

Meeting of the University Academy of Engineering Local Governing Body

3.00 - 6.00 pm on Thursday, 4 October 2018
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		NL
2.	Declarations of interest		NL
3.	Minutes of previous meeting	3 - 8	NL
4.	Matters arising	9 - 10	NL
	Items to discuss		
5.	Student recruitment update & financial implications	11 - 12	NF, JT
6.	Examination results analysis	13 - 16	JT
7.	School Development Plan (3 year view)	17 - 54	JT
	Items to note		
8.	Staff recruitment and staff training	55 - 58	JT
9.	Audit reports <ul style="list-style-type: none"> • Health & Safety • HR 	59 - 70	NL
10.	Governance update	71 - 72	AE

Date of next meeting
4.00 pm on Thursday, 29 November 2018

Members: Nicole Louis (Chair), Veronica Allen, Natalie Ferer, Karen Fowler, Lesley Morrison, Zakir Matin, Tony Roberts and John Taylor

In attendance: Alexander Enibe

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Create your future

**Minutes of the meeting of the University Academy of Engineering Local
Governing Body
held at 4.00 pm on Wednesday, 11 July 2018
University Academy of Engineering - Trafalgar Street, London SE17 2TP**

Present

Nicole Louis (Chair)
Veronica Allen
Natalie Ferer
Zakir Matin
John Taylor

Apologies

Karen Fowler
Samantha Jury-Dada
Lesley Morrison
Tony Roberts

In attendance

1. Welcome and apologies

The Chair welcomed Governors and staff members to the meeting. 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 LGB approved the minutes of the previous meeting held on 24 May 2018.

4. Matters arising

The LGB discussed Matters Arising.

Day 10

It was noted that planning information for Day 10 was on the agenda.

Reward system

It was noted that the review of the reward system was ongoing.

Self-evaluation form (SEF)

JT confirmed he had discussed the SEF with the School Improvement Adviser (SIA). A revised SEF format would be presented to the LGB at its meeting in October.

Student attendance

The approach to student attendance would be presented to the LGB at its meeting in October.

School Development Plan (SDP)

It was noted that the draft SDP, to be presented to the LGB for discussion in October, would include challenges and students' agency.

Year 13 Destinations

It was noted that Year 13 Destinations would be presented to the LGB at its meeting in October.

5. **Principal's report**

The LGB discussed the Principal's Report.

Safeguarding, attendance and welfare

The Principal reported that attendance was 93%, representing no significant difference from the national average. He noted concern over persistent absentees linked largely to the system of afternoon registration for 6th Form. A new system was now in place and attendance figures were improving.

The Principal reported the school would be introducing a new Sex and Relationship Education programme in line with DfE guidelines. The LGB requested to review any new policy changes at its meeting in September.

Governors asked if all school policies were up to date. The Interim Chair explained that review of policies should happen within a framework which addresses legal and regulatory compliance. The Interim Chair, as Interim CEO, SBA, agreed to implement a policy review for the Trust and the schools in October.

The Principal reported that three staff have been assigned patrol duties to ensure the safety of children coming to and from school. The staff have received police training and patrol as far as Walworth Road and Old Kent Road.

Quality of teaching and learning

The Principal reported that three teachers were on bespoke support plans. They are being supported by their Heads of Department (HoD) and will be observed by the Principal. An NQT in Computer Science and a Maths teacher have tendered resignations following introduction of personal support plans. A Head of Department has also stepped down.

As part of ongoing participation in the Professional Learning Community, all staff attended the Festival of Education as an INSET day.

A number of senior staff are being sponsored through additional qualifications and training. Governors asked if such opportunities are available to middle

management. The Principal confirmed that HoDs discussed professional development with staff which could lead to a request for training.

Personal development

The Principal reported the appointments of:

- (i) a careers leader who will be full-time from September;
- (ii) an Enrichment Manager who will deliver the Day 10 and Enrichment programmes.
- (iii) an Enrichment Administrator (to be appointed).

Learner outcomes

6th Form – ML reported predictions for A-level and BTEC exams based on mock exams taken at Easter. He noted that key areas of concern included Physics, Computer Studies and Product Design, while Maths / Further Maths were doing well.

Governors asked how many students had applied for university places. ML confirmed that 20 out of 21 Year 13s have been offered places at university including Warwick, UCL, and two at LSBU. Three of the 21 have also applied for degree apprenticeship programmes. ML reported there were 35 students in Year 12.

The Principal reported that course availability in the 6th Form was currently limited, however Business Studies will be added as an A-level from September. The Principal explained that recruitment for 6th Form was good, given the limited number of subjects on offer and that there is yet no Year 11 cohort within the school.

The LGB requested that curriculum be included in SDP discussions in September. The Principal noted this would feed into his curriculum proposal to LGB and SBA Board in November 2018 for September 2019.

Governors asked how the published results would look given the sensitivities around 1-student classes. The Principal confirmed that the school is predicting that the progress made by students would be better than the average for sixth forms nationally. The school will promote and publicise student stories and destinations to support 6th Form recruitment.

The LGB asked that an analysis of exam outcomes is included in SDP discussions in September.

Leadership and management

The Governors discussed the SIA report which was largely positive and reported on ongoing progress. Governors requested the report be put on the LGB agenda for October with input from Governors requested in writing, in advance.

Governors asked for further information on the SEN review. The Principal reported that he and RH had recently spent a day with SEN and will draft an action plan for significant changes. The Principal reported that four students with EHCPs would be joining Year 7 in October.

6. Year-end examination/progress report

The LGB discussed the year-end progress report.

In response to disappointing mock exams at Christmas 2017, the school conducted mock exams, using official exam questions, for Year 10 based on topics already covered (there are 101 students in Year 10). The Progress 8 results (a portfolio of 8 core subjects) showed that pupils were behind expectations, even with Year 11 yet to complete.

The Governors asked if any changes had been identified between the Christmas and June exams. RH explained that there had been some progress but not yet enough. He noted that results only reflect the exam element of the GCSEs and do not include coursework.

The Principal reported that the school has adopted the national average as a target for Progress 8 scores, which is challenging. The school has planned considerable levels of intervention with both pupils and staff, including 6-weekly reporting by HoDs, analysis and action planning to identify student needs. Student needs will be addressed in groups, and £40k has been allocated for individual tutoring for Year 11 students next year.

RH reported that, due to the support given to improve the quality of teaching, Year 9 students were closer to their national average than Year 10 were to theirs. A Governor reported that all local schools (bar one) were above the national average.

The LGB requested the SLT to submit a recommendation on appropriate targets for student attainment and progress to the LGB for discussion.

7. Discussion on DfE Governance Audit

The Interim Chair presented an overview of the governance review of the UTC conducted by DfE, and the review of SBA MAT governance being undertaken within the LSBU Group. The Chair noted that the SBA MAT review had included consultation with the School Principals, and members of the LGBs and SBA Board.

Both of the models proposed for the SBA MAT included having an independent Chair of the SBA Board, and independent Chairs of the LGBs who would also be Trustees.

The LGB noted that further information would be available after the SBA Board meeting in 19 July 2018.

8. **Financial Management Report**

The LGB noted the management accounts which show a year-to-date (YTD) surplus of £208k against a budget surplus of £340k. This largely due to the need to use agency staff during the year. The full year forecast is for a surplus of £91k.

The LGB asked if improvements in financial controls were continuing. NF reported that improvements continued to be made and that the accounting records will provide a true and fair reflection.

9. **Draft Budget 2018/19**

The LGB noted the budget for the school which is set by the SBA Board in consultation with the Principal and Interim CEO.

In 2018/19, for the first time since the school was established in 2014, there will be students in each year group. The budget for 2018/19 will therefore cover a full staff complement, with income rising from £4,852k (2017/18) to £6,064k (2018/19). The budget also includes pay-scale increments for staff and an anticipated pay award, as well as contributions to SBA MAT.

Governors asked if sufficient resources were available to support additional interventions. The Principal confirmed that increased resources had been allocated to Year 11 and SEN support.

10. **Student Recruitment Projections**

The Principal presented a report on student recruitment.

