

Meeting of the South Bank Engineering UTC Local Governing Body

4.00 - 6.00 pm on Wednesday, 7 March 2018

in South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
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's Report	9 - 36	DC
6.	Review of staff training & staff survey results	37 - 72	DC
7.	Student Recruitment	73 - 76	DC
8.	Safeguarding	77 - 80	DC
9.	Finance management report	Verbal Report	NF
10.	Governors visit	Verbal Report	RB
Items to note			
11.	Update from MAT	Verbal Report	RB
12.	Reports from subcommittees	81 - 82	AE
13.	Local school risk register	83 - 86	DC

Date of next meeting
4.00 pm on Tuesday, 15 May 2018

Members: Rao Bhamidimarri (Chair), Ed Arthur, Ian Brixey, Dan Cundy, Beau Fadahunsi, Natalie Ferer, Sarah Gordon, Richard Parrish, Tony Roberts, Ruth Smith and Joanne Young

In attendance: Leona Ross (prospective parent governor) and Alexander Enibe

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**Minutes of the meeting of the South Bank Engineering UTC Local Governing
Body**

held at 4.00 pm on Wednesday, 6 December 2017

**South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill
SW2 1QS**

Present

Ian Brixey (Chair)
Rao Bhamidimarri
Ed Arthur
Dan Cundy
Natalie Ferer
Tony Roberts
Joanne Young

Apologies

Sarah Gordon
Richard Parrish
Joanne Shand
Ruth Smith

In attendance

Claire Viner
Alexander Enibe
Beau Fadahunsi (prospective parent governor)

1. Welcome and apologies

In the absence of the chair, Ian Brixey agreed to chair the meeting.

The chair welcomed the governors to the meeting. The above apologies were noted.

Beau Fadahunsi (prospective parent governor), who attended the meeting as an observer, was introduced to the LGB.

2. Declarations of interest

No governor declared any conflict of interest in any item on the agenda.

3. Minutes of previous meeting

The LGB approved the minutes of the meeting of 20 September 2017 subject to an amendment in minute 5, which was changed by the chair from UAE to UTC.

4. **Matters arising**

There were no matters arising from the previous meeting.

5. **Principal's Report**

Rao Bhamidimarri joined the meeting.

The LGB discussed the report.

The LGB discussed staffing budget and noted that the CEO and Principal are working on the recruitment of an additional, unbudgeted engineering teacher. The recruitment of this additional teacher was supported by the LGB.

The Principal confirmed that the art design project supported by LSBU is going well.

The employer projects, which are currently running, are going well. The LGB requested how the impact from the employers' support to the student is being measured. The Principal confirmed that there has been good feedback from teachers and students, and that it is linked to the students' curriculum. The LGB requested that the Principal consider some KPIs of the impact of the Employer projects and interaction for consideration so that an auditing body can see these.

The LGB noted the current lateness problem with some of the students. There are interventions and sanctions in place to reduce persistent lateness.

6. **Self Evaluation Form**

The LGB noted the report, which would be updated to reflect the issues raised in the DfE report. The LGB discussed undertaking self-evaluation.

7. **Improvement Plan**

The LGB noted the improvement plan which will be linked to South Bank Academies' Towards 2020 strategic plan.

8. **DfE Visit Report**

The LGB noted the report.

Although, the DfE acknowledged that there "has been good progress" since the last visit, the LGB discussed the issues raised in the report.

The LGB expressed concern over safeguarding, the governors requested to know how to ensure that the measures put in place to improve safeguarding are actually working, and how to have access to high level information on the UTC's safeguarding issues in order to be able to monitor progress.

The Principal confirmed that the UTC has a good way of communicating clearly to the students on what to do and who the right contacts are when they are faced with safeguarding issues.

The LGB noted the DfE's concern over the management team being stretched and how that is affecting a number of areas. That additional recruitment consideration should be made to resolve the problem of excessive teaching hours.

The LGB expressed concern over the "inconsistency in teaching" and the low recruitment of students into the UTC. The LGB requested that there should be a framework on how to deal with the issue of "inconsistency in teaching" raised in the DfE report and there should be targets set to achieve results. The LGB agreed that the low recruitment of students should be looked into and discussed further at the next LGB meeting of 7 March 2018.

The LGB noted the concerns raised by the DfE over how management team were stretched and how this is affecting a number of areas.

The Principal confirmed that a business case had been drafted and would be circulated.

9. Review parent, staff & pupil survey results

The LGB noted the report.

The LGB requested that future meeting papers should be presented with cover sheets, with a summary of the key points from the paper.

The LGB requested that a staff survey be conducted with the results presented at the next LGB meeting of 7 March 2017.

The LGB noted the safety issues raised by two students in the student survey, and agreed that there should be more engagement on safeguarding.

The Principal left the meeting at 5.56 pm due to the evening open day at the school.

10. Parent Governor

The LGB noted an update on application for parent to join the LGB as parent governor.

The LGB noted the poor attendance of some governors.

11. Reports on decisions from subcommittees

The LGB noted the reports on decisions from subcommittees.

12. Update from MAT

The CEO confirmed that there should be more communication between the Board and LGB. The notes of the recent joint strategy session would be circulated to LGB members.

13. Governors visits

The LGB noted the governors' visits reports from Ian Brixey and Ed Arthur.

14. Local school risk register

The LGB noted the school risk register, which needs to be updated ahead of discussion at the Audit committee.

15. UTC Internet safety report

The LGB noted the internet safety report. There were no recorded instances of inappropriate material being accessed by students.

16. Finance management report

The LGB noted the finance report to 31 October 2017.

The LGB noted that the forecasted salary figures were showing underspend on the budget. The LGB requested that the Business Manager should show the surplus more clearly in the budget, so that they can easily identify how funds can be provided for some of the Principal's proposals.

17. Register of business interests

The LGB noted the register of business interests.

**Date of next meeting
4.00 pm, on Wednesday, 7 March 2018**

Confirmed as a true record

..... (Chair)

**SOUTH BANK ENGINEERING UTC LOCAL GOVERNING BODY - WEDNESDAY, 6 DECEMBER 2017
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
8.	DfE Visit Report	The LGB requested that the Principal should have a framework on how to deal with "inconsistency in teaching" raised in the DfE report and there should be targets set to achieve results	7 March 2018	Dan Cundy	To do
		The LGB requested that the low recruitment of students should be looked into and discussed at the next LGB meeting of 7 March 2018.		Dan Cundy	On agenda
9.	Review parent, staff & pupil survey results	The LGB requested that future meeting papers should be presented with cover sheets, with summary of key points from the paper	7 March 2018	Dan Cundy	Completed
		The LGB requested that a staff survey be conducted with the results presented at the next LGB meeting of 7 March 2018		Dan Cundy	On agenda
12.	Update from MAT	Notes from the recent joint strategy session to be circulated to the LGB		Alexander Enibe	Completed
16.	Finance management report	The LGB requested that the Business Manager should show the surplus more clearly in the budget, so that they can easily identify how funds can be provided for some of the Principal's proposals		Claire Viner	To do

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Principal's Report

Cover sheet

Dan Cundy. 28th February 2018.

Executive Summary

The structure of the report mirrors the Ofsted inspection framework with the following main sections.

Headlines:

- Quality of teaching, learning and assessment. Overall good and improving but remaining fragile due to the makeup of the staffing body. Good practice shared increasingly well. Employer partnerships and focus on employability remain a real strength. Increased support heading towards exams working well.
- Personal development, behaviour and welfare. Conduct is good overall, with systems working well but with some challenging conduct from some individuals. A more challenging cohort this year with larger group sizes is requiring further input. Attendance improving but is not yet good for 6th form. Lateness remains a concern amongst some students. Pastoral care, guidance and support works well with improved CEIAG.
- Outcomes for children and learners. Overall good. Strong performance in many subject areas and amongst key groups noting effect of small cohort size. Particular focus on Year 11 and 13 outcomes. Individualised support in place through intervention based on data analysis.
- Effectiveness of leadership and management. Overall good. Some safeguarding actions urgently put in place following DfE review. Curriculum appropriate and working well despite some BTEC framework challenges. High expectations throughout and positive culture linked to vision clearly articulated. Governance robust: challenge and support evident. Equality, values demonstrated and articulated effectively.

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Principal's report to governors.

Dan Cundy. 28th February 2018

Quality of teaching, learning and assessment

Staffing and management

A high priority has been to ensure that the UTC operates a surplus budget, while retaining the ability to undertake significant marketing and student recruitment activity. With a costly curriculum in terms of resourcing, leaders have focused on ensuring that the staffing model is lean and as efficient as possible.

The focus on efficiency is complicated by local and national staffing challenges: there is a shortage of good quality teachers, particularly in STEM subjects, and particularly in Inner London. Engineering is rarely taught in schools and there is no teacher training programme for engineering teachers in the UK.

Of the engineering teaching team, two are experienced, qualified teachers, two are unqualified in their second year of teaching and two are unqualified in their first year of teaching, one of whom is also new to the UTC. Within this team, until January 2018, there was an over-allocation of lessons with most of the team teaching above their suggested loading based on experience. The consequence of this is a lack of time to plan, resource and assess to their full potential in addition to a lack of management capacity to support and develop inexperienced staff.

Having had some budget released to recruit additional capacity in engineering, leaders are seeking to appoint an experienced candidate, although this is proving problematic. In the interim, a teacher of BTEC business is in post three days a week releasing capacity into the team, which will be productive. Delivering a range of BTEC courses (engineering in two frameworks at two levels and two different course sizes plus Business to two cohorts) plus Smart Product Design requires considerable planning and resourcing, and many units can only be delivered now specialist equipment is in place, creating challenges with time to complete units. This is being addressed through careful management and planning.

There are four students with EHCPs at the UTC. There are now two high quality Teaching Assistants working to support the SENDCO, although this is a recent development. In-class support is in place with specialist support in English, maths and science, which is being deployed to good effect, for example in the creation of additional small-group teaching sets. Particular focus is being paid to examination groups with Year 11 prioritised.

The non-teaching staff team is small and all have multi-faceted roles: for example the Marketing and Communications Manager, a key function in the UTC also has an admissions, administration, PA, HR and office manager component to her role. Data and Exams are managed by one person. The Finance Officer role comprises an attendance dimension. The apprentice Front Desk officer has

resigned with immediate effect with a temporary member of staff covering. The lack of back office capacity hinders the UTC's effectiveness in student recruitment and data analysis for example.

A DfE-led safeguarding review has highlighted the lack of experience and the very new systems in place at the UTC. There is a training need which was urgently addressed through pastoral managers completing DSL stages 2 and 3 training; areas for development were identified which were addressed with some urgency to the satisfaction of the DfE. The attendance function would benefit from being consolidated into one non-teaching role in line with most schools, budget permitting; we are advertising for a new Front Desk Officer role to comprise much of the attendance administration function.

The leadership team remain spread extremely thin. The Principal function for example includes all the accountabilities of any state school with the additions of business links and marketing and recruitment. This is posing a significant challenge. The two additional leaders, although both substantively in post now, both have multi-faceted roles. A close scrutiny of budget and staffing structure for the next academic year is required in order to maximise effectiveness in preparation for Ofsted in Term 7.

Early steps are being taken to draw down capacity from LSBU and expertise from UAE. This will be beneficial to the UTC. A recent example has been an agreement for LSBU students to create digital content to support marketing activity.

The UTC has received notice from a teacher of physics (unqualified) for the end of the academic year, with an engineering teacher (unqualified) leaving before Christmas 2018. A chemistry teacher vacancy has arisen too, and a potential restructure in view of a predicted lack of demand for A level biology is likely. The recruitment process for new staff is underway.

Quality of teaching

Observations of teaching are structured half termly. Feedback is given to teachers in order to support their development and improvement, with targeted CPD in place on identified issues, such as stretch and challenge or SEN provision. Internally, observations are graded, with the cumulative total below:

	Half Term						Total	Percentage	KPI
	1	2	3	4	5	6			
Outstandi	6	5	5	0	0	0	16	33%	35%
Good	8	8	9	0	0	0	25	52%	
Requires	2	2	1	0	0	0	5	10%	
Poor	0	1	1	0	0	0	2	4%	
Total	16	16	16	0	0	0	48		
							Good or Outstandin	85%	100%

Of the lessons observed as not yet good, three staff are involved. Two are unqualified, including the Poor lesson delivered by a beginner teacher. This beginner teacher is unlikely to be part of the teaching team next year. An established Lead Teacher is also being supported to improve teaching and management expertise, with regular management activity being fed back to the Principal. His latest lesson observation was judged Good.

A response to the needs of Year 10 is to split English groups into three ability sets: this is active for some lessons on the timetable. Year 11 groups have benefited from small group withdrawal to enable smaller group sizes and more personalised support.

CPD takes place each Monday to support continued improvement in T&L. A Beginner Teacher group operates under the Principal's leadership weekly to explore and share good practice. A weekly T&L Briefing takes place with staff sharing good practice: most recently with a new concept of Knowledge Bank templates – simple documents outlining good ideas developed then shared in house. These engagements cumulatively mean high quality, personalised and contextualised development for all staff to increase expertise and capacity.

The most able students are extended through the Brilliant Club programme, led by Russell Group university students with selected Year 10 and Year 12 students. This is working well to extend students' thinking and raise aspirations.

A budget for external tuition has been agreed at trust level, with plans being developed to give additional support in a small-group environment. Timetable changes will take place after Easter for Year 11 to create additional personal study time for the completion of past exam papers and for additional support.

Assessment

Assessments have taken place to ensure students with additional needs receive the additional time in examinations which they may be entitled to. Staff training has taken place to ensure that staff are better able to meet the needs of SEND students in lessons through targeted differentiation and support.

Regular assessment is taking place in the classroom to ensure an accurate picture of student performance is maintained. From this subject teachers are able to plan and action intervention, with a particular priority on Year 11 students. Intervention sheets are collated and tracked centrally.

Focus remains on ensuring the accuracy and validity of assessments: BTEC assignment marking has been approved in engineering. Both English teachers are examiners for their boards. In maths and science collaborative work and moderation has taken place to benchmark assessment data to good effect.

Inputs from employer partners.

Employer and university partnerships have added considerable value this year. They serve to develop students' technical skills, enhance their HEARTBEAT employability skills, contextualise their learning, drive engagement and create opportunities for future engagements.

Skanska

- A Graduate team breakfast meeting with DCU, with a Year 12 engagement ½ day being planned to include workshops on engineering health and safety, environmental engineering and on individual site projects.
- Open evening presentation on 22nd Jan 2018 with two Skanska graduates present in support of UTC
- Discussions regarding summer project 'Office of the future' with Ruhul Amin and Ian Brixey. The organisation and scope of the project have been agreed upon which will start in late April 2018.
- Meeting to discuss apprenticeship pathways arranged.

GSTT

- Visit on 12th Jan 2018 with presentations by GSTT and tours for year 12 of the engineering facilities. Year 12 project ongoing in engineering curriculum time.
- Project using CAD to produce a plug for hospital beds was launched on the same date.

Kings

- A variety of Monday afternoon talks have taken place on a variety of topics mainly in healthcare sciences
- Wheelchair project with year 10 has been running since November. Evolution of 2016-17 project also involves fabrication dimension.
- Meeting to discuss healthcare science apprenticeships arranged.

LSBU

- Computing project presentations were given on 15th December by year 10 at LSBU. This was the culmination of 6 weeks work. A guide has been produced by LSBU for delivering this project in other schools as part outreach work, using the UTC experience as a pilot.
- KBA had a meeting with R.Tate and S.Barikzai to develop plans for LSBU involvement for the year 2018-19. This includes further projects, an engineer in residence and targeted curriculum support for engineering.
- UCAS advice sessions delivered to Year 13 students
- Strategic planning ongoing at executive level to bring additional support and engagement from LSBU to bear. Meeting with Head of Estates booked to discuss facilities use.

Engagements with wider partners

Squire & Partners: Year 12 project on Brixton Windmill starting in March 2018; micro-enterprise activities including LED light project in planning phase.

St James: education provision including taster events, sector talks, mock interviews and site tours arranged: dates to be confirmed

Sir Robert McAlpine: work experience programme organised

Bowmer & Kirkland: work experience programme organised

Mace: work experience programme organised

Publicity

The Times Educational Supplement have ghost written a piece for publication in a special STEM supplement to be published in February. This will give national exposure to the innovative and powerful partnerships created between the UTC and its sponsors and partners.

Personal development, behaviour and welfare

Conduct and attendance

As outlined in previous reports, in the early stages of its journey, the UTC has been undersubscribed, and has enrolled a large proportion of students with complex educational histories. Many of these students have found the transition to the UTC's expectations of independent, professional and self-

motivated study a real challenge. This is the case this academic year for many Year 10 students, but also unusually for a large proportion of the Year 12 cohort.

Strong and clearly understood systems are in place to reward and sanction students. This has fed well into praise and celebrations, for example with Student of the Month displays and end of term celebration events. Students aspire to succeed and relish being rewarded. Some staff need to more explicitly praise and reward 6th form students. League tables are produced and shared weekly and have good buy-in from students.

Sanctions systems work well on the whole. In-class conduct is good overall, with support and intervention in place in isolated areas where it is not yet good, for example amongst some Year 10 or Year 12 level 2 students. Pastoral managers supported by SLT work to intervene with individual students to redirect conduct or to support staff. UTC leaders are working to increase pastoral capacity in order to conduct more preventative rather than reactive intervention with students.

Students are engaged with developing their own employability skills, which are exemplified and assessed through the UTC's own system: HEARTBEAT. Students understand that there are opportunities to enrich them, for example through trips or work experience programmes, which are open only to students with the strongest conduct records. They are increasingly aware that their references will be important in their next steps and are shaped by their conduct. Level 2 Year 12 students are now clearly aware that they need to meet entry requirements in order to join a Level 3 programme in 2018-19, which include evidence of professional conduct.

Year 13 personal study works effectively, as it did last academic year, with students semi-supervised on second floor spaces. Year 12 personal study however has proven challenging at times, with some damage and unprofessional conduct experienced, especially when students are not directly supervised. Supervision is logistically challenging given the low staff numbers and heavy workload. A new system for Year 12 personal study is in the implementation phase.

