

Meeting of the University Academy of Engineering School Advisory Board

4.00 - 6.00 pm on Thursday, 29 November 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.	Self-evaluation form 2017/18	11 - 46	JT
6.	School development plan 2018/19	47 - 96	JT
7.	Year 13 Destinations	97 - 98	ML
8.	Careers advice, information and guidance plan	To Follow	AM
9.	Sex and relationship education, policy and practice	To Follow	IFB
10.	Student attendance	To Follow	JB
11.	Recommendation on appropriate attainment and progress targets for KS4 and KS5 2019 outcomes	99 - 100	JT
Items to note			
12.	Governance update <ul style="list-style-type: none"> • Link governors (discussion on priorities and focus for the year, and required training) • SBA and SAB Chairs' recruitment update • SBA Trust Executive Principal recruitment update 	101 - 102	NL
13.	UAE Autumn Term 2018 visit update	To Follow	JT
14.	Register of business interest	103 - 104	AE

No. Item

Pages

Presenter

**Date of next meeting
4.00 pm on Thursday, 31 January 2019**

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

In attendance: Clym Cunnington, Alexander Enibe, Imogen Fletcher Blackburn, Jason Badu and Meirion Lewis

**Minutes of the meeting of the University Academy of Engineering School
Advisory Board
held at 3.00 pm on Thursday, 4 October 2018
University Academy of Engineering - Trafalgar Street, London SE17 2TP**

Present

Nicole Louis (Chair)
Karen Fowler
Lesley Morrison
Tony Roberts
John Taylor

Apologies

Veronica Allen
Natalie Ferer
Zakir Matin

In attendance

Alexander Enibe

1. Welcome and apologies

The Chair welcomed governors to the meeting of the newly renamed School Advisory Board. (see minute 10). 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 SAB approved the minutes of the previous meeting held on 11 July 2018.

4. Matters arising

The SAB noted that some of the actions from the meeting of 11 July 2018 have not been completed and requested that they should be completed and updates be provided at the next SAB meeting on 29 November 2018.

On matters arising from item 5 on policy review from the actions of the 11 July 2018 meeting, the Chair confirmed that she has requested support from LSBU to review the schools policies.

On matters arising from item 13 ('Day 10 Presentation'), the Chair suggested that this can go to the SBA Board meeting in December 2018.

The Principal briefly presented the 'Day 10 Presentation' to the SAB to show what the Principal and the leadership team have done so far. The SAB welcomed the presentation.

5. Student recruitment update & financial implications

The SAB noted the student numbers update and financial implications.

The Principal confirmed that there has been changes in the student numbers since the budget was prepared. The student numbers have increased from a total of 697, which was used in preparing the budget, to 702.

The Principal mentioned that he is looking at offering a Vocational level 3 Engineering course at the UAE. In response to governors, the Principal confirmed that the course will only go ahead if the number of applications makes it viable for 6th form and that Management are considering current Year 11 students with potential to undertake the qualification.

The SAB discussed the importance of having a debate on the student experience for courses with low student numbers. The Principal confirmed that this would be done.

The SAB requested a review of budget assumption for A-levels to the March 2019 meeting.

A governor asked the Principal what plans he has for students that do not get into the vocational course and how does he ensure that the students end up in the right place. The Principal confirmed that a full time Careers' Leader has started working with the students and directing them to the support available to get them into a place that is suitable for them.

The SAB requested that the Careers' Leader do a presentation at its next meeting on 29 November 2018.

The Chair confirmed that the UTC is also working to expand BTEC vocational courses so that there would be an alternative pathway in the Trust, so this would be a good opportunity for the two Principals to work together on this. The Chair suggested that the governors should contribute to the Principal's development of the School Development Plan to help shape the Principal's vision.

A governor suggested that the UAE should focus on the areas that they are known for and get good results before going into other areas. Another governor mentioned that, because the UAE is situated in Elephant & Castle, with the reputation of the area, parents will come if they are sure that the school is doing very well in their outcomes.

The SAB also requested that the Principal should invite a former student to give talks to the students to inspire them.

6. Examination results analysis

The SAB noted the examination results analysis.

The SAB noted that Maths, Computer Studies/Computing and D&T Product Design A-levels results were poor. The Principal responded that they have learned some lessons from these results. The Principal confirmed that they have taken action on the Computer Science department with staff changes and a new head of department. The subject has been withdrawn from this year's offer to allow the changes to embed.

A governor challenged the Principal on why he had not put his action plan from the students' outcomes in the meeting pack. The Principal confirmed that the action plan is being developed by the Head of Maths.

The Chair suggested that the governors should look at the Principal's School Development Plan to see whether he has the right plans.

The SAB noted the Engineering BTEC results, which were good.

On destinations, the SAB noted that nearly all the students who applied to University or Apprenticeships were successful (20 of the 21 students).

The Principal confirmed that lessons had been learned and that some of issues were historic issues there were now being addressed. A governor asked the Principal if this means that they are likely to see these kinds of results again. The Principal responded that they would start getting the students to focus on either BTEC or A level courses. Also, that there will be more discussion with the students to know exactly the points they need to go to their preferred schools and avoid them taking on more courses than they actually need.

The Chair suggested that SAB should focus on the interventions to help the students' outcomes for next year.

The SAB requested that the Principal should provide his action plan on students' outcomes at the next meeting on 29 November 2018.

7. School Development Plan (3 year view)

The SAB had a robust discussion about the School Development Plan.

The SAB discussed the new google-suite and google classrooms. The platform allows the teacher, students and parents to see what the student is doing in school, including home work. The Principal suggested that the SAB can see how this works as the school has already gone live.

The Principal confirmed that there are concerns about the leadership in SEND. The Chair suggested that the UTC has a good leader in SEND and the UTC's Principal could offer some help to UAE in this area. The Principal confirmed that he has an action plan on SEND and he is happy for the SAB to see it and hold him to account on this.

The SAB requested that the SEND governor should pay a governors' visit and update the SAB at its next meeting on 29 November 2018.

On Year 11, the Principal confirmed that there are interventions starting in different areas, including external tutors coming in.

The SAB challenged the Principal on the progress of the students. The Principal explained that the level of progress is being addressed by new Management.

The Chair asked whether the SAB thinks that there is strong enough mechanism to stress test the current Principal. The Principal responded that there is currently a mechanism, which is the School Improvement Advisor.

The SAB requested that the School Improvement Advisor should come and debrief them after the next School Improvement Advisor visit.

A governor asked the Principal how the teachers are feeling about the many changes that are being introduced by the Principal and if they are accepting them. The Principal confirmed that he had not had any significant problems.

The SAB discussed and expressed concern at the Year 7 lack of experience of teachers. A governor said that quality teaching is good to deliver the type of results that is needed and this has to start from Year 7. The same governor asked the Principal how often he meets the curriculum leaders and if he is confident when he meets them. The Principal confirmed that the Heads meet the curriculum leaders frequently. The Principal also confirmed that he is confident, and that the self-evaluation form is used by the senior leadership team to evaluate themselves. The Principal said that they are investing a lot into Continuous Professional Development (CPD) for the SLTs to develop them to have more experience. The Principal feels that the school has good competent teachers but that they are not quite at the level he would like them to be.

The governors were encouraged to feedback any specific comment to the Principal. The SAB requested that the Principal bring a full version to its next meeting on 29 November 2018.

8. Staff recruitment and staff training

The SAB noted the update on staff recruitment and staff training.

The Principal confirmed that there is one vacancy in English, as one of the appointed teachers turned down the job, and they would also need to appoint two other teachers from January 2019, one in Mathematics and one in D&T Product Design. The Principal said they may also need to appoint another English teacher to replace a current trainee teacher, but this is yet to be decided.

The Principal also confirmed that they would need to recruit some support staff, two learning assistants, and a maternity cover for the position of Administration Manager for one year. The Principal confirmed that the authority to recruit for all these positions has been given and they are budgeted for.

9. **Audit reports**

The SAB noted the audit reports (Health & Safety and HR).

On Health & Safety, the SAB queried the Principal about the documentation of the asbestos mentioned in the report. The Principal responded that he is not aware of the whereabouts of the documentation. The SAB requested that the CEO should contact the previous CEO about the documentation of the asbestos.

The Principal mentioned to the SAB about the heating at the UAE. The Principal said he does not know who supplies the heating to the UAE and that this poses a risk because the UAE can get hit with a huge heating bill or get disconnected from heating one day. The Principal wants to see the heating agreement.

On HR, the CEO confirmed that there would be an HR manager at the Trust level.

10. **Governance update**

The SAB noted the governance update.

The Chair confirmed that a new governance model has now 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 Bodies and changes to the composition of the Trust Board. The Local Governing Body will now be known as the School Advisory Board.

The Chair confirmed that the Local Governing Body committees are now discontinued, the remit and responsibilities of these committees will either be addressed within the remit of the School Advisory Boards or by the Trust Management. The School Advisory Boards will also expand the number of link governors, to cover seven specific areas.

The Chair confirmed that the consultation has now ended and decision has been made by the SBA Board on the new governance model, and told the SAB to feel free to ask questions where they require clarification.

According to the new scheme of delegation, the oversight of financial issues will now rest on the SBA Board. A governor said that it will be difficult to separate financial issues from students' outcomes, because discussion on school financial needs will always come up at the SAB meetings. The Chair confirmed that the SBA Board wants the SAB to focus on curriculum and

outcomes etc. That the SAB can discuss and raise issues when the school needs money and the Chair, who will be a Trustee of the SBA Board can escalate it at the Board level.

The Chair confirmed that there will be an Executive Principal to head the schools, who would be the accountable officer.

The SAB requested that the clerk should write to the governors to know which area they will be interested to be a link governor.

