

Meeting of the South Bank Engineering UTC Local Governing Body

4.30 - 6.00 pm on Tuesday, 16 May 2017

London South Bank University, Technopark Building, 90 London Road, London, SE1 6LN

Agenda

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<i>Items to note</i>			
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11.	Any other business		RB

Date of next meeting
5.00 pm on Wednesday, 5 July 2017

Members: Rao Bhamidimarri (Chair), Natalie Ferer, Richard Parrish, Tony Roberts, Ruth Smith, Joanne Young, Dan Cundy and Ed Arthur

Apologies: Ian Brixey and Sarah Gordon

In attendance: Dan Smith and Pervena Singh

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

**held at 4.30 pm on Wednesday, 15 March 2017
South Bank Engineering UTC, 56 Brixton Hill SW2 1QS**

Present

Rao Bhamidimarri (Chair)
Karen Adewoyin
Ian Brixey
Natalie Ferer
Joanne Young
Dan Cundy

Apologies

Richard Parrish
Tony Roberts
Ruth Smith

In attendance

Dan Smith
Pervena Singh (Clerk)

1. Welcome and apologies

The Chair welcomed governors to the meeting, and guest Cath Ferrant, who was invited to join the meeting as an observer. The above apologies were noted.

Prior to the meeting, the governors received an informal presentation from teachers of the math, computing and engineering department. Each teacher provides a brief overview of achievements within their teams.

2. Chair's business: LGB appointments & resignations

The Chair informed the Local Governing Body (LGB) of the resignation of Lynn Grimes, and the LGB ratified the co-opted appointments of Ed Arthur, Associate Management Consultant at PwC and Sarah Gordon London South Bank University's Head of Outreach and Engagement.

The LGB thanked Lynn Grimes for her contribution and support to the UTC.

3. Declarations of interest

No governor declared an interest in any item on the agenda.

4. Minutes of previous meeting

The LGB approved the minutes of the meeting of 30 November 2016.

5. **Matters arising**

The LGB discussed the pending matters below;

Agenda 4 - Policies for the approval by South Bank Academies Board and LGB are being developed and will be circulated when available.

Agenda 5 - The LGB requested a Prevent Duty training session to be provided at the next LGB meeting on 17 May 2017. A calendar invite will be circulated to the governors by the Clerk.

Agenda 7 - Virtual reality tour as part of an additional aid for recruiting new students to be put on hold, as the development of this was not part of the building contract. It will incur a significant cost for the architects to develop.

Agenda 9 – Amended Engagement of Employers with Student Policy to be circulated to governors.

All other matters arising had been completed.

6. **Principal's report**

The LGB discussed the Principal's report, which covered operational and building matters, quality of teaching, learning and assessment, personal development, behaviour and welfare, outcomes for children and learners, effectiveness of leadership and management, and marketing and recruitment.

The LGB discussed the temporary accommodation and were informed of the completion date for the new building of 18 September 2017. The Principal mentioned a working group requested at the Learning and Teaching committee will be established to discuss alternative locations and action plans should the new building not be ready.

The LGB were informed of the termly assessments and reports to students which outline grades for efforts and attainments against targets. The Principal confirmed that marking and feedback is regularly scrutinised by the senior leader team.

The committee discussed the quality of teaching. The Principal reported that there were unannounced lesson observations and consistent approach to assessing teaching.

The LGB were pleased to be notified of the award received on behalf of the UTC and King's College NHS Trust for the Chief Scientific Officer's Innovation in Engineering and Science. The award will bring additional exposure, connections and opportunities to the UTC.

The committee were informed of a small cohort that has caused an effect on the overall outcomes for students and learners.

The LGB requested for SEN and pupil premium to be included as part of the outcomes for children and learners data tables.

The LGB discussed risks and potential mitigation in the event that the UTC gets a low intake of Year 10 students.

7. Update on new assessment system

The LGB were presented with an update on new assessment system. It was reported that assessment at GCSE level had changed. Previous grading systems using A* - G with C being considered a pass, has been superseded by a new numerical system from 9-1, with 9 being the highest grade and 5 likely to be the equivalent to a grade C. The committee discussed the freedom of schools to set their own assessment models whilst noting the difficulties when comparing performance between schools.

8. Self Evaluation form & 3 Year strategy report

The LGB were presented with the school's self-evaluation form and 3 year strategy report.

