

## Meeting of the South Bank Academies Board

4.00 - 6.00 pm on Thursday, 30 March 2017  
in University Academy of Engineering - Trafalgar Street, London SE17 2TP

### Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
8.	School assurance visits	3 - 18	DDSP

**Date of next meeting**  
**4.00 pm on Tuesday, 11 July 2017**

**Members:** Douglas Denham St Pinnock (Chair), Adam Crossley, James Stevenson, Rao Bhamidimarri, Richard Flatman and Richard Parrish

**Apologies:** David Phoenix, Steve McGuire and Tony Giddings

**In attendance:** Dan Smith, Michael Broadway and Pervena Singh

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Paper title:	Assurance visit report
Board/Committee:	South Bank Academies Board Meeting
Date of meeting:	30 March 2017
Author:	D Phoenix, Chair
Purpose:	To note
Recommendation:	The Board to note the assurance visit at the University Academy of Engineering.

**Visit to Academy: 14th March 2017**

**Present: Prof D Phoenix (Chair)  
Mr D Saint-Pinnock (Independent Board member)**

The panel received the school development plan and RAG rating before the visit. The visit involved a class observation. A laboratory observation as well as meeting with the members of the Student Council, representatives from the Sixth Form, the Principal and members of the senior team.

Class observation (math) - mixed ability class, showed good engagement across all abilities and the teacher was actively using the reward scheme that had been introduced. The session was utilising an applied focus by greeting students to source data for analysis looking at graphical representation and use of basic statistics. Speaking to groups there was good understanding and good behaviour

Lab observation- the class was looking at combustion and energy generated from burning different fuels, again good behaviour and engagement. Students understood the principle that combustion led to heat energy which could be measured by heating water. Limited understanding of the reason why different fuels produce different levels of energy but the class was still pre GCSE and following general science. During the visit the teachers' engagement seemed focused on one section of the classroom with little engagement with the rest of the class.

The Council members were good school ambassadors giving numerous examples of how the Council was developing ideas and influencing the school environment. It provided good evidence of extracurricular opportunity.

The meeting with the head gave the opportunity to discuss team development, pupil behaviour and progression. Behaviour was felt to have improved and indeed the school environment seemed better controlled with more positive behaviour from pupils but this needs to be maintained. The head was positive about the team and was seeking to give greater delegation. We discussed the need to identify what team support and development was required and to liaise with the group OD function. In terms of progression some good

evidence of improvement in some areas but others such as Science and English seem lower than expected. Whilst the head linked this to staff turnover there was a need to further review interventions - especially for those students approaching A2 where progression was below expectation in core areas such as science

Meeting with the Sixth Form representatives was positive. Students indicated significant support was available and were considering a range of progression opportunities from apprenticeships to university. They engaged with the wider school but there were opportunities for them to take on further leadership roles across the school.

The senior team was positive about the changes in behaviour and attributed this to more effective processes that were being enforced. The team was relatively new and would appreciate further opportunity for individual and team based development.

Moments are provided against development plan. Overall good progress seems to be being made. Some RAG assessments may be a little too positive given many systems are new and not therefore embedded - for example there are questions over consistency of use of the reward scheme. Action on progression needs to be prioritised and support given to development of a new and enthusiastic team.

# UAE South Bank School Development Plan.

## School Development Plan 2016 – 2018 - Subject to annual review and termly RAG.

### The UAE South Bank Vision.

The University Academy of Engineering South Bank will be an outstanding place of learning, specifically designed for the success and happiness of all students and staff and be an outward facing beacon of STEM and STEAM learning. We will remain a vibrant learning community which will play a significant part in the transformational change and regeneration in our area. This will be underpinned by our commitment to excellence through developing students confidence to communicate effectively, be creative and to constantly seek out new challenges to apply their skills to and in turn become a highly effective and valuable member of our society.

