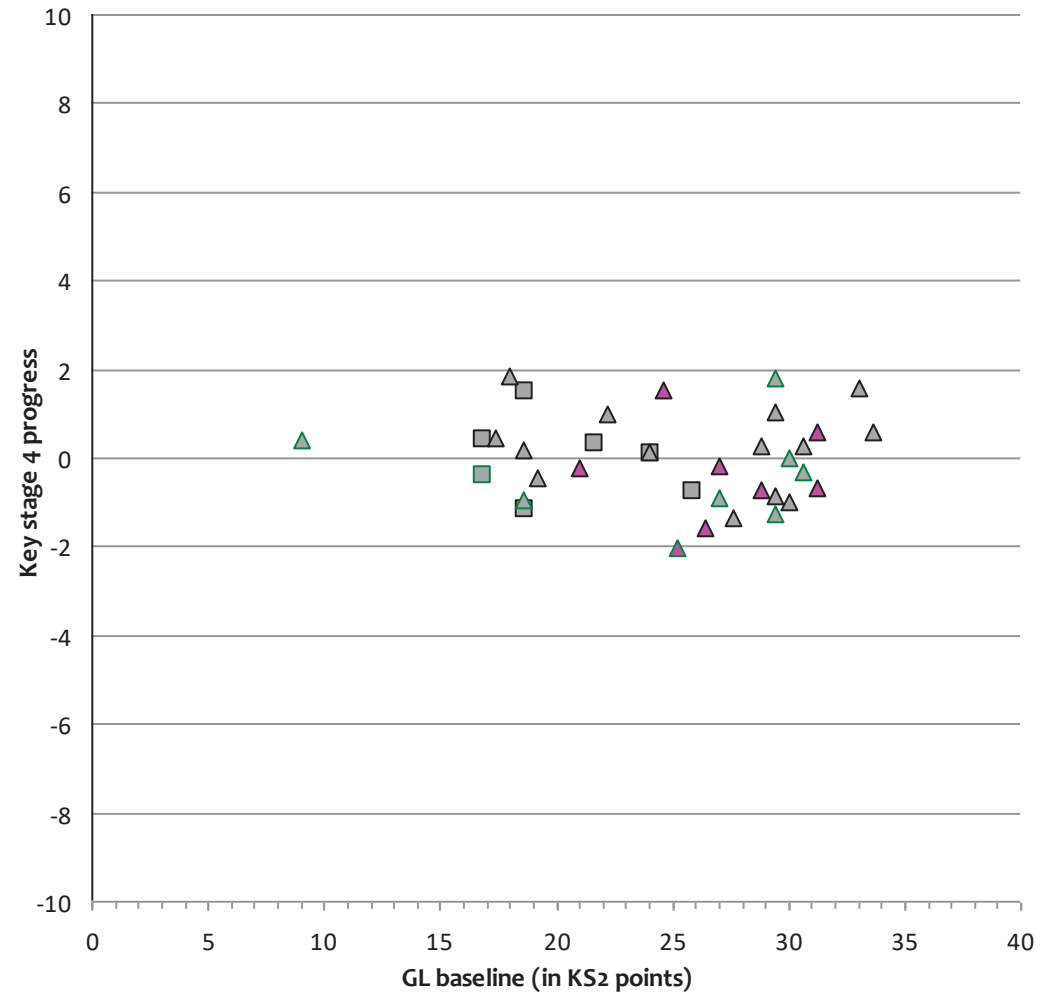
Legend: ▢ Girls △ Boys ▢ Disadvantaged ▢ Other SEN = green border

14/10/2019

English progress from GL baseline

— Bottom 10%   — Top 10%   — Other national

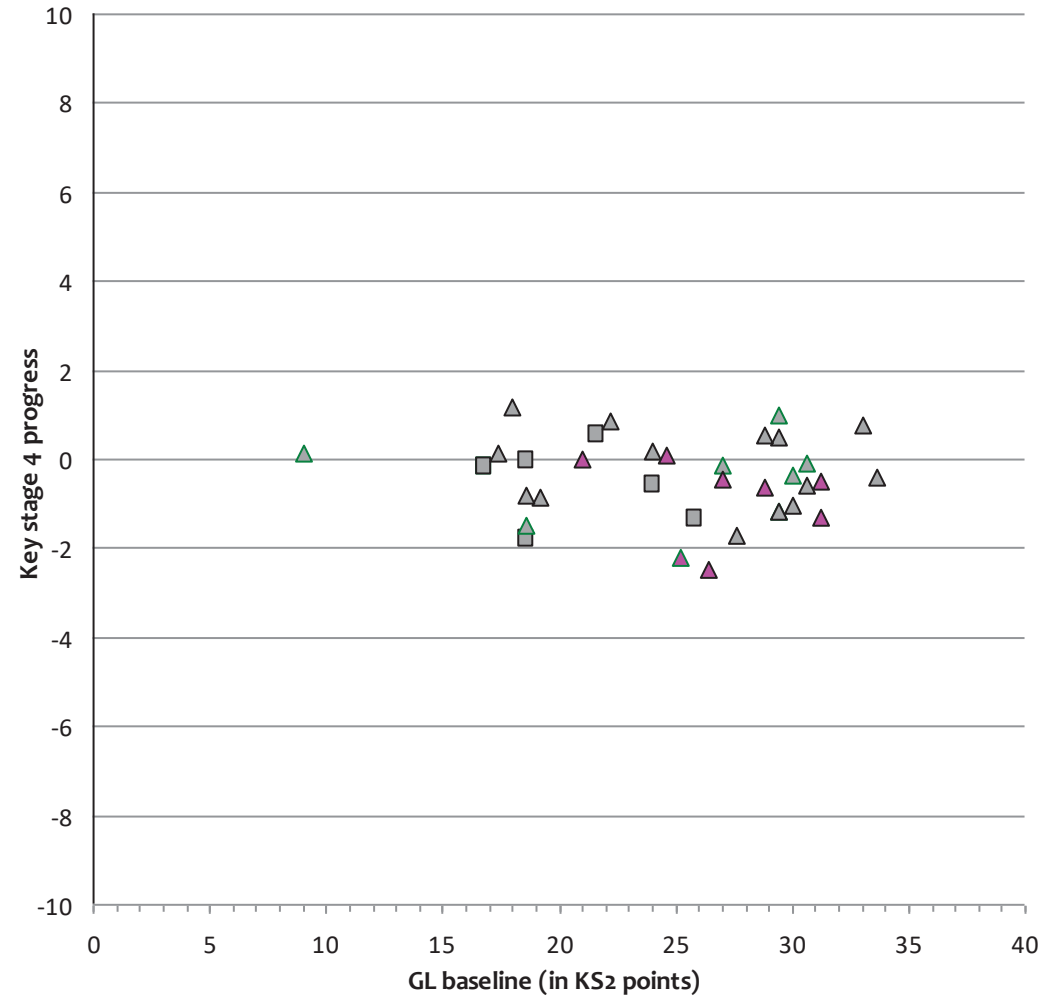|	Progress score	National	Number of pupils included
All	1.00	0.00	36
Low at KS2	1.02	0.00	2
Middle at KS2	0.57	0.00	17
High at KS2	0.62	0.00	10
Disadvantaged	-0.02	0.13	8

Average progress from GL baseline

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

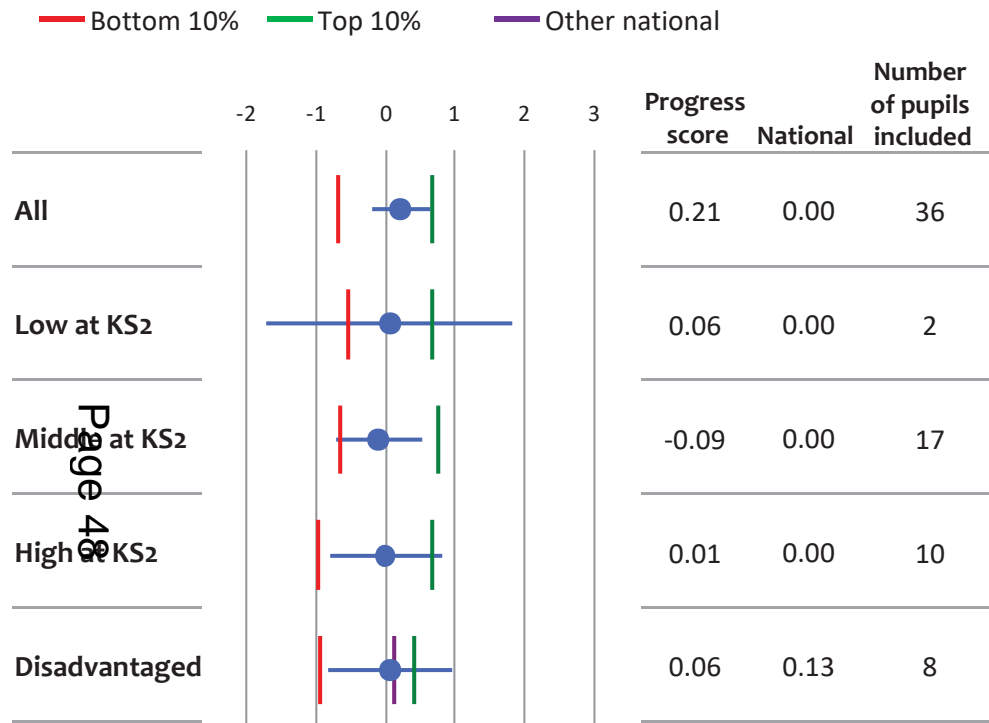Significantly above national and in top 10%

