

Meeting of the University Academy of Engineering Local Governing Body

4.30 - 6.00 pm on Wednesday, 22 February 2017
in University Academy of Engineering - Trafalgar Street, London SE17 2TP

**4.00 – 4.30 pm Leaders of Learning Presentation for Governors*

Agenda

No.	Item	Pages	Presenter
1.	Welcome and apologies		RB
2.	Declarations of interest		RB
3.	Minutes of previous meeting	3 - 6	RB
4.	Matters arising	7 - 8	RB
	Items to discuss		
5.	Principal report	9 - 24	GN
6.	OfSTED preparation	To Follow	GN
7.	Development Plan & Self Evaluation form	To Follow	GN
8.	Performance management system	25 - 34	GN
9.	Full student data	To Follow	GN
10.	December 2016 Financial Management report	35 - 40	DS
	Items to note		
11.	Internet safety	To Follow	GN
12.	Discussions at subcommittees	41 - 42	PS
13.	Governor visits	Verbal Report	RB
14.	Recruitment of Principal	Verbal Report	RB
15.	Any other business		RB

Date of next meeting
4.30 pm on Wednesday, 24 May 2017

Members: Rao Bhamidimarri (Chair), Michael Broadway, Natalie Ferer, Karen Fowler, Steve French, Tony Roberts and Gary Nelson

Apologies: Lesley Morrison and Farah Nur

In attendance: Dan Smith and Pervena Singh

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**Minutes of the meeting of the University Academy of Engineering Local
Governing Body
held at 4.30 pm on Wednesday, 23 November 2016
University Academy of Engineering - Trafalgar Street, London SE17 2TP**

Present

Rao Bhamidimarri (Chair)
Lesley Morrison
Gary Nelson
Michael Broadway
Natalie Ferer
Karen Fowler
Steve French
Farah Nur
Tony Roberts

In attendance

Dan Smith
Pervena Singh (Clerk)

1. Welcome and apologies

The Chair welcomed governors to the meeting.

No apologies had been received.

Lesley Morrison was welcomed to her first meeting.

The LGB had received an informative presentation from the Heads of Learning for Design & Engineering, Languages and Science, who outlined their department's achievements and challenges. One page summaries including their links to industries would be provided at the next meeting.

2. Declarations of interest

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

3. Minutes of previous meeting

The LGB approved the minutes of the meeting of 21 September 2016.

4. Matters arising

All matters arising were covered on the agenda.

5. **Principal Report**

The LGB discussed the Principal's report in detail, which covered the performance and outcomes of students, actions and strategies for improvement, leadership and management performance, learning area intervention, and new teaching facilities and external assistance.

It was noted that a learning area review of the Science department was taking place. An action plan would be circulated to the Learning and Teaching Committee members. Learning area reviews would follow for English and Maths.

The LGB discussed OfSTED readiness, and noted that a key information sheet had been circulated to governors.

The LGB noted that high ability learners were not making enough progress, and streaming was being introduced. An update would be provided to the next Learning and Teaching Committee meeting.

6. **UAE external review**

The LGB discussed the one day intensive external review conducted at the school by Bill Stoneham, an Ex Head and OfSTED inspector. The report outlined matters relating to safeguarding, behaviour, staff views, teaching and learning, student views, leadership and management and provided the school with recommendations which would be actioned by management. The LGB was pleased to note a positive turnaround of behaviour at the school and the overall positive feedback of the report.

Farah Nur joined the meeting.

7. **UAE Development Plan & Self Evaluation Form**

The LGB discussed the school's development plan and self-evaluation form.

The LGB discussed the rag ratings and showed concern of the number of red ratings.

The LGB requested a horizon scan and links with external partner to be included in school's development plan.

Both the school development plan and self-evaluation form would be reviewed regularly by the LGB.

8. **Behaviour for learning**

The LGB discussed the behaviour for learning report which outlined actions for change and impact. The LGB discussed the measures of impact including the number of issues in the class room, students isolated of one or more days, number fixed term exclusions and student, family and staff perceptions

of behaviour. The LGB noted that the isolation of students is a measure which the school is hoping to remove.

9. Performance Management presentation

The Principal provided a verbal update on performance management and noted the management system is progressing well and will be closely linked to the school's development plan.

The LGB noted that the performance management system will be discussed in more detail at the next LGB meeting, paying particular attention to student achievement.

10. Full Student data set update

The Principal provided a verbal overview on the full student data sets, and confirmed an in depth analysis, including gender, ethnicity etc will be provided at the next LGB meeting.

11. Teaching Enhancement & Effectiveness Programme (TEEP) update

The LGB discussed the update on the recent launch of the TEEP programme to help improve consistency in teaching. The LGB discussed the roll out of the programme including staff training. The LGB requested a timeline of the system, showing measures of success.

12. October 2016 Financial Management report

The LGB discussed the October 2016 financial management report which forecasted a surplus of £80k. The LGB noted the report had been reviewed by the Finance and General Purposes Committee.

As part of the audit of South Bank Academies' company accounts, two minor issues had been raised by the auditors relating to the Academy around invoices and bank reconciliations. These points were being addressed by the Business Manager.

13. Report on Committees

The LGB noted the report on discussions at the Learning and Teaching and Finance and General Purposes Committees.

14. Governors' visit forms

The LGB noted the Governors' visit forms, and were encouraged by the Chair to visit the school termly.

15. **Any other business**

The LGB discussed the residual money from the capital funding, which could be used to re-invest in future development of the school and project based learning.

The LGB requested that a paper on proposals for spending the money is discussed at the next Learning and Teaching Committee meeting.