### Summary Focus Objectives:

- To ensure good or better Learning and Teaching practices are consistently embedded across the Academy to ensure sustained outstanding performance.
- To ensure Behaviour and Attitude to Learning is at least good everywhere within and across our entire learning community.
- To ensure all staff are appropriately challenged, trained and supported at UAE SB to achieve the highest standards of professional behaviour and accountability.
- To ensure our learners receive the very best overall learning experience and preparation for life through the development of skills and professional competence.
- To ensure UAE SB is a safe, caring and supportive environment which allows all students, regardless of starting points or background, to flourish.
- To ensure UAE SB becomes a local and national beacon to other STEAM centred schools in achieving our vision.

**Priority focus.. Effectiveness of Leadership and Management at UAE South Bank.**

Action	Target Date	Success	Evidence/ QA	Observation from visit	Cost	Termly RAG Review					
						1	2	3	4	5	6
<b>Objective: To ensure UAE South Bank's leadership at all levels strives towards becoming and remaining outstanding.</b>											
Page 6	Ongoing, Formal review summer 2017.	Leadership is effective at all levels and ensures that the highest standards are prevalent across the school and leaders model outstanding behaviour to each other and to all stakeholders. Leaders demonstrate an explicit commitment to a growth culture at UAE SB and take every opportunity to share this philosophy to everyone within the Academy. Leaders hold everyone to account but do so with compassion and understanding to ensure maximum and sustained institutional success.	CPD Evidence, SLT minutes, PD meeting evidence records, Staff training records. NQT induction programme and mentor notes. New Staff induction records.	New, enthusiastic team - will benefit from further support  Agree amber	Time, staffing, PD time.	R	A	A			

<p>To establish a new Extended Leadership Group which will meet regularly to ensure all key areas of the Academy remain firmly collectively focused on achieving the UAE SB's vision. The ELG will be made up of the SLT, the SENDCO, Student Services Manager, the Academy's Business Manager and the Officer Manager.</p>	<p>Ongoing, Formal review summer 2017.</p>	<p>The new ELG is very effective in collectively supporting the achievement of the Academy's vision through improved communication and high level teamwork.</p>	<p>ELG meeting records, SLT meeting records.</p>	<p>Limited focus on this in discussion therefore unclear of impact</p> <p>Red/amber</p>	<p>Time, ELG meeting time.</p>	<p>R</p>	<p>A</p>	<p>A</p>			
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<p>To improve the quality and accuracy of communication across all levels of leadership and staff at the school via a range of mechanisms and systems.</p>	<p>Ongoing, Formal review summer 2017.</p>	<p>Communication between all staff at the school is effective in continually promoting the vision for the school and providing important practical information to successfully aid day to day operation.</p>	<p>Weekly PD meeting notes, Briefing notes, Week Ahead Sheets, Line management meeting and Performance management records. Staff bulletin. Middle Leader meeting notes. Staff survey feedback. Website – Content and compliance.</p>	<p>Not observed</p>	<p>Time, Admin costs.</p>	<p>A</p>	<p>A</p>	<p>A</p>			
<p>To ensure carefully designed and effective line management structures are in place focused on improving performance and developing leadership.</p>	<p>Ongoing, Formal review summer 2017.</p>	<p>The leadership structure within the school is effective and efficient in ensuring the overall vision for the school is realised.</p>	<p>Performance Management docs, Line management notes,</p>	<p>Structures are not yet embedded Amber</p>	<p>Time</p>	<p>A</p>	<p>A</p>	<p>A</p>			



To ensure consistent rigour of accountability of all staff via Performance Management at the school.	Ongoing, Formal review summer 2017.	All staff are accountable for their performance and achieving realistic but aspirational success targets. All staff know the importance of their individual role and the need for their success to help ensure overall success.	Performance Management records, Meeting minutes,	Not assessed	Time	A	A	G			
To complete a regularly updated, comprehensive and detailed annually reviewed Academy SEF to ensure reflection and proper transparent accountability takes centre stage in the organisation's profile and reputation.	Ongoing, Formal review summer 2017.	A comprehensive and regularly updated SEF is in place and is a pivotal document in school development planning. Governors and Leaders are fully conversant with the Academy's strengths and areas for development and know where to focus on to bring about further improvement.	SEF, SDP.	Review is in place but unclear of evidence base. Links being formed with other schools but not yet developed  Amber	Time	A	G	G			
Rigorous Learning Area Self Evaluation to be undertaken at the start of each academic year which includes examination/achievement performance analysis driving learning area action plans.	Ongoing, Formal review summer 2017.	Learning Area SEF completed and regularly reviewed at line management meetings in order to continually improve outcomes for students. Learning Area SEF's feed into the Academy SEF.	Line management meeting notes, SLT	evidence of progression analysis provided. There were areas of weakness identified in progression e.g. Science which the report did not provide high level interventions Amber	Time	A	A	G			