Exclusions

Although the UTC has high expectations around conduct and will pursue internal and external exclusion (suspensions) there is a preference to support students through other means where possible, for example through parental meetings and monitoring reports, many of which work well.

Internal suspensions are used for serious or persistent issues, such as accruing a large number of behavior incidents (negatives) or lates, or for poor conduct in lessons. 16 students, 16 days in total. 14 male, 2 female. One SEN. 9 Black Caribbean, 6 Black African, one Portuguese origin.

External (fixed term) suspensions have increased markedly in the face of some very poor conduct, including theft, racism, bringing the UTC into disrepute. There was one persistent offender who is no longer on the UTC roll. 23 exclusions, 15 students. 13 boys, two girls. Two SEN, 4 Black African, 3 Black Caribbean.

Attendance

Attendance figures for Year 10 and 11 are reported to the DfE. Attendance stood at 95% for the academic year to Christmas 2017 for Year 10 and 11. No key group was significantly below target.

Lateness remains a key challenge for the UTC with a significant number of students arriving persistently late to the UTC in the mornings, usually by a maximum of ten minutes. A new and streamlined system with stronger sanctions is in place for lateness since January 2018: for every ten lates, parents are summoned to the UTC for a meeting, with the student placed in internal

are offering advice and guidance for example through King's lecture sessions and through Skanska project days. A recent Skanska graduate day was very powerful for Year 12 pathways.

Student voice

Student voice systems are operating successfully this year with two main systems. Every coaching group has a Student Council Rep, with fortnightly meetings with the Principal and pastoral management team to hear and act on student feedback.

The Senior Student team has also been working well. Recent activity has focused on creating mentoring opportunities, service with the local elderly population and a table tennis tournament.

Outcomes for children and learners

Learning areas report

English

Very strong teaching overall. Proactive work to drive progress especially in Year 11 with additional withdrawal groups and booster sessions. Use of competition and public league tables. Year 10 now set by ability. Year 12 re-take group lacking commitment and maturity. TA and Yipiyap working well. Seeking to offer A level English for 2018.

Maths

Stronger teaching now permanent team established with Sam Ottley joining in January. Additional small group withdrawal for Year 11 weakest students. Core maths Year 12 and 13 far stronger now. Additional TA support in place.

Science

Much greater range and quality of practical science. Teaching broadly good, although inconsistent lead teacher. Larger team enables specialist teaching. A level going well. Technician support has moved department forward.

Engineering

Lack of capacity and experience boosted temporarily by business supply teacher; longer-term solution being sought. More workshop activity appreciated by students; range of employer projects ongoing. Challenge with unit completion given framework switch for 13T2. Year 10 class sizes a challenge with workshop activity.

Computer science

Larger team more cohesive but both part-time. Teaching good. Resourcing good. National scandal has removed coursework component from GCSE which will impact our learners. A level content challenging. Very small class size in Year 12.

CPD

Year 10 working towards Preparation for Working Life short course GCSE; going well. Year 11 and 12 content linked to current themes in line with UTC mission and values. Year 13 focus on UCAS and pathways.

Achievement and progress

Year 11 is the primary area of focus.

Year 11 - 2016- 2018	New end of course target	Summer 2 2017 professional prediction	Difference to target	End of course target	Autumn 2 2017 professional prediction	Difference to target
Attainment 8 overall average	53.55	55.18	1.63	53.55	52.97	-0.58
Progress 8 overall average						
English average grade	5.42	5.39	-0.03	5.42	5.27	-0.15
Maths average grade	5.25	5.67	0.42	5.25	5.12	-0.13
Science average grade	5.30	5.06	-0.24	5.30	5.12	-0.18
Computing ave grade	5.39	5.02	-0.37	5.39	5.52	0.13
Engineering ave grade	5.30	6.24	0.94	5.30	5.61	0.31
English 4+%	100%	100%	0%	100%	97%	-3%
English 5+ %	91%	91%	0%	91%	76%	-15%
Maths 4+%	97%	88%	-9%	97%	94%	-3%
Maths 5+ %	88%	76%	-12%	88%	76%	-12%
Science 4+%	97%	82%	-15%	97%	88%	-9%
Science 5+ %	88%	64%	-24%	88%	73%	-15%
Computing 4+%	100%	100%	0%	100%	100%	0%
Computing 5+ %	91%	94%	3%	91%	82%	-9%
Engineering Pass+ % (reported as Grades 1-4)	100%	100%	0%	100%	97%	-3%
Engineering Merit+ % (Grades 5-6)	86%	94%	8%	86%	79%	-7%
Engineering Distinction+ % (Grades 7-9)	11%	51%	40%	11%	36%	25%
Basics indicator (5+ in English and maths)	88%	69%	-19%	88%	70%	-18%
Basics indicator (4+ in English and maths)				100%	94%	-6%

The data above indicates professional predictions weakening slightly against targets (which as discussed previously are challenging and built on strong progress). The UTC score of 52.97 is above the national average of 48. A difference to target of -0.58 represents each student being half a grade below target in one of the ten qualifications on average.

The proportion of students predicted grades 5+ and above (strong passes at GCSE level) have slipped slightly. Overall this is due to several factors not least examination technique, which is being addressed with urgency by all lead teachers.

Basics indicator of 70% is increased since Summer 2 data although below target.

By group, there is variation evident, noting as always the cohort size of 33 students:

Autumn 2	Attainment 8 min expected	Attainment 8 Autumn 2 PP	Difference to min exp
All pupils	53.55	52.97	-0.58
High prior attainers	64.9	60	-4.9
Middle prior attainers	52.4	53.4	1
Low prior attainers	40	38.25	-1.75
Boys	54.6	53.68	-0.92
Girls	47.6	49	1.4
Black Caribbean	52	49.75	-2.25
Black African	54.1	55	0.9
White British	53	57	4
Disadvantaged	52.9	49.43	-3.47
Non-disadvantaged	54	55.58	1.58
More able disadvantaged	65	60	-5
SEND	50.4	47.1	-3.3

Where there are groups performing well below expectations, it usually is reflective of three students who are significantly underachieving: these students influence the performance of several groups. For example AE is a Black Caribbean SEND pupil premium boy.

Year 10 data is on the following page.

Year 10 - 2019	End of course target	Autumn 2 2017 professional prediction	Aut 2 2017 difference to target
Attainment 8 overall average	48.5	46.8	-1.7
Progress 8 overall average			
English average grade		4.7	1.1
Maths average grade		4.7	0.3
Science average grade		4.8	1.1
Computing ave grade		3.5	0.2
Engineering Business ave grade		4.9	0.7
Engineering First ave grade		5.0	0.7
English 4+%	69%	89%	20%
English 5+ %	61%	55%	-6%
Maths 4+%	64%	73%	9%
Maths 5+ %	42%	46%	4%
Science 4+%	64%	89%	25%
Science 5+ %	24%	58%	34%
Computing 4+%	56%	49%	-7%
Computing 5+ %	24%	15%	-9%
First Engineering Pass+ % (reported as Grades 1-4)	100%	100%	0%
First Engineering Merit+ % (Grades 5-6)	40%	64%	24%
First Engineering Distinction+ % (Grades 7-9)	6%	9%	3%
Business Engineering Pass+ % (reported as Grades 1-4)	100%	100%	0%
Business Engineering Merit+ % (Grades 5-6)	35%	66%	31%
Business Engineering Distinction+ % (Grades 7-9)	4%	11%	7%
Basics indicator (5+ in English and maths)		64%	

Year 10 are a weaker year group than Year 11 on average. A different target-setting methodology is used, derived from CATS tests. This is in line with other UTCs and is approved by Ofsted.

Year 10 professional predictions are below targets currently by 1.7 points. Intervention is in place to support an improvement in progress and to counteract the effect of a very wide ability spread, large class sizes (of 27) and SEN and behavioural issues.

In subject areas, at 5+ Science and maths are above target and English and computer science narrowly below. Engineering is performing strongly.

Year 12

Year 12 - 2018 to Year 13 - 2019	Min target	Stretch target					
			Maths A1	Maths T1	Maths L1	Autumn 2 2017 target %	Autumn 2 2017 Professional Prediction
Maths A A*-E %	100	100	100	100	100	100	100
Maths A A*-C	71	100	82	100	100	8	38
Maths A A*-A	4	46	0	0	33	0	4
Further Maths A A*-E %	100	100				100	100
Further Maths A A*-C	100	100				33	100
Further Maths A A*-A	33	66				0	0
Chemistry A A*-E	100	100				100	100
Chemistry A A*-C	100	100				43	71
Chemistry A A*-A	14	71				0	14
Physics A A*-E	100	100				100	100
Physics A A*-C	100	100				30	90
Physics A A*-A	10	80				0	40
Computing A A*-E	100	100				100	100
Computing A A*-C	100	100				100	100
Computing A A*-A	0	100				0	0
			Engineering A1	Engineering T1	Engineering L1	Autumn 2 2017 target %	Autumn 2 2017 Professional Prediction
Engineering Ext Dip PPP+	100	100		100	100	100	100
Engineering Ext Dip MMM+	100	100		100	100	88	89
Engineering Ext Dip DDD+				91	0	0	37
Engineering Sub Dip P+	100	100	100			100	100
Engineering Sub Dip M+	100	100	100			100	100
Engineering Sub Dip D+	100	100	100			100	90

Year 12 data is looking positive in terms of Professional Predictions against target. Academic route students (A level and BTEC Sub Dip) have all met strict entry criteria of Grade 6+ at GCSE so are able to access the course well, and small group sizes mean personalised attention and closely targeted teaching. Each course has 6 hours per week teaching which is generous in relation to many schools.

Particular strengths are an Additional Maths A level group which is performing very strongly, in addition to Maths A level overall, while Physics is performing very well at A*-C grade.

Engineering is predicting very strong results, especially at the higher grades, although some Academic Route students are below expectations currently at Distinction+

Year 13

	Min target	Stretch target				
Year 13 - 2018						
			Maths A1	Maths T1	Autumn 2 2017 target	Autumn 2 2017 prof predicted grade
Maths A A*-E %	100	100	100	100	100%	100%
Maths A A*-C	55				54%	86%
Maths A A*-A	0				0%	11%
Chemistry A A*-E	100	100			100%	100%
Chemistry A A*-C	71	100			67%	67%
Chemistry A A*-A	0	14			0%	0%
Biology A A*-E	100	100			100%	100%
Biology A A*-C	67	100			67%	67%
Biology A A*-A	0	33			0%	33%
Physics A A*-E	100	100			100%	100%
Physics A A*-C	60	100			63%	81%
Physics A A*-A	7	7			0%	0%
Computing A A*-E	100	100			100%	100%
Computing A A*-C	39	92			39%	54%
Computing A A*-A	0	0			0%	0%
			Engineering A1	Engineering T1	Autumn 2 2017 target	Autumn 2 2017 prof predicted grade
Engineering Ext Dip PPP+	100	100		100	100	100
Engineering Ext Dip MMM+	100	100		100	100	100
Engineering Ext Dip DDD+	23	78		63	33	67
Engineering Sub Dip P+	100	100	100		100	100
Engineering Sub Dip M+	100	100	100		100	91
Engineering Sub Dip D+	95	100	95%		83	83

Year 13 data is also positive overall. Performance in maths A level is predicted to be good in relation to target with students making strong progress. Biology and physics indicate above target performance at grades C and above as does computer science. As with Year 12, a generous curriculum allocation, effective teaching and small group sizes give benefit.

Engineering is strong, albeit with a small number of students recently missing internal assignment deadlines with the result that they will be moved to a Diploma (2 A level) pathway in order to secure stronger grades at Merit+.

EPQ is ongoing with students continuing their independent work.

Effectiveness of leadership and management

Safeguarding

Systems for safeguarding students are strong. A DfE-led review identified a number of areas for urgent action which were remedied quickly. These included strengthening systems for vulnerable students, students with medical needs and for monitoring attendance. Since then, a Lambeth audit took place successfully, although the final report is yet to be published. The single central register is regularly updated with vetting checks complete including Section 128 checks on school leaders. The site is secure, with visitor entry controlled. Potential safeguarding issues are assessed and dealt with appropriately and quickly by the pastoral team and the Designated Safeguarding Lead, Kam Bains. Training has been completed for DSL levels 2 and 3 by both pastoral managers as deputy DSLs. Staff personnel files are updated and stored securely, with second references in place for all staff.

A new recording system hosted online, CPOMS, is in the process of being installed to facilitate recording and reporting. Additional training for drugs awareness is being planned, but training in line with statutory requirements has taken place for all staff including KCSIE Part 1 and Prevent training. A central record of safeguarding concerns has been recorded and all safeguarding reports have been dealt with appropriately and decisively, involving outside agencies where appropriate.

A fire safety audit has been completed in the new building with the overall risk rated at Medium, in line with other schools. Action points have been identified and have been addressed where possible with the assistance of the builders. There have been no accidents or injuries on site. Issues with the site which may constitute H&S risks are quickly flagged to the admin team who work with B&K to rectify quickly.

Buildings, facilities and equipment

Judicium operate as the UTC's health and safety consultants. A recent H&S review was undertaken by Judicium with the report published imminently. An action plan will follow. A site supervisor is still not in place at the UTC, although LSBU are pricing a support service. Maintenance of plant and equipment needs to be prioritised before the end of the academic year. The building is secure, with a recent Secure by Design meeting not indicating any concerns.

An initial fire safety consultation took place in August 2017 prior to taking occupation of the new building. This presented a set of recommendations around fire safety equipment and formed the procurement list for B&K, who installed it on site. Fire systems have been tested and drills undertaken. All staff have been signed up to Judicium online H&S training courses.

Risk assessments are carried out for all practical activities in workshops and science laboratories. CLEAPSS protocols are followed in all cases. Chemicals are stored safely in the science prep room under staff supervision. Inventories of hand tools are retained with tools checked out and in during practical lessons. Safety equipment is used in lessons and maximum group sizes are observed in workshops for example in welding. Most specialist PPE is in situ in workshops – for example safety glasses. Year 10 have all purchased safety boots. Staff have had requisite training to use machinery. Engineering staff have completed CLEAPSS H&S training courses.

Appropriate signage is in place in workshops and around the site to alert to potential health and safety issues. Signage is in place with regard to fire evacuation routes and the use of fire equipment.

Work is ongoing to secure the delivery of remaining furniture and specialist equipment.

Leadership and management

The vision and values continue to be central to the UTC's way of working and communicated effectively and consistently. Staff morale remains good; relationships are positive and professional. The UTC is well managed although lacking in capacity in key areas. Systems operate effectively, and are stronger in certain areas since actions following a DfE safeguarding review.

Line management and performance management works effectively, with staff well-supported against clear job descriptions and targets. Mid-sessions reviews and probationary period reviews are underway in the coming weeks. It is important to create additional capacity to support and develop staff more effectively. To this end a revised UTC day is planned for 2018-19 onwards. This day shortens break and lunch and each lesson slightly, creating an earlier formal finish. This will enable more flexible time at the end of the day for interventions or other management activity to enhance capacity and drive student achievement.

Start – coaching time	8.30
Period 1	8.50
Period 2	9.40
Break	10.30
Period 3	10.45
Period 4	11.35
Lunch	12.25
Period 5	1.10
Period 6	2.00
Period 7	2.50
Enrichment	3.40

The taught curriculum increases from 33 to 35 lessons a week, as all days will now comprise seven periods.

The curriculum is appropriate for the aspirations of learners, the vision of the UTC, to ensure cost-effectiveness and to meet accountability measures. Leaders take decisions in the best interests of students: for example to revert to the previous BTEC framework in the face of challenges with the NQF. A curriculum review for 2018-19 has been undertaken with the outcome that little will be changed other than the addition of A level English to broaden the curriculum. This is to enable the UTC to further 'bed in' pre-Ofsted. In future years, consideration will be made to T levels and to the International Baccalaureate.

British values are actively promoted through a positive culture in the UTC in line with its vision and values. For example, a full day theatre workshop with all Year 10 students helped students understand the values of democracy, tolerance and respect and supported their ability to understand and counter extremist ideologies.

Governance is strong and effective. Governors are well-trained and aware of issues nationally and locally which impact on the UTC. Governors are keenly involved in holding leaders to account for performance and do so within a climate of positivity and challenge.

The UTC's improvement plan continues to be updated along with the self-evaluation form (SEF). This is used to inform the structure of SLT meetings, which are efficient and effective. A strategic priority is to develop the capability and capacity of middle leaders. Ongoing external validation reviews take place. Most recently a positive review of engineering provision was conducted, with a 'Mock Ofsted' to be carried out in late March along with the next monitoring visit from DfE.

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This section of the report should be removed before sharing the report with the academy, sponsor or trust; confidential, internal only information should be included here but could, potentially, be subject to an FOI request.

Academy name	South Bank Engineering UTC
Academy address	56 Brixton Hill, Brixton, London SW2 1QS
Sponsor/ MAT	South Bank Academies
Open date	1.9.2016
Date of visit	22.1.18
Adviser	Jayne Lowe
CoG	Rao Bhamidmarri
Principal	Dan Cundy

Key issues for RSC and HTB to be made aware
See individual sections

Page 27

Key actions for follow-up:
See individual sections

RAG rating following visit

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

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Date of visit	22.1.18
Adviser	Jayne Lowe
CoG & email	Rao Bhamidmarri
Principal & email	Dan Cundy

Purpose of visit		
See context.		
Key issues	Notes on actions	By whom/when
<p>Concerns, Referrals and Record Keeping</p> <p>Concerns and referrals are managed by the DSL and Pastoral Leads for KS4 and KS5. Records are kept in the secure notes area of SchoolBase and some students also have paper files. Paper files are used to keep minutes from case conferences, meetings and communications from social care.</p> <p>The record keeping system does not provide a cohesive overview of safeguarding concerns and actions the school have taken to keep children safe. The team are potentially looking to develop electronic records and have been speaking with CPOMS to develop a module that synchronises with SchoolBase.</p> <p>There is no overview of the vulnerable cohort as there is no register or list of vulnerable children. The DSL and Pastoral Leads were not aware of those children subject to Child Protection (CP) plans.</p> <p>The team have not made any multiagency referrals since the UTC opened.</p> <p>There are issues with file transfer; one of the cases reviewed during the visit who arrived subject to a CP plan did not have a safeguarding file when they joined the school.</p>		

Actions:

- Overhaul safeguarding records to ensure they are compliant and robust by;
 - Developing a vulnerable students register to ensure that all children who are at risk are known to and monitored by staff
 - Ensuring that all safeguarding concerns/information is recorded on SchoolBase
 - Analysing all of the concerns raised and ensure that appropriate actions and referrals have been made (in line with local procedures) to ensure students are safe (Immediately)
- Ensure that all staff understand what constitutes a concern and how to report concerns (Immediately)
- Ensure that leaders and delivery staff understand what needs to be recorded and moderate use of SchoolBase (Immediately)

Training and Induction

The DSL holds records of all safeguarding training undertaken by staff.