English progress from GL baseline scatterplot
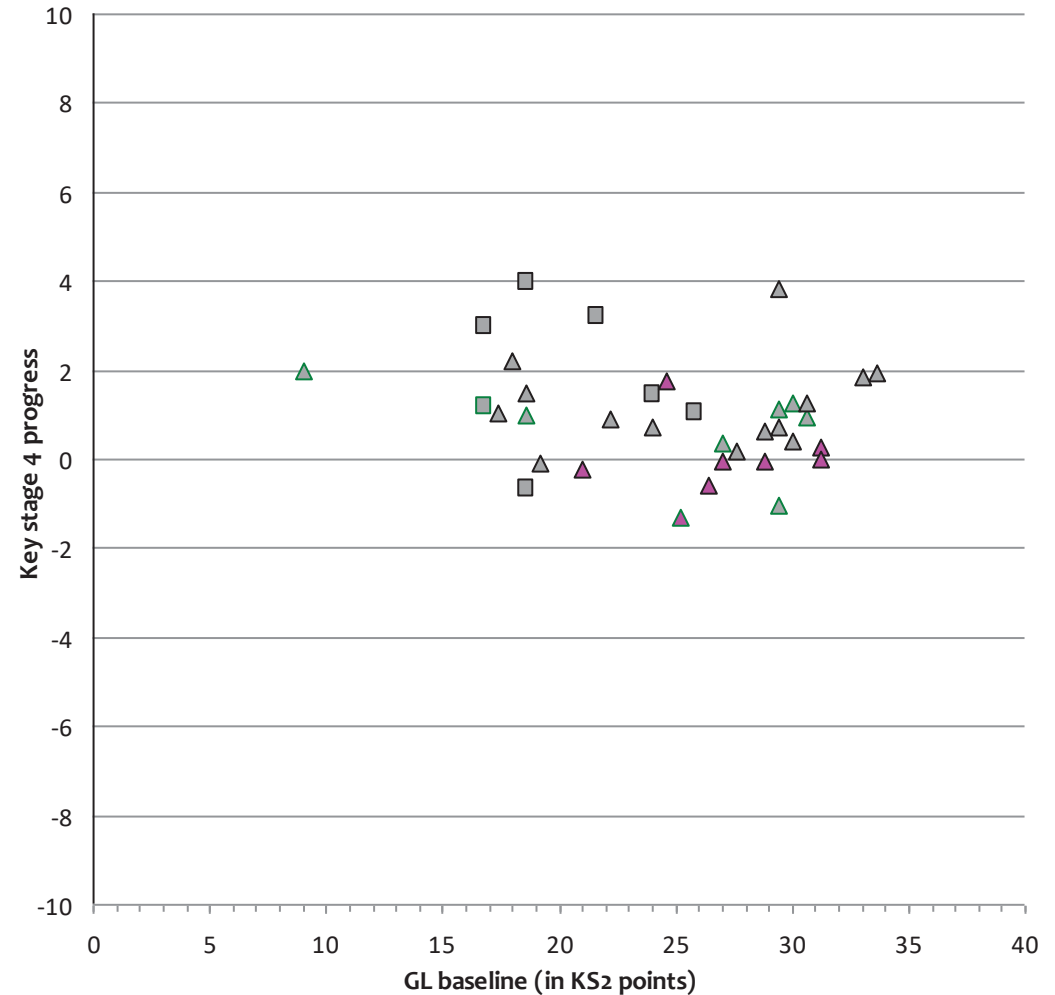
Key stage 4 progress

GL baseline (in KS2 points)

◼ Girls   ▲ Boys   ◼ Disadvantaged   ◼ Other   SEN = green border

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Mathematics progress from maths GL baseline: Year 11 - Results v3, Exam Year: 2019

Mathematics progress from GL baseline

Legend: Bottom 10% (red), Top 10% (green), Other national (purple)

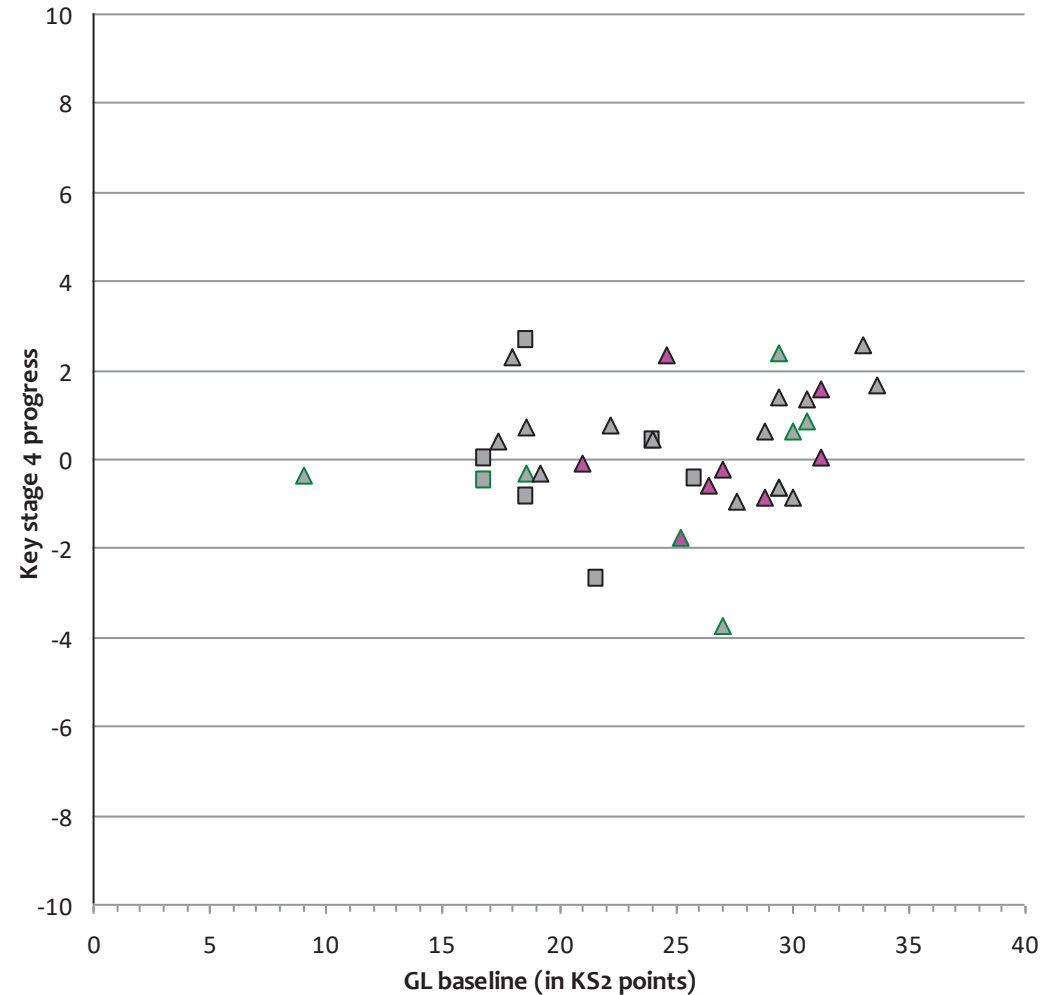|	Progress score	National	Number of pupils included
All	-0.25	0.00	36
Low at KS2	-0.25	0.00	2
Middle at KS2	-0.84	0.00	17
High at KS2	-0.23	0.00	10
Disadvantaged	-0.41	0.13	8