<p>To work with South Bank University, the Trust's CEO and Directors in the overall development of Senior and Middle Leadership to support holding them accountable for achieving UAE South Bank's vision.</p>	<p>Ongoing, Formal review summer 2017.</p>	<p>UAE South Bank takes full advantage of being a SASH partner school and the expertise within the Trust and as such make the best use of the latest educational research, shared best practice and the general collective determination to achieve the very best for our young people.</p>	<p>MAT and SASH meeting records.</p>	<p>Ambition is present but not yet developed e.g. sASH partnerships just established. Red/amber</p>	<p>Time</p>	<p>A</p>	<p>A</p>	<p>A</p>			
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**Priority focus: The quality of Teaching, Learning and Assessment at UAE South Bank.**

Action	Target Date	Success	Evidence/ QA	Responsibility / Leader	Cost	Termly RAG Review					
						1	2	3	4	5	6
<b>Objective: To ensure Learning and Teaching and the use of Assessment is at least good across all areas of the Academy.</b>											
To create and embed outstanding Learning and Teaching strategies and policies based around effective AFL and to challenge students with the very highest expectations regarding their achievement.	Ongoing, Formal review summer 2017.	Consistently applied and effective Learning and Teaching practices are embedded in line with Academy policy. Students make at least good progress, enjoy their learning and possess a determination to achieve even more.	Teaching and Learning policy and Assessment Policy, Academy wide Behaviour Management strategies, classroom posters, Weekly PD meeting minutes.	Good evidence of this in the maths observation less so in the science class. Consistency ?  Amber	Staffing, Time	A	A	A			
To establish an academy wide literacy focus to improve access and drive student progress in all learning areas.	Ongoing Formal review summer 2017.	Reading becomes an integral part of Academy life. Teachers consistently include a literacy focus or theme in all lessons and also mark student work and assignments with regard levels of literacy. Progress is seen in student extending writing tasks. Reading ages improve following intervention.	Fully functioning LRC, Student reading records, Literacy PDs, Literacy posters in classroom, Literacy section in planner, AR progress data, Book monitoring for literacy and extended writing.	English progression in some areas behind expectation hence amber seemed realistic	Cost of full time Librarian £4100 for AR, year 1. £3000 to establish a fully functioning LRC.	R	A	A			

To embed the consistent use of new high impact Behaviour for Learning systems.	Ongoing, Formal review summer 2017.	Behaviour for Learning is at least Good across all areas of the Academy and progress made by learners is affected accordingly through consistent application of Behaviour management systems and the consistent repetition of high UAE SB expectations.	SLT minutes and actions, PD minutes, Policy documentation, lesson observation records.	Behaviour good in classes and corridors but at this stage need to ensure this is sustained Amber	Staff training, time.	R	A	G			
To introduce and carry out rigorous and secure quality assurance of Teaching and Learning at the Academy.	Ongoing, Formal review summer 2017.	Learning and Teaching is regularly and accurately monitored and appropriate intervention applied where necessary. 80% of lessons observed to be judged as good and 10% outstanding. Lesson observation outcomes and feedback are shared in all SLT meetings.	Lesson Observation records, Learning walk records, summative Lesson monitoring summative data. Performance management records. SLT agendas/ notes and actions.	Not considered	Staffing, Time, PD records. IRIS technology.	R	A	G?			
To maximise achievement at UAE South Bank by ensuring attendance of all students is it at least in line with national averages.	Ongoing, Formal review summer 2017.	Attendance is monitored regularly and correct and effective intervention is applied to ensure that students' attendance is at least good with particular attention being paid to PA students. High attendance continues to be awarded throughout the academic year.	Attendance data	Not considered	Staffing, Time, Rewards budget.	G	G	G			