All staff have undertaken Level 1 safeguarding training that was delivered by Lambeth LA. Staff have also undertaken a series of online training modules including CSE, FGM, Prevent and FM. The DSL has scheduled a series of briefing sessions and access to a range of training modules for the current term; these include faith abuse, domestic abuse and substance misuse.

Staff have also received part 1 of Keeping Children Safe in Education (KCSIE 2016) and have signed to say they have read and understood it. The KCSIE Part 1 register is also held by the DSL.

Governors do not appear to have undertaken any safeguarding training.

Actions:

- Review the safeguarding training plan once the vulnerable student register is developed to ensure student cohort data and local context informs the training plan (Immediately)
-
- Brief staff on what constitutes a concern to strengthen

CP files kept in a separate drawer to other safeguarding files - done
Register of all students to be prepared – done and emailed to JLO
New version attached
Secure notes on MIS to be reviewed – reports pulled off MIS by KBA.
All reviewed and checked 29-1
Log of concerns to be kept - ongoing
Analysis of concerns to implemented – w/b 29--1

All staff attended Level 1 Safeguarding training on September 6th 2017. Issue guidelines on concerns to staff – KBA 29-1 can I see a copy of what went to staff?
Set up a new safeguarding email – KBA 26-1 done with common reporting form. CPOMS to be introduced ASAP
Guidelines on information to be recorded – done KBA 25-1 to be reviewed by SLT again and record sent

KBA 25-1
KBA 25-1
KBA 25-1
KBA 25-1
KBA w/b 29-1

KBA 29-1
KBA asap

KBA 25-1

KBA 26-1

reporting (Immediately)

- Ensure governors undertake relevant safeguarding training including Prevent (Immediately)

Prevent

The DSL is also the Single Point of Contact (SPOC). He is aware of whom to contact with referrals and concerns. There is a Preventing Extremism Policy in place that was reviewed last academic year. No referrals have been made to Channel and no extremism/radicalisation concerns have been raised by staff. All staff have undertaken Prevent training. The team have not undertaken a Prevent risk assessment.

'Game On' have been with year 10, 11 and 12 on preventing extremism and the PSHE delivery team have also delivered interactive sessions with students.

Actions:

- Undertake a Prevent risk assessment and implement appropriate measures to reduce risks (February 2018)

SR and HR Files

The SCR is managed by the HR and Communications Manager. She has been involved in recruitment and the development of the SCR since the school opened.

She adopted an SCR template from Southwark. The SCR has several tabs for employees, contractors, governors, central staff, volunteers and leavers. Appropriate checks are undertaken for staff and others with the exception of Section 128 checks.

Contractors visiting the UTC are vetted by their employers; their DBS checks and identification are then validated by the UTC before they can gain access.

HR files are well ordered. In the four files audited all appropriate checks, ID, qualifications and references were evident. Some of the files also contain selection documents evidencing safer recruitment processes. Selection and recruitment paperwork is generally held in a central file that is separate to the HR files.

Actions:

Plan for 2018 to be reviewed – in process. More training perhaps on mental health and domestic violence. Let's not say perhaps lets focus on data from children

Issue guidelines on concerns to staff – CPD Mon 29-1

Check governors training – DCU to check via Alex Enibe, Monthly meetings with safeguarding governor (RBH) and DCU. 05-17 for Prevent Training

Risk Assessment completed and sent

KBA 29-1

DCU 26-1

KBA

- Undertake Section 128 checks for all staff in leadership and management positions and for all governors (Immediately)

Children not in School

The Director of Engineering leads on attendance with assistance from Pastoral Leads for KS4 and KS5 and a team of coaches.

Last year attendance was around 95-96%, attendance for the autumn term 2017 was 88%.

Office staff manage first day calling procedures and daily register checks. Staff are alerted to complete and correct registers as required. First day calls and emails are sent on day one of absence. If the child is absent for a second day the case is escalated to Pastoral Leads.

Pastoral Leads pursue absence from day two and are able to authorise a series of warning letters when student's attendance falls to 96%, 94%, 92% and 90%. Pastoral Leads are also authorised to make referrals to Lambeth for those whose attendance falls below 90%. Whilst there is, a significant number of students who have attendance below 90% no referrals have been made. Student absence is not routinely tracked over time so the impact of interventions is not known.

Pastoral staff do not undertake home visits to check on welfare of students or to pursue absence.

Attendance and safeguarding procedures are not closely aligned. The team are not clear about LA CME or who to contact, nor are they clear about how to undertake reasonable enquiries to locate children who could be missing. More recently, attendance data has been shared with coaches and students on a weekly basis in order to enforce sanctions for lateness and to reiterate expectations to students.

Actions:

- Review escalation procedures to ensure that swift action is taken when attendance concerns arise and that parents and LA are engaged (Immediately)
- Review roles and responsibilities for attendance to ensure these are closely aligned to safeguarding responsibilities

JCO to conduct S128 checks 26-1 confirm when this has been done Completed 31-1

JCO

DCU and DBE: Attendance system to be implemented w/b 29-1 please can you send attendance policy/procedure so we know what the approach is and who is doing what
 Attendance data to be cleansed and updated – FBR ongoing by 26-1 what does cleansed mean- what have you found? PM marks for personal study for KS5.
 Ensure contact with parents and LA – DCU and DBE to roll out system – pastoral managers/attendance officer to administer.

DCU/DBE
FBR
DCU/DBE
DCU/DBE

(Immediately)

- Evaluate the impact of absence intervention on a regular cycle to inform future practice (February 2018)

Risk Assessment and Educational Visits

The DSL is the Educational Visits Co-ordinator (EVC) and leads on risk assessment of the UTC site and equipment. Extensive on-site assessment of the site, workshops and laboratories was undertaken prior to opening to establish robust working practices to minimise risk. Staff have undertaken extensive accredited training to ensure they are certified to utilise all engineering equipment.

An on-site technician looks after ongoing maintenance to minimise risks as and when defects arise.

The educational visits policy outlines roles and responsibilities of leaders and governors and makes clear procedures for organising a trip.

Trip proposals are completed by the member of staff leading the trip and are then submitted to the EVC. The EVC then checks the proposal before authorising the trip. Two risk assessments for visit were reviewed, these included students details, transport arrangements, permission letters and risk assessment of all activities.

Looked After Children (LAC)

The DSL is the Designated Teacher for LAC and has undertaken online training around these responsibilities. There are currently no LAC at the UTC.

Actions:

- Make contact with the Virtual Headteacher to establish a working relationship (February 2018)
- Ensure that staff are alert to private fostering arrangements and that these are reported to social care (Immediately)

e-safety

The DSL leads on e-safety. Web filtering is deployed by external IT consultants. There is an onsite technician who responds to day-to-day maintenance. There is no monitoring of software or systems to oversee activity.

DCU and DBE organisational flow chart. –Attendance Policy Updated to reflect this.

Home visits for students missing in education what does this mean- what's the procedure? Outlined in updated policy
Cross check risk register and attendance data DSL via pastoral managers.

(Classroom management training for staff – CPD need)

½ termly analysis by group – FBR led by DCU; of PA students and impact – Pastoral managers led by DBE what interventions will be put into place? This is now in place

DBE

KBA attempted contact 25-1, to be repeated. KBA in contact with Virtual School.

KBA to audit student roll 26-1. KBA has drafted protocol on private fostering arrangements. To be added to policy 1-2.
Coaching staff and pastoral managers to be informed by KBA

KBA

KBA

by

Students use their devices in and around the UTC after issuing staff with their MAC address. All students sign up to an acceptable use policy during induction. All students and staff are assigned UTC email addresses that they use for all communications. All year groups have received input on online safety and sexting delivered by the in-house team or the police. Students spoke positively about input from UTC staff and the police.

Medical Needs and First Aid

The medical room is opposite the pastoral office. Pastoral Leads oversee medical needs and administer medication as needed.

Medical needs information is requested at the point of admission but updates do not appear to be requested. Medical information is held on the UTC MIS System.

Both emergency and non-emergency medications are stored securely in a locked cabinet within a locked room, keys to this room are held by Pastoral Leads. A list of students with medical needs is also stored in the secure drawers. In some cases, conditions and medications are identified on the list. Medications are stored in labelled zip-lock bags. There are medications for students who are not on the medical needs list and therefore not logged in the MIS System. Some zip-lock bags contain asthma plans or letters from clinicians but many do not. Some medications do not have boxes with prescription labels or dosage instructions. One bag contained a prescription from 2015 and another bag contained an Epi-pen that goes out of date next month. There are no routine checks of expiry dates.

Pastoral Leads generally issue medication; some details of administration are recorded in a book. The date, time, name of child, dosage and name of medication are recorded in the majority of cases but not all.

The DSL is the only trained first aider; several other staff are due to be trained in February.

Actions:

- Review all medical needs information held on school system with students and parents and then establish a regular cycle of review (Immediately)

Medical needs published in staff room to be checked from report (Schoolbase). Communication to staff has occurred and staff room update posted 29-1.Update for Feb 2018 produced

KBA

- Work in partnership with the school nurse to develop care plans for those students who require them and establish a regular review cycle for plans (Immediately)
- Ensure that emergency medication is easily accessible and as close to students as it can be (Immediately)
- Audit all medications held onsite and organise for the collection, disposal and replenish of medications as appropriate (Immediately)
- Establish a regular audit routine for all medications held on site (Immediately)
- Refine systems for recording the administration of medications to ensure that records are accurate and that gaps for students taking daily medications can be identified easily (Immediately)
- Deliver training for staff on asthma and allergies/Epi-pen use to raise awareness of conditions and treatment of them (Immediately)

Designated Person(s)

The Vice Principal undertakes the DSL role. He is supported by Pastoral Leads for KS4 and KS5. The DSL has undertaken Level 3 training; Pastoral Leads are due to undertake Level 3 training in the summer.

The DSL and Pastoral Leads meet weekly to review safeguarding concerns and cases held on SchoolBase.

A new safeguarding governor has been involved in one short meeting with the DSL to find out about practice at the UTC.

Actions:

- Clarify roles of the pastoral leads and the DSL to ensure that;
 - All roles and responsibilities outlined in KCSIE 2016 pages 59-61 are understood and undertaken
 - The DSL and Pastoral Leads arrive at well-informed decisions about referrals and actions
 - The work of the DSL and Pastoral Leads are regularly audited and checked (Immediately)

Termly review to be implemented through communication with families – annual plan. KBA w/b 29-1
 Nurse to assist in preparing plans by when? – SWA and nurse, for students with medication. **Met with nurse on 8-2 to complete. All referrals made. Awaiting plans from nurse**
 Plan review protocols to be established by KBA to be managed by pastoral managers.
 Emergency Medications moved to school office – students and staff to be informed 26-1 by KBA
 Audit completed 25-1 KBA. Medication list published, collection organised and communications home re packaging issued.
 Collection organised. Have all of these actions happened?
All have been actioned
 Termly audit to be implemented: KBA to manage.

New system for logging medication issue in place using proforma – in place 25-1 KBA can I see a copy? **Attached**

Nurse led Epi-pen and asthma training to staff with general first aid on 1st September INSET. Online training available to new staff. Two qualified first aiders.

Pastoral managers undertook Level 2/3 DSL training in Feb 2018. **Advanced Safeguarding Children, Designated Safeguarding Officer Provided by highspeedtraining**
 Pastoral managers and SLT to re-read all of KCSIE (focus p59-61) – DCU and KBA yes 25-1 DBE, SWA 29-1 and add to job descriptions where appropriate-
 Link to previous actions on referrals – KBA completed 31-1

KBA

SWA/KBA

KBA

KBA

KBA

KBA

KBA

KBA

DCU and KBA

KBA

Policies

The safeguarding policy was reviewed and ratified by governors last academic year. The policy on the website does not appear to be the most up to date version. There are several references to out of date guidance in the policy published online.

Policies for whistle blowing and complaints have been shared with staff and are held in a shared area electronically. Stages and points of contact are made clear in both documents. The DSL intends to update staff on policies that have been recently reviewed to prompt them to revisit these documents.

Actions:

- Review website to ensure that updated policies are published online (Immediately)
- Strengthen staff understanding of policies relating to safeguarding by signing or confirming that they have read updates and by undertaking checks of understanding through periodic questioning of staff (February 2018)

Risk register created and all students reviewed

Item on SLT agenda and LM agenda for DCU and KBA; also in weekly safeguarding meetings.

Half termly report to be produced by DSL to be reviewed by governors

Governance standing item on safeguarding; regular intervention and scrutiny from safeguarding governor. DCU discussed and agreed with RBH 26-1. Monthly meeting between DCU and RBH

Policy to be uploaded onto website – DCU 25-1 done

Staff have been sent KCSIE part 1 and signed for this.

All staff have re-issued safeguarding policy 26-1 and signed as read 29-1.

CPD sessions and case study based work – on the CPD training plan KBA,

Session on County Lines took place on 29-1 led by Met Police

DCU and KBA

DCU and KBA

DCU

DCU

KBA

Evidence and sources

Discussions with;
DSL
Pastoral Leads
Director of Engineering/Attendance Lead
HR and Communications Manager
Students
Scrutiny of;
Policy documents
SCR and HR Files
Electronic and paper safeguarding records
Medications and medical records



Staff survey

Cover sheet

Dan Cundy. 28th February 2018.

- Staff survey conducted in February 2018 as repeat of that completed in November 2017.
- Results generally very positive with high levels of fulfilment, trust, direction, satisfaction and buy-in.
- High levels of capability self-reported
- Concern over level at which work intrudes on staff private lives
- Concern over level of stress and pressure
- Staff training comprehensive and responsive to need



Staff surveys

Staff surveys were completed anonymously for all staff online through Google Forms in February 2018.

- Results generally very positive with high levels of fulfilment, trust, direction, satisfaction and buy-in.
- High levels of capability self-reported
- Concern over level at which work intrudes on staff private lives
- Concern over level of stress and pressure

Actions:

- Staff room improvement campaign – staff social rep has collated list of ideas to improve staff professional area: to be actioned by SLT with £300 budget attached.
- Employee perks to be re-advertised: free lunch, Perkbox and WPA Healthcare scheme
- Wellbeing programme to be further developed to include staff recreation and social activities: LSBU gym membership to be explored.
- Due consideration given to supporting effective work-life balance
- Continued dialogue with staff to continue to improve wellbeing and reduce stress

Staff training

Staff CPD takes place every Monday from 4.00-5.00pm. The schedule is a combination of planned content delivery plus sessions responsive to identified needs. In addition to a pre-opening five day INSET programme, Monday CPD has comprised:

Basic First Aid
Safeguarding Level 1
Prevent
Assessment for Learning
Marking and Feedback
Supporting SEND
Interventions
Sexting

County Lines
Behaviour Management
Planning Lessons
Interventions and data

Additionally, staff have attended external training courses. For example the VP on National Professional Qualification for Headship, the AVP on the National Professional Qualification for Senior Leadership, an Aspiring Head of Science course for the Lead Teacher of Science. Both pastoral managers have attended Level 2 and 3 DSL training. The Finance Officer has attended first aid training and several staff have benefited from training organised by Lambeth and the Baker Dearing Trust. Online training modules have been made available for staff, for example on GDPR for senior staff and for health and safety for all staff.

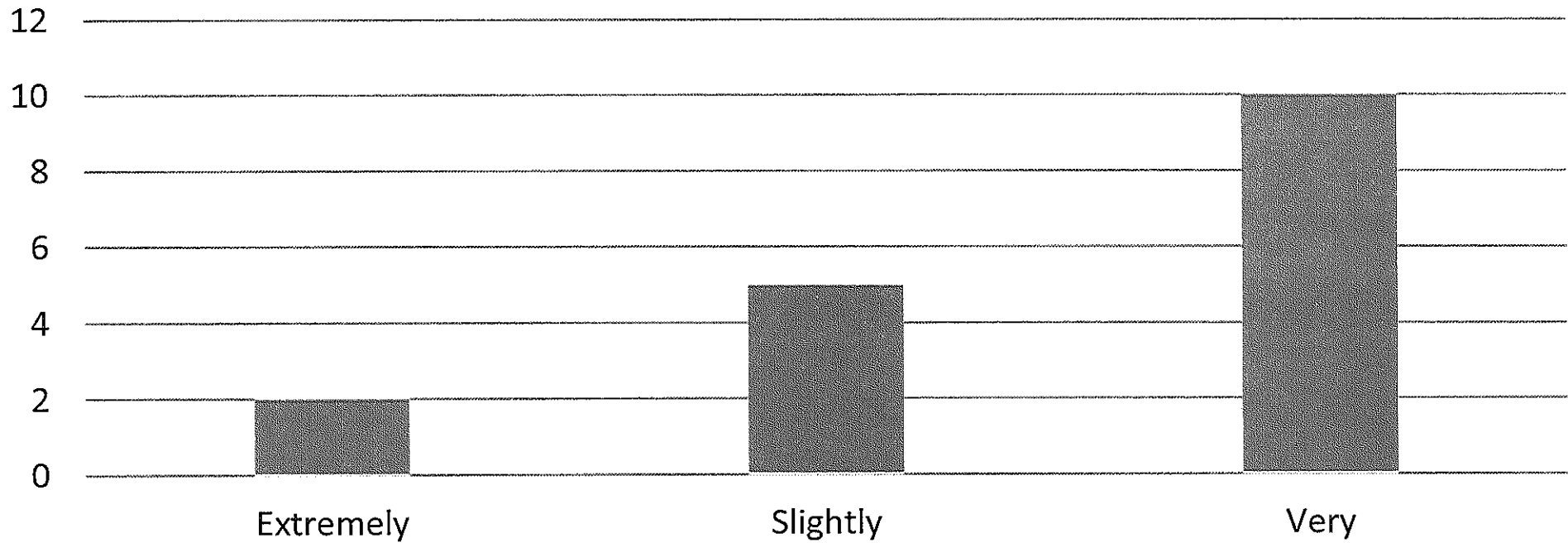
As discussed in the Principal's report, additional training is devoted weekly to teaching and learning through Friday briefings, and to beginner teachers through Thursday meetings. Dedicated, personalised training and support is put in place to all teachers not yet consistently good in their teaching or management.

