

Meeting of the South Bank Engineering UTC Local Governing Body

4.00 - 6.00 pm on Wednesday, 4 July 2018

in South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

Agenda

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No. Item

Pages

Presenter

**Date of next meeting
4.00 pm on Wednesday, 19 September 2018**

Members: Nicole Louis (Chair), Ed Arthur, Ian Brixey, Dan Cundy, Beau Fadahunsi, Natalie Ferer, Sarah Gordon, Richard Parrish, Tony Roberts, Leona Ross, Ruth Smith and Joanne Young

In attendance: Alexander Enibe

**Minutes of the meeting of the South Bank Engineering UTC Local Governing
Body**

held at 4.00 pm on Tuesday, 15 May 2018

**South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill
SW2 1QS**

Present

Nicole Louis (Chair)
Ed Arthur
Ian Brixey
Dan Cundy
Beau Fadahunsi
Natalie Ferer
Sarah Gordon
Ruth Smith
Joanne Young

Apologies

Richard Parrish
Tony Roberts
Leona Ross

In attendance

Alexander Enibe

1. Welcome and apologies

The chair introduced herself as the new interim chair of the LGBs and interim CEO of South Bank Academies. All the governors introduced themselves. The chair welcomed the governors and acknowledged Brendan Collins as an observer from DfE.

The above apologies were noted.

The LGB had just received an information session on UTC data.

2. Declarations of interest

No governors declared a conflict of interest in any item on the agenda.

3. Minutes of previous meeting

The LGB approved the minutes of the previous meeting of 7 March 2018.

4. Matters arising

Matters arising from minute 5 of the previous meeting - the LGB requested that the Principal should prepare proposal & employers' commitment and

circulate, and if the governors are happy, it would then be presented to the SBA Board meeting - the Principal would provide an update at the next LGB meeting of 4 July 2018.

The LGB noted that the chair had not looked into the second item arising from minute 5 of the previous meeting as she had just recently resumed the position as the interim CEO of South Bank Academies. The chair confirmed that the possibility of registering both the UTC and UAE with Aimhigher would be looked into.

5. **Principal's Report**

Kam Bains, Vice Principal joined the meeting.

The LGB noted the Principal's report.

The Vice Principal took the LGB through the safeguarding report. The Vice Principal confirmed that the school has installed a new recording system online (CPOMS), to facilitate recording and reporting, and the new system is working well. A governor queried why the school had to change to the new system. The Vice Principal confirmed that the new system is good across the board and very popular and that is why the school decided to move to the new system.

The Vice Principal confirmed that the systems for safeguarding students are strong, and that the number of areas identified by the DfE-led review for urgent actions had been remedied. Since then, the London Borough of Lambeth had conducted an audit, and there have been a Term 5 DfE visit and Judicium 'Mock Ofsted' visit. The Vice Principal confirmed that the single register is regularly updated with vetting checks complete, including Section 128 checks on school leaders. A governor queried the Vice Principal on whether the school staff have undergone safeguarding trainings. The Vice Principal confirmed that training has been completed for DSL level 2 and 3 by both pastoral managers as Deputy DSLs. The Vice Principal confirmed that there is an online platform where the staff are undergoing training and they are being trained.

The chair asked the LGB if the information on safeguarding provided by the Vice Principal was sufficient. A governor asked why a safeguarding link governor or committee had not been set up as suggested in one of the previous meetings. The chair confirmed that the governance review of the UTC is ongoing and all areas would be looked into before the Board makes a decision on the governance structure.

The LGB agreed that there should be a continuous oversight on safeguarding in the school by the LGB. There has been good measures put in place following the reviews carried out on the UTC, and these measures must be maintained.

The Principal took the LGB through the Principal's report. The Principal confirmed the external review visits conducted and various areas of improvement highlighted in the reports. A governor challenged the Principal on whether subject knowledge of the teachers undergoing training was an issue following the reviews. The Principal confirmed that subject knowledge was not an issue but that the teachers are quite stretched because of their numbers. The LGB asked how the Principal is handling the staff welfare and wellbeing. The Principal confirmed that there are different things being done like; going for outings together, providing them mobile phone insurance, healthcare plan etc.

The LGB discussed the inconsistency in marking and agreed that improvement was needed in this area as was suggested in the report. The LGB noted the suggestion from the report about the school getting more from the sponsors and employers. A governor challenged the Principal on whether there was an improvement list or plan to enable the governors' and school not lose track of areas to be monitored. The Principal confirmed that he would use the Self Development Plan (SDP) to show the LGB how to monitor progress. The LGB agreed that in the September 2018 meeting, the LGB would be involved in preparing the School Development Plan (SDP) together with the Principal, by providing input at the preparation stage before it goes to the SBA Board for approval. A governor asked whether the LGB and Board would be working on the School Development Plan (SDP) to shape it, and the chair confirmed that the LGB would play a role in the preparation of the Self Development Plan (SDP), but everything would also depend on the ongoing governance review and the new governance structure. The Principal was of the opinion that the Self Development Plan has to be prepared so that it will fit into the timeline with the LGB meeting and Board meeting. The Clerk was asked to look at the timelines of the Board and LGB meetings so that the preparation can be within the timeline.

The Principal took the LGB through quality of teaching, and confirmed that they are limited on training of teachers. The chair asked the Principal whether there has been cross-fertilisation with the Academy in terms of training. The Principal confirmed that there has been discussion about it but it has not been done, but there is a plan to explore that area.

On conduct and attendance, the Principal confirmed that the Year 12 students are acting immature and causing concern for management. Although, there is no permanent exclusion there has been fixed-term exclusions. Attendance stands at 94% in line with last year but down when compared nationally. A governor queried how this is measured regionally. The Principal confirmed that he was not aware of where this has been compared regionally. A governor asked the Principal whether he had looked at whether the reasons for the students' lateness was down to their parents or the distance. The Principal confirmed that the lateness is usually for 5 minutes and is mostly down to distance. The school is also working with London Borough of Lambeth team on lateness and parents can be fined for not bringing their children to school but the process is very long. A governor queried the Principal on whether the lateness are authorised or unauthorised. The

Principal confirmed that it is authorised because the school knows where the students are as their parents call whenever they are running late.

The Principal confirmed that some students have been given unconditional offers at the LSBU. The LGB thanked Sarah Gordon and her team at LSBU for the developing partnership with LSBU.

The Principal confirmed that predictions of student achievements are positive. Pupil premium students' performance dipped compared to students not on pupil premium. The LGB challenged the Principal on the reliability of the data of the schools that the UTC is being compared against. The Principal confirmed that the schools the UTC work with have confidence in their data and whenever things change, they will inform the UTC.

The Principal confirmed that the students are expected to do well in BTEC following the predictions. The Chair challenged the Principal on the date the predictions were made. The Principal confirmed that the data was made before Easter 2018 and that they have baseline targets, to allow progress to be measured since joining the UTC. The Principal confirmed that computer science needs to improve.

The LGB noted likely staff recruitment for the new academic year including a physics teacher. There is also an LSBU alumni joining as a teacher.

The LGB noted that the Principal is drafting the UTC budget for next year.

The LGB challenged the Principal on the potential recruitment figures and how confident he is that these students would join the UTC. The Principal confirmed that there has been fifty applicants in Year 10 and hoping to get more, and these numbers would replace the thirty-three students leaving. Also, there are students applying to the school because of the BTEC being offered at the UTC which other UTCs do not offer and the students are promising to join. The LGB asked if there is work experience being offered. The Principal confirmed that at the interviews, the students are told about the prospect of getting interviews and job opportunities if they joined the UTC. The chair suggested that the Principal should also showcase to the students the potential opportunities with LSBU.

Kam Bains, Vice Principal left the meeting.

6. **UTC risk register**

The LGB noted the risk register.

The LGB discussed the issue of compliance, which was reported in the risk register, and confirmed that a governance review is underway.

The Principal confirmed that the safeguarding systems and procedures are tighter following the DfE review and London Borough of Lambeth audit. A

governor requested to see the mitigating actions from the risk register. The LGB requested that the format of the register should be reviewed.

The Principal confirmed that land and building are not on the risk register but are being worked on. The chair confirmed that LSBU estates have brought in consultants to assess the buildings of the schools for maintenance and would provide a report to cover health and safety issues afterwards.

The LGB discussed the new General Data Protection Regulation (GDPR), which will come into force on 25 May 2018. The LGB noted that this service has been outsourced to Judicium.

7. School Improvement Plan - Key Updates

The LGB noted the school improvement plan 2017/18.

The Principal took the LGB through the school improvement plan. The Principal confirmed that there is difficulty in recruiting teachers, although the UTC is doing better than other schools. In addition, student applications are higher than last year but still challenging.

The LGB noted that a Business Manager is being recruited.

The LGB discussed the provision of international links by sponsors. Ian Brixey confirmed that he would discuss with the Principal on the UTC requirements. The LGB requested that the Principal prepare a school plan that would reflect an international outlook and present at the LGB meeting of 19 September 2018.

8. Self Evaluation Form

The LGB noted the Self-evaluation form 2017/18.

The Principal took the LGB through the key updates.

The Principal confirmed that the outcomes for children and learners is judged to be good but there are measures put in place to further improve on the outcomes for children and learners.

The Principal confirmed that the quality of teaching, learning and assessment is judged to be good. There are further steps put in place for improvement like; consistency of marking and feedback so all learners know how to improve, especially in 'portfolio subjects', secure consistently good teaching across all subject teams: particularly from beginner teachers etc.

The LGB noted the format used to present the SEF paper and suggested that other meeting papers could be presented the same way as it is straight to the point.

9. **Partner Engagement Plan**

The LGB noted the partner engagement plan.

The Principal confirmed that a wide range of engagement with sponsors and partners are adding significant value, and all students have benefitted from engagements.

Partners and sponsors are very supportive to the UTC. The Principal confirmed that engagements now leading to further pathways: apprenticeship and university offers. Assemblies and engagements on site with Years 12 and 13 leading to privileged apprenticeship offers to Year 13.

10. **Finance management report (accounts to Mar 2018)**

The LGB noted the management accounts to March 2018.

The LGB noted that the 2017/18 – year to date (YTD) financial position for South Bank Engineering – UTC shows a surplus of £181,000 against a budget deficit of (£63,000). This is primarily due to transition funding of £200,000 received that is not included in the budget projection. Overall, staffing cost and other operating expenditure are in line with budget.

Natalie Ferer confirmed that the finance control had improved.

The LGB noted that it is expected that some additional projects would be carried out this year as a result of the surplus.

The LGB discussed having a 3 – 5 year financial policy and planning for the UTC, as there are now financial numbers. The chair suggested that the LGB should look at one year for now, as nobody knows what DfE policy would be on funding, and to also look at the students' numbers in September 2018. A governor suggested that it would be good to spend the money where the students can be supported, and on the teachers that the UTC does not have. A governor suggested that money should be spent on marketing to get more students. The LGB requested that the Principal should prepare a plan on his priorities and present at the next meeting on 4 July 2018.

11. **Governors' visit report**

The LGB noted Sarah Gordon's governor's visit report.

12. **UTC Internet safety report**

The LGB noted the internet safety report.

13. **AOB**

The LGB discussed the meeting papers and pack being presented by the Principal at the meetings. The LGB agreed that this should be discussed

further as the LGB would prefer a more concise meeting papers and pack. The LGB requested that the meeting pack discussion should form part of the governance review currently going on and that governors should send comments before the LGB meeting in September 2018.

The Principal requested the LGB's support to change the September term date because the half-term is moving to 2 weeks in September. The reason for the change is to give the management more time to prepare for the students' resumption. The LGB supported the Principal on this and requested that the Principal change it for the year but if it causes problems to the parents, then it should be reversed.

**Date of next meeting
4.00 pm, on Wednesday, 4 July 2018**

Confirmed as a true record

..... (Chair)

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SOUTH BANK ENGINEERING UTC LOCAL GOVERNING BODY - TUESDAY, 15 MAY 2018
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	<p>The LGB requested that the Principal should prepare proposal & employers' commitment. The Principal to provide an update at the next LGB meeting of 4 July 2018</p> <p>The CEO to look at the possibility of registering both the UTC and UAE with Aimhigher.</p>		<p>Dan Cundy</p> <p>Nicole Louis</p>	<p>on plan</p> <p>To do</p>
5.	Principal's Report	<p>The LGB requested that the Principal should allow the LGB get involved in the preparation of the School Development Plan in September 2018 and before it goes to the Board for approval. This should reflect an international outlook.</p> <p>The clerk to look at the time lines of the Board and LGB meetings for the preparation of the School Development Plan.</p>		<p>Dan Cundy</p> <p>Alexander Enibe</p>	<p>on plan</p> <p>completed</p>
6.	UTC risk register	The LGB requested that the format of the risk register be reviewed by the Principal.		Dan Cundy	completed
7.	School Improvement Plan - Key Updates	Ian Brixey to discuss with the Principal about UTC requirements as regards international links.		Ian Brixey	To do

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
10.	Finance management report (accounts to Mar 2018)	The LGB requested that the Principal should prepare a plan of his spending priorities for the next LGB meeting on 4 July 2018.		Dan Cundy	completed
13.	AOB	<p>The LGB requested that a review of the meeting papers should form part of the ongoing governance review.</p> <p>The LGB agreed that the Principal should change the September 2018 term date as requested by the Principal.</p>		<p>Alexander Enibe</p> <p>Dan Cundy</p>	<p>on plan</p> <p>completed</p>



Principal's report to governors.