Date of next meeting
4.30 pm, on Wednesday, 22 February 2017

Confirmed as a true record

..... (Chair)

**UNIVERSITY ACADEMY OF ENGINEERING LOCAL GOVERNING BODY - WEDNESDAY, 23 NOVEMBER
2016
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Date	Officer	Action Status
5.	Principal Report	Action plan following departmental review to be circulated to the Learning and Teaching Committee.	21 Feb 2017	Gary Nelson	Included within L&T agenda
		Update on streaming of high ability learners to be provided at Learning and Teaching Committee meeting.	21 Feb 2017	Gary Nelson	Included within L&T agenda
7.	UAE Development Plan & Self Evaluation Form	Horizon scan and links with external partner to be included in school's development plan.	22 Feb 2017	Gary Nelson	
9.	Performance Management presentation	Performance management systems report, to include student achievement for discussion at the next LGB meeting.	22 Feb 2017	Gary Nelson	Included on 22.02.2017 agenda
10.	Full Student data set update	A report on student data to be presented at the next LGB meeting.	22 Feb 2017	Gary Nelson	
11.	Teaching Enhancement & Effectiveness Programme (TEEP) update	A time line of TEEP system, showing measures of success to be presented at the next LGB meeting.	22 Feb 2017	Gary Nelson	
15.	Any other business	Proposal for spending the capital funding residual money, to be discussed at the next Learning and Teaching Committee.	21 Feb 2017	Rao Bhamidimarri	Included within L&T agenda

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	CONFIDENTIAL
Paper title:	Principal's report.
Board/Committee	Local Governing Body
Date of meeting:	22 February 2017
Author:	G. Nelson
Purpose:	The paper is a summative document bringing Governors up to date with progress in key areas within the Academy. Decision / <u>Discussion</u> / <u>Information</u>
Which aspect of the Strategy/Corporate Delivery Plan will this help to deliver?	Key performance associated KPIS within South Bank Trust Strategic Plan.
Recommendation:	The LGB are requested to discuss the report and note the progress being made at the Academy.

Executive Summary

The full Principal's Report is a report designed to demonstrate the Academy's progress in key Ofsted based areas i.e. Leadership and Management, quality of teaching, Student welfare and Pupil Progress.

The report also updates Governors on Behaviour for Learning at the Academy and provides how the Academy is now working more closely with the community and becoming significantly more outward facing than ever before.

Key Academy Information, Prior Attainment and Learning Area Current Progress.

Total number on roll – 384

Total pupil premium students – 221 (58%)

Total SEN students – 70 (18%)

Student profile – Year 7

Number on roll: 137

Gender	21% Female 79% Male
Ethnicity numbers	50 BAFR, 17 WBR/BR, 26 BCRB, 16 OLAM ,DE 15
Pupil Premium (PP)	63.5%
Safeguarding	1 CiN, 7 serious concerns

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

Student profile – Year 8

Number on roll: 130

English APS	29.13	National	
Maths APS	29.46	National	29.0
Academy APS	29.30	National	28.8
Gender	24% Female 76% Male		
KS2 Data	English	Mathematics	
L3 & Below	12 students	11 Students	
L4+	122 Students	123 Students	
L5+	63 Students	56 Students	
L6+	0 students	13 Students	
Data Not Known	2 Students – Academy required to record as 4b = 27		
Ethnicity numbers	42 BAFR, 16 WBR/BR, 16 BCRB, DE 17		
Pupil Premium (PP)	63.5%		
Safeguarding	1 CiN		

Student profile – Year 9

Number on roll: 93

English APS	28.61	National	
Maths APS	29.29	National	29.0
Academy APS	28.95	National	28.8
Gender	32% Female 68% Male		
KS2 Data	English	Mathematics	
L3 & Below	12 students	6 Students	
L4+	82 Students	88 Students	
L5+	30 Students	29 Students	
L6+	0 Students	5 Students	
Data Not Known	9 Students – Academy required to record as 4b = 29		
Ethnicity numbers	30 BAFR, 14 WBR/BR, 15 BCRB, 4 OLAM, DE 13		
Pupil Premium (PP)	55%		
Safeguarding	1 Student		
	16	3	19

Student profile – Year 12

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

In term admissions

Since the start of January 2017

Year	Boys	Girls	Total
7	1	0	1
8	4	1	5
9	0	2	2
12	0	0	0
	5	3	8

Since September 2016 (start of the academic year)

Year	Boys	Girls	Total
7	3	0	3
8	6	1	7
9	4	2	6
12	3	0	3

EAL

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

EAL classification has been redefined. Monica Gonzales has tested all students according to the new criteria and are shown in the table below:

Proficiency in English	Number of students
Total number of students where proficiency in English is required	110
New to English (A)	1
Early Acquisition(B)	4
Developing competence (C)	9
Competent (D)	31
Fluent (E)	65
Not Yet Assessed (N)	0

The academy focuses its support on students in categories A, B and C through utilising surplus lessons in language to provide in class support for students in English lessons.

SEND

3 students with statements: 2 in year 8, 1 in year 9

34 students in year 7 (25%)

17 students in year 8 (13%)

19 students in year 9 (20%)

This is likely to change as a new SENDCO has been appointment at the start of module 3. An thorough audit of the Sen register is in the process of being conducted. A full breakdown by SEN need is shown in the table below

