



Create your future

CONFIDENTIAL

Meeting of the University Academy of Engineering Local Governing Body

5.00 - 6.30 pm on Wednesday, 21 September 2016
in University Academy of Engineering - Trafalgar Street, London SE17 2TP

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
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1.	Welcome and apologies		
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2.	Declarations of interest		
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- *Governors are requested to declare any interest in any item on the agenda.*

Items to discuss

3.	Chair's update		
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- Recruitment of Principal
- Post 16
- OfSTED preparations

4.	Senior Leadership Team report	3 - 16	
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Items to note

5.	Any other business		
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Date of next meeting
4.30 pm on Wednesday, 23 November 2016

Members: Rao Bhamidimarri (Chair), Michael Broadway, Natalie Ferer, Steve French and Tony Roberts

Apologies: Karen Fowler and Farah Nur

In attendance: Joe Kelly and Dan Smith

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Module 1 Term Governors Report September 2016



Create your future

Key Academy Information

Total number on roll – 389

Student profile – Year 7

Number on roll: 140 (137)

Ethnicity numbers	56 BAFR, 17 WBR/BR, 25 BCRB, 15 OLAM DE 15
FSM	40 tbc
Safeguarding	1 CiN, 7 serious concerns

Student profile – Year 8

Number on roll: 132

English APS	29.13	National	
Maths APS	29.46	National	29.0
Academy APS	29.30	National	28.8
Gender	24% Female 76% Male		
KS2 Data	English	Mathematics	
L3 & Below	12 students	11 Students	
L4+	122 Students	123 Students	
L5+	63 Students	56 Students	
L6+	0 students	13 Students	
Data Not Known	2 Students – Academy required to record as 4b = 27		
Ethnicity numbers	48 BAFR, 17 WBR/BR, 16 BCRB, DE 22		
FSM	37%		
Safeguarding	1 CiN		

Student profile – Year 9

Number on roll: 96

English APS	28.61	National	
Maths APS	29.29	National	29.0
Academy APS	28.95	National	28.8
Gender	34% Female 66% Male		
KS2 Data	English	Mathematics	
L3 & Below	12 students	6 Students	
L4+	81 Students	87 Students	
L5+	30 Students	29 Students	
L6+	0 Students	5 Students	
Data Not Known	8 Students – Academy required to record as 4b = 29		
Ethnicity numbers	31 BAFR, 15 WBR/BR, 15 BCRB, 7 OLAM, DE 13		
FSM	38%		
Safeguarding	1 Student		

In term admissions

3 new students in year 9 since September

Student profile – Year 12

English APS KS4	40.50	National	
Maths APS KS4	48.88	National	
Academy APS KS4	43.92	National	
Ethnicity numbers	6 BAFR, 1 WBR/BR, 8 ASN , 2 CHN , DE 13		
Gender	Female 2 Male 19		
Data Not Known			
Ethnicity numbers			
FSM	Unknown as students have been applying for bursaries		
Safeguarding	Information not yet obtained from previous schools		

EAL

EAL support programme in place for Module 1 using overstaff in Languages. Year 9HSS (6 students) accelerated class to take Spanish GCSE in year 9/10 and A level/ GCSE mandarin in year 10 and 11.

SEND

27 students in year 7 (20%)

30 students in year 8 (22%)

23 students in year 9 (25%)

SAFEGUARDING

A number of irregularities were discovered regarding recruitment, safeguarding processes and recording on the single central register. Corrective action was taken immediately and reported directly to the Chair of the board of Trustees. Procedures are now in place to prevent a reoccurrence of such irregularities.

Safeguarding and child protection (e.g. Number of referrals to agencies or any serious incidents)

1 referral for BC Female year 7 – potential physical abuse concern

Complaints, compliments and grievances (e.g. any formal complaint grievance and any issues arising)

Parent survey to be commissioned every term using Google docs template. Questions will be traceable to Ofsted criteria across the 4 categories and will act as an evidence base built up over time.

Results to be shared with students via assemblies, parents via website and governors via meetings and reports.

Health & Safety incidents (e.g. any RIDDOR reports, Number of Health and Safety Incidents and issues arising)

Egress to exit at Trafalgar road has been identified as an issue. It needs to be widened to avoid potential accidents. Looking at use of additional exits across the site.

Fire drills

Will be held before the end of September. Year 7 students have been shown their fire positions during induction on their first day.