Year 12: 2017/18 there were 41 applications for 6th Form. So far this year, there are 61 applications, and this is expected to rise. The budget is based on 35 students taking up a place.

Year 7: 2017/18 there were 130 applications which converted to 127 students taking a place. So far this year there are 151 applications.

11. **Staff Recruitment update**

The LGB noted the staff recruitment update presented during the Principal's report.

12. **Compliance - Updates on commissioned audits**

The CEO reported on reviews and audits of compliance areas, such as Health & Safety, building contracts, and HR.

The school and SBA MAT were currently reviewing gaps and capacity in compliance processes / procedures, and developing a resource model for

next year. This would be likely to include accessing LSBU expertise, as appropriate, as is currently the case with regards to health & safety.

The outcomes of the review would be discussed at SBA Board and LGBs.

13. Day 10 Presentation

The LGB received a presentation from ML on Day 10 – a programme focused on improving students’ social mobility by introducing students to experiences they might otherwise not have.

The programme will begin in September led by the new Enhancement Manager. It will involve all students in Years 7-10 and include community projects, a school garden, project-based learning, and external visits.

The LGB commended the Principal and staff for the initiative and recommended it is shared with the SBA Board.

14. Reports on decisions from subcommittees

The LGB reviewed the minutes from the sub-committees on 14 June 2018:

- Finance and General Purposes
- Teaching and Learning

**Date of next meeting
4.00 pm, on Thursday, 4 October 2018**

Confirmed as a true record

..... (Chair)

**UNIVERSITY ACADEMY OF ENGINEERING LOCAL GOVERNING BODY - WEDNESDAY, 11 JULY 2018
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Officer	Action Status
4.	Matters arising	For LGB discussion in October: (i) Self-evaluation form; (ii) Student attendance; (iii) School Development Plan; (iv) Year 13 Destinations	John Taylor	on agenda
5.	Principal's report	Policy review for Trust and schools in October	Nicole Louis	on plan
		Review of changes to Sex and Relationship Education policy in October	John Taylor	To do
		Analysis of exam outcomes to be included in SDP discussions in October	John Taylor	To do
		School Improvement Adviser report to LGB agenda in October	Alexander Enibe	as supplement
6.	Year-end examination/progress report	SLT to submit a recommendation on appropriate targets to LGB for discussion	John Taylor	To do
13.	Day 10 Presentation	Day 10 presentation to SBA Board	Joe Kelly, Nicole Louis	To do

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Paper title:	2018 / 19 - Budget
Board/Committee	UAE LGB
Date of meeting:	4 October 2018
Author:	Michael Okelola, Interim Accountant
Purpose:	To Note - Change in Student Numbers
Recommendation:	The LGB is requested to note

Pupil Number Adjustment:

The estimated student numbers used in the calculation of ESFA funding for 2018 / 19 for the UAE is in line with actual student numbers of 697. Estimated funding based on student numbers is £5.8m. These student numbers are still subject to change.

Student Totals for Year Groups

Enrolment Status : Single Registration

Year	Males	Females	Total
Year 10	99	34	133
Year 11	70	31	101
Year 12	14	4	18
Year 13	14	19	33
Year 7	90	53	143
Year 8	97	29	127
Year 9	112	30	142
Totals	496	200	697

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3rd September 2018

Sixth form performance 2018. Initial report.

Headline measures

The DfE publishes headline measures for each sixth form, which report on:

- **Progress**
This will show progress for A level qualifications and a combined completion and attainment measure for tech level qualifications. BTEC Engineering is a tech level qualification. For A levels progress will be reported using achievement at key stage 4 as the benchmark. It will be a value added measure showing the progress made by individual students compared with the average progress made by all students nationally who had the same level of prior achievement. It aims to show whether students in the school or college have made better, worse or the same amount of progress as the national average. This score will be reported as a proportion of a grade above or below the national average. The benchmark for A level qualifications will be based on achievement in all GCSEs. Completion and attainment will be used for tech level qualifications, as there is a weak relationship between the more academic achievement at key stage 4 and achievement in these qualifications. This measure will compare the attainment of individual students with the national average attainment of all students taking each qualification. Completion is incorporated by treating as a 'fail' any student who fails to complete the course, unless it was to progress to an apprenticeship, traineeship or supported internship. This score will be reported as a proportion of a grade above or below the national average.
- **Attainment**
Attainment will report the average grade attained by students. Unlike the combined 'completion and attainment' measure, it will only include those who complete the course and are entered for an examination or, in the case of vocational qualifications, receive a qualification result.
- **Retention**
Retention will report on the proportion of students who get to the end of the core aim on which they have enrolled.
- **Destinations**
Destinations will become a full headline measure as soon as the data are deemed to be sufficiently robust. At present data are reported as experimental statistics only.
- **Progress in English and Maths.**
This will show the average change in grade for English and maths for those without a pass (GCSE grade 4) at key stage 4.

Progress.

Academic (A-level) qualifications.

A score of 0.00 shows that the students have made the average progress of students across England and Wales.

Value Added score (L3VA)	-0.94
Lower confidence limit	-1.49
Upper confidence limit	-0.38
Number of A level entries	21

These are provisional figures based on estimations of comparative performance and could change.

The L3VA score indicates that our students made about a grades less progress than the average of students across the country. This is poor and will be judged as 'well below average'.

Subject value added

Subject name	Value added score (grades)	Lower confidence limit	Upper confidence limit	Number of entries
Mathematics	-1.08	-1.92	-0.23	9
Physics	-0.23	-1.57	1.11	3
Mathematics (Further)	-1.54	-3.87	0.79	1
Computer Studies/Computing	-1.96	-3.51	-0.4	2
Biology	0.41	0.41	2.56	1
Chemistry	-0.61	-0.61	1.6	1
D&T Product Design	-1.99	-1.99	0.03	1
D&T Product Design (AS)	-0.16	-0.16	1.06	3

- These are disappointing results, with the exception of Biology.
- The biggest concerns are Maths, Product Design and Computer science.
- The Head of Maths is currently putting together an action plan which will include changes in 6th form staffing.
- The Computer Science department has undergone significant turmoil and change during the past year and whilst this has been addressed by the appointment of a new Head of Department, the subject has been withdrawn from this year's offer to allow the changes to embed.
- Product Design had one student (Evan Ryan) and he was offered an unconditional offer to study Astrophysics at Portsmouth. As a result of this, he has lost most of his motivation and his coursework, in particular, suffered as a result. The Product Design teacher met with parents, put in place a number of agreed, time bonded plans, spent 3 days in school with the student during the Easter Holidays and worked with him after school in an attempt to get the work completed. This had no appreciable affect.

Tech level qualifications – Engineering BTEC

We cannot produce figures for the BTEC Engineering as there is no historical data to compare with. This will be the first year that this qualification will have been examined.

Attainment.

Academic (A-level) qualifications.

Subject Grades

Subject name	A	B	C	D	E	U
Mathematics	1		2	1	3	2
Physics			1	1	1	
Mathematics (Further)				1		
Computer Studies/Computing					1	1
Biology			1			
Chemistry				1		
D&T Product Design						1

Tech level qualifications - Engineering BTEC

Summary of results

Grade	Predictions
**D	7
*DD	3
DDD	2
DDM	2
U	1

BTEC grades: Distinction star, *

Distinction, D

Merit, M

Pass, P

Unclassified, U

Each BTEC qualification is equivalent to 3 A levels and so they are given 3 grades.

- These results are extremely pleasing.
- The feedback from the External Moderator has also been very positive
- The one student who failed had an unconditional offer from University and refused to complete one of the exam modules. As a result, he failed the module and, therefore, the course. This was despite achieving Distinctions and Merits in all his internal modules.

Destinations

- All students who applied to University or Apprenticeships were successful (20 of the 21 students).
- This includes 2 students who are going to study Civil Engineering at UCL, one student studying Maths at Coventry (rated 8th best maths department in the country) and a number of Apprenticeships with prestigious companies such as Mott Macdonald and Tideway.

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Agenda item 7 - School development plan - draft version.