Dan Cundy. 2 July 2018

Contents

- Safeguarding
- Notes from external review visits
- Quality of Teaching & Learning
- Personal Development, Behaviour and Welfare
- Learner Outcomes
- Effectiveness of Leadership & Management
- Student applications

Safeguarding

CPOMS is operational to record, report and analyse safeguarding concerns. There have been no further DfE visits – the next is in Autumn 2018, or Mock Ofsted visits. The next Lambeth Secondary Improvement Advisor visit takes place on 29th June. Staff recruitment practices are in line with Safer Recruitment advice. The Single Central Register is kept updated and the UTC's HR is in-house and qualified. Checks on background including references, DBS and other screening checks have all been carried out appropriately and recorded. There is an upcoming trust-led review into HR practices in relation to overseas teachers, visa and identity checks.

The site remains highly secure, with no incidents of security breaches. There have been no RIDDOR reportable accidents. There have been no significant H&S issues to report other than a defective lift which has been fixed in June 2018. Regular fire system testing takes place and a successful drill was organised in June 2018. An external H&S review by Judicium will publish a list of action points mainly connected to site maintenance, on which we will act. In addition, the UTC is working with the LSBU Estates team to ensure compliance and H&S systems operate appropriately.

Safeguarding Activities

Current Safeguarding Profile

1 student is on Child Protection Plans (tier 4) and case conference was attended by DDSL in May 2018.

1 student is on a Child in Need Plan (tier 3) and a case conference was held in June 2018. The case is to be closed in July 2018, and the student concerned has been withdrawn to home education and has been removed from the UTC roll.

4 students are at tier 1 and are being support by the school and other agencies.

1 student is at tier 2 and being supported by the school and other agencies.

Number of FGM concerns	0	0	0	0	0	0	0	
Number of FM concerns	0	0	0	0	0	0	0	
Children Missing, Exclusions, Off Roll;								
	HT1	HT2	HT3	HT4	HT5	HT6	CUMULATIVE	TREND ↓ ↑
How many children have been permanently excluded this half term?	0	0	0	0	0	0	0	
How many children have been off rolled this half term?	0	0	0	0	0	0	0	
How many have been referred to LA teams as per procedures?	0	0	0	0	0	0	0	
Have pupil files been exchanged with new providers/ LA within 5 days? YES / NO. If yes, how many?	0	0	0	0	0	0	0	
How many bullying incidents were recorded this half term?	0	3	0	1	0	0	4	

Notes from external review visits.

Rachael Norman, Lambeth Secondary Improvement Advisor, conducted her termly quality assurance visit on 18th May 2018, with her next and final visit this year booked for 29th June. Her report is attached to this document as an appendix. She has noted internal judgements on overall effectiveness and grades for each areas of the Ofsted framework with which she concurs in her report:

Headteacher's SEF Judgements:			
	Autumn 17	Spring 18	Summer 18
OVERALL EFFECTIVENESS	2	2	2
Pupil outcomes	2	2	2
Teaching, learning and assessment	2*	2**	2**
Effectiveness of leadership and management	2	2	2
Personal development, behaviour and welfare	2	2	2
Sixth Form	2	2	2

*Need to generate leadership capacity to ensure that the quality of teaching remains good and the UTC can continue to support unqualified teaching staff effectively in their development of classroom management and pedagogy.

** vulnerability around new and inexperienced staff

Quality of teaching, learning and assessment

Quality of teaching

Lesson observations are graded internally, with the cumulative total below, which has not changed in the past half term. Staff observed do not receive grades; rather they receive written and verbal feedback on strengths and areas for development related to Ofsted criteria and Teachers' Standards. These are used to inform and support their development. Where teachers are not observed to be at least Good, they are supported and given targets to improve, after which a re-observation takes place.

UTC								
Teaching Observations								
	Half Term							
	1	2	3	4	5	6	Total	Percentage
Outstanding	6	5	5	5	0	0	21	32%
Good	8	8	9	10	0	0	35	54%
Requires Improvement	2	2	1	2	0	0	7	11%
Poor	0	1	1	0	0	0	2	3%
Total	16	16	16	17	0	0	65	

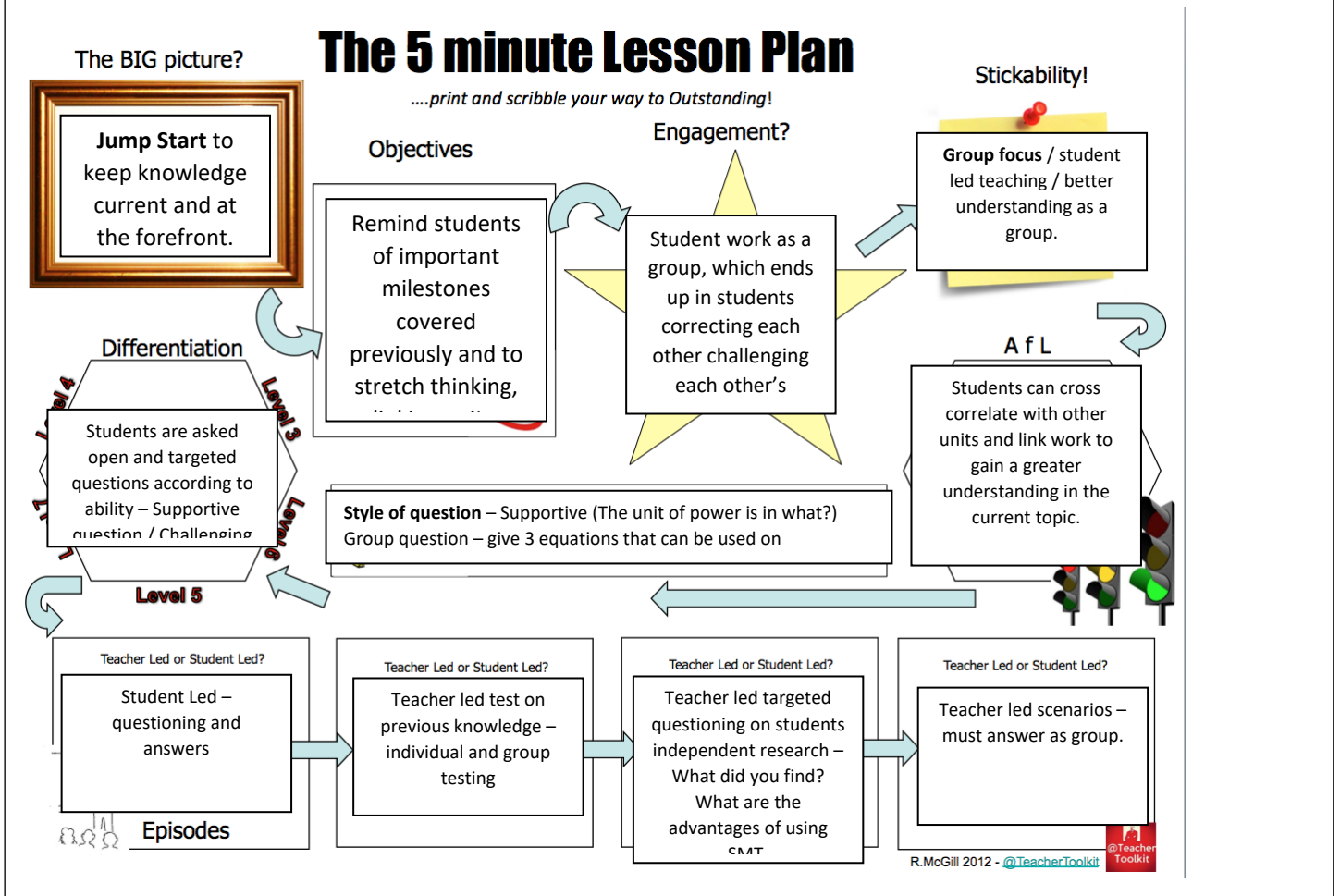
There are no formal observations in Summer 2: rather every teacher delivers a Risk Lesson. Risk lessons are designed to foster, capture and share innovation. Each teacher chooses how to innovate. For example we have teachers planning to use drama to teach nuclear radiation in physics, and using the courtyard to teach an English lesson in an alternative space. All Risk Lessons are captured using the Knowledge Bank templates, and shared with staff so that innovation can spread. A Knowledge Bank template example is below

Knowledge Bank

Title: Jump Start	Date: 07/03/18
Produced : Mr M Beckford	More details link: here

This is a Teacher Toolkit resource, which began with the 5 minute lesson plan. Teachers often spend a long time planning using unfriendly, unwieldy templates. In reality, we need to target our limited time in the most efficient way possible.

5 Minute Lesson Plan. More details here: <https://www.teachertoolkit.co.uk/5minplan/> and below.



The most able students are extended in class and through the Brilliant Club programme, led by Russell Group university students with selected Year 10 and Year 12 students. This has now concluded with the successful graduates attending a graduation ceremony at SOAS. However challenges remain around stretching the most able across all subject areas: differentiation is an area of focus, particularly with large class sizes in Year 10. Additionally, some weaker students do not receive sufficient support to drive maximum progress, again usually related to the size and mixed-ability nature of most groups. External Yipiyap tuition, subject TAs in English and maths and SEND TAs support in this area, increasingly through withdrawal as well as through in-class support.

A range of behaviour, learning and class size challenges have been recognised amongst teachers of Year 10. This in addition to the varied experiences in previous schools and undiagnosed needs has meant in some areas students have not been making sufficient progress or managing to display the professionalism expected of our students. More commentary on actions further in the report.

Year 11 and 13 courses have concluded, although some Year 13s are being supported to complete BTEC engineering courses or improve their grades. This has entailed significant management resource in the engineering team. Year 12 attendance has limited the ability to drive progress for some learners, especially on the level 2 course.

Staff absence has been keenly felt: JAM has been absent for a number of weeks, with resultant additional work in the engineering team to compensate for teaching and assessment missed for Year 12 and 13 groups. FAF was absent for a number of weeks, with the remainder of the science team picking up additional teaching to prepare Year 11 and 13 students for GCSE science and A level biology examinations.

The UTC day has been re-worked from September 2018, with a trial in place from 2nd July: there will be five days of seven periods giving a 35 period week, against 33 currently. However each period is reduced to 50 minutes. The benefit will be in completing each day at 3.40pm formally, meaning the additional 100 minutes on teachers' contracts each day may be better deployed for planning, assessment, interventions, sanctions, enrichment or professional development. Additionally, the pastoral team are able to use this time to create additional pastoral support and intervention including more meetings with parents. This will support students making progress and meeting expectations.

From September 2018, priority has been placed on Year 10, (current Year 10) on the timetable. We have created three teaching groups across most subjects in most lessons, meaning smaller group size and a better ability for staff to drive progress. Additionally, more of the groups will be set by ability, enabling staff to target teaching to a tighter ability range, again to drive progress.

Assessment

Year 11 and 13 examinations have concluded: we await outcomes in August.

End of year examinations have taken place in Years 10 and 12. Year 10 exams were held in as close to a formal GCSE environment as possible and proceeded very well: students were well managed and conducted themselves well. Data has been incorporated into professional predictions which are

presented in this report. More formal assessment will be used to enhance students' examination technique. Year 12 exams were conducted in lessons for A level students and proceeded well.

BTEC work for Years 11 and 13 has been subject to the internal verification and external Standards Verification processes. The SV process is ongoing and will secure a positive outcome but has necessitated additional work with Year 13 students in particular.

An examination for the Smart Product Design course is taking place for selected Year 11 students on 29th June; for these students it will enable them to achieve a further GCSE equivalent qualification.

Marking and feedback remains an ongoing area of focus. Further work is ongoing in evidencing marking and feedback in portfolio subjects, such as engineering and computer science, where work is often stored electronically. The UTC is looking at a laptop leasing scheme for students, whereby work and resources are accessed through One Note via any device. This will add to and in some cases replace the storage of work on the internal network, giving more flexibility to students.

Personal development, behaviour and welfare

Conduct and attendance

Conduct at the UTC is good overall although variable by lesson especially in Year 10 and in some Year 12 lessons. Year 10 classes are large, with a diversity of need and educational background. There have been particular challenges with some students from Durand Academy, who have received very poor quality education throughout Key Stage 3, as well as from students with behavioural and other SEN, much of which has not been correctly diagnosed in previous schools.