Average progress from GL baseline

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%
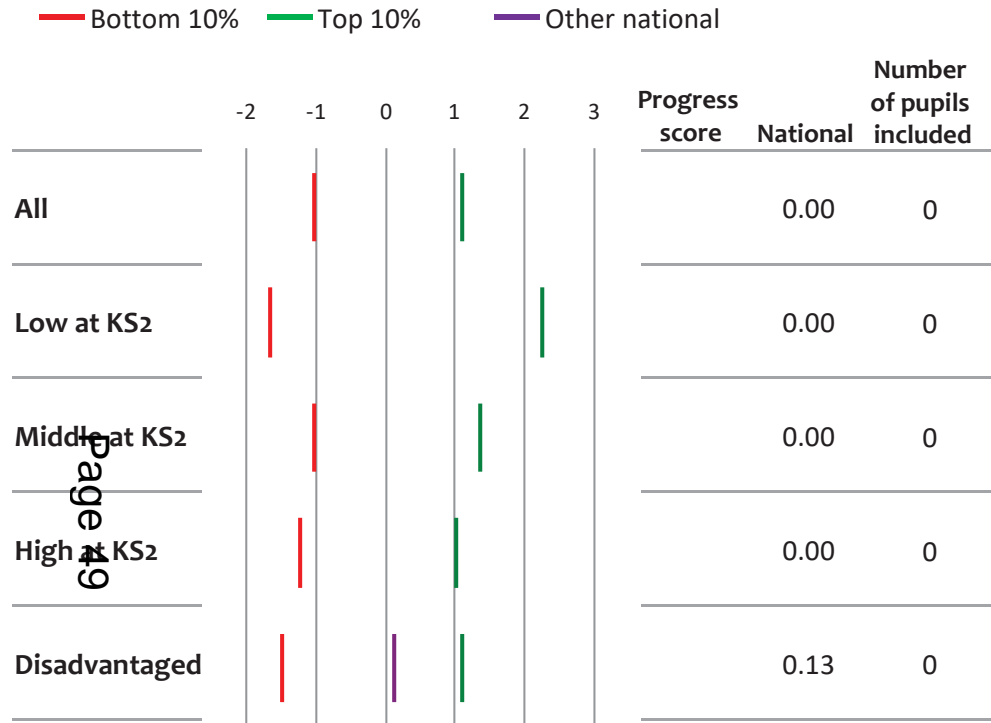
Significantly above national and in top 10%

Mathematics progress from GL baseline scatterplot
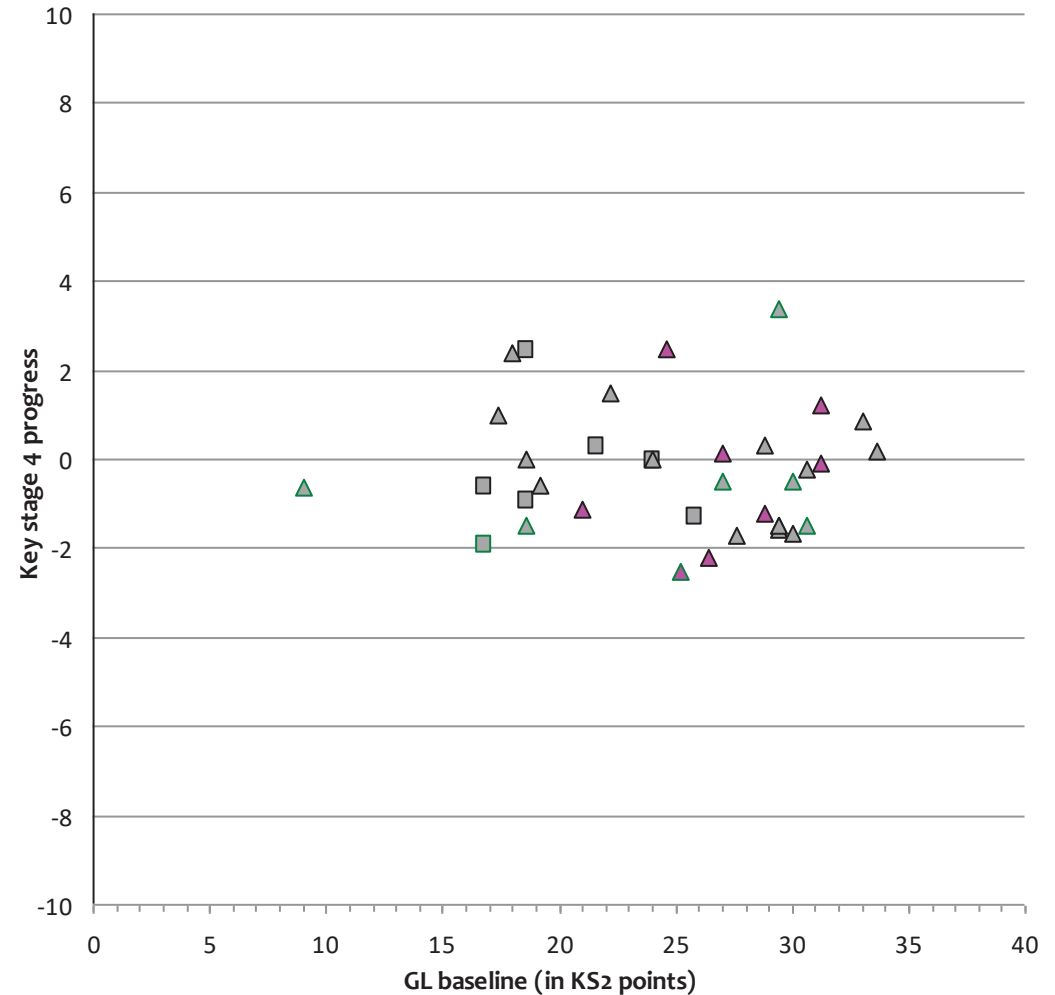
Girls ■   Boys ▲   Disadvantaged   Other   SEN = green border
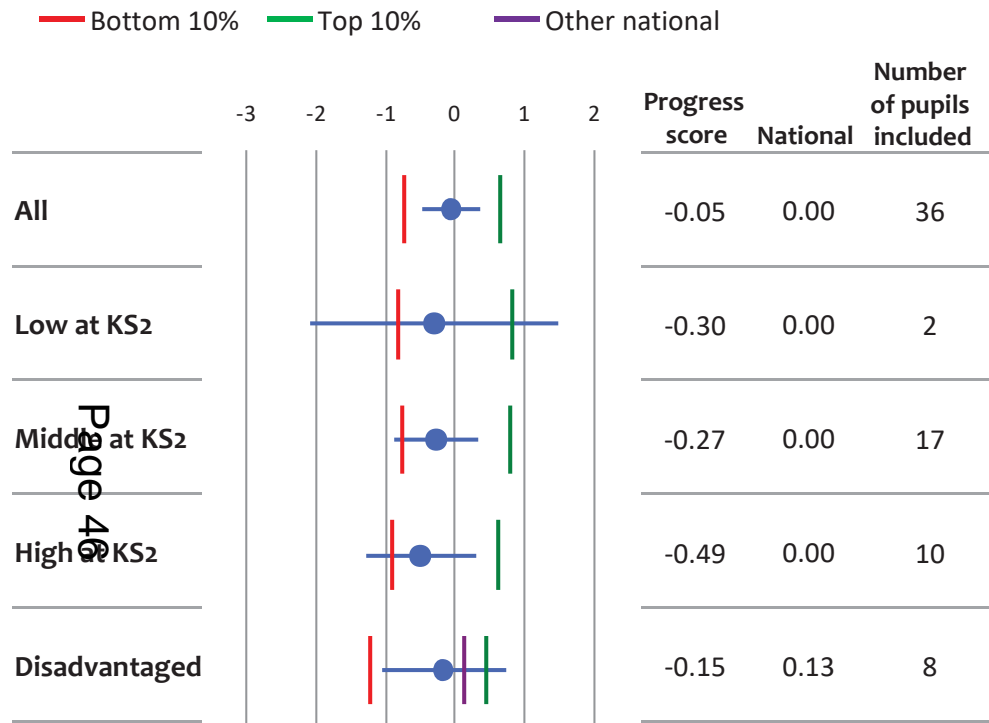
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South Bank Engineering UTC

EBacc progress from average GL baseline: Year 11 - Results v3, Exam Year: 2019

EBacc progress from GL baseline

- Bottom 10%
- Top 10%
- Other national

	Progress score	National	Number of pupils included
All	-0.05	0.00	36
Low at KS2	-0.30	0.00	2
Middle at KS2	-0.27	0.00	17
High at KS2	-0.49	0.00	10
Disadvantaged	-0.15	0.13	8