Staff survey results are presented below.

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Count of 1. Is your work fulfilling?

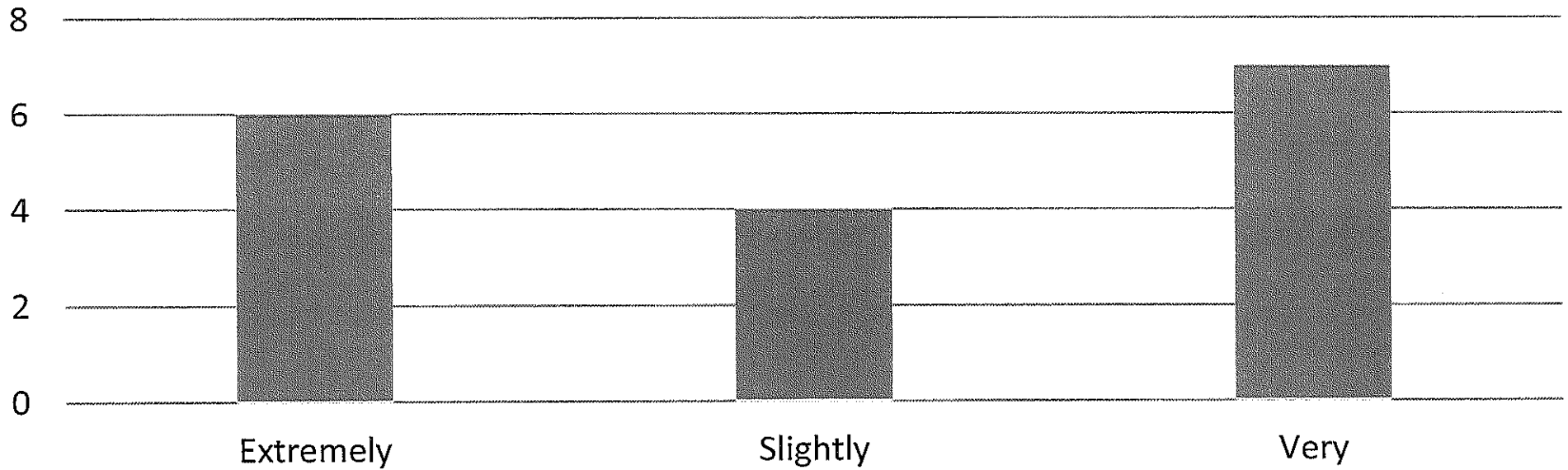
Count of 1. Is your work fulfilling?



1. Is your work fulfilling?

Count of 2. In general terms, do you trust the senior people in your organisation?

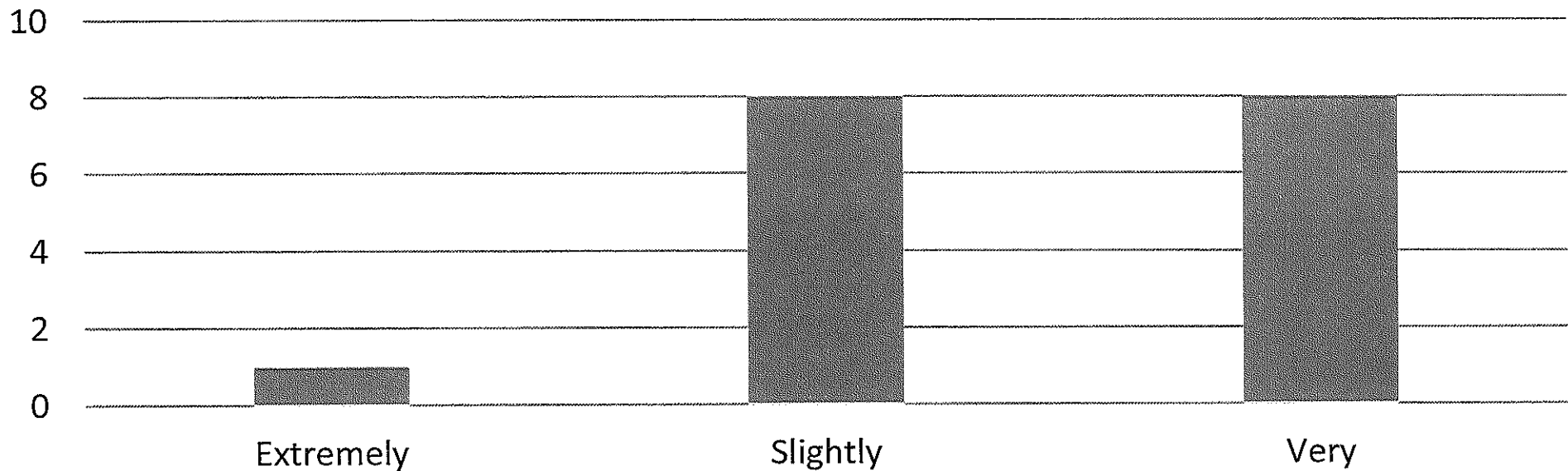
Count of 2. In general terms, do you trust the senior people in your organisation?



2. In general terms, do you trust the senior people in your organisation?

Count of 3. Do your daily work activities give you a sense of direction and meaning?

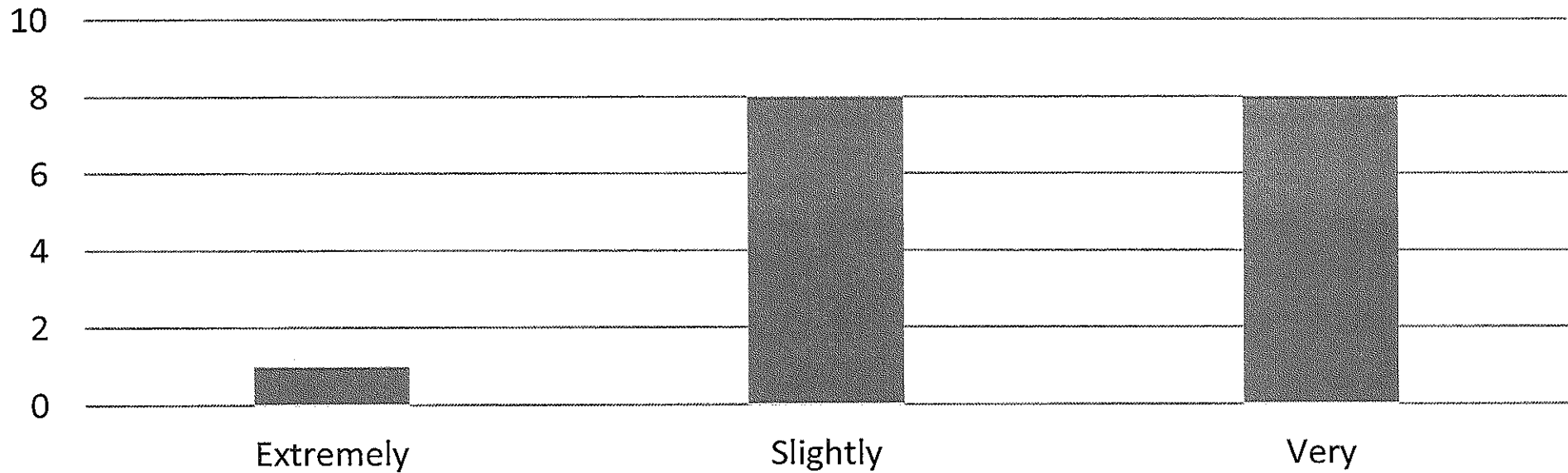
Count of 3. Do your daily work activities give you a sense of direction and meaning?



3. Do your daily work activities give you a sense of direction and meaning?

Count of 3. Do your daily work activities give you a sense of direction and meaning?

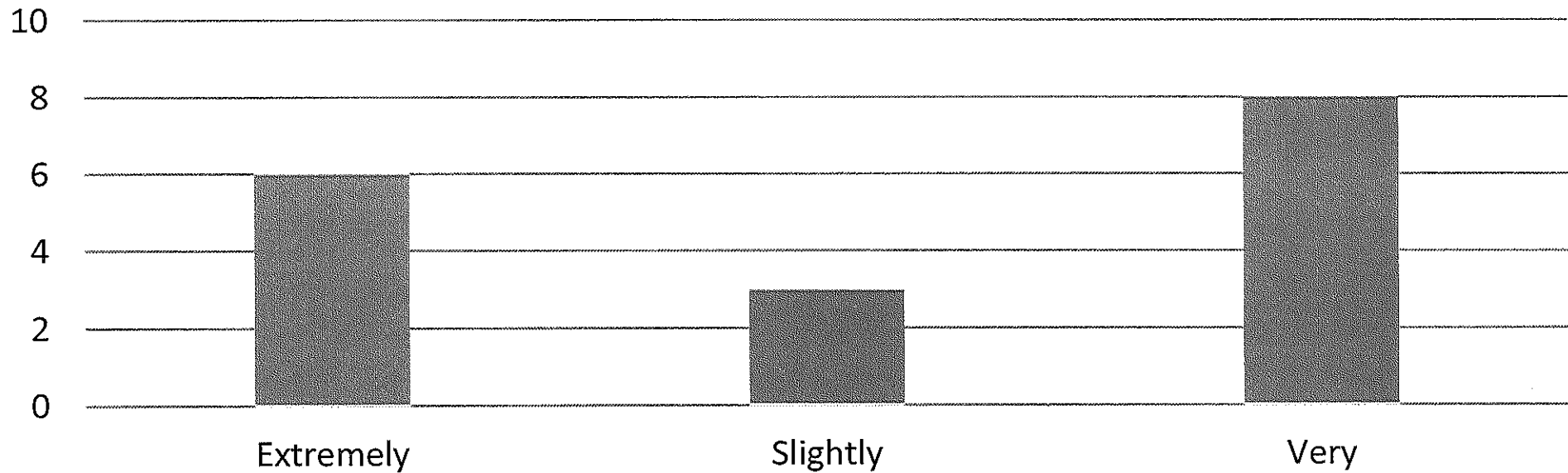
Count of 3. Do your daily work activities give you a sense of direction and meaning?



3. Do your daily work activities give you a sense of direction and meaning?

Count of 4. At a difficult time, would your boss be willing to lend a ear?

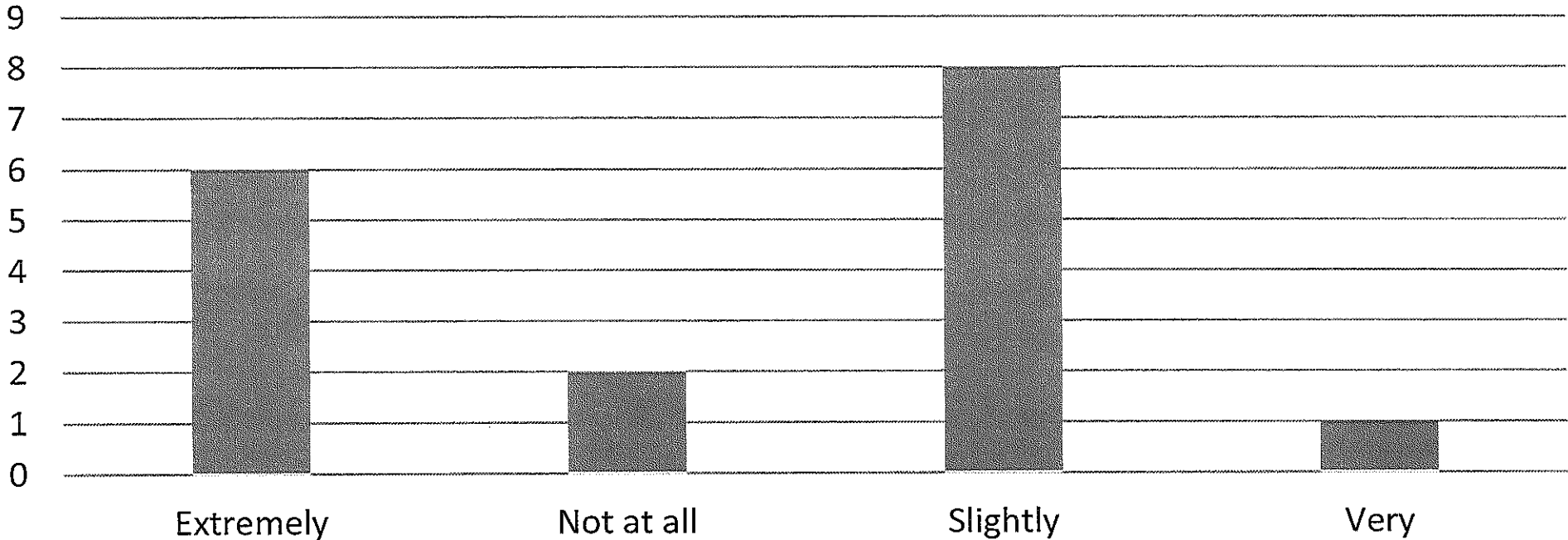
Count of 4. At a difficult time, would your boss be willing to lend a ear?



4. At a difficult time, would your boss be willing to lend a ear?

Count of 5. Does your work eat into your private life?

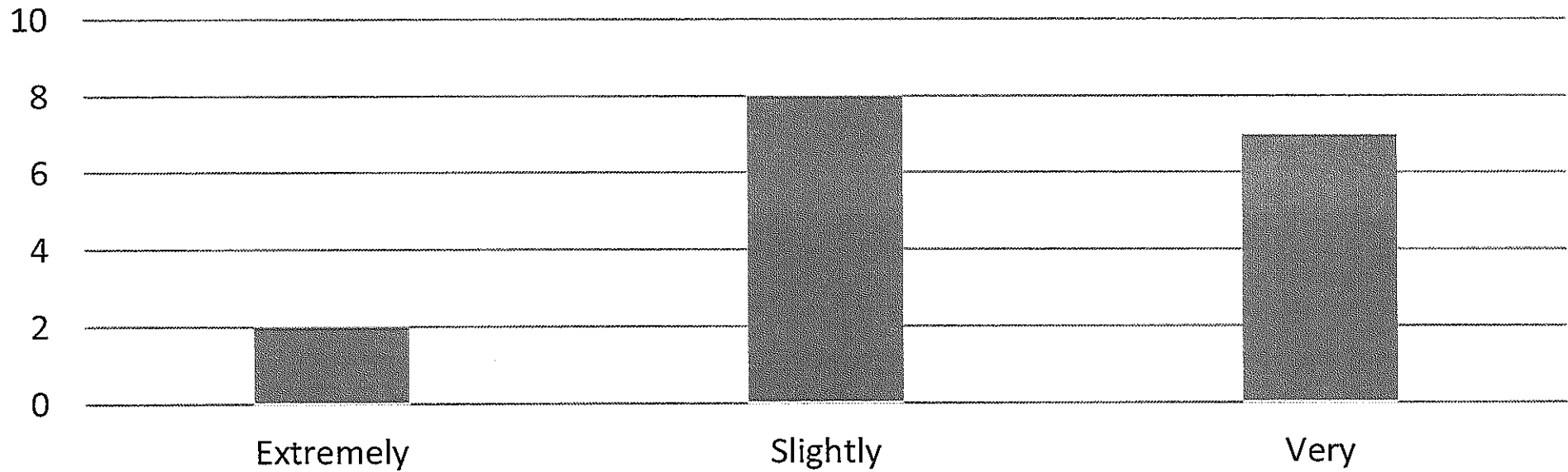
Count of 5. Does your work eat into your private life?



5. Does your work eat into your private life?

Count of 6. Does your work bring a sense of satisfaction?

Count of 6. Does your work bring a sense of satisfaction?

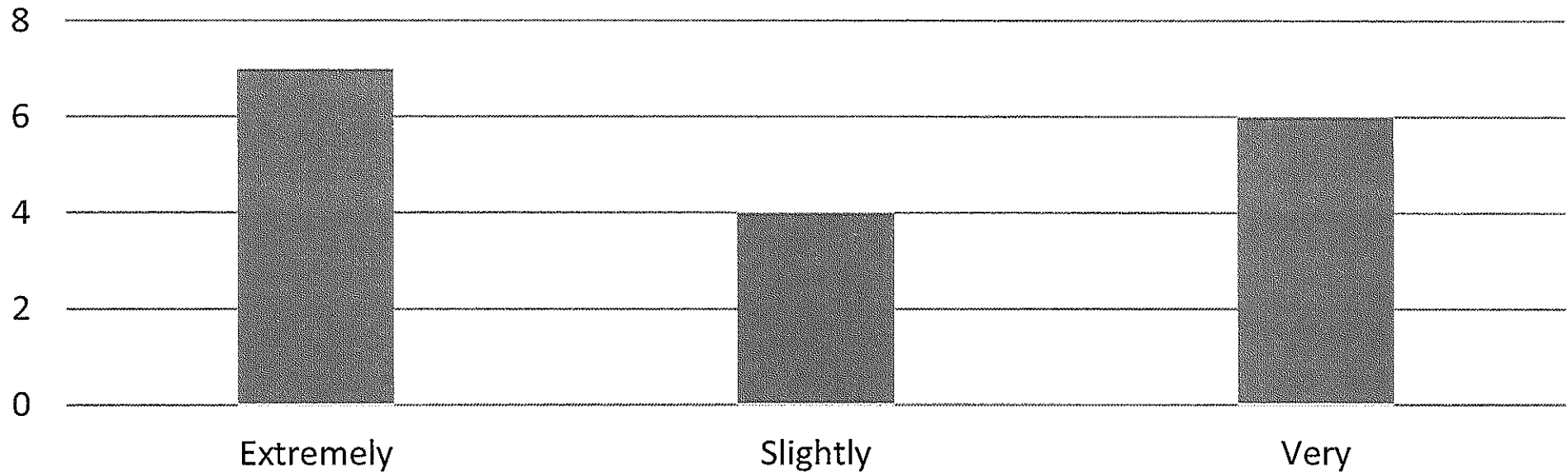


6. Does your work bring a sense of satisfaction?

Count of 7. Do you believe in the principles by which your employer operates?