Negatives

Name	Company	Coaching group	Negatives
Newell, Kai	A	ASA	19
Price, Joseph	A	ASA	17
Simmonds, Leah	A	ASA	16
Barclay, Rayjshawn	B	EKE	13
Estick-Shaw, Lucien	A	ASA	10
Thomas, Zaid	B	EKE	10
Pinto Nunes, Steven	B	EKE	9
Fraser, Kyle	B	EKE	9
Devine-Campbell, Leon	A	ASA	8
Gonzales, Fabien	A	ASA	8
Hynes, Cameron	A	LPA	8
Hanson, Jeshua	B	SDE	8
Lopez Adebari, Dovonte	B	EKE	7
Gujadhur, Nirvana	A	ASA	7

Rate of increase is slowing. Still not good enough though.

Barclay	Rayjshawn	M	18/12/2002	Durand Academy
Beckles	Nia	F	26/08/2003	Durand Academy
Campbell	Shaion	M	13/09/2002	Durand Academy
Estick-Shaw	Lucien	M	25/02/2003	Durand Academy
Gujadhur	Nirvana	F	07/12/2002	Durand Academy
Latim	Elizabeth	M	22/05/2003	Durand Academy
Lewis	Carlos	M	01/09/2002	Durand Academy
Lopez-Adebari	Dovonte	M	22/10/2002	Durand Academy
Mark	Jayarna	F	29/11/2002	Durand Academy
McLean	Chloe	F	02/03/2003	Durand Academy
Newell	Kai	M	06/06/2003	Durand Academy
Pinder	Ameisha	F	08/03/2003	Durand Academy
Pinto-Nunes	Steven	M	12/05/2003	Durand Academy

Durand students make up 6 of the top 14 students in terms of negatives: this is a concern, with pastoral intervention increasingly working with this group.

Exclusions are low, barring one very challenging Year 10 student who is currently a school refuser. Since Easter 2018, there have been no permanent exclusions, 14 temporary exclusions involving 6 students, all in Year 10. 5/6 were boys. The most common reason for exclusion was for absconding from site without permission (truancy), followed by use of racist and/or homophobic language. One student was responsible for 6/14 exclusions (42%) and 16 days in total (67% of exclusion days) – this student is now a ‘school refuser’: the pastoral team and DSL are working with the family, police and Youth Offending Service as well as Croydon local authority to ensure he has appropriate educational provision.

By far the most common cause of referral to internal suspension is for persistent lateness, which remains a focus at the UTC. Students persistently late in addition to internal suspension, face parental meetings, WiFi suspension and involvement of the local authority. Further measures are being introduced including loss of lunchtime privileges.

Attendance

Attendance figures for Year 10 and 11 are reported to the DfE. Attendance stands at 94% to the end of Spring term 2, matching 2016-17 data. There is no further published data since the previous report. One persistent absentee has been withdrawn into home education by her family, backdated to her last day of attendance, which will increase Year 10 attendance by 2% for the period concerned. A fresh attendance analysis of the year will be published over the summer. A key area of focus is to reduce the proportion of students who are persistently absent (attending below 90%): there are no students whose whereabouts are unknown or are missing in education, and there are no students bar one who have disengaged from attending. However there are students with medical and other issues which have affected their attendance and brought them well below target levels: this is a concern which is being addressed via the pastoral team with support from Lambeth local authority. A clear link is made repeatedly between attendance and employability as part of the UTC's vision.

There remain a number of students arriving marginally late in the morning, almost all part-way through coaching time. For most students, they fail to allow sufficient 'float' in their journey planning to mitigate transport issues. Again, clear consequences are issued including parental meetings and internal suspension, with a clear link made to references and future employability.

Pastoral care

The coaching programme is being reviewed currently for next academic year. It is agreed that coaching is important in order to serve a number of functions, and is best-placed first thing in the morning before lessons:

- Conduct daily and legal administration including attendance and lateness monitoring as well as business dress checks
- Inform students of events and information
- Articulate the vision of the UTC
- Develop students' employability skills
- Develop students' critical thinking, literacy and numeracy
- Enable collective meetings including assemblies, briefings and visiting speakers
- Foster student voice
- Share performance data including league tables

Under review is how these functions are articulated, by whom, in what format, and to what degree the pastoral programme should be differentiated between key stages to reflect different ages and stages of students.

Pastoral management is effective overall with the team increasing in expertise and experience. The capacity offered by the team is effective in responding to incidents and increasingly in supporting with counselling and other preventative work as well as with careers and projects. Good relationships exist

between the team and students and families. A focus area for the next academic year is to increase the involvement of coaches in more elements of pastoral care, thereby creating capacity at management level for more strategic inputs.

Careers

A range of strategies and initiatives have been put in place, all very successful. These include regular careers talks, mentoring, mock interviews, UCAS workshops, work experience, site visits, assemblies and formal, expert careers advice. Upcoming support for UCAS clearing will be provided by LSBU, and there are interviews arranged both for Duke of York's Award and for Skanska work experience programmes. Many students have benefited from attending LSBU open days for a range of subjects. Students have attended a Budding Brunels work experience programme at Battersea Power Station through the Construction Youth Trust and Mace, and students have attended apprenticeship training days with Ferrari.

Student voice

Student voice systems are operating reasonably successfully this year: mentoring and the senior student team have been particularly effective in leading a number of initiatives, while the Student Council has lost a little momentum following the departure of Year 11 and 13 students. A new initiative to employ UTC students for a number of roles has worked very well indeed however: there are student marketing assistants, display assistants and tech innovators for example.

Outcomes for children and learners

Learning areas report

English

Year 11 exams went well as far as we can ascertain, with considerable input and intervention. Year 10 students working hard but large groups and wide ability spread an issue, being rectified with split groups and TA support. Year 12 retake GCSE was positively reported by students. Preparation underway for A level in September. Teaching excellent.

Maths

Year 11 GCSE appeared to go well despite challenges of papers. Maths Year 12 retake has gone well according to students. A level groups variable – one strong, with some candidates being taught additional Further Maths A level, while academically weak students in other group potentially being transferred to Level 3 Core maths group to protect their grades. Teaching good.

Science

Examinations generally positive at GCSE and A level. New A level specifications very challenging – long papers and considerable burden of knowledge. Physics particularly challenging, with issues reported nationally. Practicals gone well recently, with external review by JCQ of GCSE and A level very positive. Lead teacher absence felt at critical time leading into GCSE and A level biology examinations. Teaching good overall although variable.

Engineering

Engineering and Business Level 2 completed successfully for Year 11; Smart Product Design more challenging in terms of exam board requirements but some students achieving additional course. Level 2 and 3 standards verification has presented challenge in terms of administration, but with positive outcomes. Absence of one teacher long term causing issues, along with Key Stage 5 students missing deadlines. Effective course management in complex system with new BTEC framework. Teaching good. Preparation ongoing for new pre-apprenticeship level 2 course and BTEC Business new framework at levels 2 and 3 for 2018-19. Projects going well – Skanska workplace of the future now; Brixton Windmill ongoing.

Computer science

GCSE and A level exams reported as difficult. National challenges with new specifications, including removal part-way through the course of coursework. Teaching broadly good although inexperienced teacher inconsistent. Year 12 group performing well. Year 10 large class size causing some lack of progress; being managed internally.

CPD

Year 10 Preparation for Working Life short course GCSE with coursework marked and examination completed. Year 12 content linked to current themes in line with UTC mission and values; most recently on financial management. Content being evaluated for September.

Achievement and progress

1. Year 10

With Year 11 and 13 examinations and courses complete, bar some refinement in BTEC assignments, the focus switches to Year 10 in particular, then on to Year 12. The UTC uses Redborne data analysis services, with data presented below. This most recent dataset incorporates professional predictions which include end of year examination performance: this has resulted in some declining data reflective of current examination technique.

The Progress 8 and Attainment 8 outcomes below are set against the predicted positive Progress 8 for the outgoing Year 11: clearly there is a big attainment gap between cohorts internally.

South Bank Engineering UTC

Headline Figures - Year 10 - 2, Exam Year 2019



Overall	This Collection		Last Collection		Last Year ()		National (2017)
- Attainment 8	43.5	↓	46.2			↓	44.6
- Progress 8 (2017 benchmark)	-0.45	↓	-0.22			↓	-0.03
- English and maths (% 4 and above)	63.6	→	67.9			→	64
- English and maths (% 5 and above)	30.9	→	37.5			↓	43
- English Baccalaureate	2.76	↓	3.15			↓	3.87
English							
- % 4 and above	70.9	↓	87.5			→	75.5
- % 5 and above	38.2	↓	53.6			↓	60.5
- Progress 8	-0.86	↓	-0.51			↓	-0.04
Mathematics							
- % 4 and above	83.6	↑	71.4			↑	69.0
- % 5 and above	52.7	↑	44.6			→	49.0
- Progress 8	0.09	↑	-0.22			↑	-0.02

The headlines are

- Attainment 8 has fallen since Easter based on professional predictions. It remains close to national level (2017) and well above UTC level of 37.1 (2017).
- Progress 8 at -0.45 is above the -0.5 floor target but lower than the -0.22 of the past data collection. It is an immediate target for improvement through a number of management-led initiatives. Progress 8 is a very problematic indicator for the UTC especially for this cohort given the context of many of our learners (for example, arriving from Durand) but is treated in UTCs with a caveat by Ofsted following DfE guidance.
- The proportion achieving pass grades in both English and maths has declined somewhat although close to the national level at grade 4
- English professional predictions have slipped considerably. This is a reflection of weaker students performing poorly in very large teaching groups, and not yet having sufficient examination technique.

- English progress score is very low currently at -0.86. Intervention is in place to rapidly increase this through split groups, TA and tutor support and other interventions.
- Maths predictions however have increased and are above the national average. At 83% grade 4+ and with a Progress score of +0.09.

By group there are considerable variations when looking at Progress data from Key Stage 2.



Headlines:

- Boys are outperforming girls, although both are underperforming the national picture
- There is a progress gap between disadvantaged (-0.54) and non-disadvantaged students (-0.42)
- Low prior attainers are performing well, while high prior attainers appear to be performing particularly poorly.
- SEN students are performing relatively better than their peers.

Exploring residuals and performance against target, the picture is more positive.

	Num. of stud.	Percentage achieving (GCSE 9-1 equivalent)				APS	RPI	Tar Diff	Last Collection			Last Year (2017)			National (2017)				
		9-7	9-5	9-4	9-1				9-5	9-4	APS	9-5	9-4	APS	9-5	9-4	APS		
Mathematics																			
Maths (General)	54	15	54	85	100	4.9	0.6	1.4	45	73	4.6	↑	-	-	-	50	71	4.6	↑
English																			
English Language	54	4	39	72	100	4.3	-0.1	0.8	55	89	4.7	↓	-	-	-	54	71	4.7	↓
English Literature	54	4	39	72	100	4.3	-0.1	0.8	55	89	4.7	↓	-	-	-	56	73	4.7	↓
Ebacc (Science)																			
Computer Science	54	0	24	57	100	3.8	-0.7	1.0	15	51	3.6	→	-	-	-	-	60	4.2	↓
Science Double Award	54	2	31	54	100	3.8	-0.7	0.8	58	89	5.0	↓	-	-	-	-	-	-	-
Open																			
Business Studies (BFA)	54	9	41	100	100	4.8	0.4	0.5	65	100	5.1	↓	-	-	-	-	-	-	-
Engineering Studies (BFA)	54	30	65	100	100	5.4	1.2	1.1	64	100	5.1	→	-	-	-	-	-	-	-

The proportion of students predicted to achieve 9-5 and 9-4 in each subject area is presented in relation to targets. Targets were set based on baseline GL Assessment tests sat on entry at the start of Year 10. Thus where Progress 8 measures progress since Year 6, three years of which the UTC had no influence over, this data demonstrates the UTC's impact. The key column in Tar Diff – the difference in GCSE points in relation to target. In all subjects this is positive, with maths and engineering performing over one grade higher than target.

The RPI column indicates how well students in one subject do against the same students in other subjects. This reveals variations in performance, with science and computer science faring less well than other subjects and English slightly underperforming. This is unsurprising in some respects as the UTC is dominated by technical learners with gaps in their education, for whom English is particularly challenging; likewise computer science is notably a challenging course, with many students not having studied it at GCSE.

The role of managers is to explore this data to view and analyse trends. Most intervention takes place at an individual level, with group performance benefiting as a consequence. However, there will be some specific intervention undertaken with particular groups, with girls and high prior attainers a priority, along with supporting in computer science and English. The re-worked UTC and smaller group sizes will help considerably.

2. Year 12.

Redborne data has been published in relation to Summer 1 data entry. It is presented as follows:

South Bank Engineering UTC



Subject Summary - Collection: Year 12 - 1, Exam Year: 2019

Qualification Type Subject name	Size	Value Added score	Lower confidence	Upper confidence	Number of entries
Core Maths Qualifications at Level 3					
Mathematical Studies	0.5	-0.07	-0.64	0.51	22
BTEC Diploma Level 3					
Engineering Studies	1	1.33	0.94	1.73	21
GCE A level					
Chemistry	1	0.35	-0.67	1.38	5
Computer Studies/Computing	1	0.33	-0.81	1.46	4
Mathematics	1	0.52	-0.22	1.26	12
Mathematics (Further)	1	0.61	-0.75	1.97	3
Physics	1	0.72	0.03	1.42	12

In terms of value added, scores are good in all subjects bar Core Maths, which is close to the national level of performance based on prior outcomes. The single BTEC for academic students is performing particularly well. Looking in more detail, each subject is placed into one of five quintiles in relation to national outcomes, with 1 being the highest:

- Core maths 3
- Computer science 2
- Chemistry 1
- Maths 1
- Further maths 1
- Physics 1
- Engineering (single A level equivalent) – no quintile as national cohort size too small

This is a very pleasing outcome set against students' GCSE scores, although work to secure improved VA in computer science and Core maths is required.