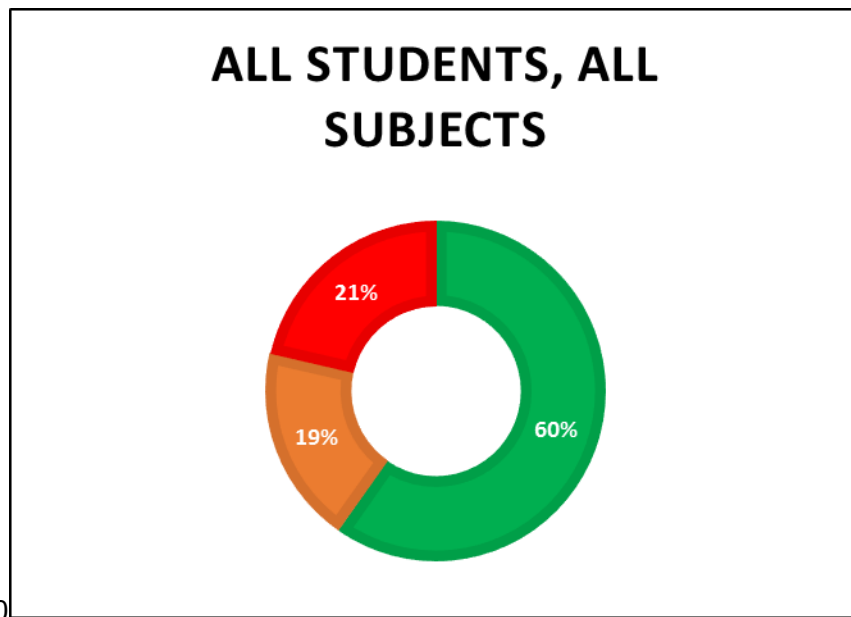
Code	Description	Primary Need	Secondary need
SPLD	Specific Learning Difficulty	0	0
MLD	Moderate Learning Difficulty	24	2
SLD	Severe Learning Difficulty	0	0
PMLD	Profound and Multiple Learning Difficulty	0	0
SEMH	Social, Emotional and mental health	37	0
SLCN	Speech, Language, Communication Needs	2	0
MSI	Multi-Sensory Impairment	1	0
HI	Hearing Impairment	0	0
VI	Visual Impairment	0	0
PD	Physical Disability	2	0
ASD	Autistic Spectrum Disorder	0	0
NSA	SEN support no assessment	0	0
OTH	Other Difficulty/Disability	4	0

70 in total

Outcomes/ Student Performance.

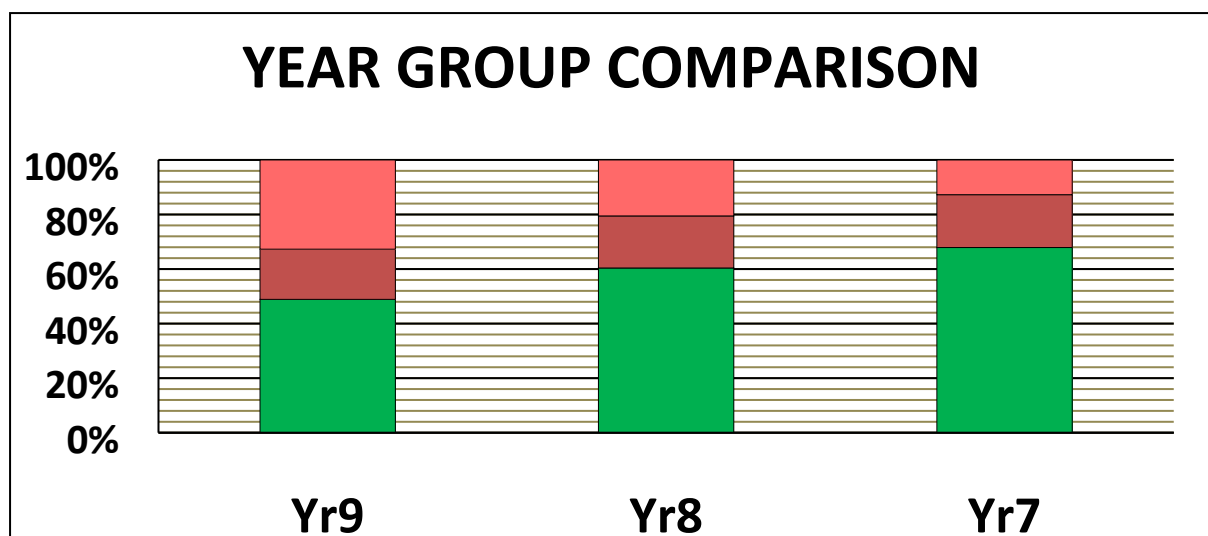
Overview

79% of students are making better or expected progress across the academy as illustrated below



Comparison by year group

Student progress is best in year 7 in comparison to year 8 and 9. However year 7 have had only two modules worth of assessment on their 5 year journey.



Student Progress

Year 7 NOR:137								
Expected or better %	Overall	H	M	L	PP	SEND	Boys(107)	Girls(30)
Eng	60	45	64	83	35	44	56	80
Ma	96	88	97	100	93	94	94	100
Sci	92	58	92	100	89	94	90	97
Year 8 NOR:130								
Expected or better %	Overall	H	M	L	PP	SEND	Boys (99)	Girls (31)
Eng	70	60	75	85	52	82	66	80
Ma	84	74	90	100	76	88	83	97
Sci	88	80	91	100	82	82	87	94
Year 9								
Expected or better %	Overall	H	M	L	PP	SEND	Boys(64)	Girls(29)
Eng	67	58	68	90	43	73	55	97
Ma	78	73	80	80	62	77	77	83
Sci	56	36	59	78	54	58	48	76