The LGB requested that the self-evaluation form include governance within the effectiveness of leadership and management, self-assessment grading.

The governors were encouraged to review the document and provide feedback. A revised version would be presented at the next meeting.

9. January 2017 financial management report

The LGB noted the January 2017 financial management report and tabled February 2017 financial report.

The report had been reviewed by the Finance and General Purposes committee and there were no material matters that required the LGB's attention.

The Business Manager reported a £200k grant from DfE for the UTC over a period of 3 years, subject to meeting certain conditions. Governors requested a breakdown of where money will be apportioned to.

The LGB queried the use of Trust-wide financial policy, and was told of the difficulties of having a uniform policy as the structure and funding of the two schools is different.

DfE visit

The LGB received a verbal update following the DfE's termly monitoring visit at the UTC on 8 March 2017. The team consisted of two Ofsted Inspectors and one DfE official. An informal feedback session concluded the visit and a written report would follow in a few weeks.

The Principal reported that the visit went well and that the inspectors were complimentary about the achievement of the schools given the limitations of the temporary accommodation.

The governors, who met the DfE Team, reported that the inspectors raised queries in relation to entry standards, consistency of teaching quality and student recruitment.

11. Discussions at subcommittees

The LGB noted the discussions at subcommittee report and links to supporting papers on for the Learning and Teaching and the Finance and General Purposes committee meetings.

12. Governors' visits

As set out in the Scheme of Delegation, governors of the LGB were encouraged to visit the school termly.

13. Any other business

The LGB were notified of a request from Charles Parker CEO of University Technical colleges who would like to attend the UTC LGB meeting on 17 May 2017.

The Chair thanked the two students who made a presentation at the London South Bank University's International Women's day.

It was noted that a joint sports days for both schools would be arranged.

**Date of next meeting
4.30 pm, on Wednesday, 17 May 2017**

Confirmed as a true record

..... (Chair)

**SOUTH BANK ENGINEERING UTC LOCAL GOVERNING BODY - WEDNESDAY, 15 MARCH 2017
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Officer	Action Status
8.	Self-evaluation form & 3 year plan	Revised version of the Self-evaluation form & 3 year plan to be presented at the next LGB meeting, following governors' review and comments.	Dan Cundy	Included within pack, feedback from governors included the request for governance to be included within the leadership and management section.
5.	January 2017 financial management report	A breakdown of the £200k grants money to show where money will be apportioned, to be presented to the LGB when available.	Dan Smith	On-going, to be included within the budget process.
7.	DfE visit	Written feedback following DfE visit on 8 th March to be presented to the local governors.	Dan Cundy	Included within pack

**SOUTH BANK ENGINEERING UTC LOCAL GOVERNING BODY - WEDNESDAY, 30 NOVEMBER 2016
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Officer	Action Status
4.	Matters arising	South Bank Academies' Scheme of Delegation and list of policies for LGB approval to be circulated to governors.	Pervena Singh	Scheme of Delegation, as approved by the Board of Directors has been circulated to all local governors. Policies for Trust, LGB and Principal approval, including frequency of review is currently in progress and will be circulated to governors on completion.
8.	Construction progress	A virtual reality programme of the new school building, to be developed.	Rao Bhamidimarri	To be put on hold as the development was not part of the building contract, and will incur a significant cost to develop.
9.	Engagement of Employers with Student Policy	To include greater clarity on parameters within the Engagement of Employers with Student policy, Amended policy to be circulated to governors.	Dan Cundy	Amended policy to be circulated to governors.

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	CONFIDENTIAL
Paper title:	Principal's Report
Board/Committee:	South Bank Engineering UTC Local Governing Body
Date of meeting:	16 May 2017
Author:	Dan Cundy, Principal
Purpose:	To discuss
Recommendation:	To provide information on the school and prompt questioning from the local governors.

Executive Summary

The structure of the report mirrors the Ofsted inspection framework with the following main sections.