Count of 7. Do you believe in the principles by which your employer operates?

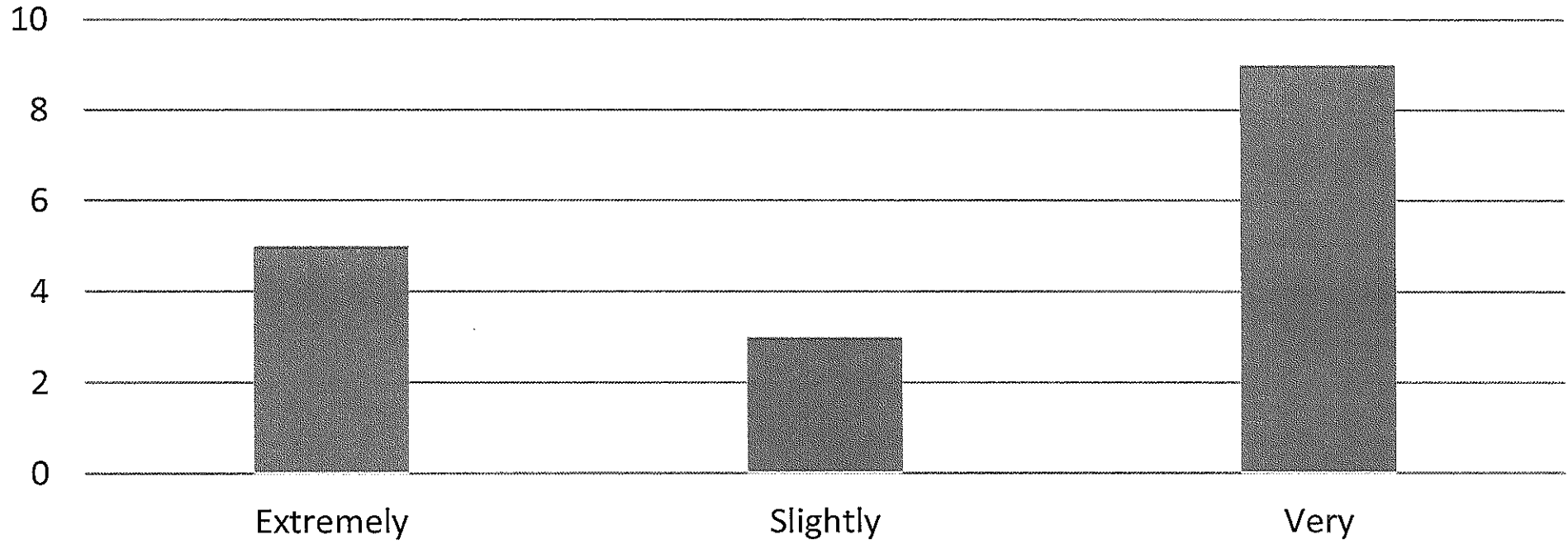
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7. Do you believe in the principles by which your employer operates?

Count of 8. Is your boss caring?

Count of 8. Is your boss caring?

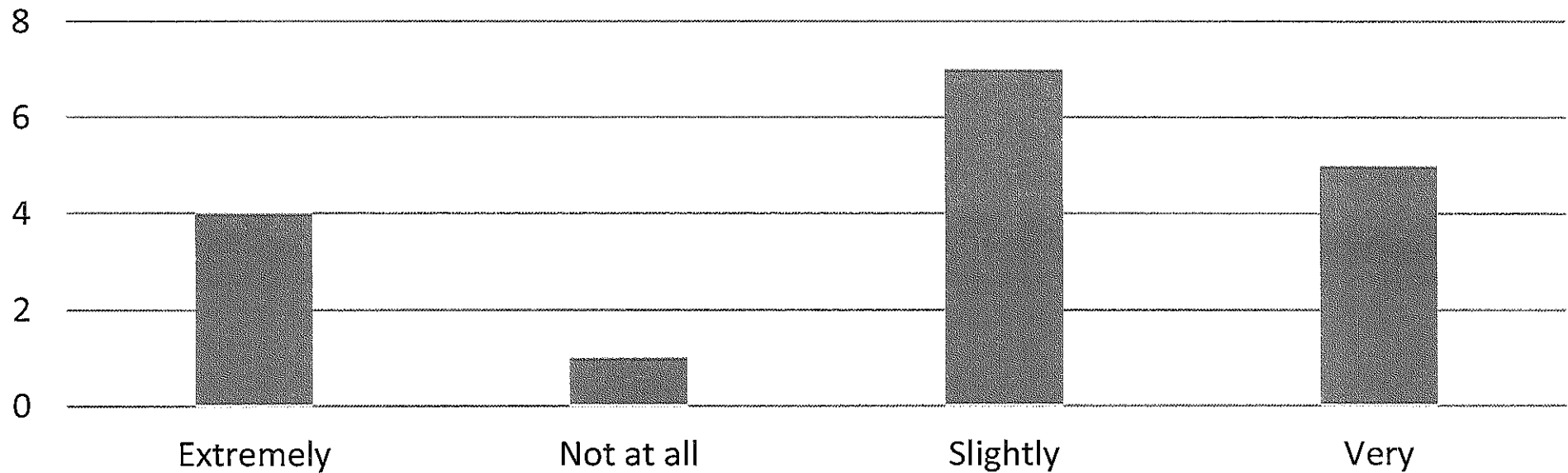


8. Is your boss caring?

Count of 9. Do you feel stressed in organising your work time to meet demands?

Count of 9. Do you feel stressed in organising your work time to meet demands?

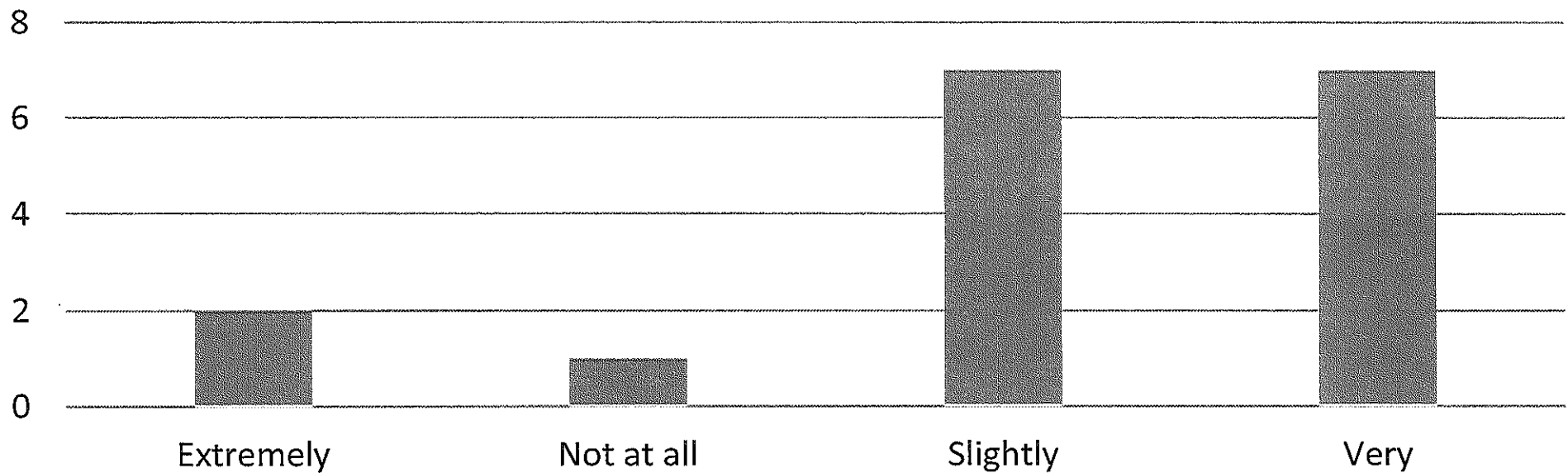
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9. Do you feel stressed in organising your work time to meet demands?

Count of 10. Does your work increase your sense of self-worth?

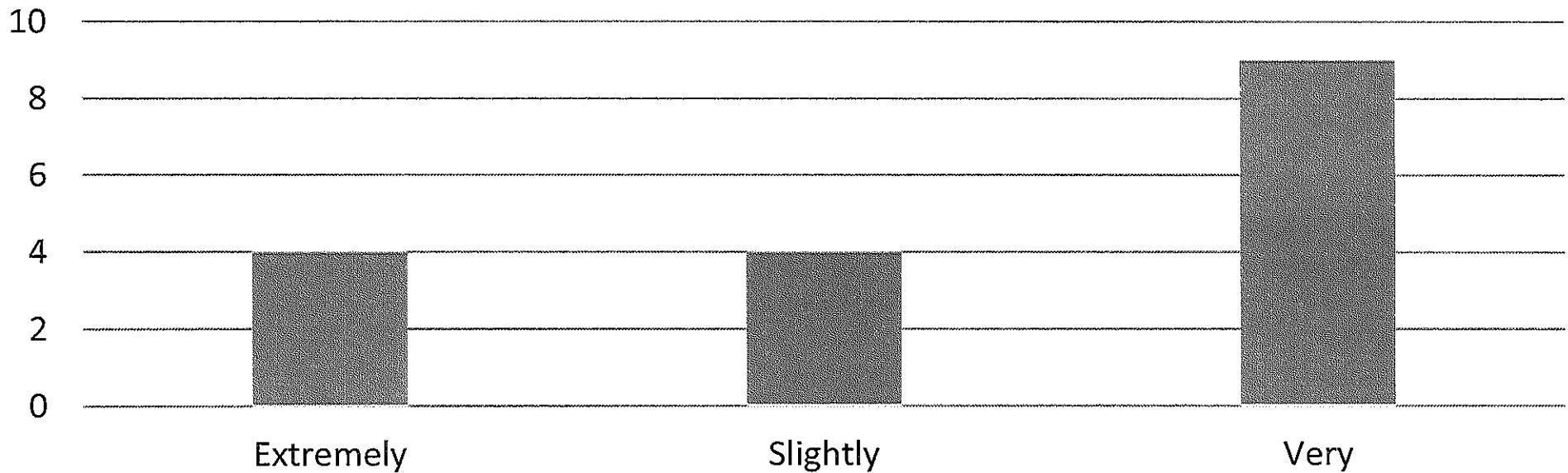
Count of 10. Does your work increase your sense of self-worth?



10. Does your work increase your sense of self-worth?

Count of 11. Do you feel content with the way your employer treats its employees?

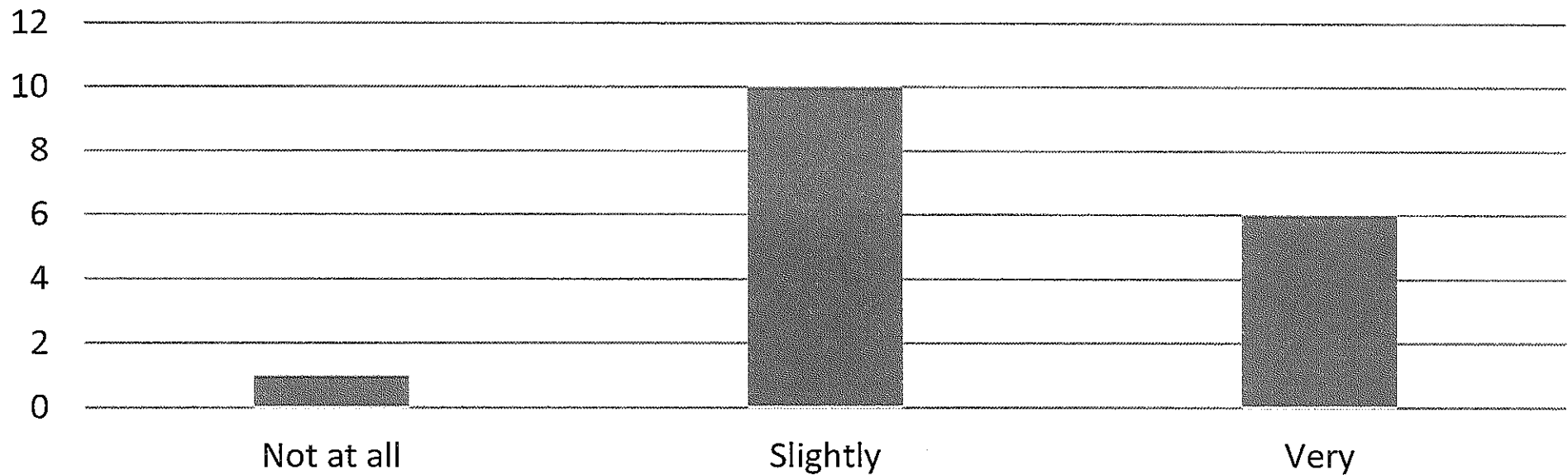
Count of 11. Do you feel content with the way your employer treats its employees?



11. Do you feel content with the way your employer treats its employees?

Count of 12. Does your job allow you to re-craft your job to suit your needs?

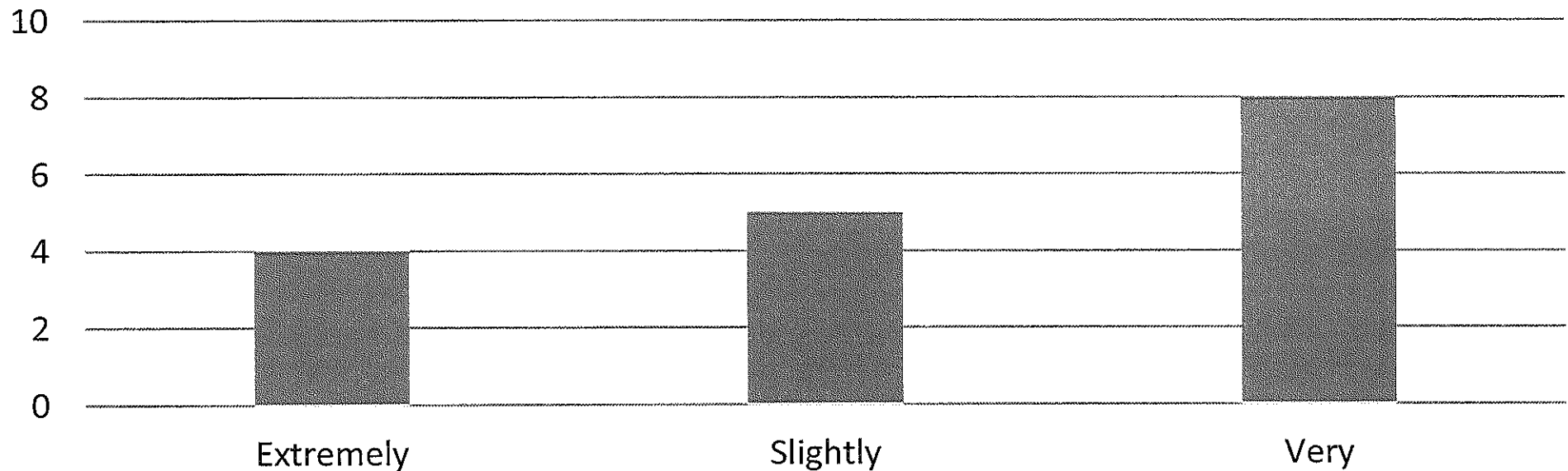
Count of 12. Does your job allow you to re-craft your job to suit your needs?



12. Does your job allow you to re-craft your job to suit your needs?

Count of 13. Do you feel that your boss is empathic and understanding about your work concerns?

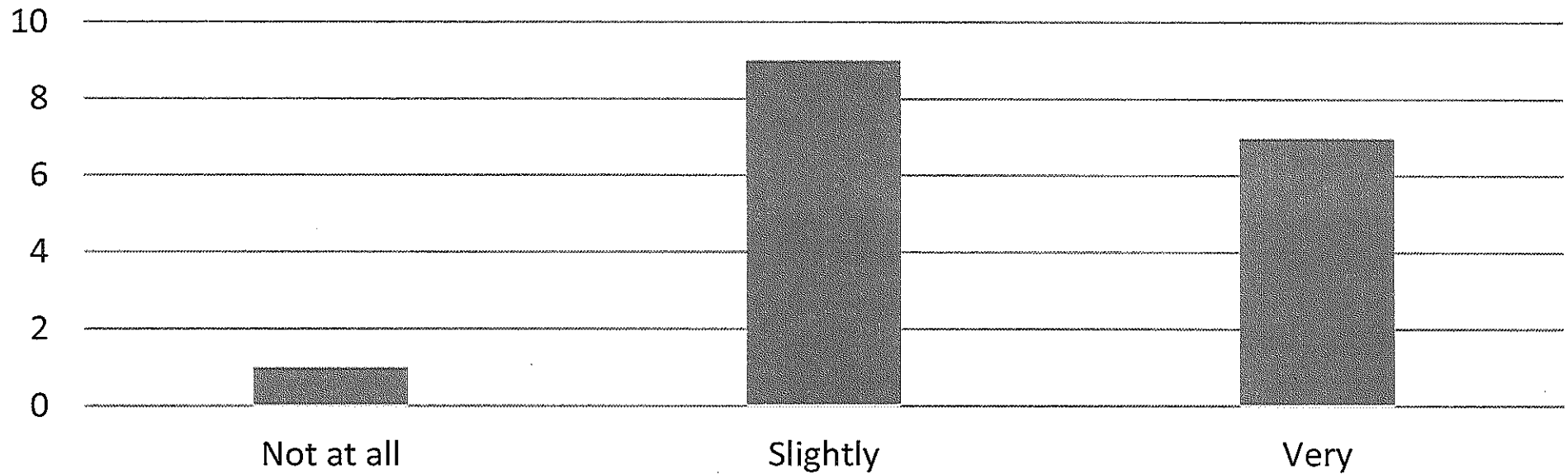
Count of 13. Do you feel that your boss is empathic and understanding about your work concerns?