H = High Attaining students upon entry

M = Middle Attaining students upon entry

L = Lower attaining students upon entry

PP = pupil premium

SEND = special educational needs and disability

Commentary

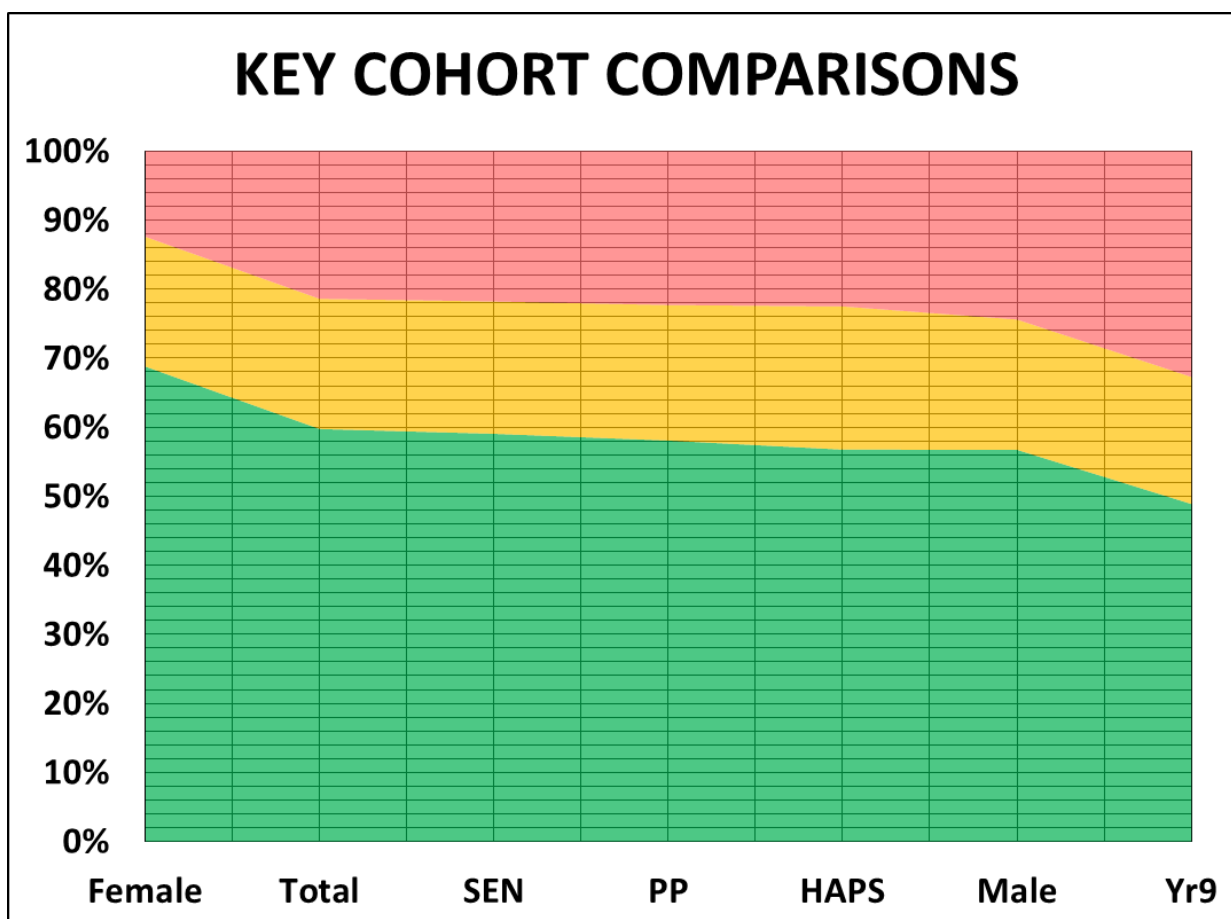
- The data shows that the progress of high ability students is improving but still lagging behind other group across the academy.
- Students in Maths make the best progress overall and girls outperform boys. SEN student performance is in line with other students in the academy
- Pupil premium students significantly underperform in English and in Year 9 maths

Attainment

Year 7	Year 8	Year 9
Core average grade 2.8	Core average grade 3.9	Core average grade 4.25
Average Maths Grade 2.85	Average Maths Grade 3.8	Average Maths Grade 4.3
Average English Grade 2.5	Average English Grade 3.7	Average English Grade 4.1

Attainment is in line with expectations. At current trajectories students are on course to achieve a positive residual in the progress 8 benchmark.

Key Groups



Commentary

Year 9 performance and Boys performance and High performing students (although to an increasingly lesser extent) are key focus groups for improvement.

See Appendix A and B for Subject performance Breakdown Yrs. 7 – 9 and Post 19 Performance breakdown respectively.

Actions and Strategies for Improvement based around Ofsted's 4 areas of focus:

- 1. Effectiveness of Leadership and Management.**
- 2. Quality of Teaching, Learning and Assessment.**
- 3. Personal Development, behaviour and welfare.**
- 4. Outcomes for Pupils.**

- To introduce regular homework and home learning opportunities in general to provide an enriched and extended learning experience for all students at the Academy. Ofsted focus area: 4.

Homework/ home learning is now an established feature of learning here at the Academy. Home learning is designed by staff to 'prep' students for their next lesson in their subjects. These Home Learning activities might include reviewing/ rephrasing key learning elements or revision for a starter test or research for a mini fact based presentation on the topic in focus.

- To introduce Student Planners to improve communication between Parents, students and the Academy in ensuring students are supported more effectively to make the best progress. Ofsted focus area 4.

Student Planners are now a key feature of Learning and Teaching at the Academy and all Year 7 and 9 students have their Planners with them at all times.

- To create a Strategic Learning and Teaching meeting group who will be a core driver behind the development of a new curriculum and timetable structure to raise standards further. This group will meet weekly and report directly to SLT and be the core driver of a new PD programme focus for staff. Ofsted focus area: 1 and 2.

- The Strategic Learning and Teaching group meet weekly to plan approaches to PD, Home Learning enhancement, Literacy, the deployment and focus of Alpha, Beta and Gamma groups and the use of IRIS technology to promote outstanding consistent pedagogical practice.

- A Learning and Teaching development team lead by Annette Moses will work on developing pedagogy, assessment for learning and general classroom practice. Ofsted focus area: 1 and 2.

The Learning and Teaching Development Team is now well established and all teaching staff have been organised into Alpha, Beta and Gamma learning groups to share and develop mutually accepted best practice.