To horizon scan in association with other partner schools and national development groups e.g. PTI, SSAT to ensure the very best practice in the development and QA of Teaching and Learning is carried out at UAE SB Academy.	Ongoing, Formal review summer 2017.	UAE SB is kept up to date with the latest school wide performance developments with regard to maximising the school's efficiency and effectiveness. UAE SB is a proud and active member of SSLP (Southwark Schools Learning Partnership). UAE SB is a proud and active member and SASH membership (Southwark Authority Secondary Heads).	SLT notes, SDP foci.	Links and review seem to be in early stage of development hence Amber	Staffing,	A	A	A			
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**Priority.. To ensure outstanding aspirational outcomes are achieved at UAE South Bank.**

Action	Target Date	Success	Evidence/ QA	Responsibility/ Leader	Cost	Termly RAG Review					
						R	A	G			
						1	2	3	4	5	6
Objective: To ensure UAE SB's students make the very best progress at the Academy.											

To create aspirational targets based on external sources and rigorous internal base testing on arrival e.g. CAT if. AR baseline test.	Ongoing, Formal review summer 2017.	All students at UAE SB have an aspirational but realistic target for their achievement which they demonstrate a determination to achieve. These targets are generated from the earliest available base data but then regularly revisited to ensure their accuracy and appropriateness of challenge.	Data records, Performance analysis vs. targets, SIMs,	Not assessed but areas of progression are behind benchmark and external validation in early stages	Staffing, Time. AR costs.	A	A	A			
To review progress data at the end of each module to assess performance, track improvement and plan appropriate intervention.	Ongoing, Formal review summer 2017.	Progress analysis provides valuable accurate data to help support accurate targeting of intervention. Corresponding intervention is then appropriate and effective	Data analysis documentation and corresponding action plan records.	Evidence of data observed but unclear of interventions it generates  Amber	Staffing, time. LM records, SLT records, PM records.	A	A	A			
To continue to embed a culture of increased high expectation with regard Students' behaviour both in and around the Academy's classrooms.	Ongoing, Formal review summer 2017.	All student's engagement with learning improves in line with high expectations set by staff around the school. Students' independent learning ability is strengthened and deadlines for submission of work are more regularly met by all learners.	Lesson observation data, Learning walk evidence, Professional Conduct analysis evidence and intervention records.	Positive use of reward scheme observed in maths but not across other lessons  Amber	Staffing, Time.	R	A	A			

<p>To ensure the Academy curriculum design and organisation is the very best available to ensure learners are kept more actively engaged and make best progress in their subject areas.</p>	<p>Ongoing, Formal review summer 2017.</p>	<p>An appropriate and highly engaging curriculum provides more opportunities for learners to access staff expertise and key resources to help them make even better progress than expected. Level 2 and 3 Options are popular with all stakeholders, achieve the Academy's vision and ensure students make the best progress at the Academy for their successful lives ahead. Homework, extension and 'prep' challenges are used to improve learner engagement and achievement inside and outside of lessons.</p>	<p>UAE SB Curriculum plan and Academy Timetable. Student feedback records. Learning area curriculum plans.</p>	<p>Not considered but lessons were applied and engaging</p>	<p>Staffing, Time</p>	<p>A</p>	<p>A</p>	<p>A</p>		
<p>To introduce a new Student Planner which provides students with a higher quality, more professional diary based design.</p>		<p>Students record important notes e.g. regarding assignment and/or homework details and deadlines in their Student planners as standard practice. Tutors and Parents check planners on a weekly basis and use the Student Planner to communicate regarding the student's progress and required actions.</p>	<p>Student Planner design. Student feedback. Parental/ Family feedback.</p>	<p>Not considered</p>	<p>Tutor time. New Planner costs.</p>	<p>R</p>	<p>A</p>	<p>A</p>		
<p>To ensure attendance is kept at least in line with national averages.</p>	<p>Ongoing, Formal review summer 2017.</p>	<p>Attendance at UAE SB remains above national averages.</p>	<p>Attendance data.</p>	<p>Not considered</p>	<p>Staffing, Time, Paper resources</p>	<p>G</p>	<p>G</p>	<p>G</p>		
<p>To ensure student target groups i.e. Pupil Premium students, persistent absence, EAL, SEND performance is in line with expectations.</p>	<p>Ongoing, Formal review summer 2017.</p>	<p>All groups of students make equally good progress regardless of classification group narrowing the gap in all performance areas.</p>	<p>Data records, SIMs. 4matrix outcomes.</p>	<p>Not considered</p>	<p>Staffing, time.</p>	<p>A</p>	<p>A</p>	<p>G</p>		