A more complete version of the school development plan will be available in hard copy at the meeting

2018-19 school development plan sections			
Section number	Section title	Sub-sections	Who is responsible for it?
1	Year 11 outcomes		Rob
2	KS5 outcomes		Meirion
3	Curriculum development at KS3 and 4	a) KS3 knowledge based curriculum, b) relationship and sex education	John/Rob with Jon Searle/Imogen
4	Teaching and learning	a) Formative assessment, b) challenge in lessons, c) homework, d) engagement for learning	Annette
5	G-suite and google classrooms		Jason P with Nick Moore
6	SEND		Rob
7	Curriculum development for KS5		Meirion
8	Assessment, tracking and reporting		Jason P
9	Agency		Meirion

Section 1.**Key stage 4 outcomes****Context:**

This year will be the first time the school has Year 11s. Previous KS4 Data in school was not felt to be secure or trusted. Students all followed a skills based curriculum and therefore many students in Year 11 have gaps in their knowledge and understanding

Success criteria for September 2019:

1. 0.0 Progress 8 score or better

Further developments in 2019-20

1. 0.25 Progress 8 Score or better

Further developments in 2020-21

1. 0.50 Progress 8 Score or better

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
Develop the expectations and culture of examination preparation, independent work and revision amongst students, teacher and parents	PiXL membership Staff PDs Y10 Mocks Mocks results day Parent meeting Year 10 Interventions Review Y10 Mock grades with every HoD	July 2018	RHG		Change of attitude towards GCSE by Year 11 students	£5000	COMPLETE	
Develop and deliver bespoke interventions based on knowledge of students individual needs and progress	Source external Tuition programmes	Sept 18	RHG			£25000	COMPLETE	
	Create an in-house Intervention programme 'Period 7' and 'CT' (delivered by teachers).	Sept 18	RHG				COMPLETE	
	Scrutinise every Y11 students P8 score and make	Oct 18	RHG, HoDs				IN PROGRESS	

	decisions on exams and support							
	Create 4 key groups of all Y11s to help identify further specific non-academic intervention/support	Oct 18	RHG, JPZ					COMPLETE
	Year 11 GCSE Interventions all on SIMS	Oct 18	RHG, HoDs					IN PROGRESS
	Develop an understanding of 4 Matrix	Dec 18	RHG					INCOMPLETE
	Parent meeting	Oct 18	RHG					INCOMPLETE
	Oct Half Term Booster classes	Oct 18	RHG, JPZ					INCOMPLETE
	Dec Mocks	Dec 18	HoDs, RHG					INCOMPLETE
	HoD analysis meeting	Jan 19	RHG					
	Feb Half Term Booster classes	Feb 19	RHG, JPZ					
	March Mocks	March 19	HoDs, RHG					

	Easter Booster classes	April 19						
	HoD analysis meeting	April 19						

Section 2.**KS5 Outcomes****Context:**

The A level results last year were disappointing and more stringent systems for tracking and intervention need to be in place. The tracking systems for last year were shown to be very inaccurate, especially in Maths (the actual grades achieved were far lower than the predicted grades). In addition, department systems were not in place to track and act upon attendance to lessons etc

This year, the departments need to be empowered to monitor the progress of the students and put in the correct interventions and move away from the current centralised system where everything goes through the Head of 6th Form. This is not a sustainable model as we move forward and the 6th form expands.

There is also more work to be done in developing the culture of the 6th Form area. Large strides have been made in ensuring that it has become a more focussed, work orientated area but it is not fully embedded into every student yet.

Success criteria for September 2019:

- L3Va will be in line with the National average
- Retention will be in line with the National average
- Progress at level 2 Maths and English resit will mean that every student will leave the 6th Form with a minimum of a Level 4 in both subjects
- All students will progress to either University or a meaningful apprenticeship

Further developments in 2019-20**Further developments in 2020-21**

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
Sign up to ALPS Connect and Head of 6th Form and HoD's to be trained on its use	Sign up to ALPS Connect Relevant staff trained	28th September End of Module 1	ML ML	School registration complete Staff have attended a training session	It will provide all KS5 staff with a powerful tracking tool which will allow early, targeted intervention to be put in place	£1600 plus vat for ALPS connect £800 plus VAT for training		
KS5 Administrator and Supervisor to have responsibility for managing the KS5 data	Ensure KS5 Admin gets relevant training on SIMS and ALPS connect	End of Module 2	ML and JP	KS5 admin has attended the ALPS training session and had a session with Ayo/Jason P on SIMS Systems are set up Head of 6th Form is provided with relevant data on a weekly basis	End of November End of Module 2	ALPS training costs are budgeted in previous objective Time to spend with Ayo/Jason P		
Accurate tracking data to be provided by Departments on a regular (monthly?0 basis	Development of rigorous, accurate summative assessments within departments	November 23rd	HoD's and ML	First set of summative assessments have been developed and QA'd by HoD and Head of 6th Form by 3rd October All departments to have developed a	Data that is used for analysis is accurate and reliable. This will result in the correct students being targeted for intervention	Time. No cost		

				summative assessment timeline and embedded it into the SoW/shared it with Head of 6th Form				
Intervention programmes developed based upon PiXL techniques	<p>Training session for KS5 teachers on PiXL intervention techniques</p> <p>Departments to develop targeted intervention strategies for all students (high and low achievers)</p>	<p>Training by end of Module 1</p> <p>Initial Intervention strategies developed and in place by end of Module 2</p> <p>Full intervention programme developed by end of Module 3</p>	ML and HoD's	<p>Training completed</p> <p>PLC's and Smith Proformas developed for each KS5 student</p>	Intervention programmes are developed that are impactful and raise progress	Time. No cost		
Identification of Key Marginal students and the correct support put into place	<p>Use tracking data and meetings with HoD's to identify key marginal students</p> <p>Develop support plans for each student identified</p>	<p>Progress meetings with HoD's by October 5th</p> <p>Initial support plans developed by 1st November in conjunction with HoD's, Careers Leader and PiXL6 advisor</p>	<p>ML</p> <p>ML, AM, HoD's</p>	<p>Progress meetings have taken place</p> <p>Each key marginal student has an initial Support plan in place and this is shared with them and their parents</p>	To ensure that the key students are quickly identified and supported to improve their progress/apply to Oxbridge/Russel group universities			

Section 3a)

Knowledge based curriculum at KS3

Context:

Success criteria for September 2019:

Further developments in 2019-20

Further developments in 2020-21

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation

Curriculum design timeline

November 2017 - March 2018

Phase 1: researching, reviewing, and developing

In phase 1:

- November- January: SLT conduct reviews of all departments reviewing the various levels of challenge
- January-February: JPs and JSe to review various curriculum models and liaise with JTr
- February-March: A rigorous, fit for purpose, curriculum model to be agreed upon with gant diagram produced to explain implementation and produce a timeline

March 2018 – September 2018

Phase 2: producing a challenging knowledge based “intended curriculum” for UAE south bank KS3 students

In phase 2:

- JSe to lead PD and inset day training sessions introducing and outlining the rationale behind a knowledge based curriculum and leading to the creating of a challenging yet accessible curriculum for KS3 students in KS3. This shall happen over 4 sessions:
 - Session 1 (April): introduction to knowledge based curricula and threshold knowledge
 - Session 2 (May): how to produce knowledge organisers
 - Session 3 (June): producing knowledge organisers
 - Session 4 (September): using knowledge organisers in classes
- In September the various knowledge organisers are to be assessed for challenge and clarity.

