# Meeting of the South Bank Engineering UTC School Advisory Board

4.00  - 6.00 pm on Wednesday, 7 November 2018
in South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

## Agenda

| *No.* | *Item* | *Pages* | *Presenter* |
|---|---|---|---|
| 5. | Principal's report | 3 - 18 | DC, JC |
| | • School KPIs | | |
| | • Student related data | | |

**Date of next meeting**
**4.00 pm on Wednesday, 6 February 2019**

**Members:**  Nicole Louis (Chair), Ed Arthur, Ian Brixey, Dan Cundy, Beau Fadahunsi, Natalie Ferer, Leona Ross, Tony Roberts, Ruth Smith and Joanne Young

**Apologies:**

**In attendance:**  Clym Cunnington, Jacqui Collins and Alexander Enibe

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# Principal's report to governors.

## Dan Cundy

## Contents

- Ofsted readiness / self evaluation
- Safeguarding
- Quality of Teaching & Learning
- Personal Development, Behaviour and Welfare
- Learner Outcomes
- Effectiveness of Leadership & Management

## Ofsted readiness / self evaluation

Considerable work has been carried out at the UTC to prepare as effectively as possible to secure a positive outcome from an upcoming Ofsted inspection visit, which will take place during the academic year.

This report should be read having regard to the following documents which have been prepared and submitted to governors separately

- Examination results analysis – outline of headline data from Summer 2018 series for Year 11 and 13
- Examinations 2018 lessons learnt – outline based on debrief meetings with Lead Teachers of areas of success and failure, which inform the SEF and action planning
- A level chemistry case studies – indication of impact of individual students' contexts in small cohort size on outcomes
- Destinations summary – outline with case studies of Year 13 destinations 2018
- South Bank UTC context – outline of the history and location of the UTC with contextual data on current students including the gap between KS2 and baseline data
- South Bank UTC staff – a simple chart showing personnel
- Pupil Premium review – outline of the objectives linked to pupil premium spend in 2017-18 and outcomes
- SMSC programme – outline of how SMSC is developed across the UTC
- Attendance, Punctuality and Persistent Absence – outline of current picture and trends, intervention and impact
- SEF 1.6 and Improvement Plan
- Staff, student and parent survey outcomes October 2018

A key focus for Ofsted will be to convey how the UTC's distinct vision and aims add value to its students. A further analysis of the impact of employer and university engagements is being prepared. In-year data is key – the UTC will present current performance data, especially of Year 11,

to indicate the quality of teaching and learning and likely outcomes. This in-year data must be set in context, noting that Progress 8 is a problematic measure for UTCs with an intake into Year 10.

## Safeguarding

CPOMS is working effectively to record, report and analyse safeguarding concerns. Staff recruitment practices are in line with Safer Recruitment advice. The Single Central Register is kept updated and the UTC's HR is in-house and qualified. Checks on background including references, DBS and other screening checks have all been carried out appropriately and recorded. There has been a Judicium review of the SCR which identified some issues with documentation and records which are being remedied as a priority.

The site remains highly secure, with no incidents of security breaches. There have been no RIDDOR reportable accidents. There have been no significant H&S issues to report. Phase 2 of the building has been officially handed over. Some H&S work is being completed, for example the fitment of electronic power stop devices to all new workshops; no students will work on machines until these are fitted. The UTC organised an extended half term to facilitate safe installation of equipment and machinery, and to safely complete snagging while minimising potential safeguarding and H&S risks.

Regular fire system testing takes place and a successful drill was organised in June 2018 with another taking place immediately after half term in October. An LSBU-led review of H&S made a number of recommendations which are being acted on. Natasha Padmore now has responsibility for the day-to-day management of H&S on site.

**Name of Academy/School: South Bank Engineering**
**Month/Year this related to: Sept 2018**

| October 2018 Update | | | | | | |
|---|---|---|---|---|---|---|
| **Number of safeguarding cases currently dealing with** | | **Number of cases** | | **Number of students with statements and care plans** | | **Summary of Key Actions** |
| **Level 1** | 6 | **MASH** | 0 | **Currently on EHCP** | 5 | |
| **Level 2** | 1 | | | **EHCP agreed** | 0 | |
| **Level 3** | 0 | **Early Help** | 0 | **EHCP application stage** | 0 | |
| **Level 4** | 1 | | | **EHCP yet to join school** | 0 | |

| Summary of Key Actions and Comparison of Data with Previous Update |
|---|
| 2 students added to level 1 in September 2018. One due to involvement with the police and one due to a drug related disclosure<br>4 removed from level 1 as they have left the school.<br>1 student added to level 2.  Work with agencies such as Social work and the Police is ongoing to determine the level of need.  The student had good attendance and appears to be settled at the school. The UTC will be hosting the next meeting for this student.<br>1 student still at level 4 and on a CP plan.  This student has been on CP since she joined us. We await an update on a recent court hearing that occurred from social services.<br>1 student on a Section 47 referral due to neglect and housing issues.  A Case conference has been planned for 18th Oct 2018 by Lambeth Social Services to determine if a CP or CiN plan needs to be put in place. |

## Quality of teaching, learning and assessment

**Quality of teaching**

Teaching is habitually good at the UTC. Learning walks, marking scrutiny, data analysis and formal lesson observation data are triangulated. Lesson observations are graded internally, with the cumulative total picture very positive at 89% Good+. Of the 11% of teaching not yet good, this is related to pre-qualified teaching staff who are supported through an internal training programme. Significant improvement has been planned for and implemented in computer science.