**Date of next meeting
3.00 pm, on Thursday, 29 November 2018**

Confirmed as a true record

..... (Chair)

**UNIVERSITY ACADEMY OF ENGINEERING SCHOOL ADVISORY BOARD - THURSDAY, 4 OCTOBER 2018
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters Arising	For LGB discussion in October: (i) Self-evaluation form; (ii) Student attendance; (iii) Year 13 Destinations	29 Nov 2018	John Taylor	on agenda
5.	Student recruitment update & financial implications	The SAB requested a review of budget assumption for A-levels to the 21 March 2019 meeting. The SAB requested that the Careers' Leader do a presentation at its next meeting on 29 November 2018. The SAB requested that the Principal should invite a former student to give talks to the students to inspire them.	21 Mar 2019 29 Nov 2018	John Taylor John Taylor	To do on agenda
5.	Principal's report	Policy review for the Trust and schools Review of changes to Sex and Relationship Education policy	 29 Nov 2018	Nicole Louis John Taylor	on plan on agenda
6.	Examination results analysis	The SAB requested that the Principal should provide his action plan on students' outcomes at the next meeting on 29 November 2018.	29 Nov 2018	John Taylor	on agenda
6.	Year-end examination/progress report	SLT to submit a recommendation on appropriate targets to LGB for discussion	29 Nov 2018	John Taylor	on agenda

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Self Evaluation Form

2017 - 18

School context			
Number of students on roll	<ul style="list-style-type: none"> ● 11 to 16 = 494 ● 6th form = 55 ● Male/female: 74%/26% 	Number of students eligible for pupil premium	<ul style="list-style-type: none"> ● 259 or 47%
Number of pupils with a statement of special educational needs (SEN) or education, health and care (EHC) plan	<ul style="list-style-type: none"> ● 5 	Pupils with SEN needs.	<ul style="list-style-type: none"> ● 24%
Attendance	<ul style="list-style-type: none"> ● 93.1% 	Fixed term exclusions	<ul style="list-style-type: none"> ● 57 (for a total of 134 days)
Unauthorised absence	<ul style="list-style-type: none"> ● 2.5% 	Permanent exclusions (Both Sept 2017 to July 2018)	<ul style="list-style-type: none"> ● 2
Punctuality (All for Sept 2017 to May 16 th 2018)	<ul style="list-style-type: none"> ● 91.9% 	Current Y10 progress 8	<ul style="list-style-type: none"> ● -1.40
Percentage of pupils on track to make expected progress Years 7 to 9	<ul style="list-style-type: none"> ● 66% 	Current Y10 attainment 8 (Both from Jan 2018 exams on work covered so far)	<ul style="list-style-type: none"> ● 31.93
Current Y13 academic value added (A level only, from 21 A levels taken by 13 students, according to DfE ready reckoner)	<ul style="list-style-type: none"> ● +0.40 	Most recent OFSTED grade from May 2017	<ul style="list-style-type: none"> ● Good (2)
Intake information (% of pupils with low, middle, high prior attainment)	<ul style="list-style-type: none"> ● L = 15% ● M = 67% ● H = 18% 	Staff turnover from Sept 2017 to Sept 2018	Teaching staff: <ul style="list-style-type: none"> ● 5 leavers, 13 starters Non-teaching staff: <ul style="list-style-type: none"> ● 6 leavers, 27 starters

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Overall Effectiveness

Good	Outstanding	Evaluation	Gap	Action required						
The quality of teaching, learning and assessment is at least good.	The quality of teaching, learning and assessment is outstanding.	<table border="1" style="margin: auto;"> <tr> <td>G</td> <td>□</td> <td></td> <td></td> <td></td> <td>O</td> </tr> </table>	G	□				O	Not enough outstanding teaching. Small number of teachers not consistently meeting teacher standards.	Rigorous implementation of teacher support plans. Increase focus on PLC with variety of strategies as mechanism for developing outstanding teaching.
G	□				O					
All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good.	All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.	<table border="1" style="margin: auto;"> <tr> <td>G</td> <td>□</td> <td></td> <td></td> <td></td> <td>O</td> </tr> </table>	G	□				O	KS4 current progress 8 is -1.23. SEND provision requires improvement.	Complete all actions in SEND action plan. Another review in Spring term. Extensive SDP section on intervention and use of summative and formative assessment data to inform targeted actions and lessons.
G	□				O					
Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.	The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.	<table border="1" style="margin: auto;"> <tr> <td>G</td> <td></td> <td>□</td> <td></td> <td></td> <td>O</td> </tr> </table>	G		□			O	Not enough proactive care in student services. Ethos and values not yet clearly understood by all stakeholders. SRE not delivered effectively.	Assembly themes more closely linked to school ethos and values. Ethos and values more widely communicated, e.g website. Increase capacity in student services for pastoral care and intervention. SRE
G		□			O					

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				curriculum developed through Humanities.					
Safeguarding is effective.	Safeguarding is effective.	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">G</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px; text-align: center;">□</td> <td style="width: 20px; text-align: center;">O</td> </tr> </table>	G				□	O	
G				□	O				

<p>Evidence:</p> <p>SIA report. November 2017. SIA judged overall effectiveness as 2.</p> <p>SIA report June 2018. SIA judged overall effectiveness as 2.</p>
<p>Areas for improvement:</p> <ul style="list-style-type: none"> •

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Leadership and Management

Good	Outstanding	Evaluation	Gap	Action required							
<p>Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.</p>	<p>Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">G</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">O</td> </tr> </table>	G						O	<p>Governors and CEO not engaged in this. Expectations around behaviour of teachers not always explicit in conversations around E4L and teacher/student interactions.</p>	<p>Governors and CEO to engage more in understanding and supporting the development of the expected behaviours and culture. Leadership to communicate the expectations of students and staff behaviours explicitly in feedback from learning walks and observations.</p>
G						O					
<p>Leaders and governors are ambitious for all pupils and promote improvement effectively.</p>	<p>Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">G</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">O</td> </tr> </table>	G						O	<p>Not enough teachers are able to effectively use summative assessment data to plan and deliver targeted lessons and interventions. SEND not using data to plan in and out of class support effectively to increase progress.</p>	<p>SDP section on the use of summative data – fed into school CPD plan. SEND action in SEND action plan.</p>
G						O					
<p>The school's actions secure improvement in disadvantaged pupils'</p>	<p>The school's actions have secured substantial improvement in progress for disadvantaged pupils.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">G</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">O</td> </tr> </table>	G						O	<p>The progress 8 gap for pupil premium</p>	<p>Develop bespoke intervention plan and specific strategies to</p>
G						O					

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<p>progress, which is rising, including in English and mathematics.</p> <p>■</p>	<p>Progress is rising across the curriculum, including in English and mathematics.</p>		<p>students is currently 0.53</p>	<p>increase performance of pupil premium students in SDP.</p>							
<p>Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.</p>	<p>Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">G</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">O</td> </tr> </table>	G						O	<p>Governors not yet sufficiently informed or able to assess information and question effectively.</p>	<p>???</p>
G						O					
<p>Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.</p>	<p>Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">G</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">O</td> </tr> </table>	G						O	<p>Further work needed for leaders on understanding progress of students and use of summative assessment data to inform planning and interventions to improve the quality of teaching.</p>	<p>SDP section on assessment, tracking and reporting needs to feed into teacher development and SLT line management actions. Governors???</p>
G						O					

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<p>Leaders and governors use professional development effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.</p>	<p>Leaders and governors use high quality professional development to encourage, challenge and support teachers' improvement. Teaching is highly effective across the school.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 15%;">G</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;">O</td> </tr> </table>	G						O	<p>Need to assess challenge in lessons more clearly and take corrective actions with teachers.</p>	<p>SDP teaching and learning development focus on challenge.</p>
G						O					
<p>Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly.</p>	<p>Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 15%;">G</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;">O</td> </tr> </table>	G						O	<p>Not enough honest engagement in the philosophy of the PLC. Not enough focus across the school on developing practice collaboratively.</p>	<p>Increase use of IRIS. Continue to develop the professional learning community as the mechanism for engaging teachers in their professional development towards outstanding teaching. Promote engagement with Teacher Development Trust and the Chartered College of Teaching</p>
G						O					
<p>Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding,</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 15%;">G</td> <td style="width: 15%;">✓</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;">O</td> </tr> </table>	G	✓					O	<p>Governors, especially link Governor, needs increased awareness of good practice and ongoing assessment of quality of provision</p>	<p>????</p>
G	✓					O					

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<p>ensuring that the skillful deployment of staff and resources delivers good or improving outcomes for pupils.</p>											
<p>The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.</p>	<p>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">G</td> <td style="width: 12.5%;">□</td> <td style="width: 12.5%;">□</td> <td style="width: 12.5%;">□</td> <td style="width: 12.5%;">□</td> <td style="width: 12.5%;">□</td> <td style="width: 12.5%;">O</td> </tr> </table>	G	□	□	□	□	□	O	<p>Curriculum devoid of clarity of purpose and knowledge to be delivered.</p>	<p>SDP actions on curriculum review to continue to impact deeply on teachers planning and thinking across the school.</p>
G	□	□	□	□	□	O					
<p>Leaders consistently promote fundamental</p>	<p>Pupils' spiritual, moral, social and cultural development and, within</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">G</td> <td style="width: 12.5%;">□</td> <td style="width: 12.5%;">□</td> <td style="width: 12.5%;">□</td> <td style="width: 12.5%;">□</td> <td style="width: 12.5%;">□</td> <td style="width: 12.5%;">O</td> </tr> </table>	G	□	□	□	□	□	O	<p>Lack of consistency of delivery in assemblies.</p>	<p>Increase awareness of ethos and values to all</p>
G	□	□	□	□	□	O					

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<p>British values and pupils' spiritual, moral, social and cultural development</p>	<p>this, the promotion of fundamental British values, are at the heart of the school's work.</p>		<p>Lack of clarity of ethos and values.</p>	<p>stakeholders. Manage quality and themes delivered in assemblies.</p>						
<p>Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">G</td> <td style="width: 12.5%;">□</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">O</td> </tr> </table>	G	□				O	<p>Student voice and student agency underdeveloped and not systematically impacting on the student experience.</p>	<p>Student voice and agency increasingly impact on the experience of students. Delivered according to student agency section of SDP.</p>
G	□				O					
<p>Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.</p> <ul style="list-style-type: none"> ■ 	<p>Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">G</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">✓</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">O</td> </tr> </table>	G			✓		O	<p>New Heads of House training needs</p>	<p>Annette Moses and Jason Badu to develop training programme for new Heads of House. Dorraine Robinson to assure quality of practice through line management meetings and actions. Safeguarding posters to be updated to include Dorraine. Level 3 safeguarding training for Dorraine?</p>
G			✓		O					

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Evidence:

SIA report. November 2017:

- SIA judged effectiveness of leadership and management as good.