September 2018 – January 2019

Phase 3: implementing and enacting the curriculum

In phase 3:

- September: Research various methods of implementing “mastery” techniques within lessons, this will require reading and visiting schools where the mastery approach has been successfully implemented and clearly evidenced.
- October: Introduce staff to the idea of mastery and explain what it means and
- October-November: how to use knowledge organisers and route throughs to produce lessons that stretch and engage students and that securely use the ideas of “mastery” in order to create expertise.
- November-January: review of degree of implementation of mastery and KOs through lesson observations and departmental reviews

September 2019 – April 2019

Phase 4: designing and implementing a “support model” of assessment

- Research the use of a more rigorous and meaningful assessment system based on Dylan William’s “support model” and East London Science School’s assessment cycle/model.
- September: introduce the model of half termly exams and mid topic tests to the science department
- September-November: work with the science dept. to design and introduce effective tracking and monitoring systems that legitimise the assessment model
- October – December: assess the effectiveness of the system and alter accordingly
- January: introduce to leaders of learning
- January-April: assess level of use throughout the school and gain feedback from Leaders of learning

May 2019

Phase 5: review and planning next steps

- JSe and JPe to meet with JTr to assess the success of the plan to date and to plan next steps

Section 3b)

Relationship and sex education

Context:

Success criteria for September 2019:

Further developments in 2019-20

Further developments in 2020-21

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation

1.3 There is a named governor for RSE.	Due Date	Responsible	Notes	Achieved?
Have a governnors meeting with IFB and RH in attendance to speak about programme	[date]	RH		Choose...
Elect a governor to be named for RSE		RH		Choose...
2.1 The school has a RSE policy agreed by governors and staff that has involved consultation with pupils and parents.	Due Date	Responsible	Notes	Achieved?

Instruct parents of a meeting for RSE	June	IFB		Yes
Construct a questionnaire for students to understand their needs	June	IFB		Yes
Consult named governor with findings	July	RH		Choose...
Write RSE policy	Sept	IFB and RH		Choose...
2.2 The policy links to and is consistent with other policies in the school.	Due Date	Responsible	Notes	Achieved?
Write RSE policy	Sept	IFB and RH		Choose...
Present to JT	Oct	RH		Choose...
3.1 There is a planned programme of PSHE which is clearly timetabled and includes up to date contents on RSE.	Due Date	Responsible	Notes	Achieved?
Flesh out the humanities curriculum with topics that are going to be covered	Oct	IFB		Choose...
Consider how the developed tangents are going to be presented	Oct	IFB		Choose...
Compare content covered by curriculum with safeguarding and PSHE topics	Oct	RH		Choose...

Consider the provision for year 10 and year 11 who have not got humanities as an option	July	RH	Have emailed JT about this - will be discussed in an SLT meeting	Choose...
3.2 The programme addresses skills, values and attitudes as well as knowledge.	Due Date	Responsible	Notes	Achieved?
Overview of knowledge organisers, lesson topics and activities will be visible in humanities schemes of learning	Ongoing	IFB		Choose...
4.3 RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident (although not necessarily 'experts' in RSE).	Due Date	Responsible	Notes	Achieved?
RSE training for members of the humanities team investigation	Sept	IFB and RH	Need to clarify where the budget is for the training and what training would be most beneficial	Choose...
PD session addressing the content covered with staff, informing them of what to do with safeguarding, and providing some basic training for all	Aug inset days	RH and AM		Yes
5.1 The school ensures that RSE is embedded in the school's values and moral framework	Due Date	Responsible	Notes	Achieved?
Create a SRE display board on the humanities floor	Sept	Hums		Yes
Create an inclusive LGBTQI* enrichment and newsletter	Jan	IFB		Choose...

6.1 All pupils are given opportunities to identify needs, comment on policy and practice and contribute to curriculum planning and evaluation of effectiveness.	Due Date	Responsible	Notes	Achieved?
Three times during the year conduct a student voice survey on the SRE provision given	First in Dec			Choose...
9.1 The school recognises that parents are crucial to the success of the RSE programme and gives them regular and accessible opportunities to comment on policy and practice.	Due Date	Responsible	Notes	Achieved?
SRE school policy made available on school website	Oct			Choose...
Meeting with parents to instruct them, and then three drop in sessions held through the year	June			Yes
9.2 School recognises that parents need guidance and support to enable them to help their children and should provide these	Due Date	Responsible	Notes	Achieved?
Booklet made available in meeting with links to appropriate sites parents can use to guide them	July			Yes
Links put on school website for parents to use	Sept			Choose...
10.1 RSE is assessed on skills and attitudes as well as on knowledge and involves pupils in the assessment	Due Date	Responsible	Notes	Achieved?

Development of assessment for learning strategies for SRE lessons - a bank of resources made available	Sept			Choose...
10.2 Part of the assessment involves pupils being asked to reflect on their work and learning as well as how well they feel the PSHE/RSE curriculum is meeting their needs	Due Date	Responsible	Notes	Achieved?
Development of assessment for learning strategies for SRE lessons - a bank of resources made available	Sept			Choose...
10.3 Parents receive information about pupils' learning in RSE	Due Date	Responsible	Notes	Achieved?
Section made available in the Principal's termly newsletter addressing what has been covered in RSE	First newsletter			Choose...

Section 4.a)**Formative assessment****Context:**

Last academic year we moved away from summative assessment at the end of each module, to an assessment model that allows for intervention and the more impactful formative assessment to take place. Students are now assessed summatively twice a year with the expectation that during other times teachers are assessing students formatively and using the information gained from such assessments to improve and revisit their teaching, thus enabling students to develop deep rather than shallow knowledge before they are asked to move on to a new topic or concept.

Success criteria for September 2019:

All teachers use formative assessment to inform their teaching and planning with the summative test results demonstrating that deep knowledge learning is taking place

Further developments in 2019-20

Formative assessment enables students to clearly identify areas they need to work on to progress. Students are able to devise their own plan for improvement and work on this

Further developments in 2020-21

Students have a real ownership of their learning with teachers acting as facilitators. Formative assessment informs teaching and also personalised improvement tasks for students.

Section 4.b)

Challenge in lessons

Context:

The leadership team has worked hard to ensure that the teaching staff is comprised of teachers with rich subject knowledge all new staff appointed have degrees in the subjects they are teaching. The primary aim of this is to develop a teaching team deep enough knowledge to challenge students in lessons. With engagement happening in lessons, more challenge can now be added.

Success criteria for September 2019:

All teachers deliver lessons that provide challenge for students this is evidenced by lesson observation and department review documentation.

Further developments in 2019-20

The impact of challenge in lessons is that all students make at least their expected progress

Further developments in 2020-21

The impact of challenge in lessons is that most students make better than expected progress

Section 4.c)**Homework****Context:**

In the first two years the academy had a no homework rule, lessons were 1hr 30 mins long and the rationale at the time was that students had longer lessons and an extended day so did not then need to complete any additional work at home. It was found that the lesson length was not conducive to effective learning, pace was often too slow and a significant amount of time was not productive. Lesson length was reduced to 1hr and with the arrival of the interim head homework was introduced. Staff and students were not used to homework and although a timetable was made for both KS3 and KS4 homework was not consistently given or completed. Homework planners that were purchased were not used effectively. With the move to Google Classroom the aim is to use the platform to host homeworks, where parents and students can view homework set by teachers and students can engage with their out of lesson learning in a more technological way.

Success criteria for September 2019:

All students, staff and parents able to use the Google Classroom platform to set and view homework

Further developments in 2019-20**Further developments in 2020-21**

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
Student notebooks issued for students to record homeworks until Google Classroom is up and running	Notebooks ordered Notebooks issued to students with guidance on use	10th September 24th September	AMS AMS and HH	Delivery of the notebooks Notebooks issues	Students are able to record homework given until Google Classroom is up and running.	2300		
Staff trained on how to set homework on Google Classroom platform	PD training for staff	24th September?	NME and JPZ	PD completed	All staff can set homework via the Google Classroom platform			
Students told about Google Classroom and how to use it	Lessons for all students on using Google Classroom Student logins issued	TBC	JPZ JPZ and NME	All lessons completed	Students can view their homework on the Google Classroom platform			
Parents notified about Google Classroom launch and trained to use the platform	Letter sent home with logins about Google Classrooms PFA meeting agenda item is Google Classroom training led by JPZ and NME	TBC TBC	JPZ JPZ and NME	Letter sent home and a copy is put on the school website	Parents are able to view their child's homework on Google Classroom			

Section 4.d)

Engagement for Learning in lessons

Context:

In January, last academic year, we launched the Engagement for Learning initiative. It proved to be very successful when it was implemented as per the policy we created. We found that lessons that were previously disrupted by low level disruption were transformed into productive and calm learning environments. With the growth of the school and the significant number of new staff we now need to embed Engagement for Learning so that it becomes part of our school culture

Success criteria for September 2019:

The Engagement for Learning expectations are seen in all lessons and is part of the school culture.