BTEC National Extended Diploma at level 3 is more of a concern based on Redborne data: the UTC average points score of 73.9 is well below the national score (2017) of 98: 2.5 grades below national across a triple qualification. This is related to the stage of the course where students are refining assignment grades, but also due to an incorrect comparison: the NQF new framework which UTC students are studying is far more rigorous than the outgoing QCF qualification to which students are measured, meaning this measure is problematic.

South Bank Engineering UTC

Completion and Attainment - Collection Year 12 - 1, Exam Year 2019



Pearson BTEC Level 3 National Extended Diploma in Engineering

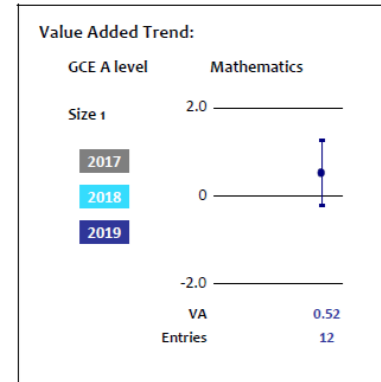
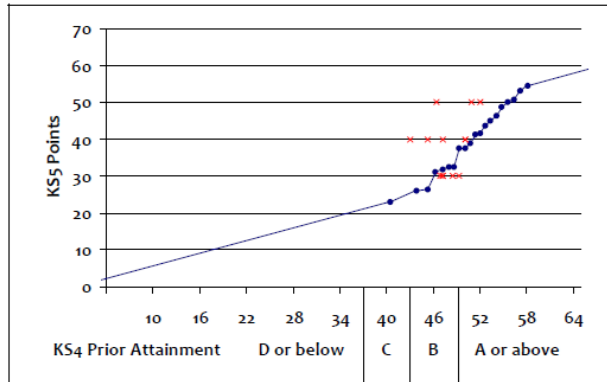
Institution Average Point Score	73.9
National Average Point Score	98.7
Difference (points)	-24.8
Difference (grades)	-2.5

Surname	Forename	First appeared with result	Current Grade	Current Points	National Average Attainment	Difference (points)	Difference (grades)
Abu Serrieh	Nora	Year 12 - 1	DDD	105	98.73	6.27	0.6
Achaibou	Ahmed	Year 12 - 1	*DD	120	98.73	21.27	2.1
Aiddo-Mensah	Bassah	Year 12 - 1	MMM	75	98.73	-23.73	-2.4
Allen-Mowatt	Tai-Moniere	Year 12 - 1	MMP	65	98.73	-33.73	-3.4
Aoki	Ryan	Year 12 - 1	DDM	95	98.73	-3.73	-0.4
Barrett	Patrick	Year 12 - 1	DMM	85	98.73	-13.73	-1.4
Benchouikh	Samir	Year 12 - 1	*DD	120	98.73	21.27	2.1
Blin	Emmanuel	Year 12 - 1	MMM	75	98.73	-23.73	-2.4
Cockburn	Jahzeil	Year 12 - 1	PPP	45	98.73	-53.73	-5.4

Subject-level data has been published which will be increasingly used to leverage intervention through middle leaders and teaching staff.

Grade	Points	No. of Students	Total Points
A*	60	0	
A	50	3	150
B	40	4	160
C	30	5	150
D	20	0	
E	10	0	
U	0	0	

Total Points Achieved = 460



Value Added (grades):

$$\frac{\text{Tot Pts Achieved} - \text{Tot Pts Needed}}{\text{Number of Students} \times \text{Size} \times 10}$$

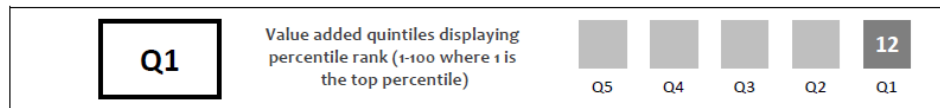
$$= \frac{460 - 398}{12 \times 1 \times 10}$$

$$= \mathbf{0.52}$$

Prior Attainment Grade	U - D	C	B	A - A*
Number of Students	0	0	8	4
Average Estimated Points			30	39
Average Estimated Grade			C	B
Total Estimated Points			243	155

Total Points Needed = 398

	No. of Stud.	Ave Points	Ave Grade Added	Value Added
All Students	12	38	B	0.5
Male	10	37	B-	0.4
Female	2	45	B+	1.1
FSM6	3	40	B	0.4
Not FSM6	9	38	B-	0.6
B at KS4	8	36	B-	0.6
A or above at KS4	4	43	B+	0.4



Effectiveness of leadership and management

Staffing

See separate agenda item, but the UTC is fully staffed for September, with the exception of a site role, recruitment to which is dependent on affordability which will be reviewed in September. SEND capacity will be reviewed once numbers are finalised, but currently two SEND TAs are both leaving their current roles, with one having been replaced.

Leadership and management

The vision and values continue to be articulated effectively and consistently, giving the UTC a unique and valuable proposition. This is being increasingly recognised as a strength of the UTC more widely: for example through British Council, politician, policy-maker or journalist visits. Staff morale remains good although absence has been challenging and has created internal cover implications and staff workload is a real concern; relationships are positive and professional however. The UTC is well managed both strategically and operationally although lacking in capacity especially at leadership level and in back office function. More attention must be paid in collaboration with the trust to explore medium term strategic options, such as the development of a second specialism, apprenticeship pathways and curriculum options, including International Baccalaureate.

The revised UTC day begins on 2nd July. With shorter, more focused lessons and an earlier dismissal time, it will enable more flexible time at the end of the day for interventions or other management activity to enhance capacity and drive student achievement.

The curriculum is appropriate although always evolving: new BTEC courses and A level English are being introduced along with BTEC Business at level 3. The completed curriculum review for 2018-19 has been undertaken and has fed in to staffing models, timetabling and financial planning. A key consideration is for 2018-19 to be a year of consolidation and refinement in preparation for Ofsted and further growth in student numbers as well as other strategic considerations. The new pre-apprenticeship level 2 course has been planned and is in the process of being marketed with discrete and powerful messaging: this is likely to yield a full group in the next academic year but may not be confirmed until after GCSE results day at the end of August.

British values are actively promoted through a positive culture in the UTC in line with its vision and values. The pastoral programme is strong in support of this and other cross-curricular theme development including literacy, numeracy, employability and critical thinking. A review of pastoral time is being conducted which will feed in to the programme for next year. Initiatives to develop students awareness of key issues is ongoing: for example through a gang and knife workshop in early July for all of Year 10.

Governance is evolving, with a review feeding into a refined structure at LGB and trust level. Governors are well-trained and aware of issues nationally and locally which impact on the UTC. Governors are involved in holding leaders to account for performance and do so within a climate of positivity and challenge although a focus area is on how to evidence this both in meeting minutes and in write-ups from visits. The MAT will be communicating a new governance structure. Specific training on preparation for inspection will be introduced.

The UTC's improvement plan continues to be updated along with the self-evaluation form (SEF), with the next major review to take place in the light of summer 2018 results data. A strategic priority remains to develop the capability and capacity of middle leaders, although the Director of English and Development is already making an impact in this area.

A new Management Information System (MIS), SIMS is being introduced for September, with training in May and June for key users. This will harmonise with UAE and will enable more efficient data analysis to take place. It will also enable some efficiency in back office function, for example in creating attendance or behaviour reports. Additional ICT management software is being purchased to give finer control over students' rights and permissions.

A Judicium H&S review has been undertaken with the report being published over the coming two weeks. Around 20-30 actions are likely, as against 50-60 for most schools in their early audits. This is a reflection of the UTC's buildings being fit for purpose, and of systems operating to ensure safe practice. Further support from LSBU via the MAT on Estates is beginning to have an impact. There is a vacancy for a Site Supervisor which will assist with compliance and testing: this will be recruited to once student numbers and budgets are finalised in September.

The MAT has agreed for the UTC to join the Lambeth Schools Partnership. This will bring in SIA support as now, but will also increase the level of training and support which can be leveraged through the local authority. A new bid for School to School support will be launched in the coming weeks with Lilian Baylis Technology College, in the absence of Dunraven, who have been unable to provide support this year for capacity reasons.

Student applications

Year 10: 58 current applications. Forecast additional 10 applications minus attrition factor = forecast 45 students in September 2018.

Year 11: 54 on roll currently, forecast 54 students.

Year 12: 25 firm internal applications from Year 11 plus 8 internal from Year 12 level 2 plus 128 external applications = 163. Forecast additional 30 applications minus attrition = 193; forecast 85 students.

Year 13: 54 on roll minus attrition (including students re-sitting Year 12) = forecast 45 students.

Totals

Year 10	45
Year 11	54 (99 in Key Stage 4)
Year 12	85
Year 13	45 (130 in Key Stage 5)

Grand total 229 students based on current forecasts

Note that financial plans have been prepared using three scenarios:

A – ESFA forecast numbers of 86 in KS4, 98 in KS5 to make 184 students in total

B – internal low forecast numbers of 87 in KS4, 120 in KS5 to make 207 students in total

C – internal high forecast numbers of 94 in KS4, 145 in KS5 to make 239 students in total

Lambeth Schools Partnership

SCHOOL IMPROVEMENT ADVISER REPORT

School	Southbank UTC
Headteacher	Dan Cundy
School Improvement Adviser	Rachael Norman
Dates of visit	Autumn: 5/12/17 Spring/Summer: 18/5/18 Advisory visit: 29/6/18

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Autumn 2017

General updates

At present the UTC is very stretched in terms of staffing as the budget is tight due to low numbers. Lots of teaching staff are considerably over their allocations, especially in engineering. There is a need for additional capacity but it is costly to secure high quality staff. There is some surplus from last year that could be drawn down with agreement from the trust, otherwise alternative solutions will need to be sought which might include making changes to the shape of the day and/or the curriculum model.

There are still some things to be delivered in terms of the new building, for example lockers and water fountains. There is still some specialist engineering equipment waiting for installation which has meant fewer practical sessions being delivered this term. It is essential that positive messages about the quality of provision at the UTC are spread via word of mouth as that is the most powerful recruitment tool so these things are important. Having said that, there have been some real advances made in the last few weeks.

Employer engagement is a particular strength; recent events include a year 10 "App project" led by LSBU, an "Urban Plan" day project (a Dragon's Den style entrepreneurial project) and a "Skanska take over day" during which 70+ Skanska professionals took over the UTC and worked with students on various activities including an air quality challenge.

There are several strands to promoting the UTC, they have a regular slot in the Brixton Bugle and their new website is being launched soon. There is a need to continue to increase attendance at open days as they makes the biggest difference to student recruitment but these are already well attended and there were over 75 people at the last one.

A1 Outcomes for pupils (2017, within the context of the last 3 years and reference to significant groups)

Autumn 2 data will be in by Christmas. There is a new exams and data officer in post.

Progress 8 scores will now have a disclaimer for UTCs to explain that they are in a different position to schools with respect to this performance measure. Ground has been given by Ofsted on the use of CAT tests that are used by UTCs in year 10 as a baseline from which targets are set rather than using KS2 data. Ofsted agree that the data from CAT tests is sufficiently robust and have therefore agreed to judge the UTCs against their own internal targets.

Year 10 have a 49.2 internal A8 target which is slightly above the 2017 national average of 46. There are 55 students in the year 10 cohort. The Year 11 A8 target is 53.1 (based on KS2 data), there are 33 students in the year 11 cohort.

The summer 2 data for the current year 11 cohort is 1.6 points across 10 qualifications which is above their target. Professional predictions put their A8 at 55.18 which is above their target.

Predictions for the current year 11 for English and maths are:

4+ E 100%

5+ E 91%

4+ M 88%

5+ M 76%

Basics 5+ 69%

These are very high (especially English grades) but the UTC is confident that they are as accurate as they can be. There are 2 classes of 15/16 students in year 11 each of which receive 6 hours of teaching in the core subjects per week that are supported by specialist TAs. Some targeted students also receive individual tuition from Yipiyap. Teaching is strong in English and maths and both teachers are also examiners. English teaching is particularly strong and the UTC might even have a viable A-Level English group next year.

High prior attainers have 64 points on average which means they are slightly underperforming against their target in comparison to middle and lower attaining students.

Data is based on mock exams and professional predictions. Maths and English moderation has taken place with Dunraven and engineering grades have been validated by the board. The data is as robust as it can be.

The current year 11 already have 50% Distinction * in engineering against a 9.9% national average which counts in bucket 3. BTEC business is being done in year 11 as well as smart product design. Year 10 are split into 2 classes of approximately 27 students and teaching of both engineering and Business will begin in year 10 and a group of more able students will then take smart product design in year 11.