Average progress from GL baseline

Note: Disadvantaged national is shown as other

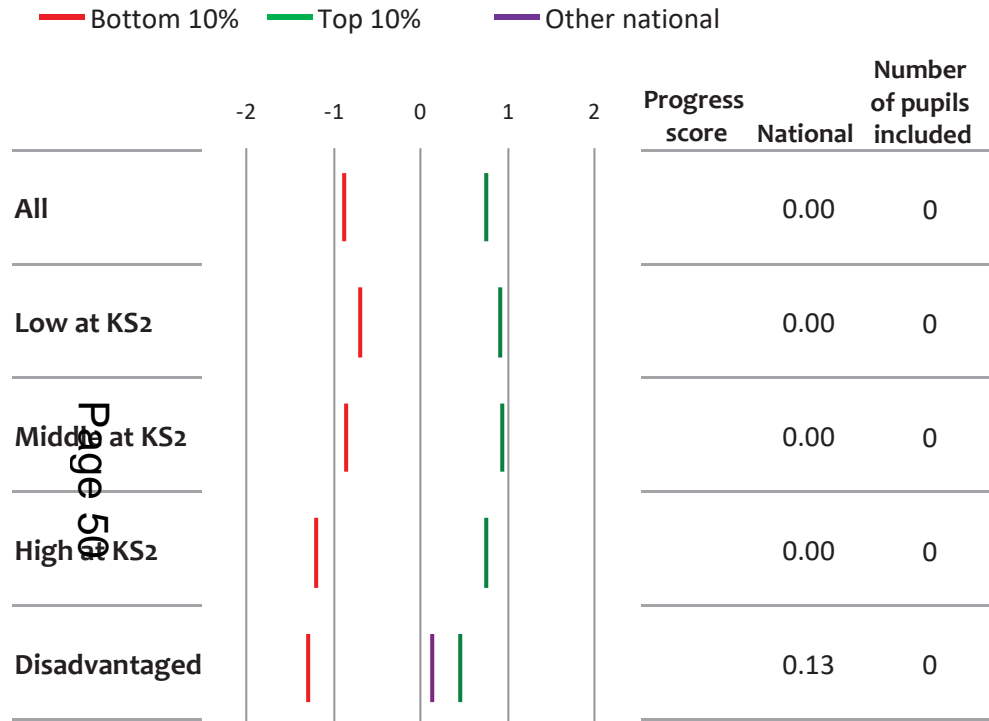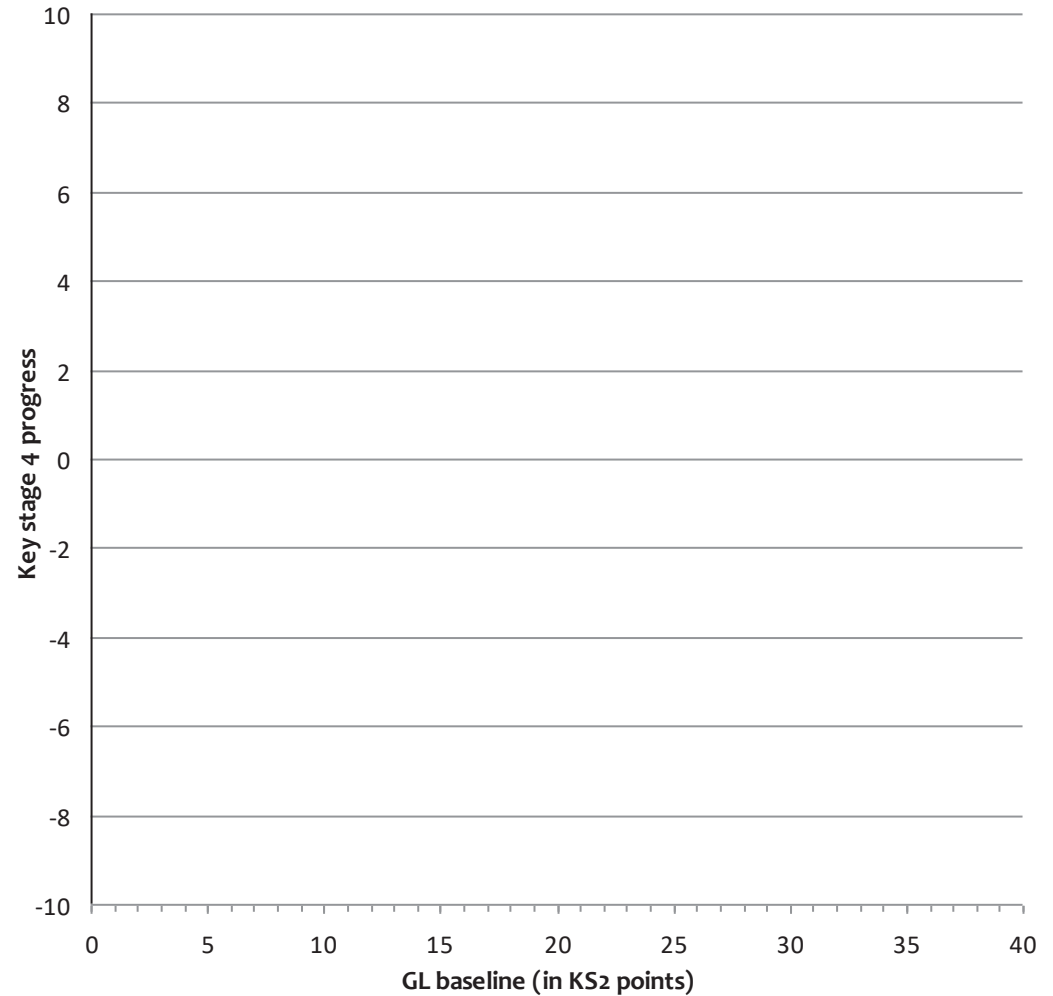Significantly below national and in bottom 10%

Significantly above national and in top 10%

EBacc progress from GL baseline scatterplot

Key stage 4 progress

GL baseline (in KS2 points)

■ Girls ▲ Boys ■ Disadvantaged ■ Other SEN = green border

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Open progress from GL baseline

— Bottom 10%   — Top 10%   — Other national

	Progress score	National	Number of pupils included
All	-0.43	0.00	36
Low at KS2	-0.67	0.00	2
Middle at KS2	-0.65	0.00	17
High at KS2	-0.50	0.00	10
Disadvantaged	-0.94	0.13	8

Average progress from GL baseline

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

Open progress from GL baseline scatterplot

Key stage 4 progress

GL baseline (in KS2 points)

■ Girls   ▲ Boys   Disadvantaged   Other   SEN = green border

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Science progress from GL baseline

— Bottom 10% — Top 10% — Other national

	Progress score	National	Number of pupils included
All	0.21	0.00	36
Low at KS2	0.06	0.00	2
Middle at KS2	-0.09	0.00	17
High at KS2	0.01	0.00	10
Disadvantaged	0.06	0.13	8

Average progress from GL baseline

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

Science progress from GL baseline scatterplot

Key stage 4 progress

GL baseline (in KS2 points)

■ Girls ▲ Boys ■ Disadvantaged ■ Other SEN = green border

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Languages progress from GL baseline

- ▬ Bottom 10%
- ▬ Top 10%
- ▬ Other national

	Progress score National	Number of pupils included
All	0.00	0
Low at KS2	0.00	0
Middle at KS2	0.00	0
High at KS2	0.00	0
Disadvantaged	0.13	0

Average progress from GL baseline

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

Languages progress from GL baseline scatterplot
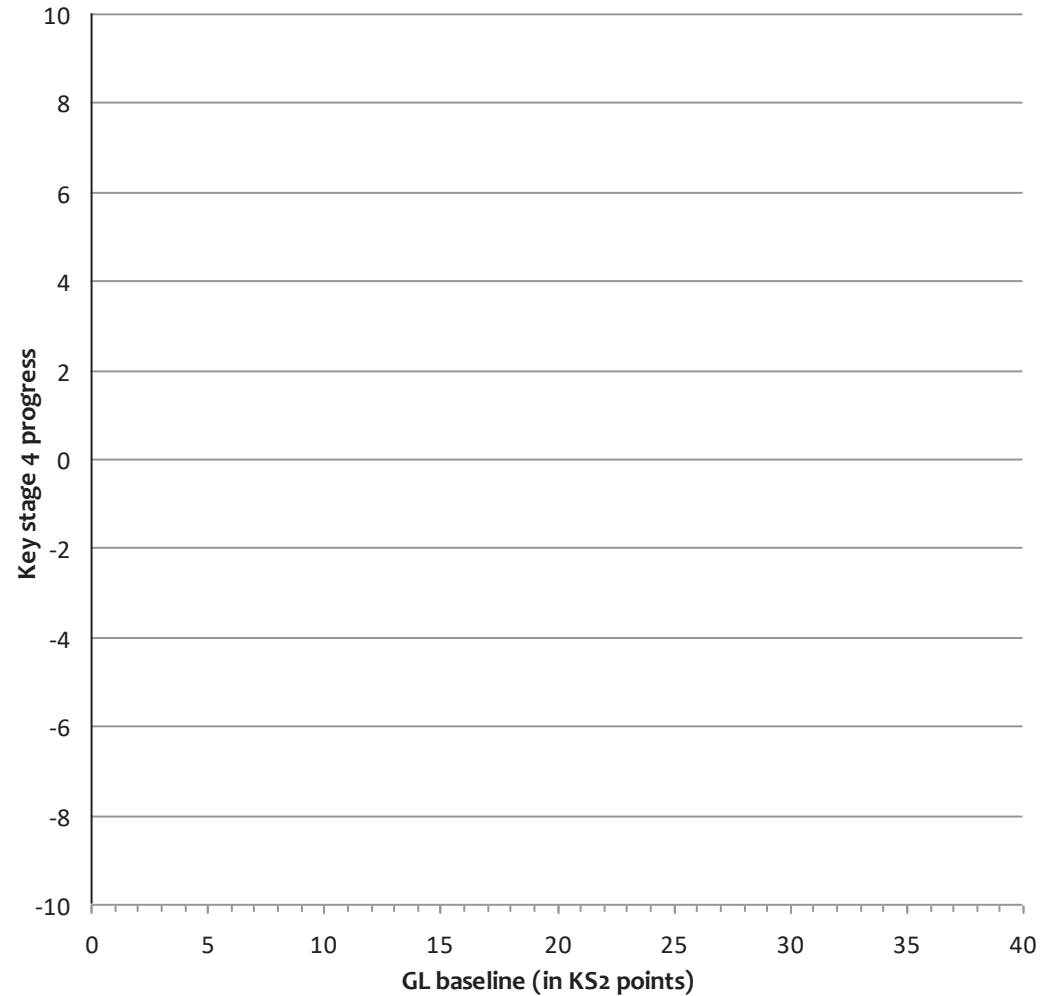
Key stage 4 progress