Further developments in 2019-20

The impact of the fully embedded E4L expectations as part of school culture is that all students are making at least expected progress

Further developments in 2020-21

The impact of the E4L expectations as part of school culture is that many students are making better than expected progress

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
Relaunching E4L with staff	AMS to deliver PD on E4L	1st September	AMS with JBU	PD completed	All staff aware that E4L should be used consistently in all lessons		Completed	
Relaunch the E4L expectations with all students	All students are given an assembly to remind them about the expectations when they start school in September	4th September - Year 7 and 11 5th September Year 8,9,10	AMS JBU	Assemblies completed	All students aware of the expectations		Completed	
	Poster reminders of the expectations are in all classrooms	1st September	SS team	4th September all classrooms have posters up	Students and teachers have a visual reminder about the expectations		Completed	
Support for new staff with implementation of the engagement expectations	E4L included in the New staff induction programme	19th September	IFB	Meeting completed	New staff clearer on how to implement the expectations and also on how and where to seek further support should they require it		Completed	
Monitoring of E4L	AMS and JTR to conduct learning walks to identify teachers not using E4L and provide support and training	ongoing	AMS JTR with assistance of other SLT members	First joint learning walk week 2 - most teachers using E4L some new teachers needing more support	Support and training offered to the staff not consistently using E4L in their lessons		Ongoing	

Training for staff not using E4L in lessons	Staff not using E4L in their lessons attend a compulsory training session let by AMS and JTR	End of Module 1	AMS with support from JTR					
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Section 5**G-Suite and Google classroom implementation and roll out****Context:**

The school needs a learning platform to maximise the learning of our students and the maximise the efficiency of staff so that they can be more effective. Previous attempts to introduce Homework and share work with students and parents have not worked. If we are to create confident learners the academy needs to have a learning platform that is accessible to staff and students without being restrictive or clunky. It also needs to be accessible to parents so that they can support the academy with their child's' learning. The implementation of Google classrooms will help improve the monitoring of all work covered by students and unify almost all the materials for learning that take place in the academy.

Success criteria for September 2019:

Every teacher uses Google classrooms to upload their lessons
Every teacher uses Google classrooms to set Homework
Every student uses Google classrooms to access their homework
Parents are able to access what their child has been learning and homework they have been set

Further developments in 2019-20

Students are able to choose extension activities to supp

Further developments in 2020-21

Students become fully independent and have agency in accessing work ahead of schedule before it is taught

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
	Sign up to GSuite	Feb 2018	NME		Academy is registered Registered	Free		
	Create IT infrastructure to enable Google classrooms to work	Aug 2018	IT team/ JPZ	Gsuite reads correctly from MIS for class lists Single Sign On login working	One login gives access to all applications used by staff and students	RM Unify £4k		
	Email account migration from office 365	July 2018	IT team	Domain is registered	Staff and students use existing emails			
	Launch with Staff	August 2018	NME	PD	Staff understand that this is what they will use to store, set and monitor work in future			
	Train Staff on how to upload work, and assign homework	September 2018	JPZ/NME	PD	Staff are able to use basic and main functions of G-Suite to set work for students			
	Make student account live	Sept 2018	IT team	Laanch with student in identified lessons	Students able to access work			
	Inform Parents of G-Ssuite and how to access their child's account	Sept 2018	JPZ	letter to parents with how to guide	Parents able to monitor work			

	Students access homework from G-suite	Sept 2018	All Staff with JPZ Oversight		Students are regularly set and complete homework			
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Section 6.**Special Educational Needs and Disabilities****Context:**

New Leadership of SEND was introduced in March 2017. The new SENDCO identified a number issues and historic problems. These issues were solved and the department also rapidly grow in staff numbers and expectations. A new SEND middle leadership structure was introduced which included a new Assistant SENDCO role and four Higher Level Learning Assistants. A culture of students needing and expecting support on demand was prevalent and this created inconsistencies and disruption across the school. The relationship with the new SEND middle leadership became fractured and ineffective. SEND student progress slowed and support given was not consistent. The systems and process of SEND were not satisfactory.

Success criteria for September 2019:

1. Improve communication between the department and the school
2. Clarify roles and accountabilities with the new SEND leadership
3. Improve progress of students with SEND
4. Develop a more effective system to identify students that require support
5. Monitor the impact of the new structured and planned Interventions

Further development in 2019-20

1. Develop stronger links with Primary School SENDCOs
2. Ensure SEND is more cost effective by relying on very little external assessments / support

Further developments in 2020-21

1. All Students with SEND achieve in line or better GCSE results than their peers
2. Develop a Community hub for Primary school SENDs to train and develop their staff and strengthen further links

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
Review and ID Issues	Formal Review conducted	May 2018	RHG		Report		COMPLETE	Need to do another Review in June
Improve Comms	Alteration of Line management for HLLAs	June 2018	RHG		JDs clarified		COMPLETE	
Roles, accountability	CATS introduced, SEND email system used more frequently	September 2018	JPZ		Results		INCOMPLETE	
Effective relationships			SBW		Evidence of use		INCOMPLETE	
Identification	Interventions all timetabled	October 2018	SBW		SIMS		INCOMPLETE	
	Impact measurement introduced	October 2018	SBW		Results, Impact documents		INCOMPLETE	
Impact measurement								
SEND Progress								

Section 7**Curriculum Development at KS5****Context:**

This year is a key year for the development of the 6th Form at UAE South Bank as it is the first year that we will be recruiting from our own year 11 students. In order to facilitate this, a new recruitment strategy has to be developed which will include the development of a range of new A level qualifications. This will result in the 6th Form increasing its subject offer to include subjects not currently covered by its STEM focussed curriculum.

Success criteria for September 2019:

- A broad range of A Level subjects offered at KS5
- A minimum of 605 of our current Year 11 cohort applying to our 6th Form
- 75 students in Year 12 in September 2019

Further developments in 2019-20**Further developments in 2020-21**

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
Introduce our current Year 11 to our 6th Form and what it has to offer	'Introduction to the 6th Form' assembly	Monday 1st October	ML	Assembly taken place	Students are aware of what our 6th Form can offer them	Time. No cost		
Provide our Year 11 students with information about the range of A level we could possibly offer and what careers they can lead to	Produce a summary booklet for the Year 11 students	Monday 1st October	ML	Booklet produced and handed out to students at the end of the assembly				
Get feedback from students on what A levels they are interested in	Online survey produced Year 11 students complete the survey	Friday 12th October	ML	Survey produced Survey completed by all Year 11 students Results analysed	We have an idea of what subjects to offer at KS5	Time. No cost		
1 to 1 interviews for each Year 11 students with a member of SLT	Interviews scheduled with every Year 11 student Data from interviews recorded and analysed	Module 2	ML	Data to be collected from interviews to be decided Interview proforma produced Interviews take place and data collected	To persuade the most academic students to apply for our 6th form and to support other students to find alternative Post 16 provision	Time (possibly cover)		

				Data analysed				
All year 11 students to have a breakfast meeting with selected Year 12 and 13 students (in small groups)	Breakfast meetings to be arranged in the 6th Form (timetable produced) 6th Form students to be prepped in advance Feedback taken from Year 11 students	Module 3 and 4	ML		Year 11 students find out what the 6th Form is like from a student perspective	Cost of cropissants etc £100		
Taster sessions in all potential A level subjects	Timetable produced for 'taster day' which will allow all year 11 students to try a range of different subjects	Module 2 or 3	ML and HoD's	Speak to HoD's about taster days Assembly with Year 11 to introduce Timetable produced	To provide the Year 11 students with an idea of what the different A level subjects entail	Cost of any cover needed		
Joint event with current Year 12 and 11	TBC	Module 6 (after the exams)	ML		To provide a bridge for our students between Year 11 and 12.			
6th Form open evening		31st January						

Section 8**Assessment, tracking and reporting: Ensure that Summative assessment is accurate and informs teachers and parents about progress****Context:**