Management action has been taken to improve progress through lessons.

- Splitting Year 11 into three teaching groups, reducing class sizes
- Increasing the number of lessons set by ability, giving teachers a tighter ability spread in English, maths and science in Year 11
- Reducing lesson length to 50 minutes while retaining the UTC day structure, enabling increased opportunities for intervention
- Thorough analysis of lessons learnt from 2018 examination cycle to ensure that good practice is spread and areas for development understood and addressed
- Close scrutiny of teaching in subjects below expectations in 2018, with particular focus on computer science
- New MIS (SIMS) in place with targets and class data issued to teaching staff – who are better aware of key student groups
- Regular assessment with rapid turnaround of data to teachers to inform intervention on a three weekly cycle – interventions following Autumn 1 assessments in place now
- Increased focus on examination technique in all subjects, especially at A level
- Increasingly robust analysis of student course pathways with quicker movement of Year 13 students off A level courses where they are potentially to achieve U grade
- More consistency in communication of targets with impact of improved marking and feedback in 'portfolio' subjects

- Renewed focus on accuracy of grades, with staff as examiners in key subjects; increased professional networks for standardisation and moderation being sought
- Increased focus on differentiation, supported through CPD and whole-school initiatives
- Whole school push renewed on cross-curricular strands of literacy, numeracy and SMSC/employability – benefit to students of improved skills and understanding of relevance of work to their pathways
- Improved SEND provision with new TAs starting after ½ term

# Personal development, behaviour and welfare

**Conduct**

Conduct at the UTC is good overall. Year 10 have had a positive start overall as have Year 12. Year 11 have a diversity of need and educational background. There have been particular challenges with some students from Durand Academy, who have received very poor quality education throughout Key Stage 3, who make up 24% of the cohort. There are still issues with some Year 13 students being immature and lacking in self-motivation, which are being addressed through the pastoral function.

Exclusions are low, barring one very challenging Year 11 student who is currently a school refuser. This academic year there have been no permanent exclusions. An analysis of Autumn 1 fixed-term exclusions is being produced and will be shared with the SAB.

Internal suspension is used as a deterrent and sanction measure where necessary, as an alternative to fixed term exclusions. By far the most common cause of referral to internal suspension is for persistent lateness, which remains a focus at the UTC although it is not a measure collected or analysed by the DfE or Ofsted.

**Attendance**

Attendance figures for Year 10 and 11 are reported to the DfE.

**KS4 Attendance**

| Year % | Cohort size | 2018-19 | Cohort size | 2017-18 |
|--------|-------------|---------|-------------|---------|
| 10 | 41 | 96.62% | 52 | 97.10% |
| 11 | 53 | 90.13% | 32 | 94.50% |
| Overall % | 94 | 92.96% | 84 | 96.09% |

**Yr10**

Attendance figures for Yr10 have been strong across Term 1 with 96.62% total attendance (94.0% Nat). Three late starters who have had time off due to illness or religious reasons have had a disproportionate effect on the cohort. Twenty-four (24) students (58.53%) in Yr10 have maintained 100% attendance; an additional five (5) students have an above 98% total attendance.

The >98% figure for Yr10 is 70.7%. 36.58% of our Yr10 students are disadvantaged (PP) but maintain an average attendance of 94.56% (92.2% Nat).

**Yr11**

Attendance is below expectation however, there are several reasons for this underperformance further statistically affected by the small cohort size of 53.

- One school refuser whose attendance is at 6.25%, this student is subject to enforcement proceedings due to a non-compliant parent.
- Two students who have received more than one exclusion.
- Two students who took unauthorised holiday at the beginning of the year

50.94% of our Yr11 students are disadvantaged (PP) but maintain an average of 92.08% (90.6% Nat)

Removal of single statistical outlier in Yr11

- Attendance in Yr11 would be 91.74% (90.13%)
- Overall KS4 attendance would be 93.89%. (92.96%)

**Actions**

- The UTC sent letters to all parents where student's attendance is below 96% in the fifth week of the term.
- Continued high priority focus on attendance as a key success indicator of each student
    - o Assembly content
    - o Focus on references / UTC record of achievement
    - o CPD
    - o Coaching content / league tables
- A revised system for rewards and celebration of student's attendance for 18/19 is in place to reflect students who make improvements on their attendance each half term, to be reviewed at the end of T2.
- Pre-emptive work with students under 94% will begin at the start of Term 2.