Outcomes for Students

The academy has switched to a new decimalised level system which matches the new grading system for GCSE's. Progress is now measured using the progress 8 measure. APS scores from KS2 are not calculated in the same way anymore so a like for like comparison is difficult.

Under the new system students are set targets to make 0.7 levels of progress a year. Over a five year period this would give the academy a positive progress 8 score of +0.6. A score of zero represents students making expected progress over the 5 years. +0.6 would represent extremely strong progress vs national and contextual benchmarks. Typically +0.2 to +0.4 is considered "good"

Targets for year 8 and 9 students have been centrally set by converting KS2 scores and mapped across to the new GCSE grading system.

Progress review meetings

Progress will now be informed by 4matrix a software package that communicates with the MIS (SIMS). Staff will receive full training in how to use 4matrix to track students' progress.

Enrichment

Classes on offer Module 1 2016

Activity	Year group	Teacher	Tues	Wed	Thur
Football	8	Mr Baffour/Mr Walugembe	x		
Football	7	Mr Baffour/Mr Walugembe			x
Mandarin (for all)	all	External	x		
Mandarin (for mandarin speakers)	all	External			x
Debate club	all	Mr Sadler and Ms Fletcher-Blackburn			x
Chess club	all	Mr Philipsz		x	
Guitar club	all	Mr Karydis	x		
Drama club	all	Miss Morgan and Mr Smith		x	
Maths club	9	Miss Khodadadi and Mr Forde	x		
BMX	all	Mr Blasquez and Mr Rogers			x
Table tennis	all	Dulwich Table tennis club			x
Politics club	all	Miss Bucknell	x		
Football	9	Mr Moore		x	
Coders club	all	Mr Pascall		x	
HSS club	7 and 8	Miss Gonzalez			x
Spanish club	all	Mr Blasquez			
Reading for pleasure	all	Miss Kelly	x		
Film club	all	Mr Searle		x	
Art club	7 and 8	Miss Mitchell		x	
Keyboard club	all	Miss Ho		x	
Science Club	all	Mr Searle and Mr Herzberg			x
F1 Club (max 18 students)	12 and 7	Mr Izilien and Mr Netsereab			x
Dance club	all	Miss Okeya	x		
Music production	all	Mr Forbes	x		
Robotics club	all	Mr Fiberesima		x	
Women in Engineering	all girls	Mr Riaz	x		
Bilingual English Club	all year groups	Ms Stephen			x
Basketball club	all	Mr Asunrama		x	
Girls only multi sport	all	Mr Harding	x		

Quality of teaching, learning and assessment

% Good and Better lessons

All lesson observations were joint observations as part of the Academics learning and teaching development programme.

	2014/2015	2015/2016	Number of teachers observed
Module 1	75%	73%	14-4 to NQT criteria
Module 2	80%	87%	15-4 to NQT criteria
Module 3	85%	100%	15-4 to NQT criteria
Module 4	85%	Short module-	focus marking for progress
Module 5	90%	100%	15-5 to NQT criteria
Module 6	95%	n/a	n/a

It is clear that there are discrepancies between observed teaching and day to day teaching. Whilst the quality of observations conducted during quadrilation is not in dispute. This is felt by the current SLT not to be reflective of the true picture. Primarily, poor persistent low level disruption has pervaded many lessons and hampered students learning as teachers have not been able to deliver their planned lessons. This was addressed during module 6 and a behaviour policy and procedure has been put in place.

A new QA cycle has been introduced and shared with staff which will incorporate the best elements of quadrilation into everyday monitoring and support of lessons. This will give a much more realistic overview about the quality of teaching and learning across the academy.

SLT learning walks have taken place to ensure that non-negotiables (steps in maximising learning are being implemented consistently across the academy). Follow up learning walks are taking place to follow up areas of concern to support staff and inform leaders of learning.

The Vice Principal has observed that T&L needs unifying across the academy to incorporate the ethos of the three C's. At the moment teaching and learning has no identity and even though pockets of good practice exist, it is patchy and inconsistent. This is partly due to high staff turnover and a new influx of staff. Many of which are new to teaching.

To drive teaching and learning forward the academy is adopting the TEEP system (Teaching Enhancement and Effectiveness Programme). This has been well received by staff and the SLT. Full training will commence on 17th and 18th November as PD days. There are 4 training days in total across the academic year. The 3rd day will take place in January (tbc). The calendar is being altered to reflect this and parents are being informed.

