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Meeting of the University Academy of Engineering Learning & Teaching Committee

3.30 - 5.00 pm on Wednesday, 10 May 2017
in University Academy of Engineering - Trafalgar Street, London SE17 2TP

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		LM
2.	Declarations of interest		LM
3.	Minutes of previous meeting	3 - 6	LM
4.	Matters arising	7 - 8	LM
<i>Items to discuss</i>			
5.	Learning and Teaching report <ul style="list-style-type: none">• Current progress report• Learning areas report• Department review update• High ability learner performance (HAPS)	9 - 14	GN
6.	Ofsted preparation <ul style="list-style-type: none">• Update on consistency of Learning and Teaching, student books and behaviour for learning	Verbal Report	GN
7.	Any other business		LM

Date of next meeting

3.30 pm on Wednesday, 1 November 2017

Members: Lesley Morrison (Chair), Gary Nelson, Farah Nur, Karen Fowler, Rao Bhamidimarri, Steve French and Tony Roberts

In attendance: Pervena Singh (Clerk)

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Minutes of the meeting of the University Academy of Engineering Learning & Teaching Committee
held at 4.00 pm on Tuesday, 21 February 2017
University Academy of Engineering - Trafalgar Street, London SE17 2TP

Present

Tony Roberts (Chair for the meeting)
Gary Nelson
Steve French

Apologies

Lesley Morrison (Chair)
Farah Nur
Karen Fowler
Rao Bhamidimarri

In attendance

Pervena Singh (Clerk)

1. Welcome and apologies

Governors were welcomed to the meeting.

The committee elected Tony Roberts as Chair for the meeting following apologies from Lesley Morrison. The above apologies were noted.

2. Declarations of interest

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

3. Minutes of previous meeting

The committee approved the minutes of the meeting held Wednesday, 9 November 2016.

4. Matters arising

The committee discussed the progress of OfSTED preparations in light of the upcoming inspection, the recruitment of a new Head of English and the roll out of homework.

The committee noted that a new CRIB sheet was being prepared for governors and will be circulated in due course.

The committee discussed the roll out of homework and the response from parents. The principal confirmed feedback towards homework has been positive, and comments from the newly established Parents and Family association group have endorsed the new timetable. All other matters arising were to be covered on the agenda.

5. **Principal's report**

The committee was presented with the Learning and Teaching Principal report which included the student profiles for year 7, 8 & 9, in-term admissions, English as an additional language, SEND, outcomes of student performance and progress, and actions and strategies for improvements.

The committee discussed the levels of recruitment for new students, and the need to engage females into engineering. It was reported that 80% of student applications for next year's intake have been from girls.

The committee noted that progression in year 9 has been slightly behind the rest of the year. In response the school has arranged for focus groups between year 9 and senior leaders as well as developing a mentor/buddy program with LSBU undergraduates.

The committee commented on the attainment graphs included within the paper, and requested that additional key cohort comparison graphs for all years be provided as an overview of performance comparison.

The committee discussed the tabled reports for year group achievement by subject, and student progress at post 16.

The science review outcomes report was tabled and the committee noted the actions and next steps.

The committee discussed streaming of high ability learners, which is being led by the learning and teaching strategic team and the senior leadership team. It was reported that they had recently launched a policy on marking, and will be focusing on high ability learners.

The Principal confirmed that the Learning Resources Centre has incorporated a careers advice section within it, which has been greatly received by parents.

6. **Development awards**

This item was deferred and will be discussed at the local governing body meeting to be held on Wednesday, 22 February 2017.

7. **Any other business**

The committee discussed the tabled Academy Times newsletter, produced by the students.

The committee congratulated the Principal on the achievement of students going to the Regional Finals for the F1 Formula One in schools competition.

The committee suggested news from the student council meetings to be incorporated into the principal's report. The committee proposed that an

informal presentation with the student council ahead of a LGB meeting to be arranged for governors.

**Date of next meeting
4.00 pm, on Wednesday, 10 May 2017**

Confirmed as a true record

..... (Chair)

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**UNIVERSITY ACADEMY OF ENGINEERING LEARNING & TEACHING COMMITTEE - WEDNESDAY, 21
FEBRUARY 2017**

ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Officer	Action Status
5.	Principal's report	The committee requested additional key cohort comparison graphs to be included within future reports to show comparison of student performance.	Gary Nelson	Included within report.
4.	Any other business	An informal presentation with student council to be arranged ahead of a LGB meeting.	Gary Nelson	To be arranged

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**UNIVERSITY ACADEMY OF ENGINEERING LEARNING & TEACHING COMMITTEE - WEDNESDAY, 9
NOVEMBER 2016**

ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Officer	Action Status
3.	Prior Attainment	The committee discussed the need to recruit link governors.	Gary Nelson	To do

Agenda Item 4

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Paper title:	Learning & Teaching Report - Academy Performance Summary
Board/Committee	Learning and Teaching
Date of meeting:	10 th May 2017
Author:	G.Nelson J Phillipsz
Purpose:	<u>Discussion</u> / <u>Information</u>
Recommendation:	The local governors are asked to reflect on the data provided within the report and the associated intervention actions designed to tackle underperformance. The overall performance is a fundamental KPI based target in both the School Development Plan and the MAT's strategic vision document.