GL baseline (in KS2 points)

☐ Girls ▲ Boys ▨ Disadvantaged ☐ Other SEN = green border

14/10/2019

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Humanities progress from GL baseline

- Bottom 10%
- Top 10%
- Other national

	Progress score	National	Number of pupils included
All		0.00	0
Low at KS2		0.00	0
Middle at KS2		0.00	0
High at KS2		0.00	0
Disadvantaged		0.13	0

Average progress from GL baseline

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

Humanities progress from GL baseline scatterplot

Key stage 4 progress

GL baseline (in KS2 points)

- Girls
- Boys
- Disadvantaged
- Other
- SEN = green border

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University Technical Colleges

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SEND Profile
- 35 Students currently on SEND (K) Register, 5 with EHCPs – 2 pending. This is broken down:

Total students	35	Yr10	Yr 11	Yr 12	Yr 13
Female	8	3	2	2	2
Male	21	5	9	3	4
EHCPs	5(6)	0	2	3 (1)	0
K Register	29	8	11	6	6

o SEMH

Total students	10	Yr10	Yr 11	Yr 12	Yr 13
Female	5	2	1	2	0
Male	4	3	1	0	0
EHCPs	1	0	1	0	0
K Register	9	5	2	2	0

- Broad category of need - Primary:
  o Communication & Interaction (C&I)

Total students	10	Yr10	Yr 11	Yr 12	Yr 13
Female	3	1	1	0	1
Male	7	0	3	4	0
EHCPs	4	0	1	3	0
K Register	6	1	3	1	1

  o Cognition & Learning (C&L)

Total students	6	Yr10	Yr 11	Yr 12	Yr 13
Female	0	0	0	0	0
Male	6	0	2	2	2
EHCPs	0	0	0	0	0
K Register	6	0	2	2	2

- Physical/Sensory – Hearing 1 yr 13 Male
- Other – yr10 = 1(M) yr11 = 1(M) yr13 = 1(F)
- Not known – yr11=1(M)

SEND Policy and SEN Information Report (statutory to have SEND Information Report updated yearly and when any changes occur i.e. change of SENCO)	This is currently being drafted Need historical data Areas in orange need populating

Staffing for SEND - SENCO (BAEd Hons, MAEd, NASENCO award, SpLD level 7, member of PATOSS and BPS (student); TAs 2.5

CPD related to SEND – The graduated approach, E Alton SENCO delivered face-to-face, SEND Bulleting – weekly emailed, copy in Staff Base, Microsoft Teams, SENCO contributes to Microsoft Teams

EHCPs - Currently 5 students, funding has been raised as an issue. SENCO is working with Finance team. Need to audit all EHCPs. 1 student joined this year – transpires has an EHCP not declared. Raises application process robustness. I student is currently in process, LA (Southwark) have agreed in principal

Engagement with stakeholders. SENCO has met with a number of parents and students. Made links with Autism Voice in Lambeth, Dyspraxia Lambeth, SENCO Forum, LAs, LSBU Social Sciences and Law.

EAA – all year 10 students to be screened – LUCID LASS.
Year 11 – 26 students identified, 2/3 students JCQ agreed on, remainder need assessing (4 hrs per student JCQ guidelines). Time is a factor as all assessments, form 8s and JCQ on-line applications must be completed before 31-01-2020 if modifications are needed. Final date to process applications for EAA via JCQ on-line for June 2020 exams.
Future development - purchase Assessment materials £540.00 net
Highly recommend we purchase Exam Reading pens. £240 each (currently discounted on Dyslexia Shop £238.00). This can also be used to support learning at school.

No complaints have crossed SENCO desk.

Areas of concern – training of staff to meet complex needs as the school attracts more students identified on the ASD spectrum including girls.
Speech and Language (SLCN) deficit is under reported, depravation is now a recognised category within SLCN and many students fall into this category.
Social Emotional and Mental Health is an underreported area. Future development in this area – Counsellor on site at least one day a week to meet needs.
Under identified SEN student population. Year 10 screening will highlight. Future development – screen whole cohort.

Visit by Sienna Castellon visited arranged via Gavin, Student Ambassador, to promote Neurodiversity, SEN and STEM focus on women – UTC mentioned https://www.linkedin.com/posts/siena-castellon_neurodiversity-dyslexia-autism-activity-6599381652638703616-0y54

Name		D.o.B.	Year Group	Group	House	Gender	K-SEN Support E-EHCP	Annual Review date	Category of need		
									Primary	Secondary	
		24/03/2005	10	10A	A	F	K		C&I		SLCN
		04/04/2002	13	13TUZ	A	M	K		PD		Left hemiplegia
		03/03/2003	12	12MJA	A	M	K		C&L		Dyslexia & Dysgraphia
		25/07/2004	11	11B	B	F	K		C&I	C&L	ASD / Dyslexia / SLCN
		13/02/2004	11	11B	B	F	K		SEMH		
		02/08/2002	13	13MMA	B	M	K		C&L	OTH/SEMH	Dyslexia
		18/07/2004	11	11B	B	M	K		C&L		Dyslexia
		27/03/2003	12	12JCK	A	M	E		C&I	SEMH	Asperger's Syndrome
		08/03/2003	12	12LPA	B	M	E		C&I	SEMH	ASD high functioning (Aspers) / ADHD / Depression
		12/11/2003	11	11A	A	M	K		C&L		Dyslexia
		09/06/2005	10	10A	A	M	K		SEMH		
		02/02/2005	10	10B	B	F	K		SEMH		
		03/01/2003	12	12JCK	A	M	E		C&I	C&L / SEMH	ASD
		12/01/2005	10	10A	A	M	K		SEMH		
		28/07/2005	10	10A	A	M	K		SEMH		
		22/10/2001	13	13AEB	A	F	K		OTH		

		DOB	Yr	Class							
▮	▮	28/05/2004	10	10B	B	M	K		MLD		
▮	▮	05/03/2004	11	11B	B	M	K		Not known at this time		
▮	▮	14/01/2002	13	13TUZ	A	M	K		HI		
▮	▮	01/05/2004	11	11B	B	M	K		OTH		Osgood Schlatter Disease
▮	▮	17/03/2004	11	11A	A	M	E		SEMH	C&I	ASD
▮	▮	24/05/2002	13	13AER	B	F	K		C&I	SEMH	Asperger's Syndrome
▮	▮	13/05/2001	13	13TUZ	A	M	K		C&L		
▮	▮	03/02/2004	11	11B	B	M	K		C&I		Receptive Language Difficulties
▮	▮	11/06/2003	12	12LPA	B	M	K		C&L		
▮	▮	06/06/2003	12	12STA	A	M	K		C&I		
▮	▮	18/04/2003	12	12MJA	A	F	K		SEMH		
▮	▮	26/02/2005	10	10B	B	M	K		OTH		
▮	▮	14/01/2004	11	11A	A	M	E		C&I	OTH	SLCN Klinefelter syndrome (KS)
▮	▮	06/01/2003	12	12JCK	B	F	K		SEMH		Non-epileptic seizures
▮	▮	14/12/2003	11	11A	A	M	K		C&I	SEMH / SLCN	ASD / ADHD / Depression
▮	▮	21/09/2003	11	11B	B	M	K		SEMH		ADHD
▮	▮	25/07/2003	12	12STA	B	M	E		Not known at this time		
▮	▮	09/11/2004	10	10B	B	F	K		SEMH		

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Peopleinsight

LSBU Group Survey 2019

Survey closed 5 July 2019

Filter selection: Level2 Structure: South Bank Academies, Level3 Structure: South Bank Engineering UTC

Responses: 21

Response rate: 78%

Comparator: Survey Overall

What is our Engagement score?