- A new and significantly improved LRC, staffed by Kafi Thomas and led by Annette Moses will provide an excellent learning support opportunity for our students. The LRC will become a centre of learning at the Academy. Ofsted focus area : 2 and 4.

- The LRC is becoming the centre of learning that we had hoped. Learners use the resource well both at Break and at Lunchtime.

At least one Year 7 English lesson every week is taught in the LRC.

Classes from all Learning Areas are regularly taught in the LRC to motivate our students to use it more.

We have now spent a considerable amount of money, with more to follow, further increasing the stock of reading and text books we have to offer the students.

- To create a 'top stream' in Years 8 and 9 to stretch and challenge the more able whilst retaining mixed ability groups for middle and lower ability students (MAPS and LAPS) Ofsted focus area: 1 and 4.

In the new 1 hour structured, 5 period day timetable a Top Stream has been created in the core subjects.

- To ensure lesson challenge for mixed ability groups is 'pitched' towards the top of the ability range and differentiated downwards using appropriate 'scaffolding' for LAPS and MAPS.

Professional development sessions have been focused on addressing the issue of underachieving in this area. Data demonstrates that Higher ability learners' progress is now improving. It is predicted to rise further with the introduction of a Top Stream and a focus on 'differentiating from the top'.

- Upcoming Professional Development sessions will look at:
 - developing questioning that provides stretch and challenge to all
 - giving examples of outstanding practice with low entry high threshold open ended tasks.

Again streaming has supported this although the introduction of TEEP to complement our themed learning has begun to improve progress. An emphasis on assessment for Learning, high quality cyclic marking has also begun to take effect. Whole staff level 1 TEEP 3 sessions of training has now been completed. The Learning and Teaching Development team and HTLA Joyce Oyedele will now be level 2 (advanced trained) to ensure TEEP based good practice will be embedded at UAE South Bank.

- An Academy wide policy and action plan will be introduced to ensure students' progress in English and literacy 'closes the gap' to mathematical and overall attainment and students make the same progress in English as they do in Mathematics.

A new and highly talented Leader of Learning in English joins us after Easter. Rebekah Lee is a highly successful English teacher at a north London school and is keen to not only lead English at the Academy but also develop Literacy across the curriculum to the highest standard.

The LRC is having a significant effect on the Academy in raising the profile of literacy.

Accelerated Reader has now been introduced to provide more information for staff to correctly pitch lessons and for Senior Leaders to intervene where reading age levels are obstructive to learning.

- Current successful SEND strategies need to be adopted as best and expected practice for mainstream teaching to ensure all students benefit from these high impact strategies. These will dovetail with Literacy development strategies including the development of the LRC, Accelerated Reader use and a tighter focus on accurate baseline testing on arrival plus regular reading age testing and analysis.

Our new SENDCO has significantly refreshed SEND support at the Academy. Learning Assistants are now also connected to individual Learning Areas e.g. English and Music to best utilise their talents. Learning Assistants are now more involved than ever in collaborative lesson planning to ensure the Learning Support team maximise their impact on all learning.

Module 3 Baseline Data		Estimate for 2016/2017 (based on module 2 data)	Target for 2016/2017 (based on module 2 data)
%Attendance	95.6	95	97
% Punctuality	99.31	97	97
No. of Fixed Term Exclusions	5	15	5
No. of Students Isolated (Day)	41	100	75
No. of Students Isolated (Walk-In)	28	65	60
No. of Parked Students (S3)	467	1,000	750
No. of P3s	10740	12,200	20,000

Pastoral/ Behaviour for Learning report.

Summary / commentary

- Attendance is below target due to a poor level of attendance on the students return from the Christmas holiday. A letter has been issued to families reminding them of their responsibilities and our expectations. Key families have also been sent personalised letters explaining the law in regards to holidays during term time. This had not been done before.
- Lateness to school is rare and the system in place remains very effective.
- Fixed term exclusions continue to be very low compared to national and local comparisons. Behaviour around the school has improved and this is due to many factors, including the increased and consistent approach to the use of praise and rewards (P3s etc.) by all staff.
- The 'parking' system is clear and understood fully by families, students and staff. It remains a solid system and has helped to stabilise and significantly improve behaviour from when it was introduced in June 2016. We are currently reviewing some areas of this process, which include the possibility of not collecting the students and instead sending the students to the neighbouring room.

Key facts and figures.

Behaviour for Learning around the Academy remains good. This is confirmed through themed learning walk data and general visiting Headteachers and Sir Nick Williams, consultant. This has also been confirmed through Learning Area review gathered data.

Our target of Praise to Sanction (P to S) is 5 : 1. Currently we have significantly exceeded this target and we're currently achieving a 26:1 ratio.

Please note, P3s are issued for significant achievement and Behaviour for Learning and not for simple compliance.

Community Links, horizon scanning and partnerships

The Academy continues to develop links with external partners.

Arc All Saints and Arc Walworth have begun to work more closely together including a managed move understanding between schools and linking Senior Staff to share strategy and best practice. The Principal at Arc Walworth is currently negotiating with us regarding their current Year 12 Level 3 BTEC Diploma Engineering students joining us to complete their course of study in Year 13. This will be a good source of income for our Academy and increases the number of students in our growing Sixth Form.

We are now an established SASH member and contributor. Our new membership to SSLP (St Saviours Learning Partnership) is imminent. Such partnerships are crucial in staying at the forefront of development in pedagogy, Safeguarding, ITT, Leadership and Management focus and general Professional Development.

Peckham Town Football club.

We also have a strengthening relationship with Peckham Town Football Club. PTFC are keen to have their apprentice footballers study Post 16 learning courses in addition to their Football training.

Enrichment at UAE South Bank

The Enrichment Programme aims to offer our students experiences and activities that go beyond the curriculum. The majority of activities are run internally with BMX and Table tennis run by Access Sport and Dulwich TT club respectively.