SIA report. March 2018:

- “The Principal has implemented several changes since his arrival at a rapid but realistic pace and these have already had demonstrable impact with some aspects of the academy, such as behaviour for learning, being transformed very quickly as a result. He has evaluated standards at the school accurately and his judgements are verifiable and triangulated. He has a clear understanding of what the school needs to do to improve and his actions are targeted and precise.
- The UAE school development plan is updated on a regular basis and the SEF is a work in progress. The development plan is strategic and detailed and covers all key elements that the school needs to improve with clearly defined outcomes and milestones. In order for the SEF to complement this document it might be helpful to add a continuum so that leaders can judge precisely where the school is on the journey from good to outstanding – this would be a more nuanced approach which would reflect the other detailed documents the Principal has produced to facilitate school improvement.”

Annual review report. March 2018:

- The new headteacher has made rapid progress taking the school from “Just Good” to solidly good moving towards outstanding in some areas.
- The standard of teaching observed in lessons was consistently good, with excellent pace and much improved questioning.
- The headteacher has created an architecture to enable the competent and experienced senior leadership team to make improvements in each of their responsibility areas.
- The headteacher has implemented a “best practice” approach to quality management, establishing a cycle of activity that ultimately holds departmental heads to account for their progress data and eventually their achievement data.
- Student behaviour during movement time, on corridors and at lunchtime has improved since my last visit.
- Safeguarding and pastoral care go from strength to strength and with the increased staffing capacity are now outstanding.
- Leadership are taking swift action when lesson observations, progress data and student feedback highlight teachers who need to improve.
- The new behaviour management strategy has been received well by the students on the whole; this is undoubtedly due to the trust that the staff have already built with the students.
- Senior leaders are ambitious to make the academy a learning school in which CPD is valued and used to the best advantage of the students.
- Provision for SEN and pupil premium is good, the pupil premium statement on the academy website is excellent, highlighting the impact the funding has had on student outcomes.
- Careers education has been improved and will be further enhanced from this September, meeting statutory requirements from Year 10 onwards.

SIA report June 2018:

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- The SLT have recently reviewed the 2017/18 school development plan in their weekly strategic leadership meeting and assessed progress towards 2017/18 objectives and identified any gaps. Significant progress has been made towards virtually all 2017/18 priorities.
- Leaders have been working hard to ensure that the conditions for high quality teaching and learning are in place including engagement for learning both in and outside lessons and strong pastoral support. The Principal believes quite rightly that if the conditions for learning are right, then the right questions can be asked about the curriculum - what is taught and how it is taught. The impact of this work is clear as it is evident that behaviour both in and out of class has significantly improved since the autumn term. The UAE engagement and conduct policy has been tweaked and Annette is now in charge of both teaching and learning and engagement so there is more synergy between the two. The changes to roles in student services have also had a positive impact as has the review of curriculum time allocation.
- The restructure of the SEN team is not quite having the desired impact and still needs some further development so there is a review of the SEN department taking place on Tuesday 3rd July. A new Assistant SENCO has been appointed this year who directly line manages all the TAs. The SENCO line manages all the HLLA's who have been trained in how to conduct an accurate needs analysis, how to devise and implement high quality interventions and how to measure the impact of interventions.
- The focus is now going to be more on what is taught rather than how is taught (priority 10). Knowledge organisers are being created in departments and the process of putting these together is enabling teachers to collaborate and discuss their curriculum rather than simply replicating existing models. A curriculum review has started to look at key ideas and key aspects of teaching in different subjects and how they can be justified, these aspects are then being deconstructed into elements of knowledge and then knowledge organisers are being created. Teachers are also looking at exam papers and text books to help them shape their curriculum plans and identify key themes, concepts and vocabulary. The next step is to introduce further challenge which will be easier to do once a top set has been introduced and following the curriculum review. Ensuring sufficient challenge in mixed ability sets will be more complex and teachers will have to ensure they differentiate well in their planning and don't just rely on differentiation by outcome.
- As a result of the change of leadership at the academy there has been a total transformation this year in terms of strategic planning and monitoring, robust systems and structures are now in place and are largely being adhered to across the academy with only a few exceptions. The level of rigour in terms of systems of accountability has been significantly strengthened.
- Leadership and management is currently a very strong 2 in terms of the SLT but middle leadership requires some further development. Teaching and learning and marking and feedback are currently a 2 and areas for development will be reviewed in line with the 2018/19 SDP.

School development plan. A comprehensive SDP with SLT and other senior staff owning each section, updated regularly and referred to in SLT strategy meetings.

The teaching and learning improvement cycle, in conjunction with teacher support plans and the 'Professional Learning Community', provides a holistic and coherent approach to T and L improvement which sits at the heart of all teachers' work.

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Areas for improvement:

- The senior leadership should now focus on embedding recent changes in behaviour management and teaching and learning to ensure that strategies are consistently applied across the school.
- Differentiation should now be introduced to ensure stretch and challenge for all students.
- Implement plans to improve enrichment and social awareness for students and track to monitor their impact.
- The SIA recommends that the curriculum rationale is written around the three key areas outlined in the new Ofsted working definition of curriculum (intent, implementation and impact) and that it is reviewed annually by leaders and governors.
- “middle leadership requires some further development.”
- The next step is to introduce further challenge which will be easier to do once a top set has been introduced and following the curriculum review. Ensuring sufficient challenge in mixed ability sets will be more complex and teachers will have to ensure they differentiate well in their planning and don't just rely on differentiation by outcome.
- The restructure of the SEN team is not quite having the desired impact and still needs some further development so there is a review of the SEN department taking place on Tuesday 3rd July.
- Project based learning is still an area for development.

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Quality of teaching, learning and assessment

Good	Outstanding	Evaluation	Gap	Action required						
<p>Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.</p>	<p>Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 15%;">G</td> <td style="width: 15%;"></td> <td style="width: 15%;">✓</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;">O</td> </tr> </table>	G		✓			O	<p>Lots of inexperienced teachers unaware of common misconceptions in their subject content. Work on formative assessment needs to be enhanced and established as the main regular (half termly) method of assessment</p>	<p>Emphasis on identifying and addressing misconceptions and on questioning technique in teaching and learning professional development. Focus on this in lesson observations and curriculum review. Focus on formative assessment in T and L professional development programme. Department meetings focussed on subject knowledge and subject specific CPD.</p>
G		✓			O					
<p>Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.</p>	<p>Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 15%;">G</td> <td style="width: 15%;"></td> <td style="width: 15%;">✓</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;">O</td> </tr> </table>	G		✓			O	<p>Consistency in engagement for learning expectations and implementation of system.</p>	<p>Focussed E4L training for identified staff from Annette Moses. Systematic monitoring from HoDs introduced through T and L section of action plan.</p>
G		✓			O					

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<p>In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.</p>	<p>Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>G</td> <td>✓</td> <td></td> <td></td> <td></td> <td>O</td> </tr> </table>	G	✓				O	<p>Need to increase focus on the level of challenge in lessons and the use of formative assessment to identify and support students that are falling behind.</p>	<p>Challenge will be a major focus in department reviews. HoDs and SLT to audit schemes of work and knowledge organisers for level of challenge as part of curriculum review section of SDP.</p>
G	✓				O					
	<p>Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>G</td> <td>✓</td> <td></td> <td></td> <td></td> <td>O</td> </tr> </table>	G	✓				O		<p>Department reviews highlight where intervention is needed. PD on questioning technique from Annette Moses.</p>
G	✓				O					
<p>Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.</p>	<p>Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>G</td> <td>✓</td> <td></td> <td></td> <td></td> <td>O</td> </tr> </table>	G	✓				O	<p>Inconsistent application of light marking. Developmental marking under developed in some departments.</p>	<p>Marking and feedback in T and L section of SDP. PD and marking reviews amongst strategies to improve this.</p>
G	✓				O					
<p>Teachers set homework, in line with the school's</p>	<p>Teachers set challenging homework, in line with the school's</p>		<p>Low levels of homework set.</p>	<p>Google classrooms monitored for levels of</p>						

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<p>policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.</p>	<p>policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>G</td><td></td><td></td><td></td><td></td><td>O</td> </tr> <tr> <td>✓</td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	G					O	✓							<p>homework set. PD on homework expectations. JT to produce guidance on homework expectations. Homework part of T and L SDP section.</p>
G					O											
✓																
<p>Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum.</p>	<p>Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>G</td><td></td><td></td><td></td><td></td><td>O</td> </tr> </table>	G					O	<p>Literacy development programme to continue</p>	<p>Literacy development and Oracy form part of T and L section of SDP</p>						
G					O											
<p>Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.</p>	<p>Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>G</td><td></td><td></td><td>✓</td><td></td><td>O</td> </tr> </table>	G			✓		O	<p>Engagement for learning usually applied effectively</p>	<p>Specific areas of concern picked up through monitoring and department reviews</p>						
G			✓		O											
<p>Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate</p>	<p>Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>G</td><td></td><td></td><td>✓</td><td></td><td>O</td> </tr> </table>	G			✓		O		<p>Improved range of enrichment activities and increased engagement in them, monitored through SIMS by Camesha. PD focus on high quality and</p>						
G			✓		O											

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and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities	skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.			engaging homework. Need to develop further strategies to support students to take risks with their learning.
Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.	Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.	G <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> O	Lack of consistently high quality developmental feedback and students response to it in some departments	Focus on developmental feedback in marking reviews and department reviews
The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.	Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.	G <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> O	Need to improve reporting of how well students are doing compared to expected standards	Grading and reporting summative assessments part of assessment section of SDP
Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity	Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils'	G <input type="checkbox"/> x <input type="checkbox"/> <input type="checkbox"/> O		Addressed as part of curriculum review section of SDP Stereotypes challenged through new SRE curriculum.