The Engagement score is 74%, which is good when compared with the norms for Survey Overall

74%

↑ 8
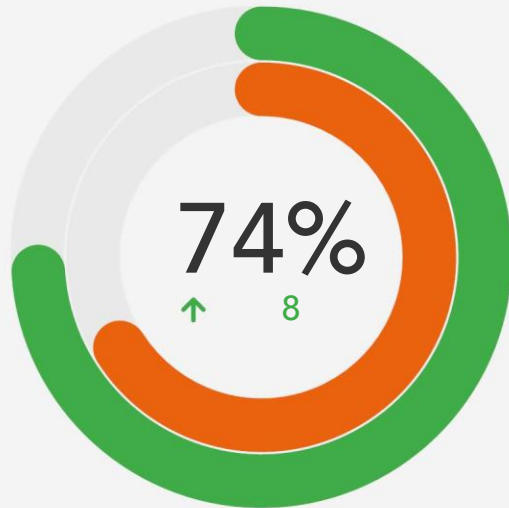
● Your score   ● Survey Overall norm

Items comprising the Engagement score

Question	Response favourability			Comparison
I am proud to work for LSBU/the College/the Academy	76%	14%	10%	+6
I feel a strong sense of belonging to LSBU/the College/the Academy	76%	10%	14%	+14
I feel committed to LSBU/the College/the Academy's goals	81%	14%	5%	+7
I would recommend LSBU/the College/the Academy as a great place to work	62%	24%	14%	+10
Working at LSBU/the College/the Academy makes me want to do the best work I can	76%	14%	10%	+3

● Favourable   ● Neutral   ● Unfavourable

What are our Theme scores?

Average scores for questions grouped by a common theme

Themes	Response favourability			Comparison
My Role and Environment	71%	15%	13%	+10
Teamwork	81%	14%	5%	+18
Wellbeing	49%	27%	24%	-2
Learning and Development	49%	22%	29%	+6
Diversity and Inclusion	75%	16%	10%	+12
My Line Manager	83%	10%	7%	+22
Leadership	55%	24%	21%	+16
Engagement	74%	15%	10%	+8
Working for the LSBU Group	47%	39%	14%	+10
Taking Action	48%	48%	5%	+7

● Favourable   ○ Neutral   ● Unfavourable

What is driving our Engagement score?

Key drivers

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

Comparison

+12	I have a clear understanding of the goals and objectives of my PSG/my School/SBUEL/the Col..	81%
+4	I can be myself at work without worrying about if or how I will be accepted	81%
+20	There is good co-operation between my area and other areas at LSBU/the College/the School	67%
+16	I feel that LSBU/the College/the School cares about my health and wellbeing	62%
+7	I believe action will be taken as a result of this survey	48%

Engagement

Comparison

+8

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What are our comparative strengths?

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

Impact	Question	Theme	Response favourability	Comparison
◎	Poor performance is dealt with effectively by my line manager	My Line Manager	81% / 10% / 10%	+32
◎	I receive regular and constructive feedback on my performance	My Line Manager	86% / 10% / 5%	+27
◎	The senior management team in my PSG/my School/SBUEL/the College effectively manages change	Leadership	67% / 14% / 19%	+26
◎	I feel that being part of the wider LSBU Group will improve LSBU/the College/the Academy as a place to work	Working for the LSBU Group	71% / 29%	+23
◎	I have the resources I need to complete my work effectively	My Role and Environment	67% / 5% / 29%	+21

● Favourable ○ Neutral ● Unfavourable

What are our comparative weaknesses?

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

Impact	Question	Theme	Response favourability			Comparison
◎	I am able to strike the right balance between my work and home life	Wellbeing	43%	24%	33%	-14
◎	I can see how the goals and objectives of my PSG/my School/SBUEL/the College support those of the LSBU Group	My Role and Environment	48%	38%	14%	-10
◎	I feel comfortable with the pressure placed upon me in my role	Wellbeing	43%	38%	19%	-9
◎	The LSBU Group strategy is clear to me	Working for the LSBU Group	29%	48%	24%	-4
◎	It is clear to me how other parts of the LSBU Group operate	Working for the LSBU Group	19%	48%	33%	

● Favourable   ○ Neutral   ● Unfavourable

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What are our highest scoring questions?

These 5 items are the highest scoring in the survey

Impact	Question	Theme	Response favourability			Comparison
◎	The people I work with co-operate and help each other to get the job done	Teamwork	95%		5%	+15
◎	I feel my colleagues value my opinions	Diversity and Inclusion	90%	5%	5%	+14
◎	My line manager is open to my ideas and suggestions for change	My Line Manager	86%	10%	5%	+11
◎	I receive regular and constructive feedback on my performance	My Line Manager	86%	10%	5%	+27
◎	I have a clear understanding of the goals and objectives of my PSG/my School/SBUEL/the College	My Role and Environment	81%	10%	10%	+12

● Favourable   ○ Neutral   ● Unfavourable

What are our lowest scoring questions?

These 5 items are the lowest scoring in the survey

Impact	Question	Theme	Response favourability			Comparison
◎	It is clear to me how other parts of the LSBU Group operate	Working for the LSBU Group	19%	48%	33%	
◎	The LSBU Group strategy is clear to me	Working for the LSBU Group	29%	48%	24%	-4
◎	I feel a sense of belonging to the LSBU Group	Working for the LSBU Group	38%	52%	10%	+14
◎	There is good co-operation between my institution and other parts of the LSBU Group	Working for the LSBU Group	43%	38%	19%	+16
◎	I feel comfortable with the pressure placed upon me in my role	Wellbeing	43%	38%	19%	-9

● Favourable   ○ Neutral   ● Unfavourable

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What are our people saying?

What is the best thing about working here?

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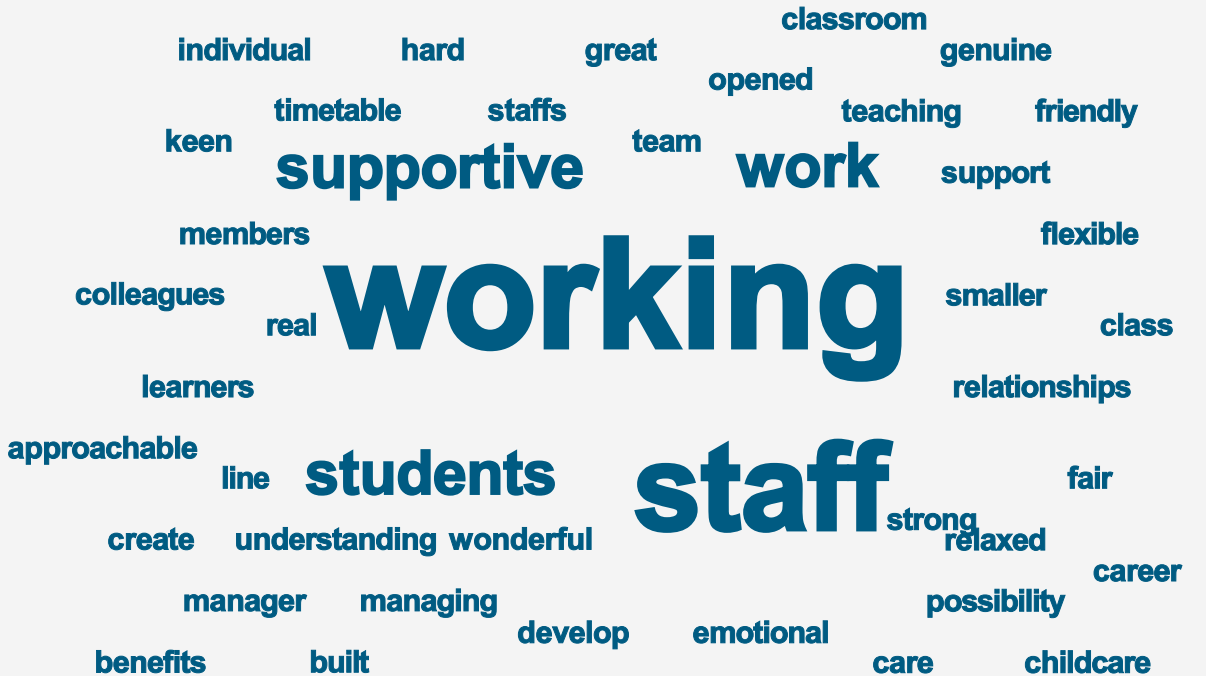
Top 5 keywords

working

staff

students

supportive

work

individual   hard   great   classroom   genuine

timetable   staffs   opened   teaching   friendly

keen   supportive   team   work   support

members   flexible

colleagues   working   smaller

real   class

learners   relationships

approachable   students   staff   fair

line

create   understanding   wonderful   strong   relaxed

manager   managing   possibility   career

benefits   built   develop   emotional   care   childcare

© People Insight

What are our people saying?