Year 13 summer 2 data looks strong. Year 13 are above their targets in most subjects with the exception of Chemistry and Computer Science at A*-C. There have been some issues with a small group (3 or 4 students) in year 13 who are struggling to deal stress and anxiety and this is leading to some attendance issues but these students are being well supported.

A2 Quality of teaching, learning and assessment

Teaching is consistently good or better across the UTC. There is one interim maths teacher who is covering for a term but a new and experienced maths teacher is starting in January. The UTC has quite a few inexperienced staff who require training and development as they are unqualified and need support to acquire pedagogical and behaviour management skills.

The DfE have visited the UTC to talk about the introduction of T-Levels and have offered them the opportunity to be a leading institution for the new qualification but this brings both risks and opportunities. T-Levels are theoretically a good idea for the UTC but they contain an entitlement to a 3 month work placement which is not logistically possible for a cohort of 150 students. Other options are being explored and discussed with governors, including the International Baccalaureate Career Related Programme which is prestigious and would give the UTC a further USP, however, it has a long lead in time in terms of registration and training so could probably not be introduced until 2019 at the earliest. The Principal is due to visit the Leigh UTC in Dartford to see how this programme works in practice.

A recent visit from the DfE focussed on triangulation and moderation and how the UTC quality assures marking in engineering and computing. BTEC trackers are used at present and students submit work that is marked, then re-drafted and re-submitted. The UTC intends to put together case studies and a portfolio of written evidence to show their monitoring of this.

A3. Effectiveness of leadership and management

At present the SLT is quite small. The Principal continues to run weekly teaching and learning CPD sessions which this term are focussing on elements of Lemov's "Teach Like a Champion" as well as good collaboration and peer review. The UTC is looking at using starters as learning reviews to provide data that informs planning. The SIA recommends the use of "misconception sheets" (such as those from McGill's "Mark, Plan, Teach" book) to aid this process.

At middle leadership level there are lead teachers in engineering, maths and science who are responsible for the deployment of resources as well as teaching and planning. Accountability for outcomes in these subjects lies with the Vice Principal who line manages them. This model is working well. As the UTC increases in size, a number of Director posts will be created and some of the current lead teachers could grow into these roles.

The UTC has 2.6 pastoral leaders who are all non-teaching staff and deal purely with behaviour and pastoral issues. The SIA and Principal discussed the possibility that in future it might be more financially prudent to integrate the roles of curriculum and pastoral leads so that one person is accountable for outcomes (this also emphasises the fact that pastoral leaders are ultimately also responsible for having an impact on outcomes) but at the present time it is working well to keep them separate and it may well be that this is best for the UTC in the longer term as well.

A safeguarding issue for the UTC is the issue of file transfers as there are missing files when schools do not pass them on. There is an interim strategy in place so that students can be risk assessed and the DfE are doing a full safeguarding audit in January.

A4. Personal development, behaviour and welfare

Attendance is currently 95% for years 10/11.

Attendance in 2016/17 was 96.7%.

Sixth form attendance is currently 91% (100 in cohort). A few students with medical issues are having an impact on this data.

There have been 3 FTE since September 2017 which is 5.5% of the total roll. All of these were year 10 students and there have been no exclusions in year 11. The UTC has a much lower exclusion rate than other UTCs nationally. Behaviour across the UTC is generally good. There is a slight issue with some year 12 students who can sometimes display quite immature behaviour and a lack of self-control, they have also found it hard to transition into personal study time which is unsupervised.

The pastoral programme is taught through tutor periods and this year, year group assemblies are taking place each week including one this morning on "Imposter Syndrome". Each tutor period focusses on a different aspect each day including the UTC league tables, critical thinking and literacy and numeracy. PSHE and Citizenship are taught through weekly student CPD lessons. The teaching of British Values permeates the whole curriculum.

Students use the "Heartbeat" system to assess themselves against employability skills. This is an extremely innovative system which enables students to assess their tolerance, level of expectation, ambition and tenacity among other attributes. They assess against a 5 point scale and this feeds into coaching group reports which are shared with parents.

A5. School priorities for 2017/18

Strategic focus areas include:

1. Providing an outstanding education with high academic standards in a technical context
2. Recruiting and developing and retaining excellent staff using creative approaches as well as developing unqualified teachers
3. Securing financial sustainability – reaching a London wide audience. Other possible future models being considered include the possibility of becoming less niche by taking on a second specialism such as Health Sciences. Delivery of apprenticeship programmes is another option that is being explored. Other possible routes might be to extend the reach of the UTC upwards to include L5 qualifications or downwards into KS3 and become STEM specialist KS3 provision. Curriculum design is also under review.
4. Creating strong and specialist partnerships and meaningful and sustainable employer engagement

General updates

Staff turnover is reasonably low this year. A physics teachers is relocating but a very good replacement has been recruited who is coming in July to familiarise himself with the curriculum.

A new chemistry teacher has also been recruited.

The Vice Principal (VP) is at an interview today for a main scale teaching job (for personal reasons) and is likely to be successful so that will leave a significant gap in the leadership team. If the UTC is unable to recruit a replacement at this late stage in the academic year then the Principal will have to pick up some of VP roles which will reduce his leadership capacity in other, more strategic areas. An internal promotion to Assistant Vice Principal (AVP) has been made and a Director of Learning and Development has been appointed at senior middle leadership level.

S1. Outcomes for pupils. current school progress data (include proportions of pupils making expected and exceeding expected progress and performance of groups)

Professional prediction data is looking very positive. As much as possible has been done to ensure the data is accurate and robust including a lot of moderation.

A mock ASP analysis has been produced (Redborne data) and there is a progress 8 prediction of +0.36. More able pupils are predicted to do less well than others (this is a very small cohort and this data is skewed by two boys who are not as well motivated as they could be) and there is a small PP gap.

There are some concerns about the Ebacc bucket results for various reasons.

Professional predictions put the UTC significantly above the average for UTCs nationally.

English predictions have fallen slightly since the last SIA visit but are still looking well above the national average for UTCs.

Year 13 data is looking positive. A-Levels subjects are all predicting 100% A-E+ pass rate. A*-C and A*-A outcomes are also looking positive.

BTEC outcomes are looking strong. A few students haven't managed to finish the extended diploma and have been dropped down to the standard diploma. Some students have dropped the EPQ due to excessive workload.

S2. Quality of teaching, learning and assessment

The quality of teaching is 86% good or better.

There are two teachers who require improvement, one of which is borderline inadequate and is leaving at the end of this year although may stay on as a TA. One part time computing NQT has a few areas for development in terms of relationships.

In terms of teaching and learning, ongoing areas of focus include:

- Differentiation (particularly for the most able)
- consistency of marking and feedback

The UTC is working on the development of a marking policy that is sufficiently tight and robust enough to ensure rigour and loose enough to allow for subject variability and preference.

Currently the UTC day is very long and teachers finish at 5.00. The shape of the day is changing from September and lessons will be reduced from 60 to 50 minute periods so the school day will finish at 3.40 which leaves a lot more time for intervention, planning, CPD and staff meetings.

When they move into year 11, the current year 10 cohort is splitting into 3 groups so that they can be taught in smaller classes than their current group size of 27. This will enable more individual support and personalisation of learning.

S3. Effectiveness of leadership and management

The DfE have recently done a review of governance. Key issues identified included:

- that the Chair of local GB is also the CEO which causes some conflict of interest
- Insufficient clarity of relationship between MAT board and LGB
- A perception that there is insufficient independence of the MAT board from LSBU

The CEO and the Chair of the MAT board roles need to be separated.

Local governance at the UTC is very strong and the board have a great deal of expertise.

The workload of the principal is very heavy and there is a lack of capacity at SLT level which will become significantly worse if the VP moves on. There is little possibility for delegation due to lack of experience at middle leadership level.

Middle leadership is developing and will be a big area of focus in September. The UTC has a structure of lead teachers who are all relatively inexperienced and require a lot of CPD and support and development.

Students are supported by 2.6 non-teaching pastoral staff who are becoming an increasingly strong team.

Student leadership roles are many and varied and the school council is a very active body. The student leadership team are involved in marketing, service and peer to peer mentoring. About ten UTC students have been hired by the UTC (a site team, marketing team, design team and tech innovation team) and are paid through the UTC payroll. In order to secure these positions, they complete formal applications and interviews.

The head boy and head girl are just finishing year 13 so a process will take place in September to select replacements. Student leadership has been effective at the UTC and student voice is powerful. At present the missing dimension is student led development of teaching and learning which will be further developed next year by the new director.

S4. Personal development, behaviour and welfare

Attendance is currently 94%. Reborne have done some work with the UTC on this and have found that attendance at UTCs nationally for years 10 and 11 is 94.3% so the school is just 0.3 below this. There are no CME's but there are some other longer term absences relating to ill health. The small size of the cohort also means that a few pupils skew the data in a negative way.

About 7% of students are arriving 5 minutes late on a regular basis. The majority of whom are sixth formers. The UTC deems this to be unprofessional conduct as they are training students to be employable so it is something they take very seriously. The sanction for lateness is currently a day of internal exclusion and a parental meeting.

There have been no permanent exclusions this year but there have been a number of fixed term exclusion – 26 students, 36 exclusions, 57 days – which have largely been for defiance. No pupil group stands out as disproportionately represented in this data.

There are pockets of low level disruption in some lessons as large class sizes and a culture in year 10 means that some students haven't arrived at the UTC with the right habits of learning so there is a lot of low level chat. Behaviour is generally good and bullying is rare.

Personal study has been an issue for year 12 students who have been unable to work effectively when unsupervised. This has partly been due to a lack of lap tops for students to use but there is now a dedicated computer room for personal study which gives them better facilities and is also an investment in the students who will feel more valued as a result. Lots of work is being done by leaders and teachers to explicitly model personal study skills.

A careers adviser has been bought in and stage 2 of the Quality in Careers Mark has been achieved. The UTC hope to achieve level 3 by the end of this academic year.

Project based learning has been really successful this year e.g. Skanska workshops have taken place for girls on such topics as securing promotions in a male dominated environment and these have been led by all- female groups of professionals.

Employer engagement is key to a successful Ofsted inspections at the UTC particularly as the DfE have now recognised that UTCs need to be judged against different criteria than mainstream settings. There is now an Ofsted team that specialise in inspecting UTCs and recognises that standard performance measures for other schools are not so relevant to UTCs.

Headteacher's SEF Judgements:

	Autumn 17	Spring 18	Summer 18
OVERALL EFFECTIVENESS	2	2	2
Pupil outcomes	2	2	2
Teaching, learning and assessment	2*	2**	2**
Effectiveness of leadership and management	2	2	2
Personal development, behaviour and welfare	2	2	2
Sixth Form	2	2	2

*Need to generate leadership capacity to ensure that the quality of teaching remains good and the UTC can continue to support unqualified teaching staff effectively in their development of classroom management and pedagogy.

** vulnerability around new and inexperienced staff

Autumn 2017

Date 06/12/17

SIA R. J. J. J. J.

Local Authority Officer

Spring 2018

Date 18/06/18

SIA R. J. J. J. J.

Local Authority Officer

Summer 2018

Date

SIA

Local Authority Officer

Question prompts based on the Ofsted framework (updated 23rd August 2016)

OVERALL EFFECTIVENESS

- What is the quality of teaching, learning and assessment?
- Are all key judgements good or outstanding? 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.
- Does the school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enable pupils to thrive?
- Is Safeguarding is effective?

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

- Have leaders and governors created a culture that enables pupils and staff to excel. Are they committed unwaveringly to setting high expectations for the conduct of pupils and staff?
- How would you judge the quality of relationships between staff and pupils?
- Do leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils? Are they uncompromising in their ambition?
- Have the school's actions secured substantial improvement in progress for disadvantaged pupils. Is Progress rising across the curriculum, including in English and mathematics?
- Do Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Do Governors shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally?
- Do leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff? Do they use this to keep the school improving by focusing on the impact of their actions in key areas?
- Do leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement?
- Is teaching highly effective across the school?
- Do staff reflect on and debate the way they teach? Do they feel deeply involved in their own professional development?
- Have leaders created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils?
- Does a broad and balanced curriculum inspire pupils to learn?
- Does the range of subjects and courses help 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?
- Are pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, at the heart of the school's work?
- Do leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour? Do leaders, staff and pupils tolerate prejudiced behaviour?
- Is safeguarding effective? Have leaders and managers created a culture of vigilance where pupils' welfare is actively promoted. Are pupils listened to and do they feel safe? Are staff trained to identify when a pupil may be at risk of neglect, abuse or exploitation and do they report their concerns. Do 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?
- Do leaders' work to protect pupils from radicalisation and extremism? Do leaders respond swiftly where pupils are vulnerable to these issues? Does high quality training develop staff's vigilance, confidence and competency to challenge pupils' views and encourage debate?

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

- Do teachers demonstrate deep knowledge and understanding of the subjects they teach? Do they use questioning effectively and demonstrate understanding of the ways pupils think about subject content? Do they identify pupils' common misconceptions and act to ensure they are corrected?