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and diversity in teaching and learning.	experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.			Opportunities for student voice in Agency development?
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Evidence:

SIA report. November 2017:

- SIA judged quality of teaching and learning as 2.

SIA report. March 2018:

- SIA judged quality of teaching and learning as 2. “Since the last SIA visit there have been significant improvements in the quality and quantity of marking and feedback in books and in behaviour for learning across the school. Presentation of work has also improved significantly. A lot of work has been done to ensure greater consistency in marking and feedback but there are still some areas of inconsistency and particular next steps might include improving the quality and quantity of student response and ensuring light marking is taking place in all subjects including maths.”

Annual review report. March 2018.:

- “The current headteacher has made a resounding impact on teaching and learning, providing the architecture for his senior leadership team to move the school forward.
- Marking and assessment are vastly improved; the assessment system has been designed with teacher workload management in mind. The infrastructure is now in place to ensure this system is being consistently applied in all teaching areas.
- The quality cycle is also much improved, the Headteacher has devised a thorough and robust annual quality monitoring cycle which will ensure that Departmental Heads are being held to account for outcomes and any areas of poor practice are picked up quickly.”

SIA report. June 2018:

- The quality of teaching at the academy is currently graded as good on the SEF, however this will be reviewed following the data drop as it need to align with the grade for pupil outcomes.

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- Due to the actions of the new Principal there have been significant improvements in the quality of teaching this year but some inconsistencies remain especially in the quality and quantity of marking and feedback both within and between departments.
- Behaviour and engagement were strong in all lessons, low level disruption was extremely rare and was only seen in the supply teacher's lesson and the computing lesson. In both the history and DT lessons pupils were inquisitive, engaged and thoroughly enjoying their learning.
- There is lots of evidence that the conditions for high quality teaching are in place in the vast majority of lessons and this is an excellent platform for developing the knowledge based curriculum in 2018/19.

Lesson observations:

- Every teacher was observed with a formal lesson observation by 2 members of SLT during the department reviews in February and March 2018. Most of the observed teaching was good or better. All teachers were given feedback on how to improve.

Marking and feedback:

- SIA reports – The November SIA report highlighted that the schools marking and feedback policy was not being followed
- Summary of November marking review – Many teachers and subject areas were not consistently adhering to the school marking policy.
- Summary of Feb/March marking review - Although the quality of marking and feedback had improved since the last SIA monitoring visit it is still a minority of departments where all teachers are consistently adhering to the new marking and feedback policy.
- SIA report – June: No marking for literacy was seen in any books in any lesson during the learning walk despite literacy codes being on the front of books.
- SIA report – June: During the Spring SIA visit some of the developmental marking seen was inconsistent and this has been an ongoing focus for the academy. The Summer SIA visit has seen significant improvements evident in books but some inconsistency remains both within and between departments.

Engagement for learning – see personal development, behaviour and welfare section.

Challenge:

- Student voice and lesson observations from the department reviews shows that in many lessons across a number of departments the level of challenge is not high

Assessment:

- New assessment model implemented with Y10 from January. Planned for implementation with Y7 to Y9 in July. FFT 20 targets now used with Y10. Assessment model providing reliable data with increased focus on frequent formative assessments.

Curriculum:

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- Curriculum review underway. Knowledge organizers being developed for key stage 3.

Areas for improvement:

- 4 teachers identified as needing extra support to improve their practice.
- Marking and feedback – not all teachers and departments adhering to the school policy.
- Light marking, particularly marking for literacy is not being done by all teachers systematically.
- Challenge – students generally are not being challenged enough in Design and Engineering. High ability students are not being challenged consistently in a number of lessons in years 7 to 10.
- Curriculum – continue with the curriculum review and the focus on knowledge.
- Realise the opportunities for contextualized projects through the Day 10 programme.

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Personal development, behaviour and welfare

Good	Outstanding	Evaluation	Gap	Action required						
<p>Pupils are confident and self-assured. They take pride in their work, their school and their appearance. Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.</p>	<p>Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 15%;">G</td> <td style="width: 15%;"></td> <td style="width: 15%;">✓</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;">O</td> </tr> </table>	G		✓			O	<p>Not all teachers are clear about expectations of quality of presentation of work.</p>	<p>Focus on marking for presentation in T and L section of SDP.</p>
G		✓			O					
<p>Pupils show respect for others' ideas and views.</p>	<p>Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 15%;">G</td> <td style="width: 15%;"></td> <td style="width: 15%;">✓</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;">O</td> </tr> </table>	G		✓			O		<p>Quality assurance and training on how to manage debates effectively in community time.</p>
G		✓			O					
<p>Pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.</p>	<p>High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 15%;">G</td> <td style="width: 15%;"></td> <td style="width: 15%;">✓</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;">O</td> </tr> </table>	G		✓			O	<p>Appointment of careers leader</p>	<p>Mel Mazari to produce careers action plan towards a comprehensive programme of activities across all years 7 to 13.</p>
G		✓			O					

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	Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.	G <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> O		
Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.		G <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> O		Preparation for learning focus in community time - led by Jason Badu. Sanctions managed through Heads of House. Monitoring needs to be developed by Dorraine Robinson.
Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.	Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.	G <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> O	Persistent absence too high	Action plan to tackle persistent absence produced by Jason Badu - monitored by Annette Moses
Pupils conduct themselves well throughout the day, including at lunchtimes.	Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of	G <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> O	Dinner hall behaviour requires improvement	Increased focus on ensuring staff are present at their duties.

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<p>The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare. Pupils' good conduct reflects the school's efforts to promote high standards.</p>	<p>behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</p>			<p>Develop expectations of behaviour in the dinner hall. Monitor their adherence (JPZ)</p>						
<p>There are marked improvements in behaviour for individuals or groups with particular behavioural needs.</p>	<p>For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 15%;">G</td> <td style="width: 15%;">✓</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;">O</td> </tr> </table>	G	✓				O	<p>Heads of House need to develop their focus and capacity to improve the behaviour of repeat offenders.</p>	<p>Annette Moses to lead strategy to develop the practice of Heads of House. Where would we see this?</p>
G	✓				O					
<p>Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 15%;">G</td> <td style="width: 15%;">✓</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;">O</td> </tr> </table>	G	✓				O		<p>Concerns around the quality and content of sex and relationship education provision addressed through new SRE curriculum delivered through the Humanities department.</p>
G	✓				O					

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	Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>G</td> <td>✓</td> <td></td> <td></td> <td></td> <td>O</td> </tr> </table>	G	✓				O		Focus of Heads of House to develop from systems to interventions.
G	✓				O					
<p>Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.</p> <p>Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.</p>	Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>G</td> <td></td> <td></td> <td>✓</td> <td></td> <td>O</td> </tr> </table>	G			✓		O	Concerns around safety going to and from school	LA's patrolling the area. Student voice around bullying developed as part of agency section of SDP
G			✓		O					
The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe.	The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>G</td> <td></td> <td></td> <td>✓</td> <td></td> <td>O</td> </tr> </table>	G			✓		O	Evidence is from teachers and is largely anecdotal.	Student voice developed to audit this through agency section of SDP
G			✓		O					

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<p>Pupils enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships.</p>	<p>Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">G</td> <td style="width: 12.5%;">✓</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">O</td> </tr> </table>	G	✓				O	<p>No specific evidence available to assess this. Sex and relationship education not delivered with consistently high quality.</p>	<p>Develop mechanism for assessing the quality, content, delivery and these outcomes of community time PSHE (RHG) New SRE curriculum developed and delivered by Humanities department.</p>
G	✓				O					
<p>Pupils know how to prevent misuse of technology.</p>	<p>Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">G</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">O</td> </tr> </table>	G					O	<p>Need to audit this area.</p>	<p>Review what we currently do with parents and students.</p>
G					O					
<p>Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.</p>	<p>Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">G</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">✓</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">O</td> </tr> </table>	G			✓		O	<p>Meirion Lewis will be looking at measurements of this over the year, with help from Safia from LSBU.</p>	<p>Review of community work in Day 10 during summer term. Delivery of assemblies increased focus around this - led by AMS. MLS to lead of instigation of student led equalities group, part of Agency action plan in SDP</p>
G			✓		O					

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Evidence:

SIA report. November 2017.

- SIA judged personal development, behaviour and welfare as 2.

SIA report. March 2018.

- “The new engagement for learning policy has had a significant impact on behaviour for learning throughout the school. During the learning walk undertaken by the SIA and the Principal, no off task behaviour was observed and the new system was being used consistently and effectively. Student behaviour was excellent in all lessons. The number of achievement points issued far outweighs the number of behaviour points which is a testament to the positive learning culture that has been created through the new policy. “

Annual review report. March 2018.

- “The safeguarding team has been further enhanced, safeguarding and pastoral care in the school are now outstanding. • Attendance, although below the national average, is well managed. The school are utilising all possible interventions to improve persistent absence. • Behaviour for learning has improved further, students are now engaged and learning in all lessons observed.”

SIA report. June 2018:

- Behaviour for learning in lessons and behaviour in social spaces has significantly improved since the launch of the new behaviour policy in September 2017. Expectations are clear and high and are understood by all members of the community and evidence of this improvement was seen on the learning walk.
- There are still some areas for development in terms of careers education which is provided for all students and is comprehensive but is not quite meeting Gatsby benchmarks. The appointment of a careers lead will ensure that these benchmarks are met next year.
- A sex and relationships education programme is currently being developed within the Humanities curriculum.

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Out of class behaviour improved significantly with the launch of the out of class behaviour expectations and management in September 2017 – validated by governor visits and SIA visit. The improvement is not sustainable without the LA's fulfilling their role and this being monitored by the student services team. This needs to be addressed.

Engagement for learning – good overall. In 32 out of 38 observed lessons during the department reviews, engagement for learning processes were being followed and expectations achieved.

Safeguarding – outstanding. Safety of students going to and from school is not good.

Attendance – The level of persistent absenteeism is too high.

Careers – requires improvement. Careers provision is provided for all students but this is not yet meeting the Gatsby benchmarks.

Ambition – requires improvement. Guest speakers programme is developing.

Confidence – requires improvement. Opportunities to participate in performance have increased.