Executive Summary

The purpose of this paper is to update the local governors on student progress across the Academy. The paper compares key learner groups and provides a learning area progress comparison to allow governors to analyse and reflect on the Academy's strengths and areas for development. The paper also includes a breakdown of Post 16 Learning Area performance.

A summary of the department reviews undertaken at the Academy is also provided for the governors to review, analyse and reflect and offer suggestions for improvement.

Performance by Cohort								
Year 7 NOR: 138								
Expected or better %	Overall	H	M	L	PP	SEND	Boys (107)	Girls (31)
Eng	56	38↑↑	55↓↓	89↑↑	46↓	44	52	61↓↓
Ma	92	79	94	100	89	92↑	89	100
Sci	93↑	77	97	94	89	92	90	100
All	81↓	64↓	82↓	91	79↓	81	80↓	87↓↓

Year 8 NOR: 133								
Expected or better %	Overall	H	M	L	PP	SEND	Boys (102)	Girls (31)
Eng	60	35	67	92	56↓	59↓↓	59	66↓↓
Ma	89↑	83↑	83	100	84↑	76↓	89↑	86↓
Sci	86	73↓	90	93	81↓	64↓↓	86	87↓
All	74↓	61↓	77↓	84↓↓	72↓	64↓↓	73↓	78↓

Year 9 NOR: 94								
Expected or better %	Overall	H	M	L	PP	SEND	Boys (64)	Girls (30)
Eng	72	52	76	89	73	85↑↑	63	90
Ma	71	68	74	40↓↓	67	55	67	79
Sci	77↑	77↑↑	78↑	75	73↑↑	60↑	70↑↑	93
All	71↓	58↓↓	72↓	78↓	71	68↓	65↓	84↓

comparison with previous module

- ↑ increase of 5-10%
- ↑↑ increase of 10+%
- ↓ decrease of 5-10%
- ↓↓ decrease of 10+%

comparison against benchmarks

- below 65%
- between 65-70%
- between 70-80%
- between 80%-85%
- between 85-90%
- above 90%

Performance by Subject

Year 7																											
	Eng		Maths		Sci		DTE		ComSc		Spanish		Humanities		Art		Music		Drama		Dance		PE				
Baseline	2.72		2.71		2.70		2.70		2.71		0.73		2.72		n/a		n/a		n/a								
Module 2	2.52	●	2.85	●	2.94	●	2.93	●	2.92	●	1.21	●	2.79	●	n/a		n/a		n/a								
Module 3	2.55	●	2.89	●	2.96	●	2.90	●	2.96	●	1.37	●	2.88	●	2.71		2.71		1.97								
Module 4	2.71	●	3.00	●	3.07	●	3.04	●	2.60	●	1.66	●	3.00	●	2.86	●	2.76	●	2.03	●							
Year 8																											
KS2	2.92		3.01		2.89		2.89		3.01		0.81		2.91		2.92		2.90		2.92								
Module 1	3.57	●	3.63	●	3.53	●	3.88	●	3.85	●	2.55	●	3.61	●	n/a		n/a		n/a								
Module 2	3.66	●	3.79	●	4.01	●	3.98	●	3.94	●	2.49	●	3.75	●	n/a		n/a		n/a								
Module 3	3.59	●	3.87	●	3.93	●	3.82	●	4.01	●	2.58	●	3.86	●	3.52	●	3.48	●	2.86	●							
Module 4	3.72	●	4.01	●	4.00	●	3.88	●	3.97	●	2.63	●	3.95	●	3.62	●	3.68	●	3.12	●							
Year 9																											
							Engineer	Prd Dsgn				Spanish	Mand		Geog	History											
KS2	2.78		2.86		2.76		2.76	2.76		2.86		1.19	0.00		2.78	2.78		2.78		2.76		2.78		2.76		2.76	
Module 1	3.92	●	4.05	●	3.98	●	4.09	4.19	●	4.45	●	3.47	1.20	●	4.45	4.49	●	3.53	●	3.81	●	3.73	●	3.28	●	3.45	●
Module 2	4.12	●	4.29	●	4.03	●	4.33	4.32	●	4.53	●	3.28	1.40	●	4.57	4.59	●	3.73	●	4.14	●	4.12	●	3.48	●	3.56	●
Module 3	4.27	●	4.31	●	4.30	●	4.31	4.61	●	4.51	●	3.50	1.33	●	4.63	4.58	●	3.88	●	4.25	●	4.61	●	3.83	●	3.64	●
Module 4	4.48	●	4.40	●	4.52	●	4.35	4.51	●	4.04	●	3.57	2.56	●	4.61	4.66	●	4.06	●	4.49	●	4.85	●	3.95	●	3.67	●