- Are lessons planned effectively, making maximum use of lesson time and coordinating lesson resources well? Is pupils' behaviour managed effectively with clear rules that are consistently enforced?
- Do teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely? Do they introduce subject content progressively and constantly demand more of pupils? Do teachers identify and support any pupil who is falling behind, and enable almost all to catch up?
- Do teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support?
- Do 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? Do pupils use this feedback effectively?
- Do teachers set challenging homework, in line with the school's 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?
- Do teachers embed reading, writing and communication and, where appropriate, mathematics well across the curriculum, equipping all pupils with the necessary skills to make progress? For younger children in particular, is phonics teaching highly effective in enabling them to tackle unfamiliar words?
- Are teachers determined that pupils achieve well? Do they encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work? Do teachers have consistently high expectations of all pupils' attitudes to learning?
- Do pupils love the challenge of learning and are they resilient to failure? Are they curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills? Do they thrive in lessons and regularly take up opportunities to learn through extra-curricular activities?
- Are pupils eager to know how to improve their learning? Do they capitalise on opportunities to use feedback, written or oral, to improve?
- Are parents 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? Are parents given guidance about how to support their child to improve?
- Are teachers quick to challenge stereotypes and the use of derogatory language in lessons and around the school? Do resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience?

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

- Are pupils confident, self-assured learners? Do their attitudes to learning have a strong, positive impact on their progress? Are they proud of their achievements and of their school?
- Do pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view?
- In secondary schools, does high quality, impartial careers guidance help pupils to make informed choices about which courses suit their academic needs and aspirations? Are they prepared for the next stage of their education, employment, self-employment or training?
- Do 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?
- Do pupils value their education and rarely miss a day at school? Are any groups of pupils disadvantaged by low attendance? Is the attendance of pupils who have previously had exceptionally high rates of absence rising quickly towards the national average?
- Does pupils' impeccable conduct reflect the school's effective strategies to promote high standards of behaviour? Are pupils self-disciplined? How common are incidences of low-level disruption?
- For individuals or groups with particular needs, is there sustained improvement in pupils' behaviour? Where standards of behaviour were already excellent, have they been maintained?
- Do pupils work with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying?
- Do staff and pupils deal effectively with instances of bullying behaviour and/or use of derogatory or aggressive language?
- Does the school have an open culture that actively promotes all aspects of pupils' welfare? Are pupils safe and do they feel safe at all times? Do they understand how to keep themselves and others safe in different situations and settings? Do pupils trust leaders to take rapid and appropriate action to resolve any concerns they have?
- Can pupils explain accurately and confidently how to keep themselves healthy? Do they make informed choices about healthy eating, fitness and their emotional and mental well-being? Do they have an age-appropriate understanding of healthy relationships and are they confident in staying safe from abuse and exploitation?
- Do pupils have a good understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites?
- Does pupils' spiritual, moral, social and cultural development equip them to be thoughtful, caring and active citizens in school and in wider society?

OUTCOMES FOR PUPILS

- Throughout each year group and across the curriculum, including in English and mathematics, do current pupils make substantial and sustained progress, develop excellent knowledge, understanding and skills, considering their different starting points?
- Does the progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll match or is it improving towards that of other pupils with the same starting points?
- Are pupils typically able to articulate their knowledge and understanding clearly in an age-appropriate way? Can they hold thoughtful conversations about them with each other and adults?
- Do pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age? Do pupils in Year 1 achieve highly in the national phonics check?
- For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, is progress above average across nearly all subject areas?
- How many CLA do you have? Are they making progress in line with others nationally?
- From different starting points, is progress in English and in mathematics high compared with national figures? Does the progress of disadvantaged pupils from different starting points match or is improving towards that of other pupils nationally?
- Is the attainment of almost all groups of pupils broadly in line with national averages? If below these, is it improving rapidly?
- Are pupils exceptionally well prepared for the next stage of their education, training or employment and have they attained relevant qualifications? Compared with the national average for all pupils, do higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training? Do these destinations strongly support their career plans?

Page 45 EARLY YEARS PROVISION

- Is the pursuit of excellence by leaders and managers shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period?
- Does incisive evaluation of the impact of staff's practice lead to rigorous performance management and supervision? Does highly focused professional development improve the quality of teaching?
- Is Safeguarding effective?
- Have there been any breaches of statutory welfare requirements?
- Is children's health, safety and well-being enhanced by the vigilant and consistent implementation of robust policies and procedures?
- Do leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home?
- Is there a highly stimulating environment and exceptional organisation of the curriculum? Does this provide rich, varied and imaginative experiences?
- Is teaching consistently of a very high quality, inspirational and worthy of dissemination to others? Is it highly responsive to children's needs?
- Is assessment accurate and based on high quality observations? Does it include all those involved in the child's learning and development? Is provision across all areas of learning planned meticulously? Is it based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities?
- Are children highly motivated and eager to join in? Do they consistently demonstrate curiosity, imagination and concentration? Are they highly responsive to adults and each other? Do they distract others or become distracted easily themselves?
- Are children developing a good understanding of how to keep themselves safe and manage risks? Do they demonstrate positive behaviour and high levels of self-control, cooperation and respect for others?
- Do children make consistently high rates of progress in relation to their starting points and are they well prepared academically, socially and emotionally for the next stage of their education? Are almost all children, including children who have special educational needs and/or disabilities, disadvantaged children and the most able, making substantial and sustained progress?
- Have gaps between the attainment of groups of children and all children nationally, including disadvantaged children closed or are they closing rapidly? Are any gaps between areas of learning closing?

16 TO 19 STUDY PROGRAMMES

- Do leaders pursue excellence? Have they improved provision and outcomes rapidly and reduced achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development?
- Do 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?
- Do learners without GCSE grades A* to C in either English or mathematics follow appropriately tailored courses in English and/or mathematics? Do the majority make substantial and sustained progress towards grade C or above?
- Does high quality impartial careers guidance ensure that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future? Do learners understand the options available and are they informed about local and national skills needs?
- Does teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme? Does teaching enables learners who fall behind to catch up swiftly and the most able to excel?
- Are learners confident and do they conduct themselves well? Are they punctual? Do they have excellent personal, social and employability skills and do they undertake high quality non-qualification activities and work experience that matches their needs? Are attendance rates high?
- Are learners safe and do they feel safe? Are they thoughtful, caring and respectful citizens? Do they take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain?
- Throughout the time spent on their study programmes, do learners and groups of learners make substantial and sustained progress from their starting points? Are rates of retention high for almost all groups of learners? Are any gaps in the progress or retention of groups with similar starting points closing?
- Do almost all learners progress swiftly to higher levels during their study programme? Do 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?
- Is progress on level 3 qualifications in terms of value added above average across nearly all subjects?

Curriculum

KS4

- Yr11 completed their BTEC First Award in Engineering in July 2017, the results were considerably above national average.
- Yr11 completed their BTEC First Award in Business in July 2018, the results were slightly below internal predictions. Students completed the course in c.100 hours, some 80 hours less than the TQT, having only 3 hours a week. This course was taught by DBE for 6 months and external agency staff were used for the remaining 3 months. This course had its work approved by the external verifier.
- Yr10 have undertaken the same business course but have completed only 25%. We have used agency staff to teach Business which has been less than ideal. Students will be in 3 groups next year with a dedicated specialist teacher which will improve our position.
- Yr11 students undertook the Smart Product Design and Manufacture (SPDM) course for the first time this year, pass rates are predicted at c.22%. The course was undertaken as a manageable and more practical course but nuances with course/exam board regulations meant that students who were close to completing coursework but didn't manage this before the exam were excluded from sitting it; unlike a GCSE in PD where students would have been marked on what work they had completed and an average grade awarded. Work was moderated with Reading UTC examples and was deemed to be at the same level or better but external moderation held us to a very high standard beyond that of the exemplar work. This course will not run in 2018-19 and unlikely beyond as this course is undergoing changes for 2020 league tables.
- Yr10 have completed half of their BTEC First in Engineering and complete the remainder in 2018-19. Unit grades steady and completion slower than last year due to the increased class size reducing the frequency of feedback and 1-2-1 teaching available; results look to be closer to MTG than STG. The split to 3 groups next year will have a positive impact on outcomes.
- Edexcel have not been successful in getting the BTEC Firsts on the 2020 league tables and as such we are facing another course change; we will be starting the BTEC Tech Award in Engineering and likewise Business for 2018-19.

KS5

- BTEC National Extended Diploma in Engineering – NQF

- New 'N' grade has helped students who failed units retrospectively, where they were close to the pass mark this grade is issued and carries reduced unit points. We lost students at the end of 2016-17 where they have retrospectively been awarded the 'N' grade but left the UTC as they at the time failed both external assessments.
- Unit 1 – Engineering Principles; this external exam has been made significantly easier and student who resat this have suggested it is more in line with a GCSE Mathematics paper. This is good news for longevity of this course and will be run for all technical students next year.
- Complexities in Electronics units remains problematic. We have resourced well but these are led by inexperienced teachers who have needed close management. One teacher is 0.8 P/T and the other has been absent due to illness for a protracted period of time. The changes to course size discussed below will reduce the number of electronics units be delivered moving forward.
- BTEC National Diploma in Engineering – QCF
 - 13T2 having been moved from the NQF course at the beginning of the 2017-18 year due to external exam failure are completing the 2 A level version of the course. We were unable to credit units from the previous year so these students have worked hard to complete this course in a single year. Two students have worked on additional units and are on track to complete the larger 3 A level course. Student remain at the UTC beyond their formal end date to complete work.
 - The QCF course has been approved for both the 2018-19 and 2019-20 academic years and will be run for the Academic routes due to its lack of external assessment and 6 units with more variety, the NQF has 2 external exams and only a single option unit which doesn't make for an interesting or engaging program for students already sitting A levels.
- BTEC National Extended Certificate in Enterprise and Entrepreneurship – NQF
 - For 2018-19 we have made the decision to run a combination of the BTEC NQF Diploma (2 A levels) and the BTEC Ext Cert (1 A level) instead on the larger engineering course. There are some benefits to this for us operationally and for student success. This move will reduce the number of external engineering examinations undertaken by 33%, will allow us to run higher quality practical units as we will resources less units and gives a full teaching timetable to the new Business teacher. No other exam board offers a '3 A level' Engineering qualification except for Edexcel which may be phased out; we also have flexibility to change exam board with this arrangement.

External Verification

External verification in 2016-17 was undertaken by Edexcel for both NQF Level 2 and NQF Level 3, both courses were passed without block; feedback was positive and constructive.

The 2017-18 sampling has taken place from May through to July and has covered QCF L3, NQF L3 and NQF L2. The external verifier has been constructive but has held us to a much higher standard than our previous inspection and the inspections I have historically undertaken at different institutions.

The verifier passed the NQF L3 course without block, blocked the QCF L3 and the NQF L2. Minor remedial work was carried out to a single unit in the QCF L3 and subsequently passed, our position on the block decision was it was inaccurate. The second sample for the L2 course has been sent, this required amendments to two units; one where grading was too lenient and another where evidence produced was not able to cover all criteria. We accepted these decisions and we are awaiting the SV report for the second sample.

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	INTERNAL
Paper title:	DfE governance review
Board/Committee:	UTC LGB
Date of meeting:	04 July 2018
Author(s):	Ruth Murton, DfE governance advisor
Sponsor(s):	Nicole Louis, interim CEO
Purpose:	For Information
Recommendation:	The LGB is requested to note the DfE governance review and management responses.

Executive Summary

As part of its transitional funding agreement with the UTC, the DfE required an external review of the governance of the UTC. This was done by Ruth Murton, National Leader in Governance.

The review and management responses are attached for information.

The review is helping inform proposals to amend the governance structure of South Bank Academies, including the remit of the LGBs.

There are currently two proposed models being developed which are taken from examples currently applied within the academy sector. They reflect varying levels of local autonomy for LGBs and School Principals, and often relate to practical management considerations, e.g. the number of schools within a trust.

Model A centralises control to the Board and CEO/Executive Principal, with both LGBs and School Principals largely implementing decisions taken elsewhere, other than day-to-day. This model is applied by the Harris and Ark multi-academy trusts which have 44 and 35 schools respectively.

Model B is a hybrid model in which academic accountability, within the Board frameworks, lies at local level (LGB and School Principal), while business control is centralised through a General Manager.

The Board of SBA will be asked to approve any proposed changes in due course.

Review of Governance

School/Academy: South Bank Engineering UTC

Date of Audit: March/April 2018

Conducted by: Ruth Murton, National Leader of Governance

Introduction

The review was conducted between 21st March 2018 and 17th April 2018. A number of interviews were carried out with: the CEO, who was at the time also the Chair of the Local Governing Body; the Principal, Chair of Learning and Teaching Committee; a Trustee, who is also a governor; a parent Governor, a 'community' governor who is from one of the employers working with the UTC; as well as the Clerk. Governing Body minutes were scrutinised as well as a variety of supporting reports and documents. A facilitated self-evaluation session was conducted with a small group representative the Local Governing Body (LGB).