**Persistent Absence.**

This is the measure of students in Year 10-11 with attendance below 90%. Figures tend to be skewed at the beginning of a year, where a day's absence exerts a large percentage impact. This is particularly the case where students

**KS4 Persistent Absence**

| Year % | Cohort size | 2018-19 | Cohort size | 2017-18 |
|---|---|---|---|---|
| 10 | 41 | 12.19% | 52 | 9.61% |
| 11 | 53 | 22.64% | 32 | 24.24% |
| Overall PA % | 94 | 18.08% | 84 | 15.29% |

**Yr10**

Persistent absence rates for Yr10 are good in comparison to the national Yr10 average (15.8%); of the five (5) students considered PA three (3) are late starters who have had a short period of illness, one (1) has had time off for religious observance and one (1) has been subjected to a family crisis.

Two (2) students are less than one register mark away from moving out of PA; this would bring the Yr10 PA to 7.31%.

**Yr11**

Persistent absence rates for Yr11 are higher than target.

- o Exclusions (3)
- o Illness (5)
- o Holiday / Family withdrawal (2)
- o School refuser (1)

Three (3) students in Yr11 require no more than two register marks to come out of the PA list; this would bring the Yr11 PA to 16.98%; the removal of the school refuser would further reduce this to 15.09%.

**Pastoral management**

Pastoral management is effective overall. Office moves have given increasing visibility to parts of the building including the 6th form study areas. The capacity offered by the team is effective in responding to incidents and increasingly in supporting with counselling and other preventative work as well as with careers and projects. Good relationships exist between the team and students and families. A focus continues to be to increase the involvement of coaches in more elements of pastoral care, thereby creating capacity at management level for more strategic inputs.

**Careers**

A range of strategies and initiatives have are in place, all successful. These include regular Expert Witness talks, work experience, site visits and assemblies. CPD content increases students' employability. A careers advisory service is starting soon focused on Year 11 and 13 students as a priority.

**Student voice**

Student voice systems are operating successfully this year. The new Student Council is in place and has met with actions ongoing, attached to a budget. A new Senior Student body has been formed and has met. A focus group is being formed to lead design of the LRC and another for the library, led by A level English students.

## Outcomes for children and learners

**Achievement and progress**

**Year 11**

Autumn 1 data has yet to be fully analysed: we are awaiting return of the Redborne analysis which will give clarity on progress and on performance by key group.

Headline data for Year 11 is as follows, with two sets of data presented: Assessment (as current performance related to Autumn term target) and Professional Prediction (as end of course prediction related to end of course target).

Current performance data is based on assessments and classwork, so will indicate some volatility from term to term in relation to professional prediction data which offers a smoother profile over time.

| Year 10 - 2017-2018 and Year 11 2018-2019 | Min target | Autumn 2018 target | Autumn 1 2018 attainment | Aut 1 2018 difference to target | Aut 1 2018 average effort | Autumn 1 2018 professional prediction | End of course target | Difference PP to EOC target |
|---|---|---|---|---|---|---|---|---|
| Attainment 8 overall average | 48.5 | | | 0 | | | | 0.0 |
| Progress 8 overall average | | | | 0 | | | | 0.0 |
| English average grade | 4.2 | 3.4 | 3.9 | 0.5 | | 4 | 4.3 | -0.3 |
| Maths average grade | 4.2 | 3.7 | 2.9 | -0.8 | | 3.8 | 4.4 | -0.6 |
| Science average grade | 3.9 | 3.0 | 4.3 | 1.3 | | 4.5 | 3.9 | 0.6 |
| Computing ave grade | 3.7 | 3.7 | 2.7 | -1 | | 3.5 | 3.8 | -0.3 |
| Engineering Business ave grade | 4.2 | 3.4 | 3.8 | 0.4 | 3.1 | 4.1 | 4.2 | -0.1 |
| Engineering First ave grade | 4.3 | 3.5 | 4.3 | 0.8 | 3.1 | 4.3 | 4.3 | 0.0 |
| English 4+% | 69% | 38 | 55 | 17 | | 66 | 74 | -8 |
| English 5+ % | 36% | 17 | 26 | 9 | | 26 | 38 | -12 |
| Maths 4+% | 64% | 51 | 30 | 21 | | 64 | 68 | -4 |
| Maths 5+ % | 42% | 32 | 19 | 13 | | 30 | 43 | -13 |
| Science 4+% | 64% | 25 | 66 | 41 | | 70 | 64 | 6 |
| Science 5+ % | 24% | 11 | 43 | 32 | | 45 | 25 | 20 |
| Computing 4+% | 56% | 53 | 23 | 30 | | 45 | 53 | -8 |
| Computing 5+ % | 24% | 23 | 6 | 17 | | 15 | 23 | -8 |
| Religious Studies 4+% | | 38 | 11 | 27 | | 38 | 73 | -35 |
| Religious Studies 5+% | | 17 | 6 | 11 | | 9 | 38 | -29 |
| First Engineering Pass+ % (reported | 100% | 100 | 100 | 0 | | 100 | 100 | 0 |
| First Engineering Merit+ % (Grades | 42% | 15 | 17 | 2 | | 30 | 40 | -10 |
| First Engineering Distinction+ % (G | 6% | 4 | 9 | 5 | | 2 | 6 | -4 |
| Business Engineering Pass+ % (repo | 100% | 100 | 100 | 0 | | 100 | 100 | 0 |
| Business Engineering Merit+ % (Gra | 36% | 17 | 17 | 0 | | 21 | 34 | -13 |
| Business Engineering Distinction+ % | 4% | 2 | 4 | 2 | | 11 | 4 | 7 |