The timetable has been altered to allow staff curriculum time to plan jointly once a week.

Professional Development Programme

Module 1
2015-2016

Professional Development - Mondays 4 – 5pm

PD day 30 th August	Focus – Welcome, induction and academy procedures
PD day 31 st August	Focus - Safeguarding training, behaviour policy and procedures
PD day 1 st September	Focus – Preparing for Ofsted and teambuilding
PD day 2 nd September	Focus – joint lesson planning and preparing classrooms
12 th September	Operational meeting – behaviour procedures, community learning programme
19 th September	Operational meeting - Data and target setting, T&L – TEEP information, prep for open day
26 th September	Feedback and marking, quadrilation guidance
3 rd October	Lesson objectives and outcomes
10 th October	Effective Questioning

Staffing

Staff leavers end of Module 6

Learning Area	Post	Name
Languages	Teacher (NQT)	Richard Cahill
Drama	Teacher (0.6)	Claire Brooksbank
English	Leader of Learning	Tom Ambler
English	Teacher	Will McCollum
SEND	Learning Assistant	Amy Powers

Teaching Staff Recruitment for September 2016

Learning Area	Post	Name
Humanities	Teacher	Colbey Sadler
Computer Science	Teacher	Gary Forbes
Mathematics and Science	Teacher (NQT)	Sam Rogers
Mathematics	Teacher	Brian Forde
Languages	Teacher	Jose Blazquez
Languages	Teacher	Janine Stephen
Drama and English	Teacher (NQT)	Rebecca Morgan
English	Lead for English	Spencer Smith
English	Teacher (NQT)	Celeste Bucknell
English	Teacher (NQT)	Bernie Kelly
Design and Engineering	Director for Learning	Lazarus Fiberesima
Design and Engineering	Teacher (NQT)	Paul Izilein
Science	Leader of Learning	Jon Searle
Science	Teacher (NQT)	Philippe Herzberg
Science	Teacher 0.25	Manos Karydis
Science	Assistant Vice Principal	Meirion Lewis
Mathematics	Vice Principal	Jason Philipsz

Support Staff Positions Recruitment for September 2016

Support position	Post	Name
Admin	Office manager	Souzanna Theo
Site	Facilities Assistant	Pavel
Site	Facilities Assistant	Jose Hernandez
SEND	Learning Assistant	Manos Karydis
SEND	Learning Assistant	Nasrin Ali
SEND	Learning Assistant	Luke Cave
SEND	Learning Assistant	Andrew
SEND	Learning Assistant	Kafi Thomas

SEND	Learning Assistant	Leila
Admin	Learning Assistant	Tiana

Academy Improvement Handbook

Ragged and annotated by all staff June 2016 (attachment). Updated by Vice Principal September 2016. To be separated into SEF and Development Plan.

Personal Development, Behaviour and Welfare

Attendance target – Academy 97% National 95%

	2014 - 2015	2015 - 2016
Module 1	97.5 %	97.3%
Module 2	95.7 %	95.9%
Module 3	97.1 %	96.0%
Module 4	97.0 %	98.3%
Module 5	96.7 %	95.5%
Overall	96.8%	

Year Attendance interventions

EWO engaged to support student with Chronic Arthritis previously at 62% attendance. EWO has advised that Year 8 female student is now too unwell to attend school and is preparing documentation to move her back to being educated at home as she was in year 6.

Exclusions

Exclusion target 2016/17 = 0%

Module 1

Record of exclusions –

1 male year 8 two days fixed term.

1

Behaviour management systems have been implemented in module 6 of last year and refined in module 1 of this academic year. So far the results are encouraging with staff implementation being applied consistently and rigorously supported by the SSL team led by Jason Badu. Staff feel supported and have commented positively on less disruption to lessons. In time this should help the quality of lessons improve as teachers become more

secure with developing a more positive learning environment in their classes. Year 7 and 9 have settled well with only a few persistent offenders in year 9. Year 8 students have a higher proportion of sanctions and this is being analysed for patterns in subjects, community groups and vulnerable (PP, SEND, EAL) groupings.

The sanction system will be supplemented by a robust and progressive layer of support strategies for persistent disruption to learning. Ultimately this could lead to permanent exclusion.

Leadership and management

Performance management has been reviewed and a new streamlined rigorous and supportive system has been put in place

A middle leaders group has been set up to develop and drive leadership at this level

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