The academy has moved from reporting 6 times a year to reporting twice a year in February and July. The previous assessment was not providing accurate formative or summative assessment and was workload intensive for teacher without providing meaningful data. The quality of data has improved with formative assessment being detached from this model and falling under the remit of teaching and learning. More work needs to be done of clearly defining the nature of the summative assessments and how they are recorded and used, especially at KS3. Full end of year reports are now posted home to parents with details of what has been studied, what the students have done well in and where they need to improve

Success criteria for September 2019:

All summative testing is recorded in a way which can be analysed accurately
Parents receive error free and detailed comments for each subject on how to improve in their child's reports
KS3 Tracking is developed against milestones for year 7,8 and 9

Further developments in 2019-20

Departments evolve their own tracking systems on SIMS for their subjects using knowledge organisers as a starting point

Further developments in 2020-21

A KS5 tracking is developed against a recognised predictor such as ALPS and value added is calculated in SIMS

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
Write reports which give useful and factual information to parents about progress	Staff Trained on how to write new reports	July 2018	JPZ	Summer Reports to parents	Parents get detailed information on what has been studied and how to improve			
Interface SIMS correctly with 4matrix	SIMS marksheets are altered to suit data analysis	Oct 2018	JPZ	Dec Mock exam analysis	4matrix pulls through correct data to give accurate progress measure information			
Identify students who need support	Analyse Mock Results	Dec 2018	HoDs, RHG	Creation of New Intervention groups	Progress gap is addressed through appropriate intervention			
Reduce staff workload with Summer reporting	Allow marksheets to be edited during the year	Nov 2018	JPZ	What has been studied box populated during the year	Staff have less do to do when updating their comment banks			
Reduce errors in reporting	Use code to avoid gender and name pasting mistakes	March 2019	JPZ, ICT teachers	Module 6 reports	Quality of report writing improves			

Section 9

Agency

Context:

Success criteria for September 2019:

Further developments in 2019-20

Further developments in 2020-21

UAE LGB 4th October 2018

Agenda item 9

Staff recruitment and staff training

Recruitment

Teachers.

At Easter 2017 there were 40 teachers on the staff. We currently have 48 teachers on the staff with one vacancy. 12 teachers have been appointed and 4 left at the end of last term.

Of those that left, one left as they were about to fail their NQT year, one returned to Canada as his brother is very ill, one returned to Australia to be close to her family and the other accepted a position at a Harris academy which is closer to home.

We currently have one vacancy in English as one of the appointed teachers then turned down the position in August.

We will need to appoint two other teachers from January, one in Mathematics as we will not be contracting a current trainee Maths teacher and one in DT as a teacher has resigned from the end of this term. We may also need to appoint another English teacher to replace a current trainee teacher, yet to be decided.

Support staff.

At Easter 2017 there were 30 support staff in the school. There are currently 39 with another 9 to be appointed. Five of these are to replace staff that have left. Of these 5, one failed their probation, 3 have resigned and one was promoted to another internal position. The recruitment process for these five positions has started.

We will also need to appoint maternity cover for the position of administration manager for one year.

We have another 2 learning assistants, a Spanish Language assistant and a Performing Arts assistant to appoint. Authority to recruit for all of these positions has been given and they are budgeted for.

Senior leadership.

As the school has now increased in size from 391 students to 694 students in 2 years. In that time the number of senior leaders has remained the same. The number of staff that these senior leaders manage has also roughly doubled. It is now time to look at recruiting another AVP or VP from Easter next year. I have provided for more than the cost of this in the current budget.

Staff training

All staff attended INSET days on the 30th and 31st August. I have attached the schedule of sessions to this report. Teaching staff attend a professional development session every 2 weeks, apart from the other 3 INSET days that are in the calendar for the year. All teaching staff also commit to a professional development programme through the PLC. For a number of teachers this leads to a recognised national professional qualification, for which the school sponsors them and pays their course fees.

INSET schedule for 30th and 31st August

The training will be held in the Learning Resource Centre, except for the safeguarding session which will be in the main hall.

Dress code: Wear whatever you feel comfortable in.

Croissants and tea/coffee will be available in the staff base from 8.15 am.

Lunch will be provided.

Thursday 30th August

<i>Time</i>	<i>Topic</i>	<i>Presenter</i>	<i>Audience</i>
8.45 to 9.15	Welcome back	John Taylor	All staff
9.15 to 11.15	Teaching and learning	Annette Moses	Teachers, SEND, Heads of House
11.15 to 11.30	<i>Break</i>		
11.30 to 12.00	The Access Project	Sophia	Teachers, Heads of House
12.00 to 12.30	Relationship and Sex education	Imogen Fletcher-Blackburn	Teachers, Heads of House
12.30 to 1.00	Enrichment and Day 10	Meirion Lewis and Joe Jackson	Teachers, Heads of House, SEND
1.00 to 1.40	<i>Lunch</i>		
1.40 to 2.15	Accelerated reader programme	Rebekah Lee	Teachers, Heads of House, SEND
2.15 to 3.15	RM Unify and Google Classrooms	Nick Moore	Teachers
3.15 to 4.00	Department time	Heads of department	

Friday 31st August

<i>Time</i>	<i>Topic</i>	<i>Presenter</i>	
8.45 to 10.00	Community time expectations and programme for the first 2 days of term	Dorraine Robinson and Rob Harding	Teachers, SEND, Heads of House
10.00 to 11.30	Curriculum development	Jon Searle	Teachers
11.30 to 11.45	<i>Break</i>		
11.45 to 12.15	Safeguarding	Rob Harding	All staff – in the main hall
12.15 to 1.00	Engagement for learning/ out of class expectations/ sanctions procedures	Annette Moses and Jason Badu	Teachers, Heads of House, SEND
1.00 to 1.40	<i>Lunch</i>		
1.40 to 2.45	Y13 and Y10 results and intervention planning	Meirion Lewis and Rob Harding	Teachers
2.45 to 3.15	Timetable, calendar, assessment and reporting and the meeting cycle	Jason Philipsz	Teachers
3.15 to 4.00	SIMS training for new staff, Department time for other staff	Ayo Alalade	

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UAE South Bank Health and Safety Management System Review.

1.0 Background and Purpose

The Chair of the Board of Governors requested an assurance audit of the schools health and safety management system to be carried out by the Health and Safety Manager of London South Bank University. He is a Chartered Member of IOSH and has twenty years of experience providing health and safety advice to schools, having worked for two London local authorities. He has also twice been the Chair of the IOSH Education Group and was a member of the committee for over 12 years.

2.0 Report

There is a significant amount of paperwork to show how health and safety is being managed at UAE South Bank, unfortunately much of the paperwork is out of date and has not been reviewed within the timescales suggested.

- 2.1 An audit of the health and safety management at the school was carried out by the Judicium Health and Safety Consultants resulting in a significant number of actions to take forward. Nine were deemed to be high risk target date for action by April 2018 and a further twenty three were identified as medium risk with a July 2018 target date. Unfortunately, the columns for who was to take this forward at the school and when the actions were completed were blank on the form sent through. No other paperwork was provided to show if these issues have been addressed.
- 2.2 Several of the issues identified in the Fire and Legionella risk assessments have yet to be completed, including several concerns identified as High risk by the assessor, including not having an up to date electrical installation test for the old school building, potentially invalidating the insurance and increasing the risk of electrical failure and fire.
- 2.3 There is unclear roles and responsibilities. The Health and Safety policy states the Principal with designate a Health and Safety Officer, however there are no details of who that is or what their responsibilities would be. The Operations Manager stated she had not received a Job Description for the role she is currently undertaking and was unable to inform me of who the Health and Safety Officer was, neither could the Principal.
- 2.4 During a short walk round of the school, several issues were identified, including poorly functioning fire doors, blocked fire exits, inadequately controlled goalposts, lack of COSHH risk assessments for hazardous substances activities, incorrect storage of chemicals and bandsaw issues of lack of dust extraction and incorrectly positioned.