Key findings: current performance

- English well above target at 4+ and 5+ (note targets are set by CAT4 tests – baselines indicate 35% 4+ and 19% 5+, indicating performance significantly ahead of track)

- Maths well below target based on current assessment and below baseline likely grades. Data to be explored and intervention planned.

- Computer science well below target. Analysis and intervention planned. Religious Studies well below target but new course in first half term of teaching.

- Science strong: data to be analysed further in relation to targets.

- Engineering and business studies appearing strong.

Professional predictions

- Science and engineering/business in line with or ahead of PP targets currently

- English, maths and computer science marginally below at 4+ with larger gap in religious studies. At 5+ gaps to target are wider.

Previous Redborne analysis of progress from KS2 and from baseline. This relates to Summer 2018 and will be updated shortly.
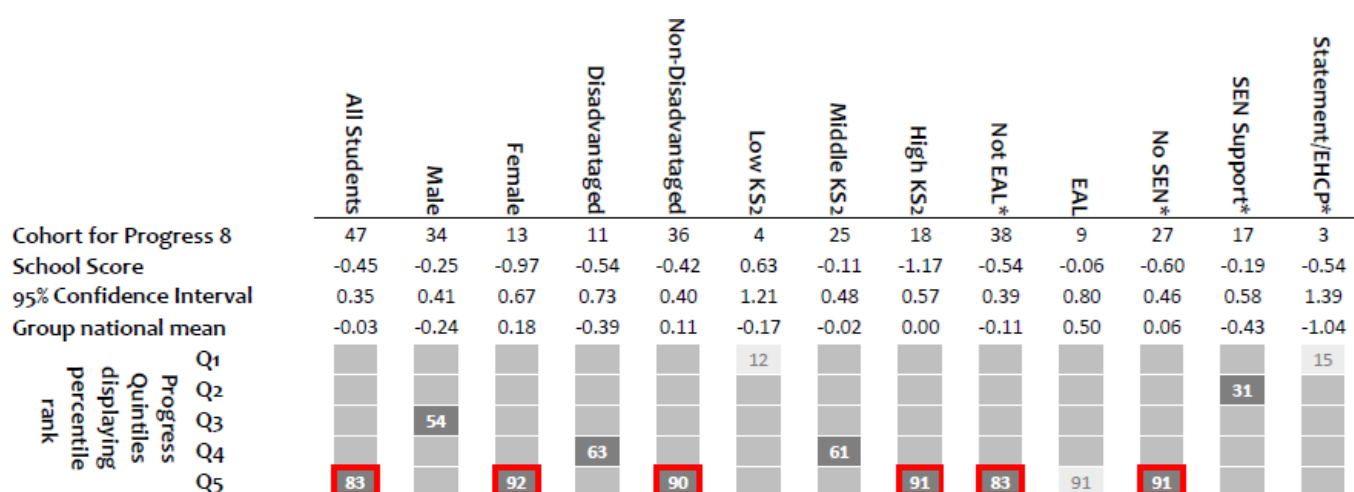
# South Bank Engineering UTC

Headline Figures - Year 10 - 2, Exam Year 2019

| Overall | This Collection | | Last Collection | Last Year () |
|---|---|---|---|---|
| - Attainment 8 | 43.5 | ↓ | 46.2 | |
| - Progress 8 (2017 benchmark) | -0.45 | ↓ | -0.22 | |
| - English and maths (% 4 and above) | 63.6 | ➡ | 67.9 | |
| - English and maths (% 5 and above) | 30.9 | ➡ | 37.5 | |
| - English Baccalaureate | 2.76 | ↓ | 3.15 | |
| **English** | | | | |
| - % 4 and above | 70.9 | ↓ | 87.5 | |
| - % 5 and above | 38.2 | ↓ | 53.6 | |
| - Progress 8 | -0.86 | ↓ | -0.51 | |
| **Mathematics** | | | | |
| - % 4 and above | 83.6 | ↑ | 71.4 | |
| - % 5 and above | 52.7 | ↑ | 44.6 | |
| - Progress 8 | 0.09 | ↑ | -0.22 | |

The headlines are

- Attainment 8 of 43.5 marginally below national level but well above UTC level of 37.1 (2017).
- Progress 8 at -0.45 is above the -0.5 floor target but well below national.
- The proportion achieving pass grades in both English and maths was close to the national level  at grade 4
- English progress score was very low currently at -0.86. Intervention is in place to rapidly increase this through split groups, TA and tutor support and other interventions.
- Maths predictions however were above the national average.