Comparison with module 3

	rapid improvement
	significant improvement
	moderate improvement

no significant change

	rapid decline
	significant decline
	moderate decline

Overall progress

●	above flight path target
●	broadly in line with flight path average target
●	below flight path average target

Module 4 Data Summary

Performance by Cohort

- 76% of students are on target to make expected or better than expected progress
- Pupil premium students' progress continues to be in line with academy progress
- MAPs and LAPs do well in year 7 and 8 and are improving their performance in year 9
- Girls continue to do well but there is a slight downward trend in year 8
- Year student progress is catching up with years 7 and 8
- HAPS and year 9 boys are still underperforming in comparison to other key groups but the gap is closing in core subjects.
- Progress in Science continues its improvement module by module
- Progress in Maths is remains strong and consistent
- Progress in English is still an area for development particularly in years 7 and 8
- SEND performance is in decline and on a downward trend
- Year 9 performance has improved significantly
- Overall progress is down for non-core subjects due to corrections to assessment procedures in Computer Science

Performance by Subject

- Overall trend of significant and rapid improvement in average student subject grades across the academy (with the exception of Computer Science)
- Creative and Performing Arts continue to improve at a rapid rate
- Humanities and Spanish continue to make better than expected progress

Student Progress at Post 16

Subject	Numbers of Students	% of students performing expected or better (module 3)	% of students performing expected or better (module 4)
Maths	12	67	67
Physics	6	67	50
Chemistry	2	100	100
Biology	2	100	50
Engineering	16	94	88
Product Design	18	78	83
Computer Science	3	66	100

Improved	
No change	
Dropped	

Commentary

- The progress data is based upon target grades generated via the ALPS system
- The ALPS system is a national reporting system, recognised by OFSTED, that bases the target grades on the top 25% of performers across the country
- Maths and Chemistry headline % have remained steady although in maths one of the students achieving higher than expected has improved further and the students achieving below expected have moved closer to their target grades.

- In Physics, 1 more student has dropped slightly below their target grade and is having intensive one to one tuition
- In Engineering, the students have updated their portfolios: 1 has improved and 2 students need to improve their most recent assignment so the % has dropped slightly but is likely to be temporary
- In Biology, one student has shown a dip in the quality of their work. This is linked to wider issues concerning the student and he is currently being mentored by L. Fibere sema

Intervention strategies

- Maths and Product Design have upcoming AS exams so there is a structured exam preparation timetable in place for those students which includes: Coursework surgeries in PD, days blocked off timetable close to the exams for intensive revision, after school sessions and revision breakfasts on the morning of the exams
- One to one catch up/booster sessions targeting underachieving students
- Early involvement of parents either via phone calls, parents evening or meetings with Senior staff
- Structured, personalised CEIAG programme (including relevant work experience and talks from HE providers) has provided focus and helped to raise aspirations amongst students
- Year 12 mock exam week begins on 8th May for 5 days
- 3 new students have joined year 12 from Walworth Academy due to the fact they have scrapped level 3 Engineering
- 2 students have secured extremely good apprenticeships with very successful engineering companies and will be leaving us at the end of the year. Both these apprenticeships were offered as a result of exceptional performances during their work experience programmes

Department Review summary

UAE South Bank review schedule 2016 -2017.

Learning Area	Learning Area Leader	Line Manager	Outcome	Action plan in place	Comments
Science	J Searle	M Lewis	2/3	Yes	The Action Plan has been followed rigorously and improvement has been significant.
English	NA	A Moses	3	Yes	Action plan in place had positive impact. New LoL English has arrived and improvement has accelerated further.
Maths	N Moore	J Phillipsz	2+	Yes	Leadership and use of data and assessment is strong.
Design and Engineering	W Riaz	M Lewis	2-	Yes	Inconsistencies in assessment and its accuracy led to the 2-grade.
PE	NA	R Harding	2-	No	Greenhouse provide the majority of PE teaching at a good standard. A new LoL PE has just been recruited for Sept 17 start to improve the overall standard of PE and develop Sports Science at the Academy.
Computer Science	D Pascall	J Phillipsz	3	Yes	Inconsistency in assessment and its accuracy led to the 3 grade. A new teacher CS recruited to begin September 2017 will replace the current supply agency colleague.
Operational Systems	S Theofanopoulou	G Nelson	Review beginning		
Drama	Rebecca Morgan	A Moses			
Humanities	I Fletcher Blackburn	J Phillipsz			
Spanish	M Gonzales Perez	A Moses			
Pastoral Systems/ Student Services	J Badu	R Harding			