Recommendation

- 1 The Board of Governors puts measures in place to ensure the issues identified in the risk table are resolved.**

3.0 Risk table for issues identified

Risk Rating	Issue	Action Required	Action completed
High	Electrical installation inspection not carried out since 2012.	Employ a competent contractor to undertake an electrical installation inspection (recommend NICEIC qualified).	Yes August 2018
High	Competence of contractors	Ensure system in place to select and monitor competent contractors, seek assistance where there is a lack of knowledge	LSBU to send their versions of competence system so UAE can map to their needs and requirements
High	Calorifier safety valves identified as requiring replacement/recalibration since 10/10/2017.	Safety valves to be replaced/recalibrated by a competent contractor.	Yes August 2018
High	The water risk assessment actions require records of regular actions, e.g. monthly water temperature checks, weekly flushing of showers, etc.	A water risk assessment log book should be developed and all the actions identified in the risk assessment should be completed and recorded. Evidence of works completed by contractors should also be kept in this log book.	Operations manager to organize service level agreement for maintenance. Statutory checks to be written into site team task lists and responsibilities
High	Unclear communications between the school and the Local Governing Board (LGB) resulting in key issues not being identified and actioned appropriately.	A governor is given specific responsibility for H&S with suitable training to understand the role requirements. The full Judicium reports /risk assessments & reviews are provided to the LGB, to be discussed at the next available meeting after they are received. Termly report to LGB for discussion of health and safety management	Governors to action next meeting Oct 4 th 2018 Reports commissioned and sent to Principal. Vice Principal and Operations manager have cross referenced with this report. Reporting chain established: Operations manager → VP → Governors
High	School management and staff do not have the necessary knowledge to undertake H&S duties.	Management and Staff are appropriately trained to understand legislative requirements, especially relating to building fabric. School Health and Safety Committee set up to meet termly for communication	Site team restructure imminent with newly recruited staff to have expertise or responsibility and training for specific areas

Risk Rating	Issue	Action Required	Action completed
		between staff and management with notes sent to LGB	
High	Several fire doors are in poor repair.	Repair doors and have a recorded log of inspection to ensure they remain in good order, or are repaired quickly.	Yes. 3 doors replaced and 2 with glass fitted September 2018
High	Asbestos was identified in the refurbishment and demolition survey, it is unclear if any asbestos remains in the school	Require confirmation from local authority if all asbestos was removed during refurbishment. If not, what was left in place so an asbestos survey can be completed, including the priority assessment.	Get confirmation from Southwark that no asbestos was left in the building when handed over or appropriate risk management and plan was implemented to leave it in. Trust needs to hand over existing plans and documentation to Operations manager
High	Five aside goal posts are not secured posing a significant crushing risk	Secure five aside goal posts with suitable chains and/or weights.	To be actioned by end of September
High	Lightning conductor is overdue for inspection and maintenance	Maintain lightning conductor to minimise fire and electrical risks.	Yes. August 2018
Medium	Actions identified in the Judicium health and safety management audit and fire risk assessments are outstanding.	A programme of improvements is required with specific staff given responsibility and target dates to complete the work, which should be monitored by management and the LGB.	Yes. Audit done Jan 2018. Actions completed by July 2018.
Medium	Policies are out of date and not understood.	LGB to work with Principal and school management to ensure policies are periodically reviewed, recommend every three years. The policies need to be developed to meet the needs of the school. Attached is the DfE guidance for the contents of a suitable H&S policy.	SLT to ensure programme of policy renewal is in place to be ratified by Governors by Oct 2018
Medium	Risk assessments are generic and have not	Identify most significant hazards and ensure model/ template risk	Departments to produce Risk Assessment for own areas with specific

Risk Rating	Issue	Action Required	Action completed
	been modified to the specifics of the school.	assessments are modified for school use.	attention to Science, DT, PE and Computer Science
Medium	Bandsaw does not have dust extraction attached	Install suitable dust extraction before using the bandsaw	Head of Technology to action ASAP. Bandsaw currently not in operation.
Medium	Bandsaw in the technicians area is incorrectly positioned without adequate run off for cutting	Reposition bandsaw to allow for adequate run off of cutting material	Head of Technology to action ASAP. Bandsaw currently not in operation.
Medium	COSHH assessment are not in place for activities carried out by the technician	Ensure the use of all hazardous substances is covered by suitable COSHH assessments for all technician activities	Science technician to action immediately.
Medium	Not all chemicals were stored correctly	Review storage of chemicals and ensure CLEAPSS guidance is followed.	Science technician to action immediately.

Risk Rating	Definition
High	Urgent action require to ensure significant hazards are adequately controlled
Medium	Action required should be carried out before use of the equipment / within 3 months



Report on HR Arrangements at South Bank Engineering UTC and University Academy of Engineering South Bank

1.0 Background

This report was commissioned by the Chief Marketing Officer, and fact finding visits and interviews took place in July 2018.

2.0 Pay and Benefits.

Both Academies work to a central pay structure determined by the Academy Trust. Detailed analysis and findings of the pay structure enquiries are provided at **Appendix A**. This includes wider benchmarking. The current arrangement is open to potential unequal or unfair pay decisions, because there is a lack of consistency in how it is applied.

2.1 For paycales to remain competitive with the market, the Academy Trust needs to remain mindful of national developments, including the latest government announcement of a pay rise of up to 3.5% for classroom teachers on the main pay range, 2% for those on the upper pay range and 1.5% for those in leadership positions.

2.2 This is less than the School Teachers Review Body, 28th Report 2018, recommended of 3.5% overall for teachers and school leaders.

2.3 Recommendations

1. The Trust needs to provide greater clarity, and more specific guidance to Principals on the implementation, and practical application of paycales.

2. The South Bank Academies pay structure does not have a clear provision for additional responsibilities, taken on by teaching staff during the year.

3. The Trust need to ensure they have a suitable mechanism for paycale review, to ensure market competitiveness.

3.0 Recruitment and Contracts

There have been previous delays in issuing contracts for new employees at UAE in the past, due to not having a Business Manager in post. At the time of the review

these issues had been addressed. Arrangements at UTC seem more robust, as there has been a postholder in place, whose role has a central HR focus.

- 3.1 Discussion with the Principal at UAE, indicated a required reliance on asking some non-teaching staff, to regularly work additional hours to those stipulated in the contract (overtime at standard rate). This relies on employee goodwill, and may be a future business risk.
- 3.2 Contract wording aligns with standard LSBU contracts, though this format may appear very different to experienced teaching staff, used to local authority school contract models.
- 3.3 Recruitment requests at UAE appear to follow a similar principle to the LSBU HR1 form by a different name, except it is a manual process. It is not clear how efficient or consistent this system is across both sites, or how monitoring data is assimilated overall.

3.4 **Recommendations**

4. Any future significant problems with the ability to issue contracts in a timely way, should be reported to the Chief Marketing Officer.

5. Consideration should be given to reviewing the number of stipulated hours of contracted work for some posts, as opposed to models which pre-suppose reliance on overtime.

6. Make the request to recruit process forms electronic, and issue appropriate guidance.

4.0 Role of Judicium

Both Academies stated that they received a responsive and helpful service from this external provider. Staff interviewed at both Academies did not hold, or had not seen, the Judicium Contract. It was therefore unclear how contract monitoring, or more formal service evaluation was reported.

- 4.1 The total cost of the annual contract, is £13,060.80 inc vat pa for both Academies. This covers the following areas:

- HR Advisory (£6,093.50)
- Health and Safety (£4,720.90)
- Occupational Health (£835.20)
- Legal Support (£1,411.20)

- 4.2 The original application form of March 2018, lists the number of employees at 2 sites as 63. This does not appear accurate.

- 4.3 Headcount can be an important issue for future traded services pricing. For example Southwark Council has a Schools Human Resources Traded Services, which charges by the headcount reported on the school workforce census (£97 pa per staff member for HR Services). Westminster Council similarly bases HR and Occupational Health Services around number of staff.
- 4.4 On the Judicium application form of March 2016, "Payroll" service is also ticked. The invoice of 29/3/18 (period 8/3/18 -7/3/19) doesn't list a charge for any payroll services, if these are utilised.
- 4.5 The current contract commenced on 8 March, 2018, and commits South Bank Academies Trust for 12 months. The period of notice is 6 months. Therefore should we wish to change the model on 7 March 2019, we would formally need to give notice by 6 September. If we do not give notice, the contract will continue on a monthly renewal basis.
- 4.6 Research was also undertaken on wider local authority traded services offers to Academies, including Lambeth Council and Westminster Council. These appear to offer a wide portfolio of localised services.