By group there were considerable variations when looking at Progress data from Key Stage 2.

| | 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 8 | 47 | 34 | 13 | 11 | 36 | 4 | 25 | 18 | 38 | 9 | 27 | 17 | 3 |
| School Score | -0.45 | -0.25 | -0.97 | -0.54 | -0.42 | 0.63 | -0.11 | -1.17 | -0.54 | -0.06 | -0.60 | -0.19 | -0.54 |
| 95% Confidence Interval | 0.35 | 0.41 | 0.67 | 0.73 | 0.40 | 1.21 | 0.48 | 0.57 | 0.39 | 0.80 | 0.46 | 0.58 | 1.39 |
| Group national mean | -0.03 | -0.24 | 0.18 | -0.39 | 0.11 | -0.17 | -0.02 | 0.00 | -0.11 | 0.50 | 0.06 | -0.43 | -1.04 |
| Q1 | | | | | | 12 | | | | | | | 15 |
| Q2 | | | | | | | | | | | | 31 | |
| Q3 | | 54 | | | | | | | | | | | |
| Q4 | | | | 63 | | | 61 | | | | | | |
| Q5 | 83 | | 92 | | 90 | | | 91 | 83 | 91 | 91 | | |

*Progress Quintiles displaying percentile rank*

Headlines:

- Boys were outperforming girls, although both are underperforming the national picture
- There was a progress gap between disadvantaged (-0.54) and non-disadvantaged students (-0.42)
- Low prior attainers were performing well, while high prior attainers appeared to be performing particularly poorly. This is an area of focus for the UTC with measures in place to address.
- SEN students were performing relatively better than their peers.

Exploring residuals and performance against target, the picture is more positive. Targets were generated against CATs tests on entry, giving an indication of the relative attainment of students against entry points.

| | Num. of stud. | Percentage achieving (GCSE 9-1 equivalent) | | | | APS | RPI | Tar Diff | | Last Collection | | | | La |
| | | 9-7 | 9-5 | 9-4 | 9-1 | | | | | 9-5 | 9-4 | APS | | 9-5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Mathematics** | | | | | | | | | | | | | | |
| Maths (General) | 54 | 15 | 54 | 85 | 100 | 4.9 | 0.6 | 1.4 | | 45 | 73 | 4.6 | ⬆ | - |
| **English** | | | | | | | | | | | | | | |
| English Language | 54 | 4 | 39 | 72 | 100 | 4.3 | -0.1 | 0.8 | | 55 | 89 | 4.7 | ⬇ | - |
| English Literature | 54 | 4 | 39 | 72 | 100 | 4.3 | -0.1 | 0.8 | | 55 | 89 | 4.7 | ⬇ | - |
| **Ebacc (Science)** | | | | | | | | | | | | | | |
| Computer Science | 54 | 0 | 24 | 57 | 100 | 3.8 | -0.7 | 1.0 | | 15 | 51 | 3.6 | ➡ | - |
| Science Double Award | 54 | 2 | 31 | 54 | 100 | 3.8 | -0.7 | 0.8 | | 58 | 89 | 5.0 | ⬇ | - |
| **Open** | | | | | | | | | | | | | | |
| Business Studies (BFA) | 54 | 9 | 41 | 100 | 100 | 4.8 | 0.4 | 0.5 | | 65 | 100 | 5.1 | ⬇ | - |
| Engineering Studies (BFA) | 54 | 30 | 65 | 100 | 100 | 5.4 | 1.2 | 1.1 | | 64 | 100 | 5.1 | ➡ | - |

The proportion of students predicted to achieve 9-5 and 9-4 in each subject area is presented in relation to targets. Targets were set based on CATs tests sat on entry at the start of Year 10. Thus where Progress 8 measures progress since Year 6, three years of which the UTC had no influence over, this data demonstrates the UTC's impact. The key column in Tar Diff – the difference in GCSE points in relation to target. In all subjects this is positive, with maths and engineering performing over one grade higher than target.

The RPI column indicates how well students in one subject do against the same students in other subjects. This reveals variations in performance, with science and computer science faring less well than other subjects and English slightly underperforming. Management strategies outlined above are in place to further drive progress and address the relative underperformance of subjects and key groups

**Year 13**

Current performance and professional prediction data are presented below in headline form for Autumn 1, noting relationship to Autumn (Christmas) targets. As with Year 11, we are awaiting the detailed analysis to be completed.