Headlines:

- Quality of teaching, learning and assessment. Overall good, with pockets of inconsistency and underperformance being actively addressed through performance management and training. Good practice shared increasingly well. Increasing confidence in reliability of assessment data through developing professional networks. Employer partnerships a real strength.
- Personal development, behaviour and welfare. Conduct is good overall, with structures in place to sanction conduct out of line with values including some fixed-term exclusions. Attendance improving but remains below target, mostly for medical or bereavement reasons. Lateness remains a concern amongst some students. Pastoral care, guidance and support working well.
- Outcomes for children and learners. Overall good. Strong performance in many subject areas and amongst key groups noting effect of small cohort size. Individual intervention in place to address underperformance. All students at least passing all KS5 courses. Focus on performance at grade 5+ for KS4 students with further intervention required for all to meet challenging targets.
- Effectiveness of leadership and management. Overall good. Some safeguarding items still to be finalised as a priority. Curriculum appropriate and working well. High expectations throughout and positive culture linked to vision clearly articulated. Governance robust: challenge and support evident. Equality, values demonstrated and articulated effectively.

Quality of teaching, learning and assessment

The most recent Snapshot observations conducted in Spring term 2 were as follows:

Outstanding (grade 1) = 3 members of staff

Good + = 1

Good (grade 2) = 3

Requires improvement + = 2

Requires improvement (grade 3) = 1

Inadequate (grade 4) = 0

The average grade for this snapshot cycle was 1.85, slightly better than the 1.9 overall for the academic year to date. Of the staff less than Good overall based on their most recent observations, all are being supported, managed and re-observed. Our one member of staff judged as Requires Improvement has begun a fixed period intervention and support plan with targets agreed and support in place to assist his development. The member of staff concerned is employed on a temporary basis through an agency, to replace a member of staff who departed at Christmas.

Summer term 1 will comprise a further Developmental observation for all teaching staff; in Summer 2 there will be a final Snapshot observation. Additionally a series of Risk lessons are scheduled to be planned and observed. These are designed to empower all staff to innovate their practice in a non-threatening, low-risk environment with peer and leadership support. The outcomes of Risk lessons will be shared amongst all staff to capture best (and worst) practice. This package of observations is supplemented by regular learning walks conducted by the senior team. In aggregate, they give an accurate picture of the quality of teaching and learning and generate areas of focus for support and CPD.

Anonymised overall observation performance is below with an overall average grade of 1.9, corresponding to marginally better than Good. Three members of staff have been graded consistently outstanding. 90% of staff have been graded Good or better.

Name	Average gra	Highest gra	Lowest gra
	1.0	1.0	1.0
	1.0	1.0	1.0
	1.0	1.0	1.0
	1.8	1.5	2.0
	1.8	1.0	2.5
	2.0	2.0	2.0
	2.0	2.0	2.0
	2.3	2.0	3.0
	2.5	2.0	3.0
	3.0	3.0	3.0

Training and moderation

Strongest staff are being deployed to raise the standard of teaching for all staff. KBA is drafting mechanisms for best practice to be disseminated to include a best practice library, shared planning, 'learning trios' and peer observation programmes. RVA is being deployed into a strategic T&L role including an MA course. A weekly second briefing for all staff, focusing solely on teaching and learning has been introduced as a mechanism to effectively share good practice and develop capability across all staff.

Regular CPD is planned in accordance with observed data: common areas for development are identified and form part of the CPD programme delivered to all teaching staff on Monday afternoons. For example recent CPD sessions have included differentiation and special educational needs and involve outside experts where appropriate: for example the SENDCO from Dunraven.

Beginner teachers on a programme to qualification (three of our current staff) have weekly meetings with DCU. These weekly meetings are designed to give coaching and support as well as to conduct targeted work on a half-termly focus area. In Summer 1 for example the group are exploring how to improve the delivery of literacy across the curriculum: they are tackling this both through individual planning and delivery; peer-to-peer support; research and school visits. The culmination will be a CPD session led to all staff in order to share good practice more widely.

Links between the UTC and other institutions are growing in order to benefit the quality of teaching and learning as well as to develop the capacity of staff more widely. City Heights and the UTC have been working to cross-moderate English assessments to good effect, with the UTC confident that English grades are accurate and robust at GCSE. Links with Dunraven are developing with maths departmental links being forged in order to conduct further standardisation and moderation.

Inputs from employer partners.