Social responsibility – requires improvement. Links with community groups have been developed. Student led charity activity is successful.

Agency – requires improvement. Young Leadership Team is successful. Student Council is also successful.

Sex and relationship education – inadequate.

Other PSHE – Good. Assemblies and community time ensure coverage.

Areas for improvement:

- Ensure all teachers are following engagement for learning processes and expectations are being met.
- Develop the effectiveness of the student services team in supporting behaviour and relationships in and out of lessons.
- Consolidate the student services team and the teaching and learning team to ensure consistency and collaborative working practice.
- Develop the role of the isolation manager. Increase rehabilitation and reduce repeat visits to isolation from identified students.
- Develop a strategy to increase safety of students travelling to and from school.

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- Reduce the level of persistent absenteeism across the school.
- Develop the careers programme for students in all year groups. Appoint a careers leader before Sept 2018. Develop the work experience programme for KS4 students.
- Ambition. Appoint the Enrichment Programme Manager before July 2018. Roll out the educational visits programme through Day 10. Increase the number and reach of the guest speakers programme. Realise the plans for increased engagement with LSBU. Ensure increased participation in Enrichment activities. Engage the 'Access Project' to improve higher education destinations of very high ability students.
- Confidence. Further develop participation in performance, utilizing a performing arts assistant. Develop an outdoor and adventurous education programme.
- Social responsibility. Realise the plans for community tasks in and around the school through the Day 10 programme. Increase the focus on moral development in assemblies and community time content.
- Agency. There is a clear need to develop the culture of students' agency over their learning throughout the school.
- Sex and relationship education. Develop an outstanding programme with the Sex Education Forum to be delivered by trained teachers. Develop the role of the school nurse in supporting students.

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Outcomes for pupils

Good	Outstanding	Evaluation	Gap	Action required						
<p>Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.</p>	<p>Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">G</td> <td style="width: 12.5%;">✓</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">O</td> </tr> </table>	G	✓				O	<p>Urgent development of the assessment and tracking model needed, particularly at KS3. Evidence of progress is unclear and unreliable.</p>	<p>See SDP section on assessment and tracking model.</p>
G	✓				O					
<p>In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points.</p>	<p>The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">G</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">O</td> </tr> </table> <p>Below good.</p>	G					O	<p>Evidence from Y11 suggests that SEND and PP students are not making as much progress as other students. SEND provision has been identified as RI through our end of year department review.</p>	<p>Development of assessment and tracking model in SDP. SEND development in SDP.</p>
G					O					
<p>■</p>	<p>Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">G</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">✓</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">O</td> </tr> </table>	G		✓			O		<p>Continue the development of oracy strategies in the classroom.</p>
G		✓			O					

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	thoughtful conversations about them with each other and adults.									
Pupils read widely and often, with fluency and comprehension appropriate to their age.	Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.	<table border="1" style="display: inline-table;"> <tr> <td style="width: 20px;">G</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px; text-align: center;">✓</td> <td style="width: 20px;"></td> <td style="width: 20px;">O</td> </tr> </table>	G			✓		O	Frequency of reading across the school is high.	Continue to develop focus on reading in community time, and throughout the school. Increase use of textbooks through curriculum review.
G			✓		O					
Pupils' progress is above average or improving across most subject areas. Progress from starting points of disadvantaged pupils and pupils who have special educational needs and/or disabilities is above average or improving across most subject areas.	For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress from starting points is above average across nearly all subject areas.	<table border="1" style="display: inline-table;"> <tr> <td style="width: 20px;">G</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;">O</td> </tr> </table> <p>Information not reliable enough</p>	G					O	Lack of clear understanding of progress made in key stage 3.	Development of KS3 assessment and tracking model.
G					O					
From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in	From different starting points, the progress in English and in mathematics is high compared with national figures.	<table border="1" style="display: inline-table;"> <tr> <td style="width: 20px;">G</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;">O</td> </tr> </table> <p>See above.</p>	G					O	See above	See above
G					O					

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relation to other pupils nationally.											
Where attainment overall is low, it shows consistent improvement.	The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">G</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="text-align: center;">O</td> </tr> </table> <p style="text-align: center;">See above</p>	G						O	See above	See above
G						O					
Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans.	Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">G</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px; text-align: center;">✓</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="text-align: center;">O</td> </tr> </table>	G			✓			O	Need for Careers Leader to bring all strategies together in an overarching plan. Destinations for Y13 2018 were very good.	Amel to deliver action plan for careers, employer and LSBU engagement before Christmas 2018
G			✓			O					

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Evidence:

SIA report. November 2017. SIA judged outcomes for children and learners as good.

Projected year 11 outcomes require improvement. Year 10 mock examinations: Progress 8 = -1.4. Achievement 8 = 31.9

70% of year 7 to year 9 students making expected progress (though we do not consider the model used to be reliable or helpful to teachers).

Year 10 intervention programme. Engagement levels are high.

Areas for improvement:

- Increase scope of intervention and tutoring programmes for Y10 and Y11 students.
- Develop reliable assessment and tracking systems for years 7 to 9
- Address underperformance from specific teachers, subjects and groups of students in years 7 to 9

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The Effectiveness of the 16-19 study programmes

Good	Outstanding	Evaluation	Gap	Action required						
<p>Leaders have high expectations. They improve provision and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment and learners' retention, progress and skill development.</p>	<p>Leaders pursue excellence. They improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">G</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">✓</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">O</td> </tr> </table>	G		✓			O	<p>Tracking of A level progress was unreliable last year</p>	<p>Actions embedded in KS5 outcomes SDP section</p>
G		✓			O					
<p>Leaders plan and manage individualised study programmes that build on learners' prior attainment, meet all the requirements of 16 to 19 provision and prepare them well for future employment.</p>	<p>Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">G</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">✓</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">O</td> </tr> </table>	G			✓		O	<p>A level Maths for BTEC Engineering students was inappropriate. Destinations very good.</p>	<p>See SDP section on KS5 development</p>
G			✓		O					
<p>Learners without GCSE legacy grades A* to C (reformed grades 9–4) in either English or mathematics follow relevant courses in English and/or mathematics. Many make progress</p>	<p>Learners without GCSE legacy grades A* to C (reformed grades 4-9) in either English or mathematics follow appropriately tailored courses in English and/or mathematics. The considerable majority make substantial and sustained progress towards legacy</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">G</td> <td style="width: 12.5%;">✓</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">O</td> </tr> </table>	G	✓				O	<p>Maths for Y12 unsuccessful in 2018.</p>	<p>See KS5 outcomes in SDP</p>
G	✓				O					

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towards legacy grade C (reformed grade 4).	grade C (reformed grade 4) or above.			
Impartial careers guidance ensures that learners undertake study programmes that build on their prior attainment and enables them to develop clear and realistic plans for their future.	High quality and impartial careers guidance ensures that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs.	G <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> O	Further development through new Careers Leader	See Amels action plan, delivered by Christmas 2018
Teaching, learning and assessment support and challenge learners so that they make strong progress across all aspects of their study programmes.	Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme.	G <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> O Below good	Concerns particularly in Maths, Computer Science and Product Design	See KS5 outcomes action plan in SDP
Learners who fall behind are helped to catch up and the most able are stretched.	Teaching enables learners who fall behind to catch up swiftly and the most able to excel.	G <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> O	Varies between subjects	See KS5 outcomes action plan in SDP
Learners develop personal, social and employability skills, including through high quality non-qualification activities and work experience relevant to their needs.	Learners are confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs.	G <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> O	Attendance levels low, partly due to not recognising supervised study in attendance marking	See Careers action plan. Supervised study put into timetable for Y12 and Y13 students

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Learners are punctual and attendance is high.	Attendance rates are high.			
Learners are safe and feel safe. They behave well, respect others and understand how to keep themselves safe and healthy and to contribute to wider society and life in Britain.	Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain.	G <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> O	Improvements needed in focus in sixth form study area.	Employment of nes sixth form study supervisor, November 2018
The great majority of learners and groups of learners make strong progress from their starting points. Gaps in the progress or retention of groups with similar starting points are closing.	Throughout the time spent on their study programmes, learners and groups of learners make substantial and sustained progress from their starting points. Rates of retention are high for almost all groups of learners. Any gaps in the progress or retention of groups with similar starting points are closing.	G <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> O	Very good progress with BTEC Engineering. Clear weaknesses with progress in A level Maths, Product Design and Computer science	Changes made to staffing in Maths and Computer science. Clearer rules for grades needed to access A level courses. Other developments in KS5 SDP section.
The great majority of learners progress to higher levels during and after their study programme. They complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.	Almost all learners progress swiftly to higher levels during their study programme. Almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.	G <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> O	DEstinations for Y13 and completion rates very good	See Amel's action plan for KS5 careers

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<p>Progress on level 3 qualifications in terms of value added is above average or improving across most subjects.</p>	<p>Progress on level 3 qualifications in terms of value added is above average across nearly all subjects.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">G</td> <td style="width: 12.5%;">✓</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">O</td> </tr> </table>	G	✓				O	<p>Very good progress with BTEC Engineering. Clear weaknesses with progress in A level Maths, Product Design and Computer science</p>	<p>Changes made to staffing in Maths and Computer science. Clearer rules for grades needed to access A level courses. Other developments in KS5 SDP section.</p>
G	✓				O					

Evidence:

SIA report. November 2017. SIA judged the effectiveness of sixth form provision as 2.

Projected year 13 outcomes are good. Year 13 academic: January mock A level results give a value added for A level of +0.4. Year 13 vocational: Jan mock: 10 distinctions, 4 merits, 3 pass grades. All predicted MMM or better in Nov 2017.

Year 12 and year 13 intervention through Math's tutoring is successful.

Destinations: 20 students applied for University including Russel Group universities. (19 students have had at least one conditional offer, 4 of which are from UCL. 1 student is still waiting to hear). 1 student has been offered a place on a graduate training programme with Deloitte and Touche (Harvey Burton). 2 students have applied for apprenticeships based upon their work experience over the last two years in the engineering sector

SIA report June 2018:

- There are still some areas for improvement which will be outlined on the 2018/19 SDP including a need to increase the scope of the interventions programme for years 12 and 13.