| | | | New min EOC target due to student changes/with drawals | Autumn 1 2018 target % | Autumn 1 2018 attainme nt% | Aut 1 2018 attainment difference to target | Autumn 1 2018 Professio nal Predictio n | EOC Target | PP difference to EOC Target |
|---|---|---|---|---|---|---|---|---|---|
| Maths A A*-E % | 100 | 100 | 100 | 100 | 100 | 0 | 100 | 100 | 0 |
| Maths A A*-C | 100 | 100 | 70 | 70 | 26 | -44 | 57 | 70 | -13 |
| Maths A A*-A | 8 | 43 | 4 | 4 | 9 | 5 | 4 | 4 | 0 |
| Core Maths L3 A*-E % | | 100 | 100 | 100 | 100 | 0 | 100 | 100 | 0 |
| Core Maths L3 A*-C | | 100 | 40 | 40 | 0 | -40 | 35 | 40 | -5 |
| Core Maths L3 A*-A | | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chemistry A A*-E | 100 | 100 | 100 | 100 | 100 | 0 | 100 | 100 | 0 |
| Chemistry A A*-C | 100 | 100 | 100 | 100 | 60 | -40 | 80 | 100 | -20 |
| Chemistry A A*-A | 14 | 60 | 20 | 20 | 20 | 0 | 20 | 20 | 0 |
| Physics A A*-E | 100 | 100 | 100 | 100 | 80 | -20 | 100 | 100 | 0 |
| Physics A A*-C | 100 | 100 | 100 | 100 | 20 | -80 | 30 | 100 | -70 |
| Physics A A*-A | 10 | 60 | 10 | 10 | 10 | 0 | 20 | 10 | 10 |
| Computing A A*-E | 100 | 100 | 100 | 100 | 100 | 0 | 100 | 100 | 0 |
| Computing A A*-C | 100 | 100 | 100 | 100 | 50 | -50 | 50 | 100 | -50 |
| Computing A A*-A | 0 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Key findings: current performance

- Performance at A*-E is in line with target bar physics

- Performance at C+ is well below in maths, chemistry, physics and computer science. Analysis of reasons is ongoing and intervention is in place

- Maths A/A* is above target

Professional predictions

- All subjects are predicting 100% A*-E grades

- Predictions of A*-C grades are below target – analysis and individual intervention being conducted

- Predictions of A/A* are in line with targets.

Redborne data has been published in relation to Summer 1 2018 data entry. It is presented as follows:

## South Bank Engineering UTC

Subject Summary - Collection: Year 12 - 1, Exam Year: 2019

| Qualification Type<br>Subject name | Size | Value Added score | Lower confidence | Upper confidence | Number of entries |
|---|---|---|---|---|---|
| **Core Maths Qualifications at Level 3** | | | | | |
| Mathematical Studies | 0.5 | -0.07 | -0.64 | 0.51 | 22 |
| **BTEC Diploma Level 3** | | | | | |
| Engineering Studies | 1 | **1.33** | 0.94 | 1.73 | 21 |
| **GCE A level** | | | | | |
| Chemistry | 1 | 0.35 | -0.67 | 1.38 | 5 |
| Computer Studies/Computing | 1 | 0.33 | -0.81 | 1.46 | 4 |
| Mathematics | 1 | 0.52 | -0.22 | 1.26 | 12 |
| Mathematics (Further) | 1 | 0.61 | -0.75 | 1.97 | 3 |
| Physics | 1 | **0.72** | 0.03 | 1.42 | 12 |

In terms of value added, scores are good in all subjects bar Core Maths, which was close to the national level of performance based on prior outcomes. The single BTEC for academic students was performing particularly well. Looking in more detail, each subject was placed into one of five quintiles in relation to national outcomes, with 1 being the highest:

Core maths      3
Computer science  2
Chemistry  1
Maths 1
Further maths 1
Physics 1
Engineering (single A level equivalent) – no quintile as national cohort size too small

This was a positive outcome set against students' GCSE scores, although work to secure improved VA in computer science and Core maths is required.

BTEC National Extended Diploma at level 3 was more of a concern based on Redborne data: the UTC average points score of 73.9 was well below the national score (2017) of 98: 2.5 grades below national across a triple qualification. This is related to the stage of the course where students are refining assignment grades, but also due to an incorrect comparison: the NQF new framework which UTC students are studying is far more rigorous than the outgoing QCF qualification to which students are measured, meaning this measure is problematic.

# South Bank Engineering UTC

Completion and Attainment - Collection Year 12 - 1, Exam Year 2019

## Pearson BTEC Level 3 National Extended Diploma in Engineering

| | |
|---|---|
| Institution Average Point Score | 73.9 |
| National Average Point Score | 98.7 |
| Difference (points) | -24.8 |
| Difference (grades) | -2.5 |