Since the previous report, a great deal of employer engagement has taken place, with more scheduled for the remainder of the Summer term and into the next academic year. Employer engagements have a range of objectives:

- To give students experience of the workplace and exposure to professionals and academics
- To enable students to develop employability skills such as leadership or time management
- To enable students to develop technical skills such as 3D design
- To provide opportunities for students to develop cross curricular skills of literacy, numeracy and SMSC
- To enhance the UTC's careers information, advice and guidance
- To provide a feedback loop into the taught curriculum
- To generate opportunities for students beyond immediate engagements: work experience for example
- To provide opportunities for employers to engage with young people and develop a talent pipeline

A wide range of engagements have taken place with all sponsors, from employer-led projects through site visits to masterclasses, all of which have been very well-received. Further engagements with wider partners such as Practical Action and the Navy are in train later in the summer term.

Teaching facilities and equipment

Progress has been made with the specification and procurement of equipment for the new building, developed based on an assessment of curriculum demand. Current facilities are constrained by the nature of temporary accommodation. However, an increase in the range and frequency of practical work in science and engineering has been evident in the last half term. After the examination period, there will be a further increase in practical engineering activity for students. This is partly in response to student feedback that they were hoping for more hands-on learning.

Special Educational Needs

Students with special educational needs (SEN) are identified through the statistical information the UTC sources through Lambeth. The pastoral team then corresponded with feeder schools to ensure the appropriate transfer of information. There is one student with an Education and Health Care Plan (EHCP) who is well supported through teaching and coaching staff along with Fiona Sydney, our SENDCO. Applications for additional time in examinations for a cohort of students have been successful. The ability of staff to differentiate in order to meet the needs of all students including those with SEN has been enhanced through specialist CPD led by Dunraven staff.

Personal development, behaviour and welfare

Conduct and exclusions

A key focus area for the UTC is the development of students' employability skills. Central to this is the ability to self-manage. Rather than a set of 'school rules' the UTC has a set of professional expectations, expressed positively and communicated coherently and consistently. Positive and negative events are

recorded on Schoolbase, the UTC's management information system (MIS). Positives and negatives are used as trigger points for actions: fifteen positives in a term for example generates a phone call home to parents from the Principal for example.

Conduct, both positive and negative, is recorded and analysed centrally, with a weekly Virtual Assembly delivered by all coaches. Individuals, coaching groups and companies are ranked, with prizes and rewards to top performers, engendering a sense of healthy competition. This system is well-received by students, who value the adult expectations, positive relationships, 'tough love' approach to pastoral care and sense of positivity. Disruption in Year 12 is rare; where it occurs in Year 10 it is managed successfully.

There have been 3201 positives recorded on the MIS and 882 negatives, a positive:negative ratio of 3.6:1, above the UTC objective of 3:1.

Incidents of serious poor behaviour are rare but do occur as in any inner-London school. The UTC's intake is hugely diverse in all measures including previous school experience and educational need. No student has been permanently excluded, although two Year 10 students have moved on voluntarily following dialogue with families. A number of fixed term exclusions (suspensions) have been issued. Exclusions figures will ideally decline to zero as the UTC's culture and expectations bed in over time. In the interim, exclusions are used to maintain the high expectations of students in line with our educational plan. This might result in students being excluded for issues which in some other schools would be sanctioned in other ways.

Total number of exclusions:12

Number of days in total: 18

Average length of exclusion: 1.5 days

Number of students excluded: 7

With the small cohort size of those excluded, it is not statistically valid to conduct analysis by group, although this analysis will be conducted as the UTC grows. There appears to be no group disproportionately reflected in exclusion figures at this point other than girls, but this reflects the effect of a female student who has now left the UTC.

A tier of sanction below fixed-term exclusion is Internal Suspension. These are booked in advance for a day or more in recognition of poor conduct or repeated low-level disruption. Internal suspension data is below:

Total number of internal suspensions:23

Number of days in total: 28.5

Average length of internal suspension: 1.2 days

Number of students in internal suspension: 18 (of whom seven were for one incident of rough play)

Attendance

Attendance figures at the UTC are targeted at 95%, with expectations of full attendance in line with our employability focus. To date attendance is improving but remains below target at 94.4%. Termly analysis by group is conducted to identify issues and target intervention. Groups with strongest attendance include boys, Black African and Black Caribbean students. Pupil Premium students' attendance is higher than the average at 94.73%.

All students in key stage 4 with attendance below 90% are classed as Persistent Absentees (PA), with schools expected to make direct intervention to ensure full attendance. PA is being addressed as a whole-UTC strategy including Year 12 through a structured process which carries the ultimate threat of fixed penalty notices being issued through Lambeth Council, leading potentially to heavy fines and prison. Of all the PA students however, only one is high-risk: the remaining are mainly accounted for through documented medical reasons, family bereavements.