Areas for improvement:

- Increase scope of intervention programme for year 12 and year 13
- Attendance in Y12 is 79% and in Y13 it is 75%. This needs to be improved.

University Academy of Engineering South Bank
School development plan 2018 to 2019

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

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 skills-based curriculum and therefore many students in Year 11 have gaps in their knowledge and understanding
Success criteria for September 2019: <ol style="list-style-type: none">1. Progress 8 target range is 0.0 to +0.29 (Average national to the average for Southwark)
Further developments in 2019-20 <ol style="list-style-type: none">1. 0.25 Progress 8 Score or better
Further developments in 2020-21 <ol style="list-style-type: none">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	Nov 2017	RHG	Joined PiXL Nov 2017 Delivered training Jan 2018	£5000			Better choice of strategies due to PiXL. Although lack of Associate support.
	Y10 Mocks Mocks results day Parent meeting	Jan 2018 Jan/Feb 2018 Feb 2018		Mocks held Feb 2018 Parent Evening held Feb 2018	Change of attitude towards GCSE by Year 11 students Greater awareness of Outcomes by all staff			Formal Mocks ensured students gained a true feeling of future examinations. External invigilators also added to this. Access Arrangements needs further work
	Year 10 Interventions	March 2018		Interventions started April 2018				Interventions were a positive experience. Although they need to be put on SIMS to help embed practise.

	Review Y10 Mock grades with every HoD in meeting with the Principal	May 2018		HoDs meeting completed July 2018	Increased understanding of accountabilities for HoDs			Meetings with HoDs put some appropriate pressure on HoDs. Further development of HoDs is required
Develop and deliver bespoke interventions based on knowledge of students individual needs and progress	Source external Tuition programmes	Sept 18	RHG	Appropriate companies vetted and checked for cost effectiveness July 2018	60% of interventions launched	£25000		Meet with HoDs earlier
	Create an in-house Intervention programme 'Period 7' and 'CT' (delivered by teachers).	Sept 18	RHG	Requests from HoDs for P7 & CT Interventions Sept 2018	on SIMS			Ensured SIMS marksheet inaccuracies were identified earlier
	Scrutinise every Y11 students P8 score and make decisions on exams and support	Oct 18	RHG, HoDs	4Matrix training for RHG	MEetings held with HoDs			
	Create 4 key groups of all Y11s to help identify further specific non-	Oct 18	RHG, JPZ	used for careers advisor and revision support	shared with staff via Google Drive			stronger emphasis with a more strategic use

	academic intervention/support							
	Year 11 GCSE period 7 and community time Interventions all on SIMS	Oct 18	RHG, HoDs	reviewed and altered where required				Community Time not yet fully attended. lacks student 'buy in'
	Develop an understanding of 4 Matrix	Dec 18	RHG	Train HoDs on 4Matrix November 2018				Follow up Training required before March 2018
	Year 11 Parent meeting	Oct 18	RHG	Meeting in the school calendar				further revision techniques and home support
	Oct Half Term Booster classes	Oct 18	RHG, JPZ	Oct Booster class timetable published October 2018				Head of House needs to be present for each day
	Additional Tuition added to Intervention Programme	Nov 18	RHG	TalentEd starts for most able students				
	Dec Mocks	Dec 18	HoDs, RHG	type and size of mock decided for all depts				

	Post mock HoD analysis meeting	Jan 19	RHG	HoD meetings booked January 2019				
	Feb Half Term Booster classes	Feb 19	RHG, JPZ	Feb Booster class timetable published				
	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

- L3VA will be Sig+
- School ALPS score will be a minimum of 4

Further developments in 2020-21

- School ALPS score will be outstanding (minimum of 3)

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	ALPS connect is purchased. Target setting process has been completed. INSET on ALPS has been delivered to KS% Subject staff. Intervention currently being set up (Economics already happening)	
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	End of November End of Module 2	ALPS training costs are budgeted in previous objective Time to spend with Ayo/Jason P	New KS5 administrator started 14th November. Training still to occur. Data manager is still getting to grips with ALPS	

				relevant data on a weekly basis				
Accurate tracking data to be provided by Departments on a regular (minimum of once per module) basis	Development of rigorous, accurate summative assessments within departments	November 23rd	HoD's and ML	<p>First set of summative assessments have been developed and QA'd by HoD and Head of 6th Form by 3rd October</p> <p>All departments to have developed a summative assessment timeline and embedded it into the SoW/shared it with Head of 6th Form</p>	<p>Data that is used for analysis is accurate and reliable.</p> <p>This will result in the correct students being targeted for intervention</p>	Time. No cost	1st set of data produced. The assessments were set using past paper questions and showed a range of results that reflects the issues and positives already raised by departments. Head of Sixth Form working with PiXL advisor and HoD's to continue to monitor assessments and data	
Intervention programmes developed based upon PiXL techniques	Training session for KS5 teachers on PiXL intervention techniques	<p>Training by end of Module 1</p> <p>Initial Intervention strategies developed and</p>	ML and HoD's	<p>Training completed</p> <p>PLC's and Smith Proformas developed for</p>	Intervention programmes are developed that are impactful and raise progress	Time. No cost	PiXL training has taken place. Intervention is still not of the quality required. Further training needed and will	

	Departments to develop targeted intervention strategies for all students (high and low achievers)	in place by end of Module 2 Full intervention programme developed by end of Module 3		each KS5 student			take place before end of Module 2 for targeted staff/departments	
Identification of Key Marginal students and the correct support put into place	Use tracking data and meetings with HoD's to identify key marginal students Develop support plans for each student identified	Progress meetings with HoD's by October 12th Initial support plans developed by 1st November in conjunction with HoD's, Careers Leader and PiXL6 advisor	ML ML, AM, HoD's	Progress meetings have taken place Each key marginal student has an initial Support plan in place and this is shared with them and their parents	To ensure that the key students are quickly identified and supported to improve their progress/apply to Oxbridge/Russell group universities	Time for meetings	Progress meetings have taken place Students have been identified but support plans are not yet fully developed/implemented They will be completed by the end of November Key students whose attendance to lessons is an issue have been identified and have been placed on attendance report.	

Community time programme, led by Community Leaders, to support progress of students	Develop strong Community time programme that supports students to develop the skills needed to succeed at KS5 and beyond. The programme will also be an important driver of our UCAS programme	End of Module 2	ML and KS5 Community Leaders	Draft programme developed by 12th October (ML) Programme is reviewed and improved by Community Leaders (November 16th) Programme is rolled out to students by end of November	Students value the community time programme The community time programme fully supports the UCAS process within school Students are helped to become more resilient, organised and reflective	Time.	This has been developed but is not being implemented consistently by community leaders. Monitoring walk to take place by Head of 6th Form w/b 19th November	
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Section 3a)
Knowledge based curriculum at KS3
Context: For historical reasons there is a lack of clarity and coherence around the content of the curriculum, particularly at key stage 3, and there has been no common understanding of what the aims of the curriculum in each subject domain are. The impact of this has been that the students in years 9, 10 and 11 have suffered from a lack of knowledge and are now finding that they have not made the progress expected towards good GCSE outcomes. Without a deep body of domain specific knowledge they are not able to apply this knowledge to familiar contexts or use their creativity to find solutions in novel contexts. The body of evidence around the value of specifically defining the core domain specific knowledge is now substantial and, we believe, irrefutable.
Success criteria for September 2019: Students, parents and teachers will be aware of the core knowledge required by students in every scheme of learning in every subject, for them to be successful in making good progress in that subject. Teachers will deliver lessons with techniques designed to ensure effective memory, retrieval and then application of the core knowledge. Research and development through the PLC and other mechanisms supports the development of advanced curriculum models, eg. mastery teaching.
Further developments in 2019-20 Formative assessment model develops to support the memory, retrieval and application of core knowledge for every individual student.
Further developments in 2020-21 Delivery of advanced subject specific curriculum models support high levels of progress from all students

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/cost	Status	Evaluation
Producing a challenging knowledge based “intended curriculum” for UAE south bank KS3 students	CPD session on the production and use of knowledge organisers	30.11.18	JSE	PD session completed	Teachers have clearer understanding of the use of KO’s	Nil		
	Knowledge organisers audited by SLT	29.10.18	SLT	KO’s handed in to SLT	SLT compare and comment on quality and detail of KO’s	Nil		
	Knowledge organisers amended and uploaded to G drive, google classrooms and website	7.11.18	HoDs	KO’s visible on google classrooms and the website for parents	Parents and students aware of core knowledge delivered in each module of work	Nil		
	Using the knowledge organisers in class	Module 2	SLT	Teachers observed using KO’s in class during department reviews	Students aware of their progress and the gaps in their learning	Nil		
Using the curriculum to support the level of challenge in lessons	Identification of level of challenge apparent in knowledge organisers	Module 2	AMS	Ties in with AMS SDP section on challenge	Teachers and students aware of which content is more challenging	Nil		
Implementing and enacting the curriculum	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.	Module 2 and 3						

	Introduce staff to the idea of mastery and explain what it means. Inspect examples of mastery curricular and their use in schools.	Module 2 and 3						
	Explore how to use knowledge organisers and routes through to produce lessons that stretch and engage students and that securely use the ideas of “mastery” in order to create expertise.	Module 3						
	Review the implementation of knowledge organisers and mastery through lesson observations	Modules 5 and 6						

September 2019 – April 2020

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

Section 3b)
Relationship and sex education
Context: The school has recognised that the delivery of relationship and sex education is not coherent and planned and is not preparing all our students to make safe and informed decisions through their life as well as it could. It is also agreed that it would be better if it was delivered through a team of trained teachers rather than through community time by all community leaders.
Success criteria for September 2019: A relationship and sex education policy and curriculum are prepared, clearly understood by all stakeholders, and delivered effectively by Humanities teachers
Further developments in 2019-20 Students feel that the school is safe and inclusive and supports them in making safe and informed choices about their bodies and their relationships
Further developments in 2020-21 The RSE curriculum is reviewed every two years, with student voice being a key part of this review , to ensure it takes account of the context of our students lives.