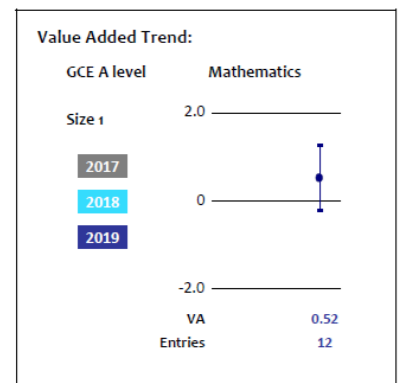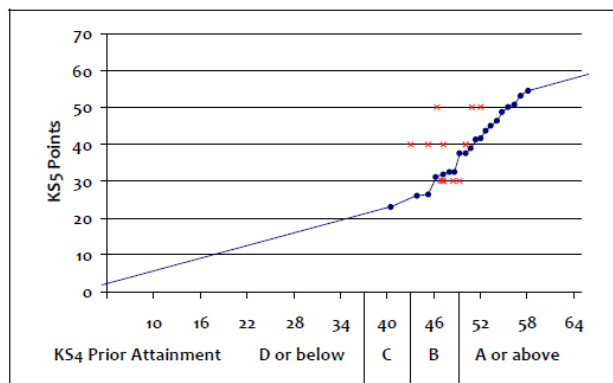| Surname | Forename | First appeared with result | Current Grade | Current Points | National Average Attainment | Difference (points) | Difference (grades) |
|---|---|---|---|---|---|---|---|
| Abu Serrieh | Nora | Year 12 - 1 | DDD | 105 | 98.73 | 6.27 | 0.6 |
| Achaibou | Ahmed | Year 12 - 1 | *DD | 120 | 98.73 | 21.27 | 2.1 |
| Aiddo-Mensah | Bassah | Year 12 - 1 | MMM | 75 | 98.73 | -23.73 | -2.4 |
| Allen-Mowatt | Tai-Moniere | Year 12 - 1 | MMP | 65 | 98.73 | -33.73 | -3.4 |
| Aoki | Ryan | Year 12 - 1 | DDM | 95 | 98.73 | -3.73 | -0.4 |
| Barrett | Patrick | Year 12 - 1 | DMM | 85 | 98.73 | -13.73 | -1.4 |
| Benchouikh | Samir | Year 12 - 1 | *DD | 120 | 98.73 | 21.27 | 2.1 |
| Blin | Emmanuel | Year 12 - 1 | MMM | 75 | 98.73 | -23.73 | -2.4 |
| Cockburn | Jahzeil | Year 12 - 1 | PPP | 45 | 98.73 | -53.73 | -5.4 |

Subject-level data has been published which is used to leverage intervention through middle leaders and teaching staff.

# South Bank Engineering UTC

GCE A level Mathematics, Level 3 Value Added, Collection Year 12 - 1, Exam Year 2019

| Grade | Points | No. of Students | Total Points |
|---|---|---|---|
| A* | 60 | 0 | |
| A | 50 | 3 | 150 |
| B | 40 | 4 | 160 |
| C | 30 | 5 | 150 |
| D | 20 | 0 | |
| E | 10 | 0 | |
| U | 0 | 0 | |

Total Points Achieved = 460

Value Added Trend:

GCE A level    Mathematics

Size 1

2017
2018
2019

VA    0.52
Entries    12

**Value Added (grades):**

$$\text{Tot Pts Achieved - Tot Pts Needed} \over \text{Number of Students x Size x 10}$$

$$= \frac{460 - 398}{12 \times 1 \times 10}$$

$$= \boxed{0.52}$$

| Prior Attainment Grade | U - D | C | B | A - A* |
|---|---|---|---|---|
| Number of Students | 0 | 0 | 8 | 4 |
| Average Estimated Points | | | 30 | 39 |
| Average Estimated Grade | | | C | B |
| Total Estimated Points | | | 243 | 155 |

Total Points Needed = 398

| | No. of Stud. | Ave Points | Ave Grade | Value Added |
|---|---|---|---|---|
| All Students | 12 | 38 | B | 0.5 |
| Male | 10 | 37 | B- | 0.4 |
| Female | 2 | 45 | B+ | 1.1 |
| FSM6 | 3 | 40 | B | 0.4 |
| Not FSM6 | 9 | 38 | B- | 0.6 |
| B at KS4 | 8 | 36 | B- | 0.6 |
| A or above at KS4 | 4 | 43 | B+ | 0.4 |

$$\boxed{Q1}$$

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

| Q5 | Q4 | Q3 | Q2 | Q1 |
|---|---|---|---|---|
| | | | | 12 |
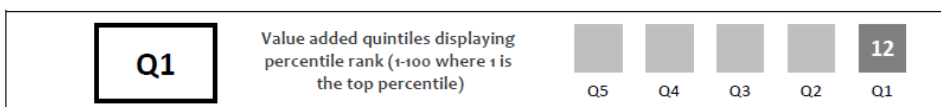
# Effectiveness of leadership and management

**Staffing**

The UTC is fully staffed with teachers.

Changes

November 2018

Jacqui Collins to take promoted post as HR Manager for the trust, with marketing and admissions backfill to be sought

Two new engineering teachers recruited to replace Lettie Tang and Shane Beckford leaving at Christmas. Both experienced, one on promoted post.