Lateness to the UTC in the mornings remains an issue, with a number of students arriving during coaching time on a regular basis. The impact on lost learning is minimal, and sanctions are regularly implemented. For the most serious offenders, further steps including parental meetings, internal suspension and fixed penalty notices are being pursued.

Pastoral care

A coherent programme for pastoral (coaching) time is planned centrally and delivered consistently by all coaching staff. The structure is as follows:

Monday – virtual assembly (Principal): weekly theme development

Tuesday – reflection (Principal): league tables and performance

Wednesday – cross-curricular skills (RVA, SDE and Principal): literacy, numeracy, SMSC and employability)

Thursday – theme activity (EKE): critical thinking skills around current affairs topic

Friday – mentoring and quiz (SDE and JCO)

The pastoral programme is well-received and offers a good way of delivering the UTC's vision in the absence of a hall space to run conventional assemblies. Learning walks are ensuring consistency of experience across all coaching groups.

Pastoral management is effective: the two non-teaching pastoral managers are steadily building strategic inputs into their workflow: for example conducting 1:1 meetings with students at risk of underperforming; supporting teaching groups with a risk of disengagement. The capacity offered by the team is effective in responding to incidents and also in assisting the pastoral concerns of students. Links with external agencies including the WelCentre (mental health), Brook (sexual health) and others have extended the portfolio of services offered to UTC students. The pastoral managers are also able to offer some flexibility to deal with staff absences and timetable changes.

CEIAG

As a state school, the UTC is bound by statutory guidance to offer impartial careers education, information, advice and guidance. As a UTC we are better able to deliver on certain aspects, taking advantage for example of our excellent university and employer links. The UTC is part of the Lambeth Careers Cluster, which brings additional funding and capacity to bear: for example pastoral managers have received initial training in preparation for them to hold individual CEIAG meetings. The UTC is benefiting from individual mentoring and careers events as part of the Cluster work, and is aiming for Investor in Careers status by the end of the academic year.

Student voice

Student Voice systems are working well, with student decision-making integral to UTC improvement planning. Each company has a well-established board of directors with CEO and COO positions in leadership. Students are deployed in key positions, for example in specialist mentoring roles. Mentoring is receiving very positive feedback both from the Year 10 mentees but also the Year 12 mentors.

Outcomes for children and learners

For both key stages, performance data is collected centrally each half term. This data is in two forms: current performance grades based on the most recent assessment; and professional prediction grades giving a most likely end of course outcome based on a set of indicators. All assessments are drawn directly from course specifications and include past papers or specimen materials. In analysing overall performance by subject and group, and for evaluating trends over time, professional prediction grades are used. To target intervention with individual students, current performance data is used.

Year 10

Spring 2 data collected in April 2017 highlighted good outcomes in terms of average grades against targets based on professional predictions data. It should be noted that since the last data entry point, two new Year 10s have joined the cohort, one with middle prior attainment and one with very low prior attainment. This has altered the cohort's global targets from previous data entry points and makes analysis of trends statistically unreliable. As the cohort stabilises, trends over time will be analysed and presented. As national

data for GCSE 9-1 grade specifications is published, the UTC will present this alongside internal data as a benchmark.

Spring 2 professional prediction data is as follows:

Year 10 - 2018	Min target	Spring 2 2017 professional prediction	Difference to target
Attainment 8 overall average	52.64	53.97	1.33
Progress 8 overall average	0.1		
English average grade	5.33	5.22	-0.11
Maths average grade	5.25	5.42	0.14
Science average grade	5.25	5.3	0.2
Computing ave grade	5.31	5.14	-0.16
Engineering ave grade	5.25	5.94	0.69

Attainment 8 is positive and indicates a predicted score 1.3 grades above average across all ten subject 'buckets'. Maths, science and especially engineering are exceeding their targets based on current data, while computer science and English are narrowly below. In the latter two subjects, comparatively weak performance from a small number of students places a major skew on overall averages. These skews are to be addressed as with previous data through highly targeted intervention.