To horizon scan in association with other partner schools and national development groups e.g. PTI, SSAT to ensure the very best practice is carried out in ensuring students achieve in line with aspirational expectations here at UAE SB.	Ongoing, Formal review summer 2017.	UAE SB is kept up to date with the latest research in maximising Learner achievement and the Academy introduces appropriate, best fit new practice when and wherever possible. UAE SB remains actively involved in SSLP and SASH.	SEF/SDP.	Meetings with staff provide evidence underway	Staffing, Meeting attendance costs, time.	A	A	A			
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**Priority.. To ensure behaviour and student support at UAE South Bank is outstanding.**

Page 16	Action	Target Date	Success	Evidence/ QA	Responsibility/ Leader	Cost	Termly RAG Review					
							R	A	G	1	2	3
	<b>Objective: To ensure behaviour for learning and individual support at UAE SB prepares our students properly for future challenges.</b>											



<p>To review and develop the effectiveness of UAE SB's behaviour management systems to ensure clarity, consistency and effectiveness in its application.</p>	<p>Ongoing, Formal review summer 2017.</p>	<p>Behaviour at UAE SB is at least good and low level disruption in lessons and around the school is kept to a minimum. A clear referral and support based Leadership and Management structure is both in place and established.</p> <p>The newly formed Student Services team is effective in supporting staff in improving learning experiences and in ensuring the well-being of all students at the Academy.</p> <p>Students always arrive ready to learn and are fully prepared to engage in their learning.</p> <p>All staff consistently and fairly apply the new sanctions and rewards system in the classroom and around the Academy.</p> <p>Student counselling is introduced to ensure students are best supported and times of acute need.</p>	<p>Learning walks Feedback from Families. Student feedback Exclusion records Behaviour records/ statistics. L and M structure. PD meeting records.</p>	<p>Evidence new systems in place but still work on consistency of use</p> <p>Amber</p>	<p>Staffing, time, £500 consultant, external moderator to review Behaviours for learning. PD time.</p>	<p>R</p>	<p>A</p>	<p>G</p>			
<p>To establish and quickly embed the new rewards policy and ensure rewards and sanctions at UAE SB are both motivating, fair and appropriate.</p>	<p>Ongoing, Formal review summer 2017.</p>	<p>A culture of success and praise is established and then embedded across the Academy.</p>	<p>Lesson observation records, Learning walk records, SLT meeting records.</p>	<p>Evidence it's in place and pupils like it from feedback speaking to pupils in classrooms and with Council. representatives. Still in development. But reward scheme viewed positively by pupils</p>	<p>Time, £15,000 Rewards budget</p>	<p>A</p>	<p>A</p>	<p>G</p>			

To establish highly effective CEIAG at UAESB and provide individual advice and guidance for all learners, leading to progression routes for all and meaningful preparation for the world of work.	Ongoing, Formal review summer 2017.	All students have access to the highest quality CEIAG and make informed choices towards accessing meaningful career pathways. All Year 12 students have the opportunity to carry out structured and appropriate work related learning.	Student succession records, Student feedback.	Not considered	Time, staffing.	R	A	A			
To horizon scan in association with other partner schools and national development groups e.g. PTI, SSAT to ensure the very best Behaviour and Support practice is carried out at UAE SB.	Ongoing, Formal review summer 2017.	To ensure UAE SB seeks out the very best practice in ensuring that the most effective behaviour and support strategies are implemented here at the school. UAE SB remains actively involved in SSLP and SASH.	Behaviour and Support based leadership records.	Not considered	Time	A	A	A			