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
There is a named governor for RSE	Have a governors meeting with IFB and RH in attendance to speak about programme	ASAP!!	Nicole Louis		Governors knowledgeable and able to hold the school to account for its RSE curriculum and its delivery	Nil		
	Elect a governor to be named for RSE	ASAP!!	Nicole Louis					
The school has a RSE policy agreed by governors and staff that has involved consultation with pupils and parents.	Invite parents to a meeting about RSE	June 2018	IFB	Meeting in the LRC	Parents that want to know are made aware of the principals and plans for the RSE curriculum	Nil		
	Construct a questionnaire for students to understand their needs	June 2018	IFB	Questionnaire results built into RSE plan	RSE curriculum designed around the needs and context of our students	Nil		
	Consult named governor with findings	ASAP!!						
	Write RSE policy	Sept/Oct 2018	IFB/RH	Policy written and published	Policy reflects aims and practice of delivery of RSE curriculum	Nil		
There is a planned programme of PSHE which is clearly timetabled and	Flesh out the humanities curriculum with topics that are going to be covered	Oct 18	IFB					
	Consider how the developed tangents are going to be presented	Oct/Nov 18	IFB					

includes up to date contents on RSE.	Compare content covered by curriculum with safeguarding and PSHE topics	Nov/Dec 18	IFB/RH					
	Consider the provision for year 10 and year 11 who have not got humanities as an option	Autumn term 2018	RH					
The programme addresses skills, values and attitudes as well as knowledge.	Overview of knowledge organisers, lesson topics and activities will be visible in humanities schemes of learning	Oct/Nov 18	IFB					
RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident (although not necessarily 'experts' in RSE).	RSE training for members of the humanities team investigation	Autumn term 2018	IFB and Humanities teachers					
	PD session addressing the content covered with staff, informing them of what to do with safeguarding, and providing some basic training for all	30th August 2018	IFB/all teachers	Teachers attend and engage in PD	Staff aware of content and delivery practice and support this	Nil		
The school ensures that RSE is embedded in the school's values and moral framework	Create a SRE display board on the humanities floor	Sept 18	IFB	Board created for open evening	RSE messages promoted through the board	Nil		
	Create an inclusive LGBTQI* enrichment and newsletter	Jan 18	IFB	Students attending	Students feeling empowered by the group	Nil / overtime costs for TA's		
All pupils are given opportunities to identify needs,	Three times during the year conduct a student voice survey on the SRE provision given	First in December						

comment on policy and practice and contribute to curriculum planning and evaluation of effectiveness.								
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.	SRE school policy made available on school website	Nov 18	RH	Policy on website	Parents engaging with and asking questions about RSE policy	Nil		
School recognises that parents need guidance and support to enable them to help their children and should provide these	Links put on school website for parents to use	Nov 18	IFB	Links operational	Parents use links to inform themselves	Nil		
RSE is assessed on skills and attitudes as well as on knowledge and involves pupils in the assessment	Development of assessment for learning strategies for SRE lessons - a bank of resources made available	Oct/Nov 18	IFB	Formative assessment used	Curriculum delivery tailored to identified needs of students	Nil		
	Part of the assessment involves pupils being asked to reflect on their work and learning as well as how well they feel	Oct/Nov 18	IFB	Formative assessment used	Curriculum delivery tailored to identified needs of students	Nil		

	the PSHE/RSE curriculum is meeting their needs							
Parents receive information about pupils' learning in RSE	Section made available in the Principal's termly newsletter addressing what has been covered in RSE	Dec 18	JTR	Newsletter	Parents aware of content covered			
	RSE knowledge organisers available for parents to see on Google classrooms	Oct / Nov 18	IFB	KO's on google classroom	Parents aware of content covered			

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

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
Staff trained on how to make lessons challenging	AMS and JTR to deliver PD Staff books purchased for the LRC	TBC Module 2	AMS AMS with the assistance of KTS	PD delivered	Staff given ideas on how to make lessons more challenging	250	To be completed	
Introducing challenge in lessons for students	Assembly for all students on why challenge is good.	TBC	AMS and HH	Assemblies delivered	Students understand how more challenging lessons will help them progress more		To be completed	
Monitoring of challenge in lessons	HoDs ensure that knowledge organisers include the challenge in the topic. Teachers asked to present the class SIMS marksheet during the department review	 During each department review	HoDs with SLT line managers Teaching staff	 All SIMS marksheets are up to date and teachers use them	Challenge in lessons is a priority for all teachers and is seen in all lessons Able students are easily identified and level of challenge these students receive in lessons can be easily		To be completed	

	Challenge in lessons is a focus in all department reviews with student voice as an additional element	During each department review	SLT observers		checked during the department review Students are able to articulate their learning in subject areas and express their views on the level of challenge in lessons			

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	Most students have notebooks, there is not enough for all students. we are working to rectify this.	There was a very short interim for use of note books for homework but they can also be used for parental notes.
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		PD completed	PD was successful, teachers had the opportunity to try out using the software and ask questions
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		95% of students are on the system and can receive homework task. IT support is working to get 100% access	Students are getting used to using the new software
Parents notified about Google Classroom launch and trained to use the platform	Letter sent home with logins about Google Classrooms	TBC	JPZ	Letter sent home and a copy is put on the school website	Parents are able to view their child's homework on Google Classroom			

	PFA meeting agenda item is Google Classroom training led by JPZ and NME	TBC	JPZ and NME					
Homework expectations shared with teachers	Section of PD used to explain homework expectations to teachers Expectations shared with teaching staff on Google drive	8 October 2018	AMS	Teachers aware of minimum expectations regarding setting homework	Teachers set homework once every three lessons, with a homework every sixth lessons that they physically mark			
Teaching staff trained to set good quality homework	Teacher PD on setting good quality homework	TBC	AMS	Teachers aware of good practice regarding homework setting and know where they can get further advice if required	Teacher set good quality homework			
Monitoring of homework set	HoDs to have access to all google classrooms in their subject	TBC	JPZ	JPZ to enquire how best to achieve this and then implement it for all HoDs and SLT line managers	HoDs and SLT line managers are able to monitor homeworks set			

	Termly audit of homework set	Module 2, 4 and 6	SLT	Homework audits put in the calendar alongside the marking reviews				
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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	ongoing	AMS JTR with assistance of	First joint learning walk week 2 - most	Support and training offered to the staff not		Ongoing	

	to identify teachers not using E4L and provide support and training		other SLT members	teachers using E4L some new teachers needing more support	consistently using E4L in their lessons			
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					

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
Set up, launch and start using Google classrooms and G-suite through RM unify across the school and for students at home.	Create IT infrastructure to enable Google classrooms to work	Aug 2018	IT team/ JPZ	G-Suite 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	Launch with student in identified lessons	Students able to access work			
	Inform Parents of G-Suite and how to access their child's account	Sept 2018	JPZ	letter to parents with how to guide	Parents able to monitor work			Technical problems with Parental Logins. Investigating

								with ICT providers
	Students access homework from G-suite	Sept 2018	All Staff with JPZ Oversight		Students are regularly set and complete homework			
Develop and instigate quality assurance processes relating to the use of G-suite, google classrooms and other apps	Staff shown how to share classroom info with SLT and HoD for monitoring	Oct 2018	SLT/HoDs	Shared with staff in PD	Google classroom streams are monitored to ensure regular HW is being set			HW beginning to populate. Variation across departments but only recently rolled out. Being tracked across school via Department review
Develop the use of google classrooms and other apps by teachers and students, supported by parents	Create drive structure for school and departments. Dave Fitzpatrick to help set up 23/11 Attend G-Suite conference to develop ideas for best practice	December 2018	JPZ/NME JPZ/NME		Proper sharing structures in place so that work can be accessed easily and intuitively	Consultancy cost for Dave Fitzpatrick 2 days Cover for NME		
	RM Unify populated with subject specific	Nov 2018	JPZ/NME Felipe	Staff PD 26/11	Staff and students will use RM unify			Department still tiles to be set up.

	and schoolwide Apps to facilitate ease of use				and school programmes as it will have high visibility. Students improve their learning as a result			Purchased SAM learning and GCSE Pod as school wide Apps
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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
1. Review and ID Issues	Formal Review conducted	May 2018	RHG	Conduct Review May 2018	Report	Time for review	1. COMPLETE	Another Review in January
2.Improve Comms	Alteration of Line management for HLLAs	June 2018	RHG	Feedback to SEND team May 2018	JDs clarified		INCOMPLETE	
	CATS introduced, SEND email system used more frequently	September 2018	JPZ	Create Action plan June 2018	Results		3. COMPLETE	new SENDCO to be appointed
	Interventions all timetabled	October 2018	SBW	Appraisals completed October 2018	Evidence of use		4. INCOMPLETE	Much improved, further development
	Impact measurement introduced	October 2018	SBW	In-class support and Interventions on SIMS October 2018	SIMS		5.COMPLETE	CATS, obs completed
				Review impact documents for all Interventions November 2018	Results, Impact documents		6. COMPLETE	New Intervention tracker introduced
				Analysis SEND Data capture January 2019			7. INCOMPLETE	

								Not yet possible
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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 60% of our current Year 11 cohort applying to our 6th Form
- 75 students in Year 12 in September 2019

Further developments in 2019-20

- The range of A Level subjects is reviewed, adjusted (if necessary) and consolidated
- 75 students in Year 12 in September 2020. This will take our 6th Form numbers to their maximum of 150
- EPQ to become a well established option for at least 40 % of our students

Further developments in 2020-21

- Consolidate the changes from the previous 2 years

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	Done	
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	Students are aware of what each KS5 course involves	Photocopying costs. Approx £40	Done	
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	This will be collected as part of the Year 11 interviews rather than by survey	
1 to 1 interviews for each Year 11 students with a member of SLT	Interviews scheduled with every Year 11 student Data from interviews	Module 2	ML	Data to be collected from interviews to be decided	To persuade the most academic students to apply for our 6th form and to support other students to find	Time (possibly cover)	Beginning Tuesday 20th November. They will be conducted by Head of 6th	

	recorded and analysed			Interview proforma produced Interviews take place and data collected Data analysed	alternative Post 16 provision		Form and Careers leader	
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 croissants etc £100	To do	
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	To provide the Year 11 students with an idea of what the different A level subjects entail	Cost of any cover needed	This will take place in January. Currently being planned	