13. Do you feel that your boss is empathic and understanding about your work concerns?

Count of 14. Do you feel excessively pressured at work to meet targets?

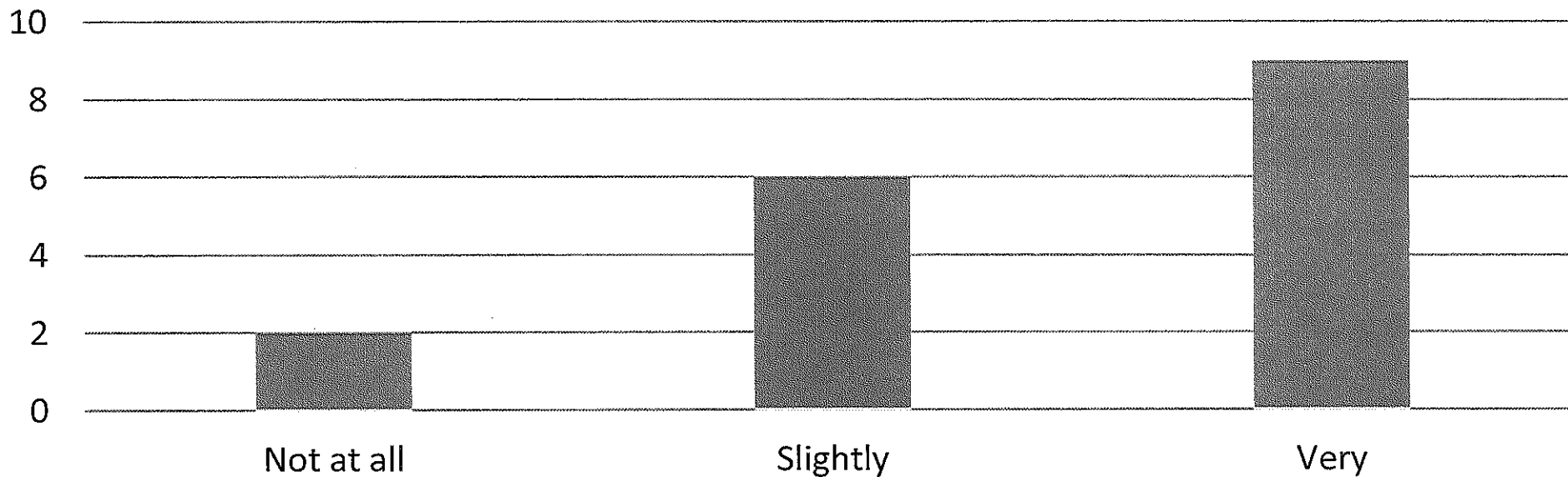
Count of 14. Do you feel excessively pressured at work to meet targets?



14. Do you feel excessively pressured at work to meet targets?

Count of 15. Does your work make you feel that, as a person, you are flourishing?

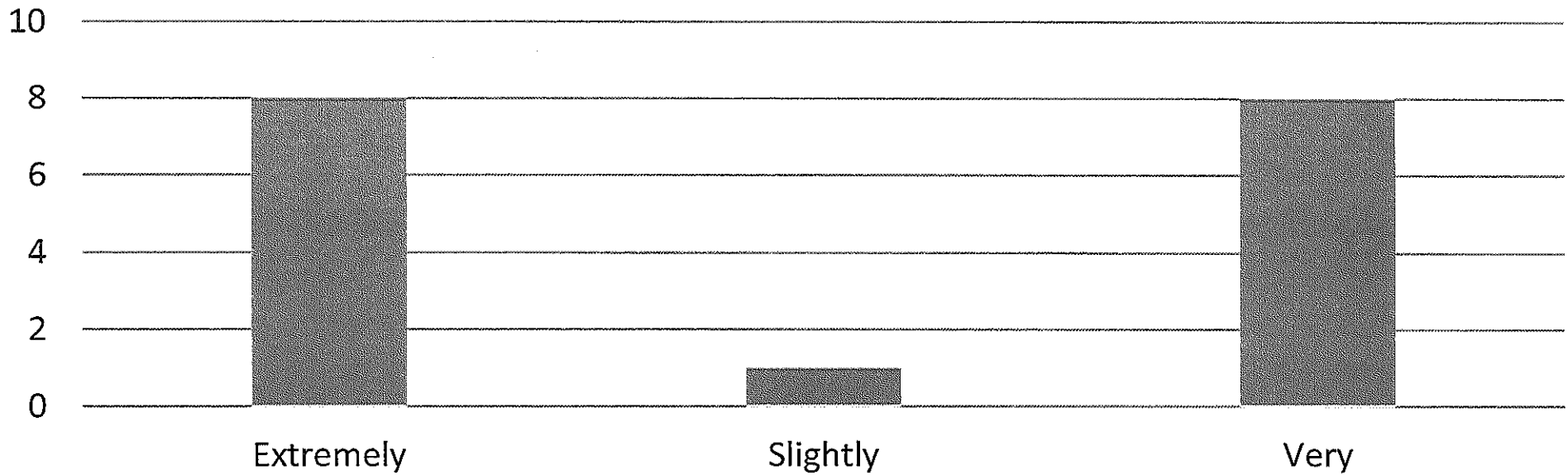
Count of 15. Does your work make you feel that, as a person, you are flourishing?



15. Does your work make you feel that, as a person, you are flourishing?

Count of 16. Do you feel that your employer respects staff?

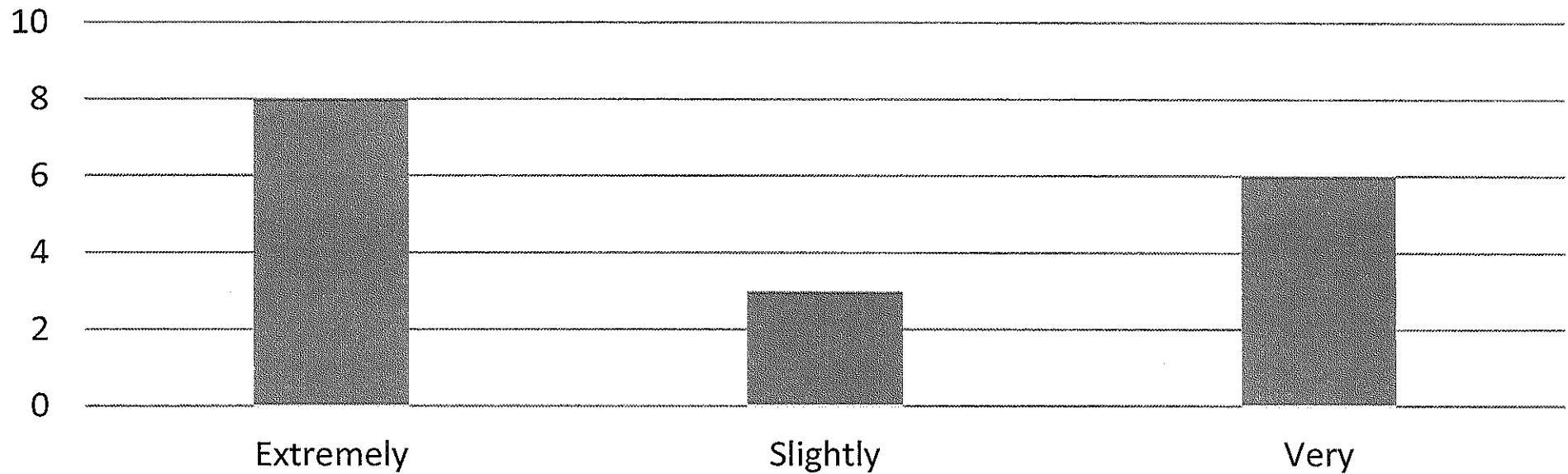
Count of 16. Do you feel that your employer respects staff?



16. Do you feel that your employer respects staff?

Count of 17. Does your boss treat you as you would like to be treated?

Count of 17. Does your boss treat you as you would like to be treated?

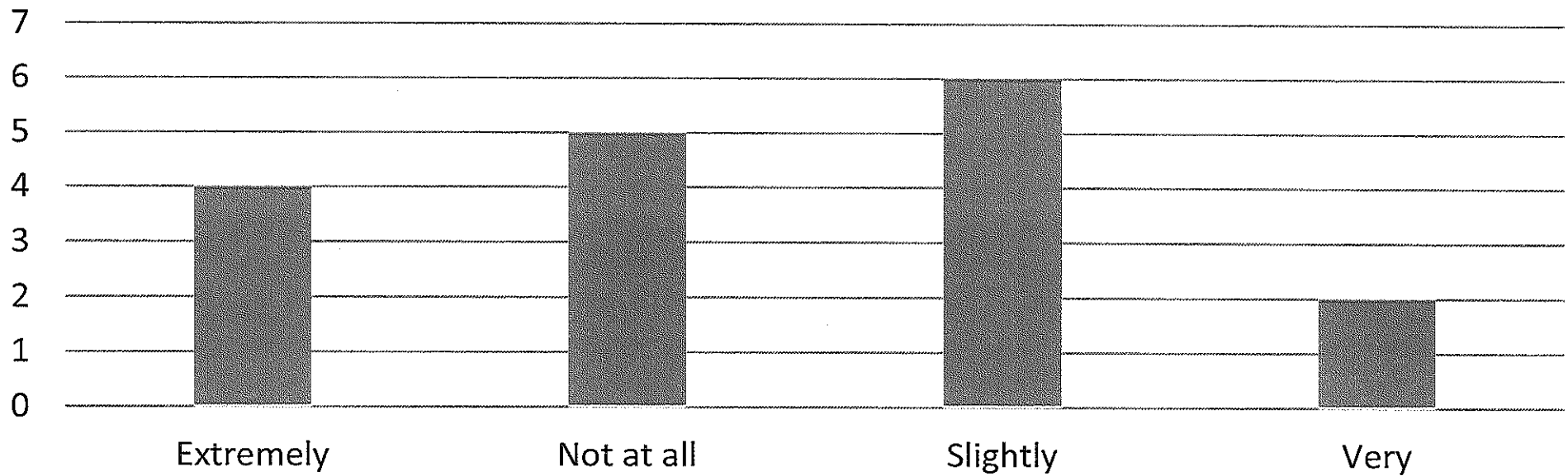


17. Does your boss treat you as you would like to be treated?

Count of 18. After work, do you find it hard to wind down?

Count of 18. After work, do you find it hard to wind down?

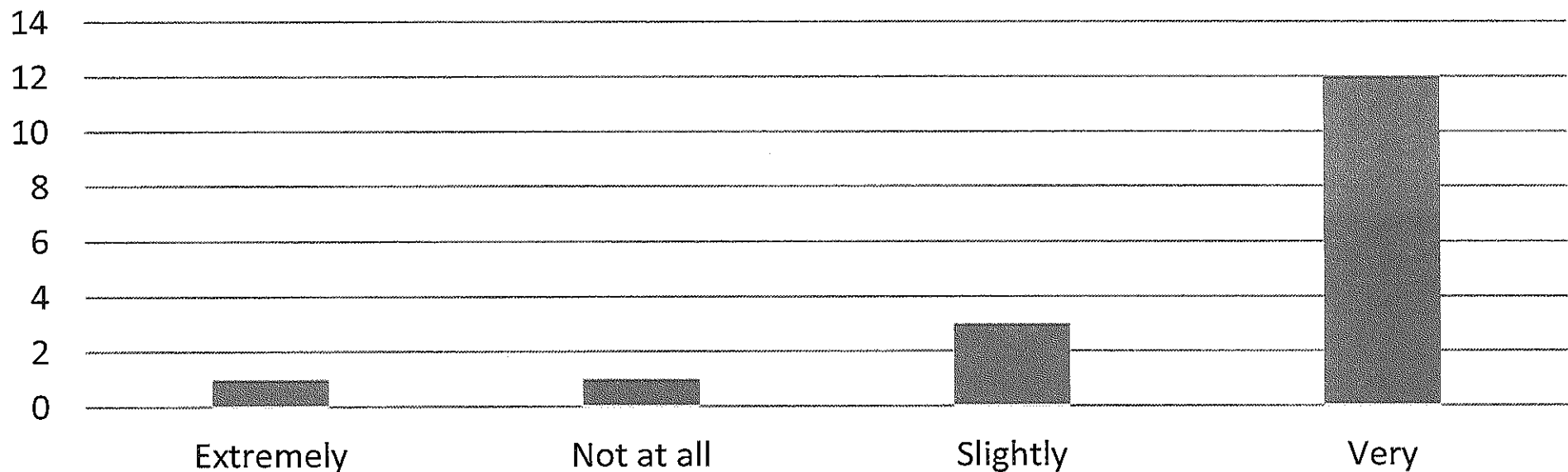
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18. After work, do you find it hard to wind down?

Count of 19. Do you feel capable and effective in your work on a day-to-day basis?

Count of 19. Do you feel capable and effective in your work on a day-to-day basis?

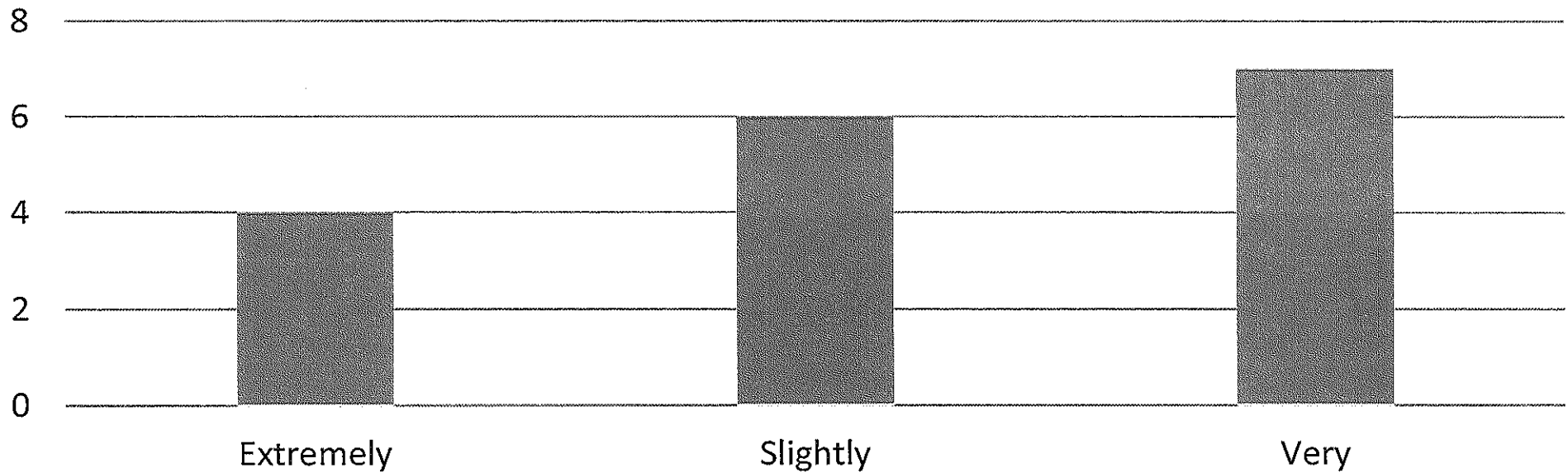


19. Do you feel capable and effective in your work on a day-to-day basis?

Count of 20. How satisfied are you with your work's value system?

Count of 20. How satisfied are you with your work's value system?

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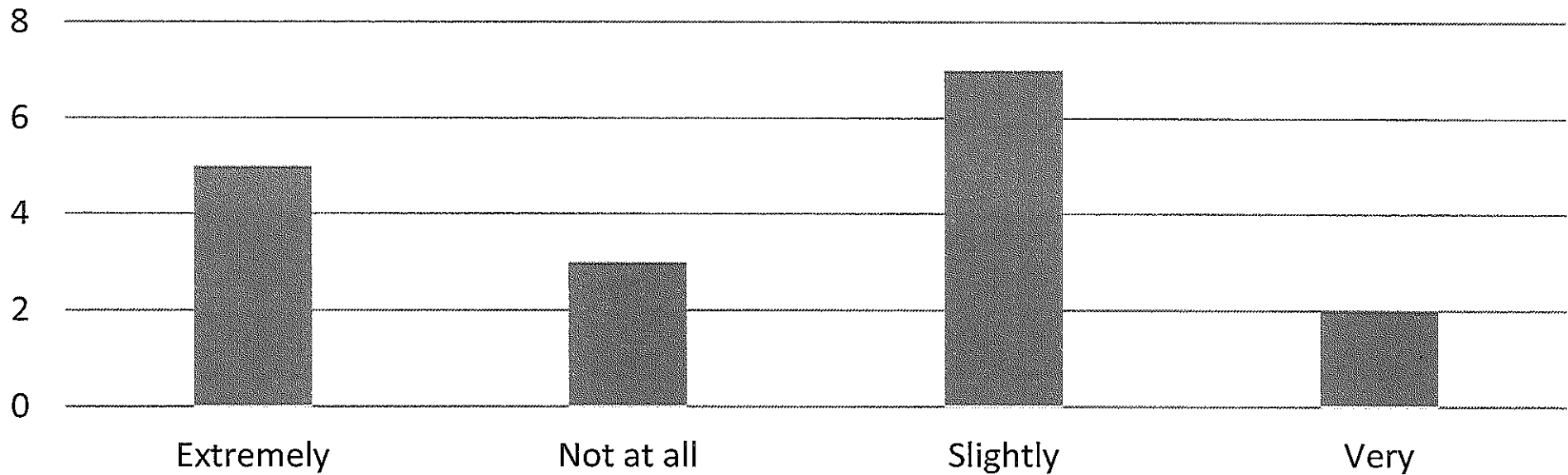


20. How satisfied are you with your work's value system?

Count of 21. Does your boss shoulder some of your worries about work?