The Programme is part of the school week, taking place from 4pm to 5pm every Tuesday, Wednesday and Thursday and it is a requirement that all students from Years 7-9 attend a minimum of one of these sessions.

Each activity runs for the duration of 2 modules, so students can make three choices over the course of the year if they so wish (or they are free to stay with the same activity throughout the year).

The sessions also offer opportunities that support the mainstream curriculum. At certain points in the year, small groups of students are allocated tuition sessions in some subject areas as Leaders of Learning identify the need.

Activity Summary for Modules 3 and 4 (UAE Masterchef and Chess will be added next module)

Activity	Student Numbers
Art	31
Basketball	32
BMX	15
Bilingual (EAL students)	4
Coders	24
Drama	34
F1 in Schools	10
Film	25
Year 7 Football	35
Year 8 Football	20
Year 9 Football	22
Girls Football	15
Girls multi-sport	22
Girls Street Dance	22
Guitar	11
History	4
Heritage Spanish Speakers	14
Humanities Catch up	16
Mandarin (non-native)	4
Mandarin (native speakers)	1
Maths Catch up	3
Maths F1	2
Origami	14
Robotics	13
Science	12
Spanish	10
Table Tennis	34
Women in Engineering	14

Appendix A.

Year Group Achievement by Subject

Year 7												
	English	Maths	Science	DTE	Comp Sci	Spanish	Humanities	Art	Music	Drama	Dance	PE
Baseline	2.72	2.71	2.70	2.70	2.71	0.73	2.72	n/a	n/a	n/a		
Module 2	2.52	2.85	2.94	2.93	2.92	1.21	2.79	n/a	n/a	n/a		
Year 8												
KS2	2.92	3.01	2.89	2.89	3.01	0.81	2.91	2.92	2.90	2.92		
Module 1	3.57	3.63	3.53	3.88	3.85	2.55	3.61	3.54	3.45	2.54		
Module 2	3.66	3.79	4.01	3.98	3.94	2.49	3.75	3.73	3.61	2.93		
Year 9												
				Engineering	Prod Design	Spanish	Manadarin	Geography	History			
KS2	2.78	2.86	2.76	2.76	2.76	1.19	0.00	2.78	2.78	2.78	2.76	2.76
Module 1	3.92	4.05	3.98	4.09	4.19	3.47	1.20	4.45	4.49	3.73	3.28	3.56
Module 2	4.12	4.31	4.03	4.33	4.32	3.28	1.40	4.57	4.59	4.12	3.48	3.64

Appendix B.

Student Progress at Post 16

Subject	Numbers of Students	% of students performing expected or better (module 2)	% of students performing expected or better (module 3)
Maths	12	50	67
Physics	6	83	67
Chemistry	2	50	100
Biology	2	0	100
Engineering	16	75	94
Product Design	18	72	78
Computer Science	3	66	66

Improved
No change
Dropped

Commentary

- The progress data is based upon target grades generated via the ALPS system (ALPS 4 benchmark)
- The ALPS system is a national reporting system, recognised by OFSTED, that bases the target grades on the top 25% of performers across the country
- The data shows that intervention put in place after module 2 has had a positive impact in the majority of subjects
- Physics and Computer Science are the exception

Intervention strategies

- One to one catch up/booster sessions targeting underachieving students
- Early involvement of parents either via phone calls, parents evening or meetings with Senior staff
- SLT mentoring system for 10 underachieving students
- Strong pastoral support from L. Fibresima has helped the students to settle quickly into a new environment
- Structured, personalised CEIAG programme (including relevant work experience and talks from HE providers) has provided focus and helped to raise aspirations amongst students

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Paper title:	Performance Management System
Board/Committee	Local Governing Body
Date of meeting:	22 February 2017
Author:	G.Nelson
Purpose:	The paper was requested by Governors to explain the approach to PM at UAE South Bank. Decision / Discussion / <u>Information</u>
Which aspect of the Strategy/Corporate Delivery Plan will this help to deliver?	Performance Management and its effectiveness links to both the SDP and the Trust's Strategic plan.
Recommendation:	The LGB meeting is requested to accept the paper as an explanation of current approach around PM.

Executive Summary

The paper outlines both strategic and practical approaches to Performance Management at UAE South Bank.

The report also includes an example PM booklet for all staff to use for the PM cycle.

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Performance Management Guidance 2016-17 – Presentation to Governors 22nd Feb 2107.

General Principles

- Performance Management in this Academy will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.
- The Performance Management process will be treated as confidential to the employee, attendees of the review meetings, and any other persons on a required basis only at all times
- A SMART target philosophy will be adhered to by all.
- Individual Targets set will align with both the School Development Plan and South Bank Trust's strategic vision and KPIs.

Process

- For 2016-17 all teachers and Associate Staff should use the standard UAE South Bank Performance Management Appraisal Form.
- For all teaching staff other than leadership or management responsibilities, At least 3 objectives should be set which relate to the Trust and Academy targets and priorities as stated above.
- Senior Leadership and Extended Leadership Team members may have an additional leadership based target.
- In addition all staff should set a personal development target at the beginning of the cycle.

The Performance Management Cycle

This annual cycle started with the review of the 2015-16 performance.

- Keeping in touch or mid-year review meetings to review progress towards the objectives will take place in Feb/Mar 2017
- The review will take place between the 1st September and 30st September 2016. A teacher's performance will be assessed against the relevant standards, against their objectives and against their role in the school, so that leaders can make sure that a teacher's performance continues to meet expectations. Associate staff performance will be assessed against SMART targets set.