Summary

South Bank Engineering UTC opened in September 2016, located in temporary accommodation. The UTC and University Academy of Engineering South Bank are both sponsored by London South Bank University (LSBU). Shortly after the UTC opened, a South Bank Academies MAT was established to incorporate both organisations. Sponsors include the University and employers such as Skanska, Guy's and St Thomas' and King's college NHS Foundation Trusts. There are also wider partnerships.

The UTC moved into its purpose built home for its second year of operation. It is open to young people aged 14-19. The UTC now has about 187 students across years key stage 4 and 5, teaching traditional subjects as well as a variety of technical courses specialising in engineering, especially building systems, and medical engineering.

The CEO stepped down from the role of both CEO and Chair of the Local Governing Body (LGB) during the review, as previously planned. The outgoing CEO fulfilled the role of safeguarding governor too. An interim CEO has been appointed; there is an expectation that they will carry out these governing roles too.

The LGB operates with two committees; Learning & Teaching and Finance & General Purposes. A third committee had been planned for 'student welfare' but has not been set up yet; neither have the proposed 'lead governor' roles as per the scheme of delegation.

There are university employees on the LGB as well as employer representatives; the Financial Controller from the LSBU chairs the Finance and General Purposes Committee.

Review of Governance

Key findings

Governing Body's overall effectiveness

1. The Local Governing Body (LGB) was set up in its current guise to establish the UTC. The CEO, a founder and key driver of the project is also Chair of the LGB. The make-up of the LGB is dictated by the Scheme of Delegation; requiring up to twelve governors in total.
There is insufficient independence from the Trust Board and LSBU. There is overlap in membership with the Trust Board; some Trustees being governors of the LGB too. In addition, key governor roles are being carried out by university employees: CEO, chair and safeguarding lead; Financial Controller of LSBU chairing the Finance and Purposes committee.
2. The Scheme of delegation is not fully understood by members of the LGB. It doesn't adequately differentiate between the role of the Trust Board and what is expected of the LGB. It does include instructions that the LGB must appoint governors to specific roles. With the exception of the CEO acting as Safeguarding Governor, none of the other roles have been allocated.
3. No specific communications process or plans exist between the Trust Board and LGB. There is over reliance on the CEO and trustees being members of the LGB to facilitate communications. With the change in CEO this may become an issue.
4. The current clerk is part of LSBU governance team and has not received specific training regarding clerking for 'school' governance. The minutes of the meetings may provide a succinct summary of the meeting but do not demonstrate any rigour of governance.
5. A new governor induction process has not been established. New governors are encouraged to attend the LA induction training and safeguarding training is provided in-house. There is a code of conduct but it is not reviewed annually by governors or specifically signed up to.

The LSBU portal contains documents relevant to the operation of the LGB but there is no single point of instruction or reference to [The Governance Handbook](#), [The Governance Competency Framework](#) or [The Academies Financial Handbook](#). The training log indicates that most governors are not participating in LA training.

6. There is no evidence of a skills audit having been complete or an accompanying training and development plan. Neither governors nor the Clerk have received any training regarding the role of the clerk/governors on complaints panels or Permanent Exclusion panels.

Review of Governance

Vision, Ethos and Strategy

7. There is a shared vision for the UTC which governors can confidently articulate. There is a UTC self-evaluation and Improvement Plan. The Principal writes the Improvement Plan and gathers feedback from the Trust with only limited input from governors. There is potential for more work with the LGB. Governors were unsure of the process of developing the SDP or how the strategic planning cycle should inform the Governing Body's activities and agenda setting. Governors do understand the current priorities and most can articulate these.

Some governors expressed some doubt that students understood the ethos of the UTC. The Principal has sought views from Parents, staff and pupil this year, these have yet to be incorporated into the UTC development plan.

8. Cross MAT governance working is limited and is overly reliant on the CEO. Some trustees are also directly involved in local governance within the academies within the MAT. The UTC LGB does not have a close working relationship with the LGB of the other academy within the Trust.

Effective Accountability

9. The Principal includes a significant quantity of pupil performance data in his reports. Not all governors understand the UTC's performance data - in-year progress tracking data. As a result governors may be unable to fully hold school leaders to account.
10. A governor visit schedule, protocols and monitoring programme have not been established. There is some evidence that governors understand the importance of linking visits to information and data provided but as no governors have specific roles allocated, there are little or no strategic monitoring visits taking place. Some governors visit the UTC but largely this is as part of other roles (employer or for LSBU).
11. Governors do not have sufficient awareness of the 'vulnerable' groups, including disadvantaged pupils, within the UTC. Whilst there is some understanding of the strategies that are in place to support the attainment and progress of these groups, generally governors do not have sufficient understanding of pupil premium or their role in monitoring the impact.
12. Governors' understanding of the factors that lead to effective teaching and learning is growing and they know that a well thought-out and transparent appraisal process is essential, but knowledge of how the Head/SLT monitor the quality of teaching and how this in turn informs appraisal targets and CPD is incomplete. Too few governors are aware of the significance of the appraisal process and how this links into performance-related pay.

Review of Governance

13. There is limited evidence of challenge around the financial forecasts, budget and the UTC's financial efficiency; monitoring by governors is limited due to the dearth of information that has been provided.

Knowledge of the UTC's financial responsibilities and accountability is limited. There have been several changes in Business Manager and the UTC is still without a permanent one. This has impacted on the quality of monitoring because of the lack of reporting of financial matters.

CONFIDENTIAL

Review of Governance

Recommendations

Governing Body's overall effectiveness

1. A chair independent of the Trust Board and preferably the SBU should be appointed. The role must not be filled by an employee of the Trust. Governors need to be empowered to build separation from Trust Board and the CEO role. Changing the LGB leadership and creating more separation will require consideration to communication between the Trust Board, executive leadership and the LGB.
2. The Scheme of Delegation must be clarified by the Trust Board providing direction as to the role of the LGB, and what is expected of them in practice.
3. The Clerk must receive training in clerking for academies. The Department for Education has contracted 5 organisations to provide a [clerking development programme](#). One of these courses or something very similar would be appropriate.

When revising the approach to the minutes, questions should be captured and attributed to individuals within the minutes. This would demonstrate the quality and distribution of questions being asked.

4. A new-governor induction plan and governor development programme must be developed to build knowledge and confidence and transfer skills. It should, as a minimum, incorporate: introduction to the UTC; using data to monitor and evaluate performance; school visits; financial efficiency and effectiveness; Headteacher recruitment; leadership and chairing skills. The ongoing development programme should have a focus on succession planning and include [chair and aspiring chair specific training](#).
5. The Governing Body must carry out a skills audit to ensure they have the right skills; it should do this by matching the skills demonstrated to the needs of the UTC. It should also be used to inform their individual governor development plans. Governors must reflect on how they should be operating and reaffirm a code of conduct and their roles.

Vision, Values and Strategic Priorities

6. The LGB must have more active input into the development of the UTC development plan. Governors must ensure that they fully understand the UTC Development Plan, know its priorities are the correct ones for the school and that these priorities drive monitoring and governor questioning/accountability. The LGB should assign governors individual monitoring roles aligned to the strategic priorities.
7. The MAT should encourage cross MAT working, joint sessions with Trustees and governors from both the UTC and Academy would be mutually beneficial and form a key part of the development governance.

Review of Governance

Effective accountability

8. Governors must ensure that their understanding of in-school data is matched by an accurate understanding of how the school compares to others and particularly how it fares against national expectations once this summer's results are published.
9. All governors need to develop a deeper understanding of the UTC's context. Training on Pupil Premium should be linked to interventions for all disadvantaged pupils, their impact on accelerating progress.
10. A governor visit schedule, protocols and monitoring programme should be established; these could be linked to specific improvement priorities within the UTC Improvement Plan. Appropriate training should be provided to ensure governors are confident when visiting and are able to triangulate their observations with data and information provided from all sources.
11. Governors must ensure that they are able to link the monitoring of the quality of teaching and pupil outcomes with appraisal and performance-related pay. Training should be accessed to acquaint more governors with the process.
12. A governor apart from LSBU Financial Controller must be appointed as Chair of Finance and General Purposes Committee. The LGB's financial responsibilities need to be better understood. In particular, understanding and skills need to be further developed so they are able to ensure financial effectiveness and efficiency.

Ruth Murton

National Leader of Governance

Director, Leadershipwise Ltd

30th April 2018

Attached to this report:

Annex 1 - A summary of governor training and development

Annex 2 The governance training plan

Review of Governance

Annex 1 -Summary of Training and development programme

See the training and development plan for details in Annex 2

- ü UTC new governor induction to be linked to LA generic new governor training
- ü Training and ongoing development of clerk
- ü Chair and prospective chair development
- ü Session to work with the Principal and SLT to develop UTC Improvement Plan priorities
- ü Training on deeper understanding of in school tracking data as well as Government tracking performance measures as part of Analyse School Performance and Inspection Data Summary Report
- ü General training for all governors and specific training for each governor taking on defined roles; safeguarding, Disadvantaged Pupils, SEND, Health and Safety, finance
- ü How to plan and carry out effective governor visits which will provide evidence of monitoring
- ü Teacher and Headteacher performance management
- ü Governor Panels – with particular reference to Pupil Exclusion panels
- ü UTC/Academy Finance – understanding funding and monitoring and achieving Value for Money
- ü Cross MAT working session aimed to improve governance

Review of Governance

Annex 2 - Governance Training Plan South Bank Engineering UTC Local Governing Body

Objective	Training & Development	Who	When	Desired impact
All governors understand their roles and responsibilities on joining the LGB	Induction programme for all new governors made up from: <ul style="list-style-type: none"> LA introduction to governance or completion of online induction, plus A programme designed for governance within the UTC/SBA MAT governance 	All governors	Within first term of joining the LGB	All governors to be able to have maximum impact as quickly as possible by: <ol style="list-style-type: none"> Knowing their role Understanding the UTC and the way it functions and the community Ensuring compliance with Scheme of Delegation
Improve the quality of clerking provision to a standard of 'professional clerking'	<ul style="list-style-type: none"> Participation in regular LA clerks' briefing Completion of Clerks' Development Programme Participation in performance management process as clerk to the LGB 	The appointed Clerk	As soon as possible	Improve the quality of clerking and ensure that governance is fully compliant and meets expected standard.
Align the standard of chairing to the expectations set within the competency framework	Leadership development Programme for leaders from within MATS	Chair and prospective future chairs	On appointment of new chair to replace outgoing chair	<ul style="list-style-type: none"> Improve the impact of the chair to lead LGC fully effectively increase capacity to improve the effectiveness of the LGC in line with the 'Competency framework for governance' (particularly boards' ability to provide strategic leadership and data-driven accountability for educational standards and financial performance)
Increase the degree of ownership of the UTC improvement plan by the LGB	A joint SLT/LGB session working together on development of the top-level priorities	LGB and SLT	To fit in with the UTC development planning schedule	Improve governors' ownership of the UTC improvement plans and understanding of the strengths/weaknesses

Review of Governance

Objective	Training & Development	Who	When	Desired impact
Governors to have a deep understanding of in-school tracking data as well as Government tracking performance measures as part of Analyse School Performance (ASP) and Inspection Data Summary Report (IDSR)	Two strands to this development: <ul style="list-style-type: none"> In-house session on UTC data tracking systems and reporting Attendance at LA data sessions that aim to ensure governors understand government headline measures and ASP/IDSR reporting 	All governors	In two phases: <ul style="list-style-type: none"> In-house tracking first External comparative data following 2018 results for KS4 and KS5 	Fully equip governors to be able to forensically evaluate data provided and challenge UTC performance
All governors to have sufficient understanding of safeguarding, Disadvantaged pupils, SEND, health and safety.	<ul style="list-style-type: none"> All governors to engage in LA or other provider training to ensure they have sufficient knowledge and understanding to perform their roles. 	All governors	This training needs to be prioritised to fit with the needs of the UTC and compliance. All governors must have safeguarding training and follow this up at intervals to keep up to date	<ul style="list-style-type: none"> Ensure the UTC is meeting expected standards and is compliant Improve the effectiveness of governance
Specific training for each governor taking on defined roles; safeguarding, Disadvantaged Pupils, SEND, Health and Safety, finance	<ul style="list-style-type: none"> Each identified 'lead governor' to engage in more detailed development about their specific area of expertise to link their knowledge to the needs of the UTC 	Lead governors by specific area	On appointment, engage in appropriate training and development within UTC and LA	Improve effectiveness of the LGB to hold the UTC to account
Improve understanding of teacher and Headteacher performance management procedures and processes.	Training and development for governors regarding PM and PRP for Headteachers and school staff	Principal's PM panel and governors / committee with oversight of performance of teachers and their PM	To fit in with the PM cycle	Governors understand the mechanisms for driving school improvement through PM and PRP

Review of Governance

Objective	Training & Development	Who	When	Desired impact
Improve governors understanding funding, monitoring and achieving Value for Money	UTC/Academy Finance – understanding funding and monitoring and achieving Value for Money	Governors on the finance and general purposes committee	As soon as possible	Improve the accountability to LGB on all financially related matters
Improve governors' visits to UTC so they are planned and effective strategic governor visits providing evidence of monitoring against UTC priorities	Effective governor visits, can be developed in house with a governor visit and reporting protocol.	All governors	On appointment of new chair	Ensure the governors can demonstrate that they have evidence of their own that supports the views of senior leaders, external consultants and data available regarding UTC improvements
Governor Panels – with particular reference to Pupil exclusion panels	General training on participating in panels (Disciplinary, grievance and parental complaints). Pupil exclusion panels	All governors and the clerk	<ul style="list-style-type: none"> General training on panels should be as soon as possible. Pupil exclusions could wait (unless there is a potential exclusion until the autumn term. 	Governors are prepared for sitting on panels so they understand their role and associated legislation and statutory guidance
Cross MAT working session aimed to improve governance	A workshop session to ensure all governors and trustees understand the scheme of delegation in practice	All involved in governance across the MAT	Timed as part of the delivery of reviewed governance	Improve understanding of how governance works across the MAT and build on good practice.