Count of 21. Does your boss shoulder some of your worries about work?

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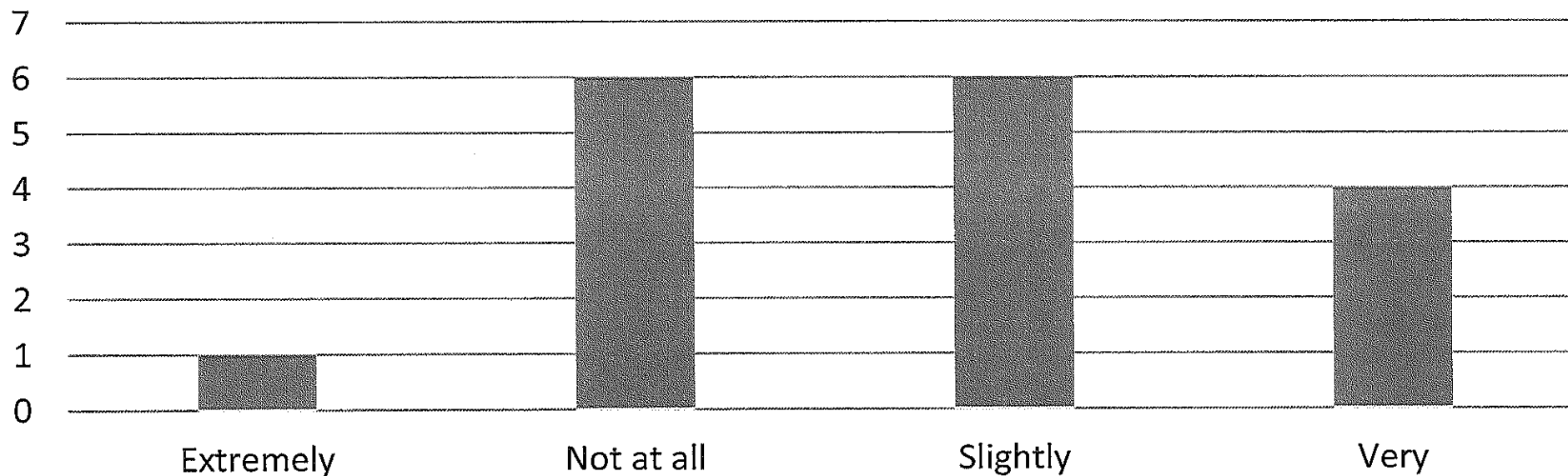


21. Does your boss shoulder some of your worries about work?

Count of 22. Do you find yourself thinking negatively about work outside of work hours?

Count of 22. Do you find yourself thinking negatively about work outside of work hours?

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22. Do you find yourself thinking negatively about work outside of work hours?

Count of 23. Does your work offer challenges to advance your skills?

Count of 23. Does your work offer challenges to advance your skills?

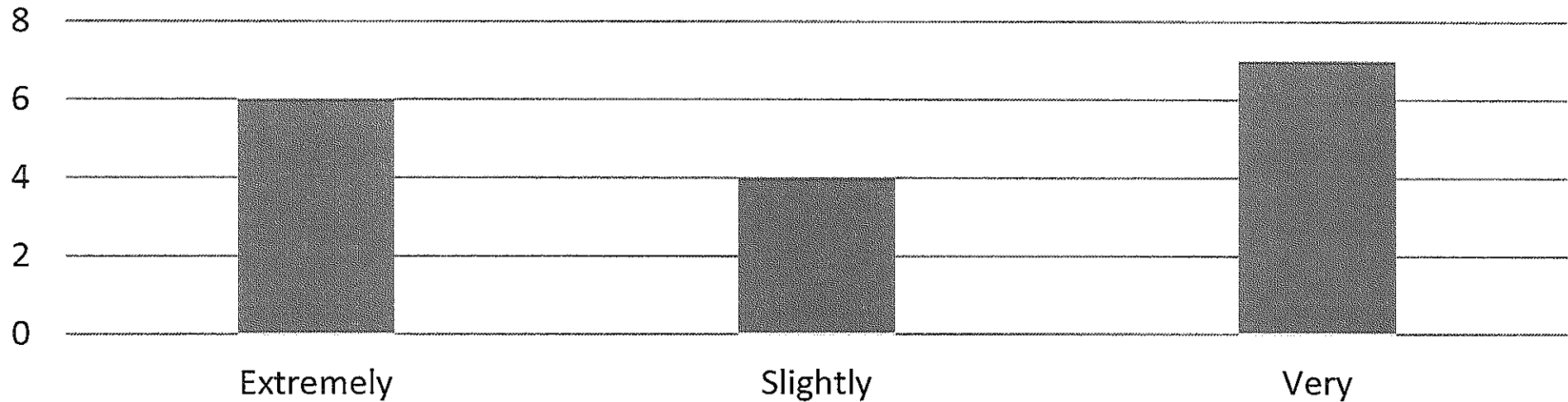


23. Does your work offer challenges to advance your skills?

Count of 24. Compared with your organisation's 'ideal values', to what degree are the actual values positive?

Count of 24. Compared with your organisation's 'ideal values', to what degree are the actual values positive?

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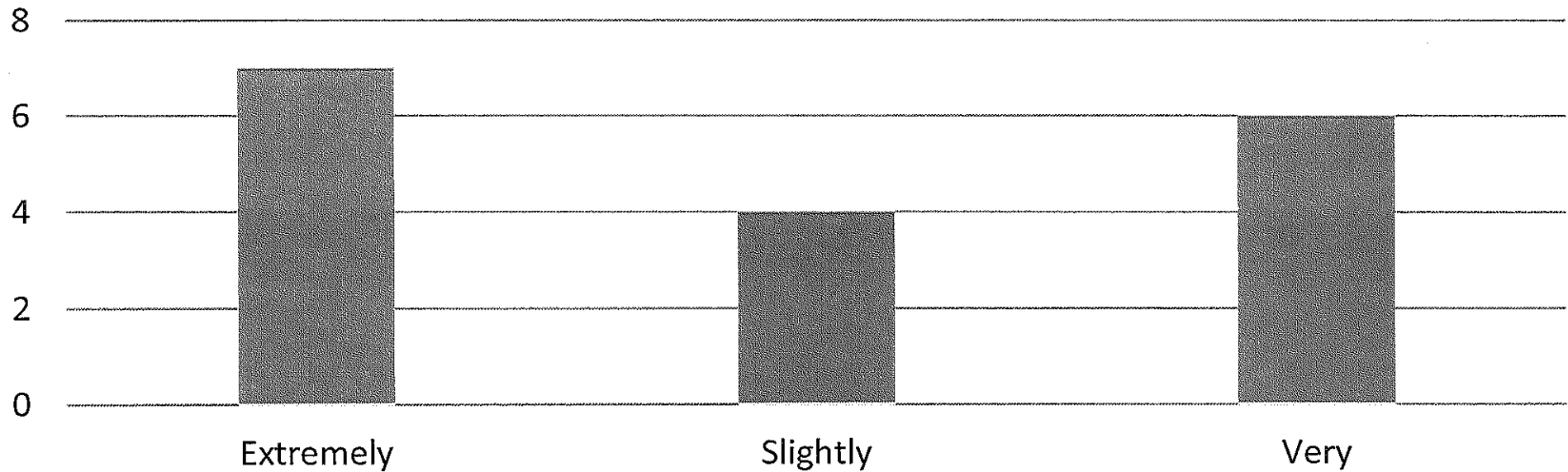


24. Compared with your organisation's 'ideal values', to what degree are the actual values positive?

Count of 25. Do you feel your transactions with your boss are, in general, positive?

Count of 25. Do you feel your transactions with your boss are, in general, positive?

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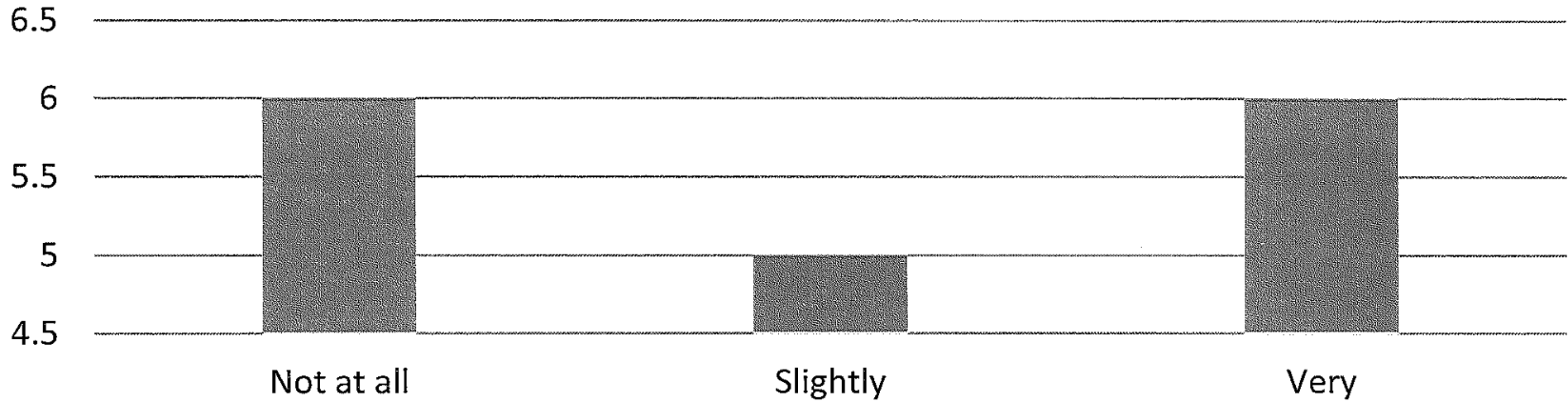


25. Do you feel your transactions with your boss are, in general, positive?

Count of 26. Do you feel that you can separate yourself easily from your work when you leave for the day?

Count of 26. Do you feel that you can separate yourself easily from your work when you leave for the day?
the day?

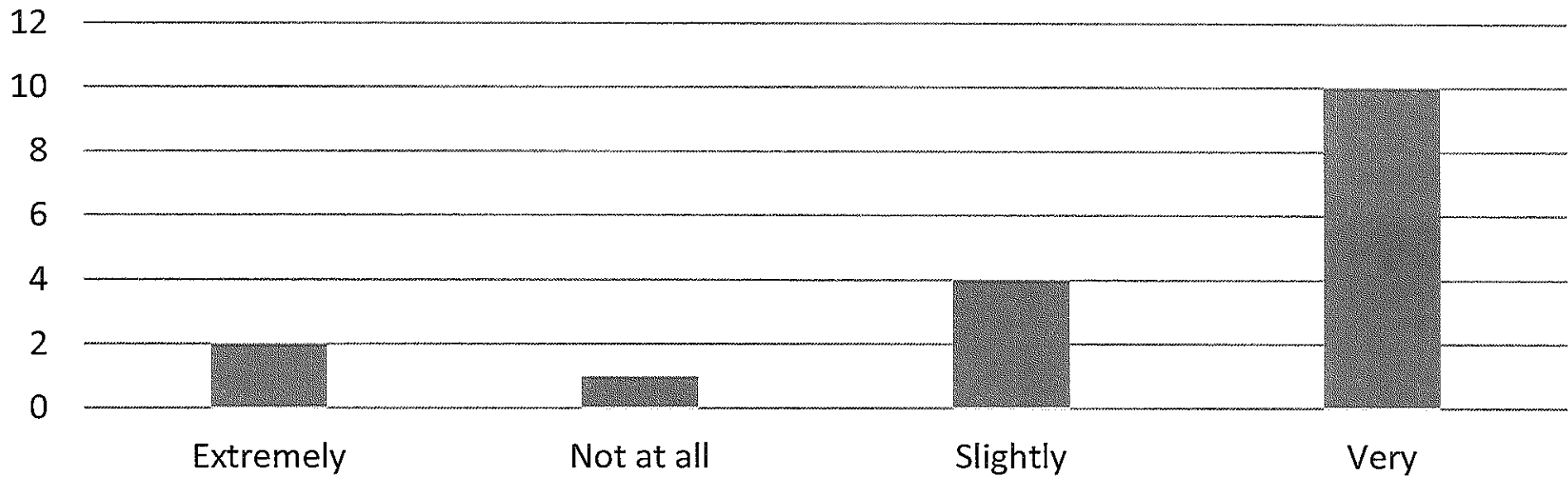
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26. Do you feel that you can separate yourself easily from your work when you leave for the day?

Count of 27. Do you feel that you have some level of independence at work?

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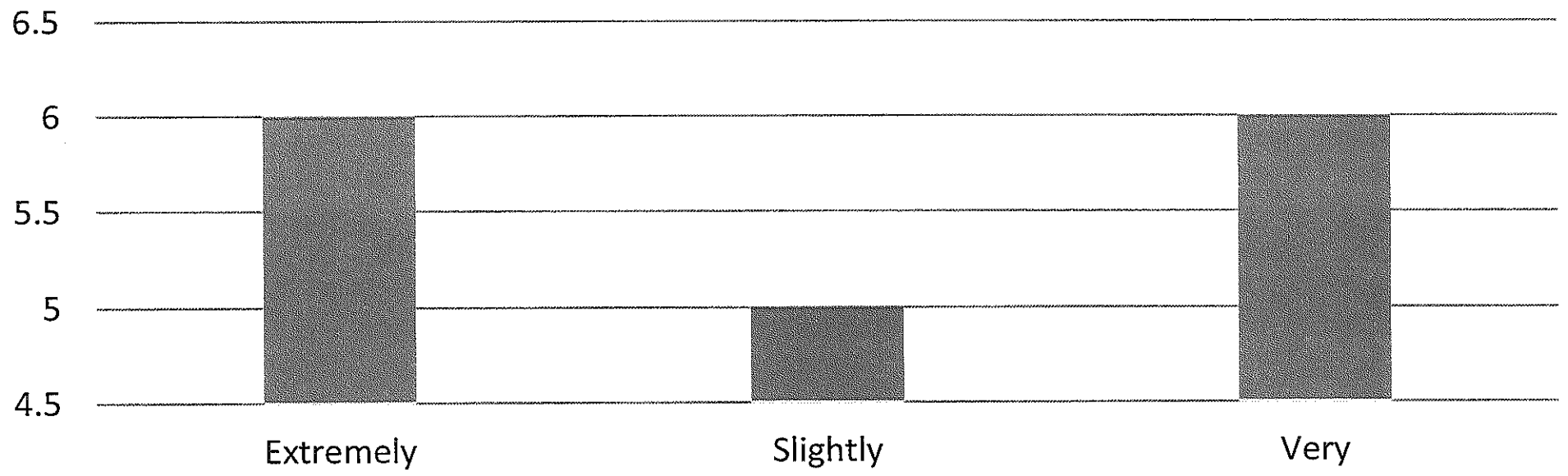


27. Do you feel that you have some level of independence at work?

Count of 28. Do people at your work believe in the worth of the organisation?

Count of 28. Do people at your work believe in the worth of the organisation?

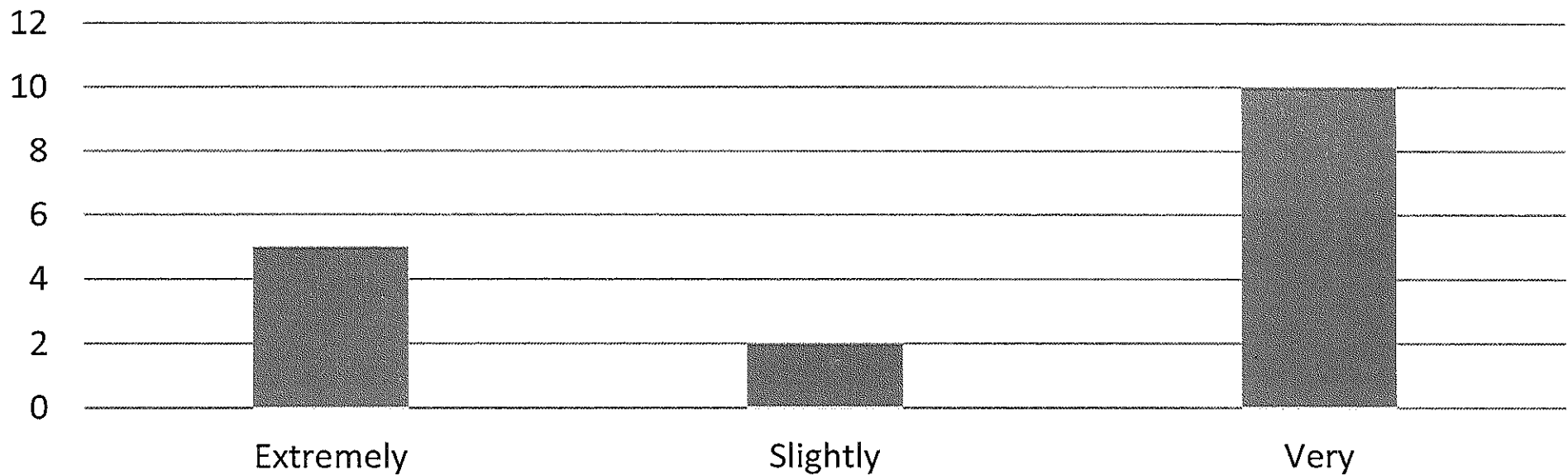
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28. Do people at your work believe in the worth of the organisation?

Count of 29. Do you believe that your employer cares about their staff's wellbeing?

Count of 29. Do you believe that your employer cares about their staff's wellbeing?