UAE Southbank Performance Management 2016-17

Teacher:	Role:
Line Manager:	Academy Year: 2016/17

Whole Academy Targets	Personal objectives to help school achieve Academy Targets	Identified CPD activities
1 Student Achievement (Whole school target for progress 8 to be between 0.2 and 0.4)		
2 Teaching and Learning ensures students make good progress		
3 Key Academy Improvement priority		
4 (Leadership and responsibility holders only) For the school to be judged good or better OfSTED in an area you are responsible for		

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Personal Development Goals	Personal Action	Success Criteria	Identified CPD activities
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1			
My Job Description(s) for 2016/17 has been reviewed and updated where necessary			YES / NO

Teacher: _____

Date:

Line Manager: _____

Date:

PERFORMANCE MANAGEMENT INTERIM REVIEW (To be carried out at least once an appraisal cycle. *This review can also be used to address under-performance as part of informal support before possible transition to capability at any point during the appraisal cycle*)

Name _____

Personal Objectives	What areas are progressing well?	What areas need support? How will this be actioned, by whom and by an agreed date?
1		
2		
3		
4 (Leadership only)		
<p>Lesson Observation Feedback to date</p> <p>Signed _____ Date: _____</p>		
<p>Line Manager _____ Date: _____</p>		

PERFORMANCE MANAGEMENT REVIEW – FINAL STATEMENT OCTOBER –

NAME.....

Summary of performance against expected student attainment/progress for classes taught:

Summary of performance against other Objectives set:

Summary of Lesson Observations

Have all objectives been achieved **Yes No** *(pls circle as appropriate)*

Has the teacher met the roles and responsibilities in relation to their job description(s):

a) As a Classroom Teacher	Yes	No	<i>(pls circle as appropriate)</i>
b) In respect of any TLR responsibilities	Yes	No	N/A <i>(pls circle as appropriate)</i>
c) In relation to being on the Leadership Team	Yes	No	N/A <i>(pls circle as appropriate)</i>

Please give evidence of how this has been achieved

Areas for improvement

Has the teacher achieved all 8 Teaching Standards (September 2012) to a level that is consistent with what should reasonably be expected relevant to their career stage **Yes No** N/A *(pls circle as appropriate)*

Please give evidence of how this has been achieved

Areas for improvement

Has the teacher successfully completed their PMR and is progression recommended? **Yes No** (*pls circle as appropriate*)

No of Days absent _____ No of episodes of Absence _____ Annual % Attendance _____

Signed by Line Manager _____ Date: _____

Signed by Teacher _____ Date: _____

Principals' comment on progress:

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	CONFIDENTIAL
Paper title:	Finance Report December 2016
Board/Committee:	UAE Local Governing Body
Date of meeting:	22 February 2017
Sponsor:	CEO
Author:	Dan Smith
Purpose:	Information
Recommendation:	To provide information and prompt questioning from the local governing body.

Executive Summary

The purpose of this report is to provide information to the University Academy of Engineering South Bank Local Governing Body on the Academy's financial position.

Information on the following is provided;

- Current forecast
- Analysis of forecast income and expenditure
- 2015/16 accounts
- Pupil numbers/clawback
- Cash flow

The information should provide assurance of the Academy's financial position and future plans and also provide enough data for questioning.

The table below shows the current financial position for the financial and academic year 2016/17.

Current Forecast for Academic Year 2016/17 (As at 31st December 2016)					33%	Percentage of Year completed
	Current	Forecast	Budget	Variance	Current/Forecast %	Comment
Income						
GAG Income	1,142,581	3,431,050	3,431,050	0	33%	On Target
Start Up Grants	146,042	182,500	182,500	0	80%	Start Up Grants front ended
Other Government Income	63,014	190,200	190,200	0	33%	On Target
Other Income	34,623	60,888	115,500	(54,612)	57%	Catering Income adjusted
Prospective Clawback	(448,000)	(448,000)	0	(448,000)		
Capital Grant	0	0	0	0		
Income Total	938,259	3,416,638	3,919,250	(502,612)		
Expenditure					Current/Forecast %	
Teaching Salaries	515,069	1,589,009	1,832,125	243,116	32%	On Target
Other Salaries	194,426	634,946	790,130	155,184	31%	On Target
Other Staff Costs	17,413	124,757	118,757	(6,000)	14%	Recruitment costs not yet spent
Building Maintenance & Occupancy Costs	76,091	319,300	314,400	(4,900)	24%	On Target
Curriculum Budgets	37,343	77,875	77,875	0	48%	Resources are usually front ended
Consultancy/Professional Services	53,213	108,294	95,294	(13,000)	49%	Advertising for Post 16 Open Evenings
Catering Costs	56,013	162,334	220,000	57,666	35%	Catering Costs adjusted
Exams	2,156	10,000	10,000	0	22%	On Target
IT Costs	9,960	117,330	117,330	0	8%	On Target (RM Costs not yet spent)
Capital Costs	0	10,000	10,000	0	0%	On Target
Central Services	147,512	147,512	147,512	0	100%	On Target
Other Costs	17,713	70,850	68,350	(2,500)	25%	On Target
Expenditure Total	1,126,909	3,372,208	3,801,773	429,565		
Surplus/(Deficit)	(188,650)	44,431	117,477	(73,046)		

Notes:

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

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

Introduction

Please find above the finance report for December 2016 for the University Academy of Engineering South Bank. Within this report you will find analysis relating to the forecast and additional information.

Forecast Analysis

Income

Income is currently in line with the budgeted amounts. Start-up grants are 80% received as they are 'front ended' towards the start of the year. Information on Pupil Premium and Top Up Funding for specific students is currently unavailable, amounts for these have been forecast as accurately as possible but with a conservative bias.

Catering income has been updated. The budget was compiled before the catering supplier could supply the annual budget so income and expenditure on the budget was estimated.

Expenditure

The majority of expenditure is in line with the budget. Positive variances on staffing are in line with expectation as certain roles were included in the budget to accommodate higher student numbers such as Post 16 or STEM Co-ordinators.