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

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

Top 5 keywords

students

staff

slt

bad

communication

How many people responded?

Response rate

78%

n=21
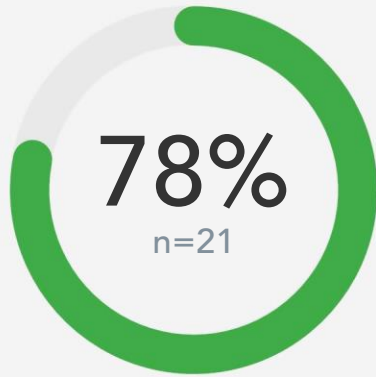
Taking action is key!

21 people have responded to this survey, which is 78% of those invited to respond. 48% of those responding believe that action will take place as a result.

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

Do they think anything will happen?

Impact	Question	Theme	Response favourability			Comparison
◎	I believe action will be taken as a result of this survey	Taking Action	48%	48%	5%	+7

● Favourable   ○ Neutral   ● Unfavourable

What to do now?

Action planning - things to focus on

1. The key drivers of Engagement are the best focus for action, especially where they are low scoring compared to other items or the comparator norms, or have declined since a previous survey.

2. If the key drivers are high scoring, then other questions that are below the comparator norms should be considered as action areas.

3. Review how Engagement varies by demographic. Identify whether lessons can be learned and shared from the higher performing areas.

4. Look at what your people are talking about. What are they saying should be changed or improved? Comments provide rich detail to support action planning.

5. Finally, from your perspective:

   - What are you most pleased about that you want to celebrate and maintain (for example, your absolute best results, or best compared to elsewhere)?

   - What stands out or concerns you the most?

   - What do you want to focus on now?

We recommend identifying 3-5 action areas

01.
What are we most pleased about?

02.
What are we most concerned about?

03.
What do we care about focusing on?

South Bank UTC - Local Governors Meeting 13ᵗʰ November 2019

16 – 19 Provision led by Rob Harding – Vice Principal

The presentation will include:

1. **16-19 Study Programmes:** An overview of the 16-19 study programmes made available for Year 12s and 13s here at the UTC. These different experiences and achievements add meaningful value to their personal statements and CVs which improves the chance of a more desirable future destination. These activities add to the wider curriculum available to our Year 12 & 13 students and ensure our students receive a unique and true UTC experience.

   The following programmes are all supported by weekly workshops:
   - **Youth Action/Community/Social Responsibility** e.g. raising money for a charity
   - **Work placements** e.g. attending a meaningful and relevant work experience placement
   - **Social Enterprise** e.g. raising funds through a business model and adding social value
   - **Professional Awards** e.g. completing a 10-hour online course on 'Mental Health'
   - **Employer projects** e.g. attend a Skanska project led by David Bell at the UTC

2. **SEF & Improvement plan:** Expanding of relevant areas relating to 16-19 provision at the UTC. An opportunity for Governors to ask questions on the SEF and the Improvement plan related points. *UTC SEF and UTC Improvement plan included*

3. **16-19 Achievement and Progress:** Overview of current grades and progress of students in Year 12 and in Year 13. A brief verbal summary of the grades and current progress and the planned strategies to close the gaps in current areas. *Year 12 and 13 grades included.*

4. **16 – 19 Monitoring and Tracking**: Introduction of the 'War board' and 'Opportunities spreadsheet'. A basic overview given on how these documents will be used to track and monitor 16-19 progress. *examples of the 'War Board' and 'Opportunities spreadsheet' shared with Governors in the meeting*

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South Bank Academies Trust

SBA 2019/20 Budget & Financial Forecast 2019/20 to 2022/23

Compiled by: Clym Cunnington, Trust Business Manager

1st Submission 2019-06-25

Revised Submission 2019-10-12

Executive Summary

- In line with ESFA requirements South Bank Academies is setting a balanced budget for 2019/20 and for the subsequent three financial years. Over the period of 2019/20 to 2022/23, student enrolments are expected to increase from 1,009 to 1,238 (+22%) and total income is expected to increase from £9.1m to 10.4m (+14%).

- The central management charge is planned to remain flat throughout at 5% and a budgeted surplus is embedded for both schools in each year of the plan, ranging from 1.5% to 3%.

- A Trust wide approach has been taken to staff planning and priority staffing increases are achievable for both schools including volume related posts at the UAE and the introduction of a phased subject focussed Middle Leaders tier at the UTC. A staffing re-structure will take place in-year (2019/20) at the UAE to improve the efficiency of support staff

- Staffing cost of living pay awards are planned at 2% each year and additional employer pension contributions are built in to the budget

- Capex expenditure priorities have been identified in a separate Asset Management Plan and the forecast required investment is manageable across the period of the of the plan*.

- Inflation for opex is built in at 0.5% per annum

*Capex assumptions are based on updated information provided on the Asset Management Plans for each area in the schools.

2019/20 Budget Proposal

Comments

- Income generated across the schools increases from £7,998,240 to £9,064,282 driven by student number growth (13%)
- Income representing last year of UTC transitional funding grant inc.
- MAT income increases to £453k up from £354k (28%)
- SEND Top Up funding has been calculated and adjusted for the next financial year following a review of all SEND Students in the schools
- Budgeted Surplus reduced from 3.57% to 1.5 % for for UAE and removed for the subsequent year as a result of the funding lag
- Teachers Pay Award final payments for the 18-19 financial year are due in 19-20 to fit in with the ESFA Tax year
- 2% Cost of Living (COL) increase applied across the Trust on both Teaching and Support Staff salaries (teachers funded for 18-19 financial year unfunded for 19-20 and subsequent years)
- Teachers' pension costs (TPS Scheme) up from 16.48% to 23.68% (funded according to formulas and guidelines)
- Support Staff pension costs (LGPS Scheme) up from 14.48% to 20% (unfunded)
- Salary step increases included although dependent on Staff Appraisal; some savings possible.
- Depreciation has been removed from the UTC recommended by the SRMA in email correspondence. This is because the capex equipment is funded by the ESFA Capital Grant and remains the property of the ESFA

Indicative Budget 2019-20				
INCOME	UAE	UTC	MAT	Consolidated
A0 - GAG funding	5,167,642	1,858,082	453,214	7,025,724
A2 - Other Govt Grants	1,457,793	350,331		1,808,124
A3 - Private Sector Funding	116,834	45,000		161,834
A4 - Other Income	65,000	3,600		68,600
TOTAL INCOME	6,807,269	2,257,013	453,214	9,064,282
EXPENDITURE	-			
Staffing Expenditure	-			
B0 - Teaching Staff (plus 2% cost of living)	2,959,425	1,260,270	160,437	4,219,695
B1 - Educational Support Staff (plus 2% cost of living)	818,251	172,248	160,470	990,499
B2 - Premises Staffing (plus 2% cost of living)	84,788	14,450		99,238
B3 - Admin Staffing (plus 2% cost of living)	441,305	206,350		647,655
B4 - Other Staff (plus 2% cost of living)	42,623	3,600		46,223
B5 - Agency Staff	103,916	-		103,916
Total Salaries Expenditure	4,450,308	1,656,918	320,907	6,107,226
Non-Staffing Expenditure				
C0 - Maintenance of Premises	331,524	46,265	-	377,789
C1 - Other Occupational Costs	107,285	92,000	-	199,285
D0 - Educational Supplies and Services	618,391	155,520	1,200	773,911
E0 - Other Supplies and Services	352,594	126,834	106,407	479,428
F0 - ICT Costs (Non Capital)	151,960	34,005		185,965
G0 - Staff Development	40,000	18,546	24,700	58,546
J0 - Management Charge 5%	340,363	112,851		453,214
K0 - Budgeted Surplus	102,120	67,710		169,830
I0 - Depreciation	161,797	-		161,797
L0 - Other Non Staffing Cost - Contingency	97,291	-		97,291
Total Other Expenditure	2,303,325	653,731	132,307	2,957,056
TOTAL EXPENDITURE	6,753,633	2,310,649	453,214	9,064,282
Surplus / (Deficit) excl. Capital	53,636	- 53,636	0	(1)
Central Management Charge 5%	340,363.00	112,851.00		
		453,214.00		