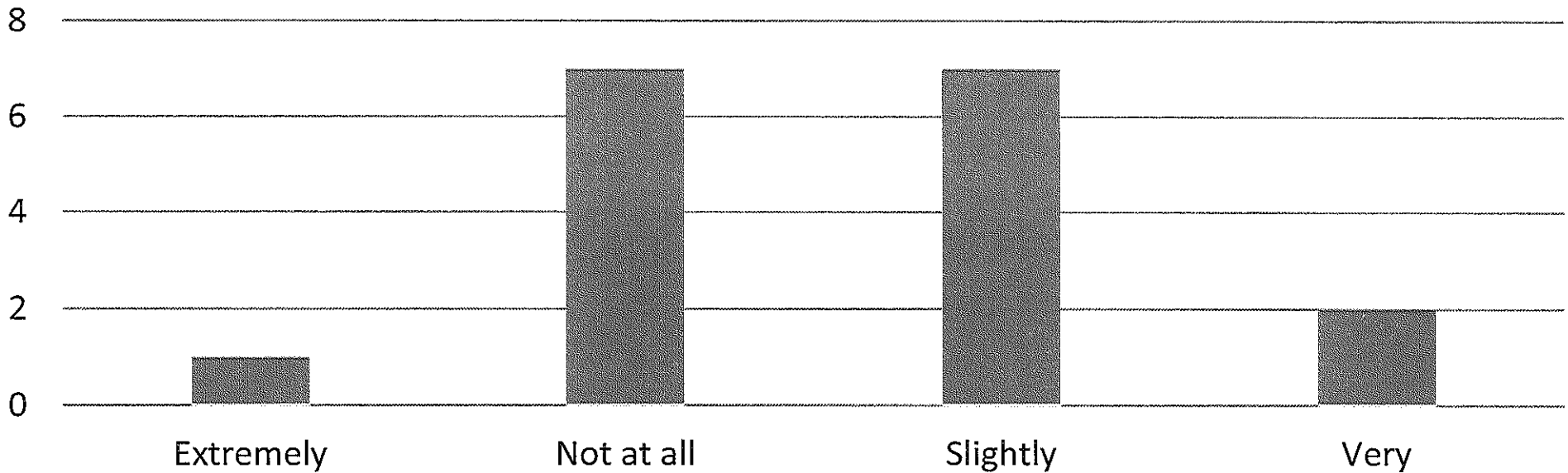


29. Do you believe that your employer cares about their staff's wellbeing?

Count of 30. Does your work impact negatively on your self-esteem?

Count of 30. Does your work impact negatively on your self-esteem?

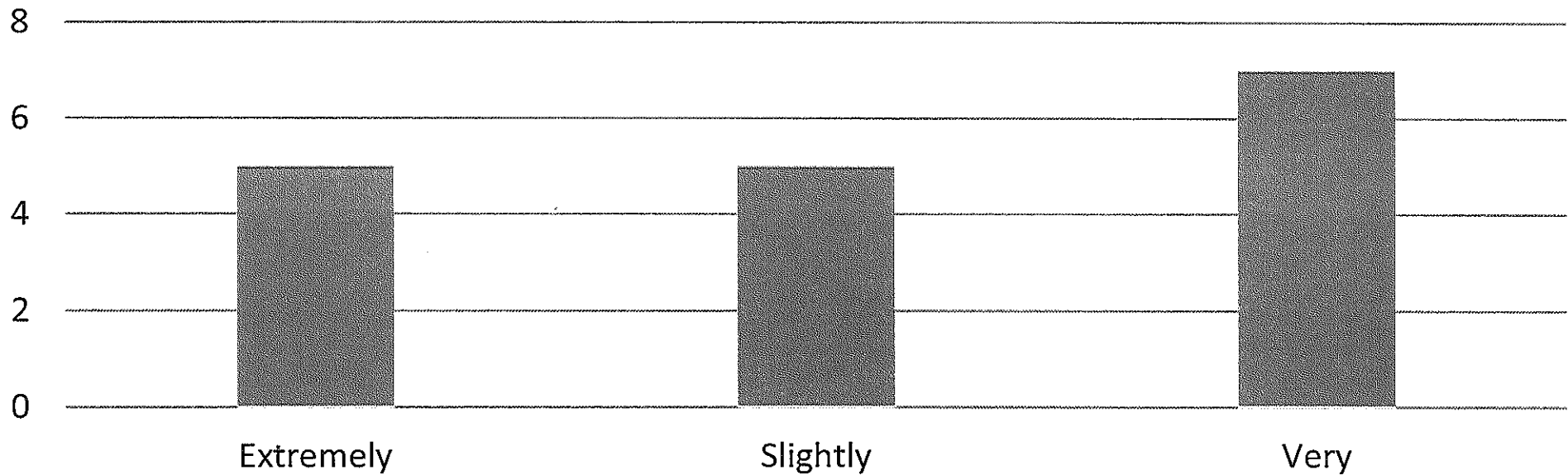
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30. Does your work impact negatively on your self-esteem?

Count of 31. Do you feel personally connected to your organisation's values?

Count of 31. Do you feel personally connected to your organisation's values?



31. Do you feel personally connected to your organisation's values?



Student recruitment

Cover sheet

Dan Cundy. 28th February 2018.

- 29 Year 10 applications
- 130 Year 12 applications
- 30/33 Year 11 highly likely to continue into Year 12
- Some uncertainty over attrition rates for Year 12
- Wide range of activity to attract and secure applications



South Bank Engineering UTC

Student recruitment

Application numbers are based against a PAN (Published Admissions Number) of 150 per year.

Year 10: 29

Year 12: 130

These numbers are lower than hoped at this point, especially for Year 10, but close to predictions. Student recruitment in terms of applications tends to take place in waves:

-Year 10: following personal contacts, especially at careers events, school assemblies or open events; through word of mouth following one application in a new school. Peak from January to April when GCSE options are considered; comparatively few before Christmas.

-Year 12: steadily throughout the year, with a peak before Christmas and another after GCSE examinations have been sat in June each year. Also peak following engagements in schools and at careers events.

All students who apply are called in for a 1:1 meeting with the Principal or senior team. This is a significant commitment in terms of time and resource but experience tells us is effective in securing commitment.

It is anticipated that Year 10 application numbers will continue to increase through the academic year and into the early weeks of next academic year. It is highly likely that no more than two teaching groups will be on roll – 31-60 enrolments into Year 10. The ideal numbers are either close to 50 or if three classes are to run, around 75 students. This would give sufficiently large class sizes to be financially efficient, but small enough to be able to manage the comprehensive and complex range of needs. Year 10 applications are very likely to enrol, with a low attrition rate.

Year 12 numbers will continue to increase most likely to around 200 by enrolment day in late August. More unpredictable is the proportion who apply but enrol elsewhere. In previous years we have lost 50% of our applicants for a number of reasons:

- Failure to meet entry criteria
- Higher-than-expected results meaning a change of course choice
- Retained by incumbent schools on results day
- Attracted by other UTCs offering similar experiences: Westminster, London Design

A very large amount of marketing and recruitment activity has been taking place all year including

- Open events monthly
- Weekly open mornings
- Targeted mailshots both via post and email
- Targeted Facebook campaigns
- Social media: Twitter, Facebook, Instagram
- Website updates
- Press including Brixton Bugle regular pieces
- Flyers
- Pilot BDT campaign with 10Group offering branding and Facebook expertise
- Google AdWord purchase
- Promotion via BDT
- Securing word of mouth
- Promotion via sponsor activity

A new website is pending launch, with LSBU highly likely to assist with the production of professional, interactive content. A new wave of press, social media, flyer and on-site promotion to draw visitors to open events is underway. The main mission of marketing activity on many channels is to raise awareness of the UTC offer and the desired action is for potential applicants to visit.

Regular review and evaluation of marketing activity is undertaken, with critical analysis of value for marketing spend. Online mailshots and open events appear to offer high levels of impact, but applicants tell us that multiple contacts are needed prior to decision-making. The ability to reach the widest possible audience across all London boroughs is compromised by lack of budget. The ability to attend school open events is hampered by a lack of cooperation from schools despite their statutory duties, and by lack of staff capacity.

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**South Bank
Engineering UTC**

Safeguarding

Safeguarding Activities

A review of the safeguarding procedures and process was undertaken by Jayne Lowe from the DfE occurred in January 2018. A detailed action plan was developed and implemented from this review with the aim of improving the processes at the UTC. The outcomes from this action plan were discussed and with DfE in 2 conferences calls. They were satisfied that all of the points that apply to the operations of the UTC have been actioned.

A safeguarding audit was undertaken by Sarwan Jandhu of Lambeth Council in February 2018. There were a few minor recommendations from this audit and an action plan was prepared as a result. We are still awaiting a written report from the LSCB. The informal feedback on the systems and processes at the UTC indicated that they were robust and thorough.

Current Safeguarding Profile

2 students are on Child Protection Plans (tier 4) and case conferences are ongoing for them

1 student has been removed from a Child in Need plan.

4 students are at tier 1 and are being support by the school and other agencies

Staffing

Deputy DSLs have been trained to the same level as the DSL.

N.Padmore has completed a St John's first aid at work course.

CPD on County Lines given be Met Police

CPD on Sexting and Case Study work

Safeguarding Report to Governors

Recruitment and training;

- SCR audited on 9th Feb 2018 by Sarwan Jandu

Add s128 column,

- HR file sample audited on 9th Feb 2018 by Sarwan Jandu

Interviewees to sign electronics application forms at interview

- Training register audited on 9th Feb 2018 by Sarwan Jandu

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Child Protection & Safeguarding Data;

- CP records audited on 9th Feb 2018 by Sarwan Jandu

	HT1	HT2	HT3	HT4	HT5	HT6	CUMULATIVE	TREND ↓ ↑
Number of children the school have considered as needing additional support/at risk	8	7	6				-	
Number of children referred to Children's Social Care	0	0	0				0	
Number of referrals that were accepted by Children's Social Care	0	0	0				0	

Number of referrals for which a CAF was recommended	0	0	0				0	
Number of CAFs running in the school	0	0	0				0	
Number of racist incidents	0	2	0				2	
Number of bullying incidents	0	0	0				0	
Number of homophobic bullying incidents	0	1	0				1	
Number of PVE concerns	0	0	0				0	
Number of CSE concerns	0	0	0				0	
Number of FGM concerns	0	0	0				0	
Number of FM concerns	0	0	0				0	

Children Missing, Exclusions, Off Roll;

	HT1	HT2	HT3	HT4	HT5	HT6	CUMULATIVE	TREND ↓ ↑
How many children have been permanently excluded this half term?	0	0	0				0	
How many children have been off rolled this half term?	0	0	0				0	
How many have been referred to LA teams as per procedures?	0	0	0				0	
Have pupil files been exchanged with new providers/ LA within 5 days? YES / NO. If yes, how many?	0	0	0				0	
How many bullying incidents were recorded this half term?	0	3	0					

Bullying;

What type of bullying incidents occurred?	<i>Racist</i>	2	<i>Homophobic</i>	1
	<i>Sexist</i>		<i>Physical</i>	
	<i>Emotional</i>		<i>Cyber</i>	
	<i>Psychological</i>		<i>Other</i>	
What actions were taken to support the victim?	<i>Referred to Pastoral Manager</i>	x	<i>Listened to</i>	x

	<i>Spoken to</i>	x	<i>Mentoring</i>	
	<i>Mediation</i>		<i>Isolation</i>	
	<i>Contact Parents</i>	x	<i>Central Record</i>	x
What actions were taken to support the perpetrators?	<i>Referred to Pastoral Manager</i>	x	<i>Listened to</i>	
	<i>Spoken to</i>	x	<i>Mentoring</i>	
	<i>Mediation</i>		<i>Isolation</i>	x
	<i>Contact Parents</i>	x	<i>Central Record</i>	x

	CONFIDENTIAL
Paper title:	Discussions at subcommittees
Board/Committee	South Bank Engineering UTC Local Governing Body
Date of meeting:	7 March 2018
Author:	Alexander Enibe, 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. The minutes are being prepared. Papers are available on the Modern.gov website. The Local Governing Body is requested to note the reports.

Summary of Committee discussions

Learning and Teaching Committee – 7 February 2018

The committee discussed:

- The Principal confirmed that there is an increase in student's confidence in English and Maths, and a new Maths teacher had been recruited in January 2018.
- The Principal confirmed that performance in engineering is improving despite teacher recruitment challenges, and the business supply teacher boosted that lack of capacity and experience temporarily.
- The committee noted the UTC employer partner inputs. The Principal confirmed that there has been plenty of activity and engagement with sponsors and wider partners.
- The Principal confirmed that the Times Education Supplement have written an article for publication which would be published in early February 2018.
- The Principal confirmed that there are challenges in recruiting and retaining STEM teaching staff.
- The committee discussed the safeguarding review carried out as part of a recent DfE inspection. The review highlighted lack of experience, training and the new systems in place.
- The committee agreed that the Principal would provide a safeguarding report at every LGB meeting, and have it as a standard agenda item.
- The committee noted that one student who had received a number of fixed term exclusions had voluntarily withdrawn from the UTC.

Finance and General Purposes Committee – 7 February 2018

The committee discussed:

- The finance report.
- The Business Manager confirmed that reconciliation and updating of the accounting records is ongoing, and the full management accounts would be done by the second week of March 2018.
- The committee queried the accuracy of the figures under building maintenance & occupancy cost in the finance report. The committee requested that the Business Manager review and circulate the updated finance report.
- The committee requested that the Principal show how the pupil premium spending impacted on pupils and that the money was spent on the objectives that had been set. The Principal confirmed that the impact on pupils would be shown after that GCSE results are out, in summer 2018.
- The committee noted the premises report.
- The Principal confirmed that management is in discussion with the insurance company in relation to the claim for repairs caused by flood damage in September 2017.
- The committee noted the Health and Safety report.

South Bank Academies
Risk Register - UTC



Area	Risk	Impact description	Probability assessment	Impact assessment	Combined risk level	Mitigating actions	Residual Risk	Owner	Last reviewed	Date for next review	Status	Change
Compliance	Inadequate level of expertise and challenge on Local Governing Body leading to ineffective local governance.	Failure to achieve mission and objectives of the School/Trust. Poor decision making and information flow.	1	2	3	Appropriate recruitment process for governors. Representation of the Trust on local governing bodies. Annual review of local governing bodies including skills audit.	3	Trust Board/Chair of LGB	Dec-17	Mar-18	Open	↓
Compliance	Serious breach of health & safety regulation or disability legislation occurs	Risk of litigation and Reputational risk.	1	3	3	Policies and procedures consistent with relevant legislation. Independent audit on Health and Safety and Policies. Regular reports to the board. Adequate insurance cover.	3	Principal	Dec-17	Mar-18	Open	→
Safeguarding	Safeguarding incident at one of the schools.	Risk to reputation locally and nationally, DfE and HSE intervention depending on seriousness of the event.	2	3	6	DfE and Lambeth safeguarding reviews: actions recommended and progressed	6	Principal	Feb-18	Mar-18	Open	→
Finance	Changes to Funding via Government policy	Potential loss in income and threat to viability.	2	3	6	Monitoring of Government policy, Long term forecasts monitored by LGB, Financial expertise at Operational and Trustee level. Robust system of internal controls.	6	CFO/CEO	Dec-17	Mar-18	Open	↑
Staffing	Failure to recruit key teaching and support staff posts. Inadequate capacity to review quality for work.	Staff not able to carry out their duties, poor management and decision making, poor quality of teaching and learning leading to poor student outcomes. Inadequate Ofsted grading leading to reputational risk.	2	3	6	Thorough recruitment programme with all relevant staff trained, comprehensive professional development, Strong Appraisal system. Competitive remuneration and career development.	3	Principal	Dec-17	Mar-18	Open	→
Staffing	Inadequate number of teaching and support staff within the UTC.	Inadequate teaching and learning and student support leading to poor student outcomes. Unsatisfactory Ofsted grading leading to poor outcomes	1	3	6	Monthly monitoring of staffing, independent exit interviews carried out by Trust for all staff, timely recruitment processes to attract and retain competent staff.	3	Principal	Dec-17	Mar-18	Open	↑

Pupils	Failure to recruit sufficient number of pupils in to Year 12.	Reduction in pupil led income which could lead to cash flow or long term financial problems. Potential damage to the UTCs reputation.	3	3	9	Increase trust and UTC Marketing capacity & delivery and effective admissions processes. Monthly monitoring of student numbers. Work with secondary schools with no post 16 offer.	6	Principal	Dec-17	Mar-18	Open	↑
Pupils	Poor students outcomes.	Poor examination results could cause a reputational and financial risk. Detrimental to student futures/careers. UTCs reputation at risk.	2	3	6	Teaching and Learning constantly monitored and reported. Termly attainment reporting sent to management and pupils. Incoming students assessed for suitable attainment levels. Principal reports to local governing body. Practice Ofsted inspections and quality insurance visits.	3	Principal	Dec-17	Mar-18	Open	→
Infrastructure	Land and Buildings are fit for purpose.	Damage to property due to poor maintenance could cause disruption to business continuity and cause damage to pupils learning and School reputation	2	3	6	Buildings maintenance contract or personnel not in place; snagging completed and systems effective.	3	Principal/Trust Business Manager	Dec-17	Mar-18	Open	↑
Infrastructure	Failure to safeguard UTC assets from theft or damage by third party	Damage to building and assets. Health and safety risk to students and staff. Reputational damage and poor learning outcomes.	2	3	6	UTC has adequate security systems and budgetary allowance for upkeep and maintenance. Asset registers at each establishment are monitored and auditted regularly. Adequate insurance is provided.	3	Principal	Dec-17	Mar-18	Open	↑
Reputation	High profile event in the school affects Trust overall	Risk to reputation nationally and locally to the school and the trust.	1	3	3	The UTC has a Critical Incident plan which is regularly assessed listing a delegation of duties in the event of an emergency situation.	3	Principal/CEO	Dec-17	Mar-18	Open	→

Risk Calculation	Probability		
	1 low	2 medium	3 high
1 low	1	2	3
2 medium	2	4	6
3 high	3	6	9

Key - Areas

Compliance
Safeguarding
Finance

Staffing
Pupil Levels
Infrastructure
Reputation

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