Review of governance

South Bank Engineering UTC

Recommendations and management responses

Governing Body's overall effectiveness

1. A chair independent of the Trust Board and preferably the SBU should be appointed. The role must not be filled by an employee of the Trust. Governors need to be empowered to build separation from Trust Board and the CEO role. Changing the LGB leadership and creating more separation will require consideration to communication between the Trust Board, executive leadership and the LGB.

We are developing the Scheme of Delegation to clarify the relationships between the LGB and the Board. We will appoint a new LGB Chair who will be a trustee (under article 51) and not an employee.

2. The Scheme of Delegation must be clarified by the Trust Board providing direction as to the role of the LGB, and what is expected of them in practice.

Agreed. This is in progress.

3. The Clerk must receive training in clerking for academies. The Department for Education has contracted 5 organisations to provide a clerking development programme. One of these courses or something very similar would be appropriate.

Agreed. The Clerk will undertake appropriate training.

When revising the approach to the minutes, questions should be captured and attributed to individuals within the minutes. This would demonstrate the quality and distribution of questions being asked.

Agreed. We will review the approach to minutes.

4. A new-governor induction plan and governor development programme must be developed to build knowledge and confidence and transfer skills. It should, as a minimum, incorporate: introduction to the UTC; using data to monitor and evaluate performance; school visits; financial efficiency and effectiveness; Headteacher recruitment; leadership and chairing skills.

The ongoing development programme should have a focus on succession planning and include chair and aspiring chair specific training.

The current induction process for new and local governors will be updated to clarify training needs. Chair and aspiring Chair training will take place, as required.

5. The Governing Body must carry out a skills audit to ensure they have the right skills; it should do this by matching the skills demonstrated to the needs of the UTC. It should also be used to inform their individual governor development plans. Governors must reflect on how they should be operating and reaffirm a code of conduct and their roles.

We will update the existing LGB skills matrix, following approval of the new Scheme of Delegation.

Vision, Values and Strategic Priorities

6. The LGB must have more active input into the development of the UTC development plan. Governors must ensure that they fully understand the UTC Development Plan, know its priorities are the correct ones for the school and that these priorities drive monitoring and governor questioning/accountability. The LGB should assign governors individual monitoring roles aligned to the strategic priorities. **Agreed. This will be detailed in the Scheme of Delegation.**

7. The MAT should encourage cross MAT working, joint sessions with Trustees and governors from both the UTC and Academy would be mutually beneficial and form a key part of the development of governance.

A joint strategy day was held in November 2017 and a similar session will follow in 2018 to facilitate cross-MAT working.

Effective accountability

8. Governors must ensure that their understanding of in-school data is matched by an accurate understanding of how the school compares to others and particularly how it fares against national expectations once this summer's results are published. **Reporting will be agreed for Principal's reports. Governors received training on UTC data ahead of their last meeting.**

9. All governors need to develop a deeper understanding of the UTC's context. Training on Pupil Premium should be linked to interventions for all disadvantaged pupils, their impact on accelerating progress.

This will be achieved through induction, link governors and Pupil Premium strategy.

10. A governor visit schedule, protocols and monitoring programme should be established; these could be linked to specific improvement priorities within the UTC Improvement Plan. Appropriate training should be provided to ensure governors are confident when visiting and are able to triangulate their observations with data and information provided from all sources.

Agreed. A new rota will be developed for the new school year.

11. Governors must ensure that they are able to link the monitoring of the quality of teaching and pupil outcomes with appraisal and performance-related pay. Training should be accessed to acquaint more governors with the process.

The LGB will receive a report from the Principal on the quality of teaching and pupil outcomes. Appraisal and PRP are matters for the CEO and Principal.

12. A governor apart from LSBU Financial Controller must be appointed as Chair of Finance and General Purposes Committee. The LGB's financial responsibilities need to be better understood. In particular, understanding and skills need to be further developed so they are able to ensure financial effectiveness and efficiency.

Financial responsibilities are being clarified in the Scheme of Delegation. A Business manager is being appointed and will report on financial performance to the LGB. A finance link governor will be appointed. The work of sub-committees is being absorbed into the LGB.

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Agenda Item 7

Paper title:	May 2018 Management Account
Board/Committee	South Bank Engineering UTC LGB
Date of meeting:	4 July 2018
Author:	Michael Okelola, Interim Accountant
Purpose:	To Note
Recommendation:	The LGB is requested to note the attached management accounts and commentary

Summary

The year to date financial position for South Bank Engineering UTC shows a surplus of £139k against a budgeted deficit of £61k. The full year forecast is a surplus of £130k against a budgeted deficit of £59k.

	YTD £'000			Full year £'000		
	Actual	budget	Variance	Forecast	Budget	variance
Income	1,459	1,304	155	1,894	1,738	156
Staffing cost	917	940	23	1,231	1255	24
Operating Expenditure	402	424	22	521	543	22
Total expenditure	1,320	1,365	45	1,752	1798	46
Surplus/(Deficit)	139	(62)	110	141	(59)	200

The report attached shows details of the financial position for the periods from September 2017 to May 2018. The forecast for the full year is based on adjusting the full year budget with the year to date variance.

To ensure all income and expenditure are accurately recorded in the accounting system and timely management accounts produced, a number of measures have been introduced to improve financial controls and procedures. Reconciliation of key accounts has taken place and it is these accounts therefore give a true reflection of the financial position to the end of May.

Income and Funding

Forecast income for the year is higher than budget due to the additional £200k UTC transition funding with both staffing and other operational expenditure are in line with the full year budget. The full year surplus is before depreciation charge for the year

The ESFA one-off capital grants for the UTC establishment is not included in the income and expenditure data presented above as they are taken directly to reserves in the accounts, to be offset against associated capital expenditure. For this reason, there is also no depreciation charged as all assets purchased for the UTC are grant funded with depreciation charged directly to reserves.

Staffing cost

Staffing cost spend to date is £805k compared to budget of £917k, representing a slight underspend of £23k. Agency staffing cost is tapering off and the full year agency staffing cost is expected to be well below the budgeted cost of £65k. Overall, staffing cost is expected to be close to budget for the full year.

Operating Expenses

Operating expenses YTD is £402k compared to budget of £424k, representing a £22K underspend. It is expected that operating expenses will be slightly below budget for the full year.

Capital Grants.

Total capital grant funding expected s £1,560k and amount received to date from the ESFA is £1,158k (excl. VAT) to offset spend to date of £1,214k.

The remaining budget for Furniture, equipment and IT is £272k and £80k respectively. However, there are commitments of approximately £42k and other contract quotes that further reduce amount remaining to spend by £150k as set out in the table below:

	Capital Fund Amount	Spend to Date	Remaining Budget
Fixture Furniture / Specialist Equipment	£1,098,000.00	£826,000.00	£272,000.00
IT	£468,000.00	£388,000.00	£80,000.00
Total	£1,566,000.00	£1,214,000.00	£352,000.00

Recommendation

The Local Governing Body is requested to note the attached management accounts and commentary.

UTC Management Accounts Report - May 2018



	UTC - South Bank Engineering UTC											
	CURRENT PERIOD				YTD TOTALS				FULL YEAR			SPENT
	PY Actual	Actual	BUDGET 17-18	Variance	PY Actual	Actual	BUDGET 17-18	Variance	PY Actual	BUDGET 17-18	Forecast	(%)
Income												
A0 - GAG funding	96,546	100,017	138,229	(38,212)	1,241,513	1,076,790	1,244,061	(167,271)	1,287,607	1,658,748	1,491,477	64.92 %
A2 - Other Govt Grants	-	7,875	3,000	4,875	-	375,564	27,000	348,564	-	36,000	384,564	1,043.23 %
A3 - Private Sector Funding	-	-	-	-	-	-	-	-	28,525	-	-	-
A4 - Other Income	(22)	332	3,677	(3,345)	6,753	6,975	33,093	(26,118)	10,905	44,124	18,006	15.81 %
Total Income	96,523	108,225	144,906	(36,681)	1,248,266	1,459,329	1,304,154	155,175	1,327,037	1,738,872	1,894,047	83.92 %
Expenditure												
Staffing Expenditure												
B0 - Teaching Staff	46,953	63,763	72,955	9,192	327,574	568,520	656,595	88,075	599,829	875,460	787,385	64.94 %
B1 - Educational Support Staff	8,977	21,063	8,188	(12,875)	69,209	154,221	73,692	(80,529)	-	98,256	178,785	156.96 %
B2 - Premises Staffing	-	312	833	521	-	1,754	7,497	5,743	-	9,996	4,253	17.55 %
B3 - Admin Staffing	5,638	17,599	17,154	(445)	43,273	140,479	154,386	13,907	158,468	205,848	191,941	68.24 %
B5 - Agency Staff	4,655	9,777	5,416	(4,361)	13,525	52,672	48,752	(3,920)	33,940	65,000	68,920	81.03 %
Total Staffing Expenditure	66,223	112,515	104,546	(7,969)	453,581	917,646	940,922	23,276	792,236	1,254,560	1,231,284	73.14 %
Other Expenditure												
C0 - Maintenance of Premises	10,188	-	2,562	2,562	110,662	493	23,058	22,565	79,057	30,744	8,179	1.60 %
C1 - Other Occupational Costs	1,426	751	8,479	7,728	40,012	48,307	76,311	28,004	55,280	101,748	73,744	47.48 %
D0 - Educational Supplies and Services	7,608	11,457	12,032	575	88,233	132,127	108,288	(23,839)	105,267	144,384	168,223	91.51 %
E0 - Other Supplies and Services	4,825	12,908	13,533	625	124,215	203,308	190,409	(12,899)	108,199	231,008	243,907	88.01 %
F0 - ICT Costs (Non Capital)	319	-	-	-	443	128	-	(128)	2,802	-	128	-
G0 - Staff Development	2,822	343	2,917	2,574	5,649	6,883	26,253	19,370	5,838	35,004	15,634	19.66 %
H0 - Other GAG Expenses	-	2,649	-	(2,649)	238	11,242	-	(11,242)	238	-	11,242	-
I0 - Depreciation	-	-	-	-	-	-	-	-	47,739	-	-	-
Total Other Expenditure	27,189	28,109	39,523	11,414	369,452	402,488	424,319	21,831	404,419	542,888	521,057	74.14 %
Total Expenditure	93,412	140,624	144,069	3,445	823,033	1,320,134	1,365,241	45,107	1,196,655	1,797,448	1,752,341	73.44 %
Surplus / (Deficit) excl. Capital	3,112	(32,399)	837	(40,127)	425,233	139,195	(61,087)	110,068	130,382	(58,576)	141,706	

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	CONFIDENTIAL
Paper title:	Discussions at subcommittees
Board/Committee	South Bank Engineering UTC Local Governing Body
Date of meeting:	4 July 2018
Author:	Alexander Enibe, Clerk
Purpose:	To update the LGB
Recommendation:	To note

Executive Summary

A summary of committee discussions is provided for information. The minutes have been prepared. Papers are available on the Modern.gov website. The Local Governing Body is requested to note the report.

Summary of Committee discussions

Learning and Teaching Committee – 6 June 2018

The committee discussed:

- the learning area report.
- Ofsted visits and the sort of things Ofsted look out for during visits.
- how the teachers could be explaining to the students the importance of maths in an engineering career.
- how data is put together by the Principal. The Principal confirmed that the school is moving to a new system called SIMS, which is popular in the industry.
- the student progress report +SEN and vulnerable group. The committee discussed how data is put together here. The Principal is looking at incentivising teachers to become examiners in the subject they teach.

Finance and General Purposes Committee – 6 June 2018

The committee discussed:

- the insurance claim for repairs caused by flood damage at the UTC in September 2017.
- the financial management report. Natalie Ferer confirmed that the financial position looks healthy, forecasting a surplus of £172k against a budget of £62k.
- the £200k transition funding and what it should be spent on. SBA Board reviewing policy on surplus.

- the Principal and CEO preparing the draft budget for 2018/19 and this would be ready for circulation for the 4 July 2018 LGB meeting.