				Timetable produced				
Joint event with current Year 12 and 11	TBC	Module 6 (after the exams)	ML	Activities planned Timetable produced Information provided to potential year 12	To provide a bridge for our students between Year 11 and 12.			
6th Form open evening		31st January	ML	Put together Prospectus and promotional material Put together option booklet Develop plan for evening and inform staff	To promote the 6th Form and attract both our students and external students	Cost of prospectus and promotional material Cost of refreshments and materials for the Open evening	Initial meeting with LSBU HR department has taken place	

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			Marksheets are now accurate and have pulled through Mod 6 data correctly.
Provide useful information for teachers about student progress and achievement	Redesign Mark Sheets with FFT 20 targets, CAT information and Literacy Benchmark	Oct 2018	JPZ	CAT testing by end of September	Staff are able to set meaningful progress targets for Appraisal and are accountable			Basic Generic Marksheets created with this information. Use of Southwark data dept to help fill in gaps with no prior attainment
Identify students who need support	Analyse Mock Results	Dec 2018	HoDs, RHG	Creation of New Intervention groups	Progress gap is addressed through appropriate intervention			Intervention groups created and now have SIMS timetabled lessons P7 and Community time sessions

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			Marksheets being altered subject by subject to suit the way subjects assess during the year. English and Spanish done.
Create a template for Summative testing and reporting for the year	Departments utilise or design tests that test cumulative knowledge gained through all years with end of year testing	Nov 2018	JTR/JPZ	Staff PD 19/11	Staff understand what knowledge needs to be tested and designs test accordingly			GL assessment test available for Eng, MATHs Science for end of year testing as a possible model
	Mid year test to be based on what they have covered so far	Nov 2018	JTR/JPZ	Staff PD 19/11				
Share reporting template with Staff on what expectation is for reporting at KS3, KS4 and KS5	Show staff how to translate test scores into accurate statements about future progression	Nov 2018	JTR/JPZ	Staff PD 19/11	Staff understand that 9-1 scale is not really applicable until year 10/11 and how to report likelihood of achieving a grade given test scores			

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			
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Section 9
Agency
Context: Our school vision is to develop Ambition, Confidence and Social Responsibility within our students and a key part of this is to provide them with agency so they have a genuine influence in 'Creating their Future'. They cannot authentically create their future pathways if all decisions that occur during their school lives are imparted on them from the staff within the school. This section of the SDP aims to set out the various ways in which students will have a genuine voice in the direction they will take during their time at UAE (and, hopefully, beyond).
Success criteria for September 2019: <ul style="list-style-type: none">- Set up a strong, sustainable school council- Student led societies are set up- Charity fundraising activities are reviewed and updated
Further developments in 2019-20 <ul style="list-style-type: none">- The students have a genuine influence within the school via school council- Students are showing agency by setting up their own societies and enrichment activities
Further developments in 2020-21 <ul style="list-style-type: none">- Students are directing many of their extra curricular activities and leading on Charity fundraising etc with minimal input from staff

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
Set up a strong, sustainable School Council	Organise and carry out a whole school vote for a new School Council Visit schools with strong School Councils to observe best practice Develop a system to ensure that the School Council genuinely reflects and acts upon the whole student voice	School council set up by end of Module 2 Visits to other schools during module 3 and 4 Systems to be in place and working effectively by end of module 5	ML	Organise voting procedure Carry out vote Election of Chair etc Visits to other schools to observe best practice Development of systems to effectively collect student voice issues before meetings and ways of bringing the relevant queries to the correct forums	It will provide a genuine outlet for Student voice within the school.	School council will have a budget	Elections currently taking place	
Ensure Enrichment choices reflect the needs/interests of the students	Provide students with the opportunity to have a say in the type of enrichment clubs that are	By module 5 and 6	JJ and ML	System reviewed and redeveloped System publicised to students	It will give students greater agency over their Enrichment	Will come out of Enrichment budget	Students currently have a mechanism for starting their own Enrichment but it is not well publicised and	

	run within the school						needs to be revamped	
Begin running student led societies such as Medicine, Law and Politics	Provide students with the opportunity and support to lead their own academic societies	Initial trial in the 6th form for module 3 and introduced into the rest of the school by end of module 4	JJ and ML	6th Form societies to be trialled via Access Project Select staff to run the lower school societies (module 3) Visit schools that currently run academic societies to observe best practice (module 3 and 4) Start up the societies (Module 5)	It will provide opportunities for students to expand their academic experience outside the curriculum		6th Form societies were launched w/b 12th November	
Carry out a student voice survey every term to gain feedback on all relevant areas of the school	Develop a school wide student voice survey whose results can be analysed and acted upon	1st survey to be carried out by end of module 3	ML	Produce survey Get students to complete survey Analyse results of survey	To gain a snapshot of students' opinions of the school at different points during the year.		To do	

	(where appropriate) by staff or School Council			Act upon results	This will allow us to identify any key concerns/issues and act upon them			
Review and update the Charity fundraising opportunities within the school	Review the Charity links to ensure closer engagement with the charities. This needs to move beyond mere fundraising to enable a strong relationship to develop over the coming years	Initial review team put together by Module 3. Charities chosen and links made by end of Module 3 Development of links and programme to begin by end of module 4	JJ, Heads of House, ML		This will help to develop students' Social Responsibility		To do	

Agenda Item 7

Year 13 destinations

2018

Surname	Destination	Course
[REDACTED]	LSBU	Civil Engineering
[REDACTED]	Coventry	Maths
[REDACTED]	Brunel University	Civil Engineering
[REDACTED]	Mott Macdonald	Degree Apprenticeship
[REDACTED]	Deloitte	School leavers Programme in Accountancy
[REDACTED]	UCL	Civil Engineering
[REDACTED]	University of East London	Civil Engineering
[REDACTED]	LSBU	Civil Engineering
[REDACTED]	University of Hertfordshire	Civil Engineering
[REDACTED]	LSBU	Computer Science
[REDACTED]	City University	Biomedical Engineering
[REDACTED]	Jacobs (Tideway)	Degree Apprenticeship
[REDACTED]	UCL	Civil Engineering
[REDACTED]	Coventry	Civil Engineering
[REDACTED]		
[REDACTED]	University of Westminster	Quantity Surveying
[REDACTED]	Kingston University	Civil Engineering
[REDACTED]	Portsmouth	Astro Physics
[REDACTED]	LSBU	Civil Engineering
[REDACTED]	Gap Year	
[REDACTED]	University of Hertfordshire	Civil Engineering

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Targets for attainment and progress of KS4 and KS5 students for 2019.

KS4 outcomes	<ul style="list-style-type: none">● Progress 8 for Y11 to be a minimum of 0.0 and in the range of 0.0 to 0.29 (0.29 being the estimated Southwark average for 2018)● Attainment 8 for Y11 to be in line with national average. (FFT estimates this to be 47.6 for 2018)● Basics (E+M 5+) at least in line with 2018 Southwark averages (47.9%)
KS5 outcomes	<ul style="list-style-type: none">● Number of entries achieving AAB or better at A-Level to be at least in line with the 2018 Southwark average for 2018-19 at 16%● BTEC outcomes to achieve a positive value add of at least 0.2● APS per entry for academic qualifications is at least in line with 2018 Southwark averages● APS per entry for technical qualifications is at least in line with 2018 Southwark averages● Destinations data shows 0% NEETS

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	INTERNAL
Paper title:	Governance update
Board/Committee:	UAE School Advisory Board
Date of meeting:	29 November 2018
Author:	Alexander Enibe, Clerk to the School Advisory Board
Sponsor:	Nicole Louis, Chair SAB
Purpose:	For Information
Recommendation:	The SAB is requested to note the governance update

Executive Summary

Following the UAE SAB meeting on 4 October 2018, the SAB local governors have agreed the following link governors' roles:

- Lesley Morrison – Pupil Premium
- Karen Fowler - Special Educational Needs (SEN)
- Zakir Matin - Curriculum
- Veronica Allen -
- Tony Roberts -
- Natalie Ferer -

Governance update

- Link governors (discussion on priorities and focus for the year and capacity building where required)
- SBA and SAB Chairs' recruitment update
- SBA Executive Principal recruitment update

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	CONFIDENTIAL
Paper title:	Register of Business Interests
Board/Committee	University Academy of Engineering School Advisory Board
Date of meeting:	29 November 2018
Author:	Alexander Enibe, Clerk
Purpose:	To update the School Advisory Board on declaration of Interests of the governors
Recommendation:	The School Advisory Board is requested to note

Executive Summary

Under South Bank Academies Scheme of Delegation local governors are required to complete a register of their business and personal interests (including any post or office held by them), which shall be renewed annually.

Any Local Governor who has any duty or personal interest that conflicts or may conflict with his or her duties as a Local Governor shall:

- disclose that fact to the LGB as soon as he or she becomes aware of it. A Local Governor must absent himself or herself from any discussions of the SAB in which it is possible that a conflict will arise between his or her duty to act solely in the interests of the UTC or the Academy and such duty or personal interest;
- withdraw from any meeting for that item unless expressly invited to remain in order to provide information;
- not be counted in the quorum for that part of any meeting; and
- withdraw during the vote and have no vote on the matter.

The following are the declared interests of the governors. The School Advisory Board is requested to note the register, which will be published on the academy's website.

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University Academy of Engineering Register of Interests 2017-18

LOCAL GOVERNORS

Nicole Louis (Interim Chair)					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
London South Bank University	Higher Education	Chief Customer Officer	May 2017		
Veronica Allen					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
None					
John Taylor (Principal)					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
None					
Lesley Morrison					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
None					
Natalie Ferer					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
London South Bank University	Education	Financial Controller			

Zakir Matin					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
To update at meeting					
Karen Fowler					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
Michael Faraday School	Primary School	Head Teacher			
Tony Roberts					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
London South Bank University	Higher Education	Deputy Director of Technician Services			