Two new TAs recruited to start after ½ term in SEND to replace two who left in Summer; one to also act as science Lab Technician. One new maths TA to replace Han-Sun Park

**Leadership and management**

Considerable preparation for Ofsted has taken place, with a range of information supportive including evaluation of outcomes data, SMSC, local context and pupil premium. This has led to updated SEF and improvement plan being updated to reflect identified priorities.

Triangulation of views has taken place with DfE, BDT, Secondary Improvement Advisor and Judicium reviews all in place. Common theme is that UTC leaders know the school; are aware of its strengths and areas for development, have evidence to support and are working effectively on the areas for improvement.

The curriculum has evolved in line with the UTC's vision. A new level 2 pathway comprising NVQ Greenpower course with re-takes has proven popular and is at capacity. BTEC Level 3 Diploma in engineering is combined with BTEC sub-dip in Business to minimise the requirement for examinations in maths and will drive outcomes. GCSE Religious Studies has been added to KS4 to improve students' ability to think critically as well as to develop their moral and ethical positions.

The new working day has been positively received, with more discretionary time for staff to mark and assess, plan and run interventions and for increased staff training and development.

British values are actively promoted through a positive culture in the UTC in line with its vision and values. The pastoral and SMSC programme is strong.

Governance is evolving, with a review feeding into a refined structure at LGB and trust level – the School Advisory Board is now in place with link governors attached to key UTC functions. Visits are ongoing with a close focus on link areas. Governors are well-trained and aware of issues nationally and locally which impact on the UTC. Governors are involved in holding leaders to account for performance and do so within a climate of positivity and challenge and are better able to evidence this challenge through meeting minutes. Specific training on preparation for inspection has taken

place. The new Executive Principal structure along with central HR and business management will increase the capacity of the trust to support the development of the UTC.

The UTC's improvement plan continues to be updated along with the self-evaluation form. A strategic priority remains to develop the capability and capacity of middle leaders: the Director of English and Development is already making an impact in this area; an Extended Leadership Team meeting weekly focusing on teaching and learning is enabling rapid improvements in practice, and a middle leaders meeting chaired by the Vice Principal is building capacity.

A new Management Information System (MIS), SIMS is now in place and is supporting the effective reporting and tracking within the UTC. Further training is being rolled out to key staff to support in this area. A new card entry system and cashless catering system are being installed which will further streamline attendance and catering functions for the 6th form.

The MAT has agreed for the UTC to join the Lambeth Schools Partnership. This will bring in SIA support as now, but will also increase the level of training and support which can be leveraged through the local authority. A new bid for School to School support will be launched in the coming weeks with Lilian Baylis Technology College, in the absence of Dunraven, who have been unable to provide support this year for capacity reasons.

# HR/SCR/UKVI Audit Report Findings
## Summary of Key Areas that need Addressing
### South Bank Engineering UTC

Date of Audit:  2nd October 2018

Auditor:  Karen Lowe

Auditing Organisation:  Judicium Education

Summary of Key Issues:  although most of the processes were in place, there were a few gaps that needed addressing following on from the audit.  The gaps include one identity check missing, one missing start date, originals of the professional certificates to be in place and the EEA check from the single central register was missing.  Breakdown of the issues and actions are as follows.

| Issue | Current Progress | Outstanding Actions |
|---|---|---|
| Incomplete/missing contents pages in files | This related to new starters in September 2018 and has now been completed. | Completed. |
| One file did not contain the start date of employment | This related to a file held at the Trust office for an historical recruit prior to opening.  A duplicate file has now been created to be held at the UTC. | Completed. |
| One employee's identity check was missing | This related to a file held at the Trust office for an historical recruit prior to opening.  A duplicate file has now been created to be held at the UTC. | Completed. |
| Application forms need to be placed in HR files if missing | Two instances related to files held at the Trust office for historical recruits prior to opening.  Duplicate files have now been created to be held at the UTC.<br>The third instance related to a member of staff whose file had been mislaid during the transition between Phases 1 and 2.  The application form has now been inserted into a newly created file. | Completed. |
| Job descriptions need to be in HR files | This related to a number of historical recruits, prior to opening, and has now been completed. | Completed. |
| Missing contracts need to be placed in HR files | The two instances related to files held at the Trust office for historical recruits prior to opening.  Duplicate files have now been created to be held at the UTC. | Completed. |
| All professional certificates need to be filed and originals retained | Two instances related to files held at the Trust office for historical recruits prior to opening.  Duplicate files have now been created to be held at the UTC.<br>One instance related to a member of staff whose professional certificates had previously been in the file but had been mislaid during the transition between Phases 1 and 2.  The certificates have now been sourced from the member of staff and inserted into the file.<br>Seven instances related to members of staff whose roles do not require the completion of a professional qualification and are therefore not required for the file. | Completed |
| EEA check missing from single central register check | This has now been included.  The UTC is still seeking some clarification from Judicium as the DfE secure access site, where the checks should be conducted, requires the TRN and date of birth to of the teacher in question, and the two staff for whom EEA checks should be completed are not qualified teachers and therefore a TRN cannot be provided. | In progress. |

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