4.7 **Recommendations**

7. Ensure suitable contract monitoring arrangements are taking place with Judicium, based on engagement/input from the 2 Academies.

8. Remain mindful of the notice period should a decision be made to change provider, or utilise a different model of delivery.

5.0 **Future model**

More localised support models e.g. nearby local authority traded services options would be beneficial to the Academies, particularly if any site visits/face to face meetings were required, and in developing ongoing working relationships.

- 5.1 However rather than continually committing revenue to external public sector agencies or commercial for profit organisations, a shared service delivery model by LSBU across the family of institutions should be considered, developed, and appropriately resourced.

5.2 **Recommendation**

9. To move towards an LSBU shared service model of delivery.

6.0 Policies and Performance Management/Grievance Procedures

Whilst each institution has core HR Policies from the Trust, ranging from appraisal to performance management, it would be prudent to now review the content, using direct input from operational representatives from each Academy. This would build ownership and engagement. This ownership appears to be currently lacking.

6.1 Recommendation

10. To use operational representatives from each Academy, to undertake an overall review of policy.

7.0 Major Incident Management

The “Academies Financial Handbook 2018” states “The trust’s management of risks **must** include contingency and business continuity planning”.

7.1 Each Academy has its own Plan, but both would significantly benefit from professional incident management and resilience support. This is currently a gap.

7.2 Recommendation

11. Build major incident management into the LSBU shared service model of delivery. In the interim, for any major incident, seek advice from the LSBU Safety and Resilience Advisor.

8.0 Governance and Reporting

From the direct interviews carried out, there does not appear to be a comprehensive set of standard dashboard HR metrics, which are regularly requested by the Board of the Trust. (Primary Source: Interview at UTC). This information would significantly empower the Board of the Trust. It should also include anonymised reporting of equalities data, and mandatory training completion rates.

8.1 There is a reliance on individual employee expertise at both sites, and this may be a service risk if a particular postholder was off sick for any length of time.

8.2 The FE Sector is very different to the HE Sector. Many of the early set up arrangements for the Academies adopted HE practices and principles (from contracts to policies). It is important to continually monitor fitness for purpose, as what works for one sector may not do so as well for the other. This would help to avoid any future potential disconnect.

8.3 One Board Member (ideally with FE experience) should be assigned responsibility for monitoring HR issues, to ensure this remains in focus.

8.4 **Recommendations**

12. That a comprehensive data dashboard of HR metrics is submitted to the Board quarterly.

13. One Board Member is assigned responsibility for HR.

9.0 **Employee Assistance Programme**

Whilst the Academies purchase Occupational Health Services from Judicium, they do not appear to have a structured employee assistance programme, which would also aid staff wellbeing.

9.1 **Recommendation**

14. To provide access to an employee assistance programme. This could be achieved/resourced by adding to the LSBU contract.

10. **Staff Data**

The Single Central Record should be audited outside of the scope of this review, in order to ensure it is accurate, up to date and captures all required data.

Salary surveys and pay policy assessment

1. Background and purpose

- a. To summarise key information relating to teachers’ pay in Inner London across LSBU Academies, MATs, and LA schools.

2. Executive Summary

Teacher type	LSBU	MAT (Harris)	Burgundy Book (LA)
Unqualified	£21,210 - £33,300	£20,909 - £30,573	£20,909 - £30,573
Qualified	£28,684 - £35,602	£28,660 - £38,245	£28,660 - £39,006
Responsibilities allowance	Undefined/ Not applicable	£43,616 - £47,298	£7,699 - £13,027
Lead practitioners	Undefined/ Not applicable	£46,814 - £67,305	£40,458 - £60,945
Leadership (inc. Headteachers)	Undefined/£54,287 - £109,080 (?)	£46,814 - £116,738	£46,814 - £115,582

Please note; not all MAT pay policy and pay ranges are publically available. Comparisons on pay are related to Academy trusts that publish this information only, and data has been averaged to provide this comparator range. Further comparisons on pay include policies [published here](#).

The Burgundy Book (NASUWT) teachers’ pay details can be found [here](#).

3. Comments on Pay Policies

- a. The scope of pay policies in various MAT and LA Schools varies, but all include definitions of “responsibilities” and “Lead Practitioners” that allow leadership teams or Board Trusts to make consistent choices around pay and progression.
- b. SBA pay policy does not include any information on how the pay scales should be interpreted, nor does it include definitions of non-standard job titles (e.g. “Director”, “Director/AVP”, and “VP”).

4. Comments on pay scales

- a. All pay scales broadly cover an equivalent salary range
- b. The NASUWT pay scale may be considered challenging to read by non-education professionals
- c. All pay scales (excluding SBA) clearly define unqualified, qualified, lead practitioner, and leadership level salaries.

5. Some notes on adverts

- a. All adverts were for teaching staff in Inner London.
- b. All adverts included below were open and accepting applications on 27 July 2018.
- c. This is considered to be late in the application cycle for September 2018 start.
- d. There is no evidence to suggest that salaries have been inflated by the need to fill posts quickly, but this is possible.

6. Salaries advertised

- a. Head of Maths, Camden, £35,600 - £54,500
- b. Head of English, Camden, £32,780 - £57,800
- c. Geography Teacher, North London, £28,000 - £47,000
- d. English Teacher, West London, £28,000 - £45,000

7. Anticipated challenges in SBA Schools

- a. A lack of clarity around definitions of job titles may lead to unfair or unequal pay between Schools in the Trust.
- b. The SBA pay policy does not include any provision for additional responsibilities taken on by teaching staff during the year.
- c. SBA Schools may struggle to attract experienced teachers as there is no provision for offering new teaching staff starting salaries above the “Main” teacher scale.
- d. SBA Schools primarily recruit inexperienced teachers. This may be a result of the lack of clarity on more senior teaching staff pay, but could also be seen as a management decision to develop new teachers.
- e. Separate Schools within the Trust may interpret the SBA Pay Scales and Policy differently; this may lead to a perception of bias in the recruitment process and unequal or “unfair” pay decisions being made at the sole discretion of the Headteacher.

8. Recommendations

- a. Provide consistent and clear guidance to all SBA Schools on roles and responsibilities of LL, Dir, Dir/AVP, and VP (TS11 – TS37) level teaching staff.
- b. Undertake to consult Schools on a standard policy on responsibilities allowance and lead practitioner pay to ensure all teachers are fairly rewarded for additional work undertaken.

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	INTERNAL
Paper title:	Governance
Board/Committee:	UAE LGB
Date of meeting:	04 October 2018
Author:	Alexander Enibe, Clerk to the Local Governing Body
Sponsor:	Nicole Louis, Chair LGB
Purpose:	For Information
Recommendation:	The LGB is requested to note the governance review update

Executive Summary

Following the recent review of governance, a new governance model has been approved by the SBA Board and shared with the DfE. The new changes include a revised scheme of delegation, a revised remit and composition for the Local Governing Boards and changes to the composition of the Trust Board. A letter from SBA's interim Chair, Richard Flatman has been sent to all Local Governing Board members outlining the changes.

As part of the new governance model, the existing Local Governing Board sub-committees will be discontinued as going forward, the remit and responsibilities of these committees will either be addressed within the remit of Local Governing Board or by Trust Management. The Local Governing Boards will also expand the number of link governors and going forward, link governors will cover seven specific areas namely:

- Safeguarding
- Pupil premium
- Special Educational Needs (SEN)
- Careers/ Employment engagement
- Curriculum
- Parent engagement
- Health & Safety

Where gaps and/or vacancies exist, the Chair of the Local Governing Boards will be responsible for the recruitment and appointment of link governors.

A link governor role involves the following tasks:

- Keeping up to date with the subject area, and attending relevant training
- Making focused visits to the school
- Acting as a link between a relevant staff member and the school advisory board (SAB), by meeting regularly to discuss the subject area
- Monitoring and discussing the impact of relevant policies with the staff member
- Regularly reporting to the SAB, and making recommendations where appropriate