Other staff costs have been raised in line with expected recruitment costs, this will include the Principals recruitment search costs.

An external Education Welfare Officer has been engaged leading to an increase in consultancy fees.

As per above statement regarding catering income the expenditure has also been restated.

2015/16 Accounts

The 2015/16 accounts were signed off by the Trust board on the 16th December 2016 and were submitted to the DfE before the 31st December deadline.

The Academy showed a surplus for 2015/16 of £308k this was against a forecast £250k, certain planned expenditures (workshop benching, hallway display etc.) due to leadership changes were not made. Other notable balances at year end were:

Restricted Fund – BMS Remedial Work - £89k

Restricted Fund – Schedule 21 Capital Equipment - £288k

Pupil Numbers/Clawback

The current budget was funded on 445 students but at the Autumn census the number of students there were 382. This would incur a clawback on this year's funding of approximately £448k. It is very common for new schools/academies to be subject to clawback as pupil numbers are hard to predict months in advance without any historical data. Most establishments will over estimate numbers and then 'ringfence' the overfunded amount to ensure they are able to get the appropriate funding. There is also sufficient forecasted surplus to cover the estimated clawback.

Pupil Number Analysis 2016/17						
	Year 7	Year 8	Year 9	Year 12		Total
Per Autumn Census	138	129	93	22		382
Funded	150	150	95	50		445
Difference	12	21	2	28		63
Clawback per student (£)	8,000	8,000	8,000	6,000		
Clawback (£)	96,000	168,000	16,000	168,000		448,000

The latest Census taken on the 19th January shows the current number of students is 392, when the clawback amount is received the Academy can appeal to have the amount reduced as the pupil numbers have increased.

	Year Group				Total
	7	8	9	12	
Autumn Census	138	129	93	22	382
January Census	137	132	94	24	387
Difference	(1)	3	1	2	5

Cash Flow Forecast

The cash flow forecast below shows the current cash position and the expected changes per month to the end of August 2017. The only significant difference in income/expenditure from the forecast is a £250k capital expenditure which would be made from the Schedule 21 fund, the schedule 21 fund was the original £750k received from the Local Authority at inception.

Cash Flow for Academic Year 2015/16								
	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17	Aug-17
Opening Balance	1,121,086	1,206,735	1,191,489	1,218,771	1,250,295	1,273,424	1,306,053	1,387,828
Income								
GAG Income & Start Up Grants	286,058	286,058	286,058	286,059	286,059	286,059	286,059	286,059
Other Government Income	12,152	12,152	12,154	-	-	-	-	-
Other Government Income	42,395	-	-	42,395	-	-	42,396	-
Other Income	3,284	3,284	3,284	3,284	3,284	3,284	3,281	3,281
Income Total	343,889	301,494	301,496	331,738	289,343	289,343	331,736	289,340
Expenditure								
Teaching Salaries	(134,243)	(134,243)	(134,243)	(134,243)	(134,243)	(134,243)	(134,243)	(134,240)
Other Salaries	(55,065)	(55,065)	(55,065)	(55,065)	(55,065)	(55,065)	(55,065)	(55,064)
Other Staff Costs	(3,500)	(50,000)	(4,474)	(33,474)	(4,474)	(4,474)	(3,474)	(3,474)
Building Maintenance & Occupancy Costs	(30,000)	(30,000)	(40,000)	(30,000)	(30,000)	(25,000)	(25,000)	(33,209)
Curriculum Budgets	(5,000)	(10,000)	(5,000)	(5,000)	(5,000)	(5,000)	(5,532)	0
Consultancy/Professional Services	(5,000)	(12,000)	(5,000)	(5,000)	(12,000)	(5,000)	(5,000)	(6,081)
Catering Costs	(13,290)	(13,290)	(13,290)	(13,290)	(13,290)	(13,290)	(13,290)	(13,291)
Exams	(500)	(500)	(500)	(5,000)	(500)	(500)	(345)	0
IT Costs	(5,000)	(5,000)	(10,000)	(7,500)	(5,000)	(7,500)	(1,370)	(66,000)
Capital Costs	0	0	0	(5,000)	0	0	0	(255,000)
Central Services	0	0	0	0	0	0	0	0
Other Costs	(6,642)	(6,642)	(6,642)	(6,642)	(6,642)	(6,642)	(6,642)	(6,643)
Expenditure Total	(258,240)	(316,740)	(274,214)	(300,214)	(266,214)	(256,714)	(249,961)	(573,002)
Closing Balance	1,206,735	1,191,489	1,218,771	1,250,295	1,273,424	1,306,053	1,387,828	1,104,166

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	CONFIDENTIAL
Paper title:	Discussions at subcommittees
Board/Committee	Local Governing Body
Date of meeting:	22 February 2017
Author:	Pervena Singh, Clerk
Purpose:	To update the Local Governing Body on committee discussions.
Recommendation:	To note

Executive Summary

A summary of committee discussions is provided for information. Minutes and papers are available on the Modern.gov website.

The Local Governing Body is requested to note the report.

Summary of committee discussions

[Learning and Teaching Committee](#) – 21 February 2017

The committee meeting was postponed and has been rescheduled for Tuesday, 21 February 2017. The chair will give a verbal update at the meeting.

[Finance & General Purposes Committee](#) – 8 February 2017

The committee discussed the following:

- The upcoming governance effectiveness self-review, which will capture the action from the previous meeting regarding the committees terms of reference.
- The December 2016 financial management report and possible areas of savings within the budget.
- The pupil premium report, and requested greater clarity on expected impacts and their measures.

The committee noted the following:

- The budget of 2017/2018 and 5 year spending plan would be reviewed at the next committee meeting on 10 May 2017.
- The premises report

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