High Level Financials 2019/20 to 2022/23

	18-19 Budget				19-20 Budget				20-21 Budget				21-22 Budget				22-23 Budget			
	UAE	UTC	MAT	Consolidated	UAE	UTC	MAT	Consolidated	UAE	UTC	MAT	Consolidated	UAE	UTC	MAT	Consolidated	UAE	UTC	MAT	Consolidated
Total Income	6,085,526	1,912,714	354,349	7,998,240	6,807,269	2,257,013	453,214	9,064,282	6,752,215	2,508,493	463,036	9,260,708	7,134,558	3,023,364	507,896	10,157,922	7,351,284	3,090,369	522,082	10,441,653
Staffing Cost	4,035,942	1,350,246	244,300	5,386,188	4,450,308	1,656,918	320,907	6,107,226	4,681,980	1,955,597	335,497	6,637,577	4,899,138	2,280,160	351,482	7,179,298	5,100,058	2,378,872	367,185	7,478,930
Non Staffing Costs	1,832,366	468,433	109,300	2,300,799	1,860,842	473,170	132,307	2,334,012	1,689,866	455,265	127,539	2,145,131	1,837,809	484,102	156,414	2,321,911	1,705,025	446,653	154,897	2,151,678
Budgeted Surplus	217,218	94,036	-	311,254	102,120	67,710	-	169,830	14,964	-	-	14,964	40,883	107,934	-	148,817	178,637	110,326		288,963
Management Charge	276,966	77,383	-	354,349	340,363	112,851	-	453,214	337,611	125,425	-	463,036	356,728	151,168	-	507,896	367,564	154,518		522,082
Total Expenditure	6,085,526	1,724,643	353,600	7,998,241	6,753,633	2,310,649	453,214	9,064,282	6,724,421	2,536,287	463,036	9,260,708	7,134,558	3,023,364	507,896	10,157,922	7,351,284	3,090,369	522,082	10,441,653
Surplus / (Deficit) excl. Capital	0	-1	749	-1	53,636	53,636	0	-1	27,794	-27,794	0	0	0	0	0	0	0	0	0	0
Surplus as % of Income	3.57%	5%			1.50%	3%			0.22%	0%			0.57%	4%			2.43%	4%		
Management Charge as % of income	5%	5%			5%	5%			5%	5%			5%	5%			5%	5%		
Capex as % of Income	30%	24%			27%	21%			25%	18%			26%	16%			23%	14%		
Staffing as % of income	66%	71%			65%	73%			69%	78%			69%	75%			69%	77%		

Comments

- Income is projected to increase from £9,064,282 in 2019/20 to £10,441,653 in the 20-23 academic year (+15%)
- MAT incomes increased from 453k in 2019/20 to £522k by 20-23 (+15%)
- Teachers Pay Award Grants, funded TPS Pension increases and DfE development in income have only been applied for the 2019/20 financial year

Enrolment Projections 2019/20 to 2022/23

UAE

Age	Year	Key Stage	Oct 2017	Oct 2018	Oct 2019	Oct 2020	Oct 2021	Oct-22
12	Year 7	KS3	130	145	145	150	150	150
13	Year 8	KS3	145	129	143	145	150	150
14	Year 9	KS3	133	139	133	143	145	150
15	Year 10	KS4	99	139	141	133	143	145
16	Year 11	KS4	133	101	139	141	133	143
Post 16	Year 12	KS5	23	18	50	75	75	75
Post 16	Year 13	KS5	34	30	21	50	75	75
Total			**697**	**701**	**772**	**837**	**871**	**888**

UTC

Age	Year	Key Stage	Oct 2017	Oct 2018	Oct 2019	Oct 2020	Oct 2021	Oct-22
15	Year 10	KS4	53	42	42	55	55	55
16	Year 11	KS4	33	53	40	42	55	55
Post 16	Year 12	KS5	32	80	85	110	120	120
Post 16	Year 13	KS5	44	48	70	80	100	120
Total			**162**	**223**	**237**	**287**	**330**	**350**

Staffing Projections 2019/20 to 2022/23

UAE and UTC

Key Performance Indicators	UAE					UTC				
	2018 - 19	2019 - 20	2020 - 21	2021 - 22	2022 - 23	2018 - 19	2019 - 20	2020 - 21	2021 - 22	2022 - 23
Total Staff Costs (£)	3,750,211	4,450,308	4,681,980	4,899,138	5,100,058	1,241,548	1,656,918	1,955,597	2,283,159	2,382,230
Total Staff Costs to EFA Revenue Income(%)	63%	68%	72%	71%	72%	80%	85%	81%	78%	80%
Total Staff Costs to Total Income (%)	61%	65%	69%	69%	69%	68%	73%	78%	76%	77%
Total Staff Costs as Proportion of Total Expense (%)	63%	67%	69%	69%	69%	68%	72%	77%	76%	77%
FTE Teaching Staff	43.9	50	51	51	51	17.3	19.1	22.9	26.7	26.7
FTE Support Staff	37	38.7	38.2	38.2	38.2	9.3	12.1	12.1	13.6	13.6
Total FTE	80.9	88.7	89.2	89.2	89.2	26.6	31.2	35	40.3	40.3
Total Pupil Numbers by Lagged Pupil Numbers	697	691	772	837	871	162	223	237	327	400
Pupil Teacher Ratio as per Lagged Pupil Numbers	15.88	13.82	15.14	16.41	17.08	9.34	11.68	10.35	12.25	14.98
Average Teacher Cost (£)	53,992	59,189	61,797	64,796	67,708	55,289	65,983	67,411	67,499	70,374
Proportion of budget spent on the Leadership team	13.2%	13.1%	12.9%	12.9%	12.8%	22.2%	23.5%	24.0%	22.0%	22.0%

Comments

- Increase in MAT staffing costs in 2019/20 is primarily as a result of Executive Principal moving to a full time post. Posts where funding is shared across the two schools include School Finance Manager, Trust HR Manager and School Marketing Officer (from 2019/20)
- UAE Staffing structure is will be reviewed in Term 1 2019/20 which is expected to identify efficiencies in support staff which are build in to the 2019/20 budget.
- FTE increases at UAE in 2019/20 include 4 trainee teachers already on the staff roll converting to permanent FTEs in addition to 4 new teaching staff members in line with the increase in student numbers
- UTC Staffing structure includes staffing for the introduction of second specialism from 2020 as well as the introduction of a subject specialist Middle Leader structure from January 2019.

Capital Expenditure Budget 2019/20 to 2022/23

Capex Summary Forecast	18-19	19-20	20-21	21-22	22-23
TOTAL CAPEX INCOME	582,622	288,299	36,333	269,708	499,259
TOTAL CAPEX EXPENDITURE	0	253,988	258,800	236,600	62,000
Surplus/(Deficit)	582,622	34,311	-222,467	33,108	437,259

Available Reserves	18-19	19-20	20-21	21-22	22-23
Current reserves minus minimum	500,000	1,082,622	1,116,933	894,466	927,574
Surplus/(Deficit) on Capex	582,622	34,311	-222,467	33,108	437,259
Surplus/(Deficit)	1,082,622	1,116,933	894,466	927,574	1,364,833

Comments

- Capex income is generated from the planned budgeted surplus within each school and by pooling the Devolved Formula Capital (DFC) from the ESFA. It may be added to with any incremental (unplanned) end of year operating surplus
- The capital spending plan sets the opening balance at £500k based on current SBA reserves which allows for c. £1m to be held in cash reserves as previously agreed with the SBA Board (June 19)
- Forecast expenditure includes minor enhancement project work at the UAE and the replacement of largely non-specialist equipment across both schools.
- No industry standard engineering kit is required to be replaced within the period of the capex plan or immediately thereafter

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South Bank Engineering UTC
Register of Interests 2019-20

LOCAL GOVERNORS

Lesley Morrison					
Organisation with which connected	**Sector**	**Relationship with organisation**	**As of date**	**Notes**	**Noted by LGB**
None					
Ian Brixey					
Organisation with which connected	**Sector**	**Relationship with organisation**	**As of date**	**Notes**	**Noted by LGB**
Skanska UK plc	Construction	Employee	2003		2016
Austin Sheppard (Principal)					
Organisation with which connected	**Sector**	**Relationship with organisation**	**As of date**	**Notes**	**Noted by LGB**
None					
Joanne Young					
Organisation with which connected	**Sector**	**Relationship with organisation**	**As of date**	**Notes**	**Noted by LGB**
King's College Hospital Foundation Trust	NHS	Contracts & Quality Manager Medical Engineering & Physics	To update at the meeting		2016
Health Education England	NHS	Adviser	To update at the meeting		13 November 2019

Ed Arthur

Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
PricewaterhouseCoopers	Professional Services	Management Consultant	2015		2017

Anthony Roberts

Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
London South Bank University	Education	Deputy Director of Technician Services	To update at the meeting		2016

Beau Fadahunsi

Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
Merton Voluntary Service Council	Voluntary	Head of Development and Funding Advice	To update at the meeting		2018