By group Spring 2 PP	Attainment 8 min expected	Attainment 8 Spring 2 PP	Difference to min exp
All pupils	52.6	53.97	1.37
High prior attainers	64.9	63.9	-1
Middle prior attainers	52.2	53.5	1.3
Low prior attainers	37.6	42.4	4.8
Boys	53.5	54	0.5
Girls	47.6	53.7	6.1
Black Caribbean	52	51.7	-0.3
Black African	51.2	56.4	5.2
White British	52	51	-1
Disadvantaged	52.7	51.4	-1.3
Non-disadvantaged	52.6	55.8	3.2
More able disadvantaged	64.7	67	2.3
SEND	50.3	49.4	-0.9

High performing groups are led by girls, Black African students, low prior attainers, non-disadvantaged and middle prior attainers. A key sub-group within any school is the more able disadvantaged: this group is a key focus nationally and politically and is thus explored by Ofsted. The UTC's score for this group is currently positive against Attainment 8 data. Relative underperformance is found amongst disadvantaged students, high prior attainers, White British, SEND and marginally from Black Caribbean students.

When Ofsted come to evaluate the performance of this first cohort of UTC students, confidence intervals are applied. Group sizes are so small that Ofsted are highly unlikely to be able to judge the performance of any group significantly above or below average. With the small cohort size of Year 10, each student is responsible for over 3% on the UTC's figures overall.

One over or underperforming student can have a major impact on more than one group. For example AE, with an Attainment 8 score 22 points below target, impacts boys, Black Caribbean, SEND and disadvantaged group scores. Removing him from the measures for each group results in group scores as follows: Boys from +0.5 to +1.33; Black Caribbean from -0.3 to +1.73; Disadvantaged from -1.27 to +0.21 and SEND from -0.9 to +2.0. This underscores the importance of working at a highly targeted, individual level with all students.

Although not a key accountability measure, the UTC has set targets for the proportion of students achieving at least grade 5, a 'strong pass' in DfE terms. Grade 5s are important regardless of progress as entry to level 3 courses in Year 12 are contingent on students meeting entry criteria which will mostly be grades 5 or 6 depending on the course.

	Min target	Spring 2 2017 professional prediction	Difference to target
English 5+ %	89%	75%	-14%
Maths 5+ %	86%	67%	-19%
Science 5+ %	86%	58%	-28%
Computing 5+ %	89%	80%	-9%
Engineering Pass+ % (reported as Grades 1-4)	100%	100%	0%
Engineering Merit+ % (Grades 5-6)	86%	44%	-42%
Engineering Distinction+ % (Grades 7-9)	11%	12%	1%

Attainment data in all subjects other than Engineering is below internal target levels based on current professional prediction data. It is to be noted that the UTC's target-setting methodology is ambitious and above national levels, with a national average student expected to achieve a strong pass (grade 5).

The proportion of students currently predicted to meet the basics indicator (grade 5+ in both English and maths) is 58% for a Strong Pass, or 89% for a Standard Pass (at grade 4 or above in both subjects). Leaders will pay attention to performance on this benchmark, as basics indicators are important for students to access further study in many institutions.

Year 12

Spring 1 data highlighted strong performance in a variety of subjects, especially at A*-C grade in A level. Concerns were expressed at physics current performance data as well as the academic BTEC level 3 group performance. These issues have been addressed. Spring 2 data is as follows:

Year 12 - 2018			
	Min exp target	Spring 2 prof pred	Spring 2 2017 diff to target
Maths A A*-E %	100%	100%	0
Maths A A*-C	61	58	-3
Maths A A*-A	4	4	0
Chemistry A A*-E	100	100	0
Chemistry A A*-C	67	83	16
Chemistry A A*-A	0	0	0
Biology A A*-E	100	100	0
Biology A A*-C	67	100	33
Biology A A*-A	0	33	33
Physics A A*-E	100	100	0
Physics A A*-C	57	29	-28
Physics A A*-A	0	0	0
Computing A A*-E	100	100	0
Computing A A*-C	50	69	19
Computing A A*-A	0	0	0
Engineering Ext Dip PPP+	100	100	0
Engineering Ext Dip MMM	25	38	13
Engineering Ext Dip DDD+	0	18	18
Engineering Sub Dip P+	100	100	0
Engineering Sub Dip M+	100	100	0
Engineering Sub Dip D+	78	63	-15

Based on Spring 2 professionally predicted data, all students are on track to achieve success in all courses, by achieving at least a Pass grade at BTEC or an E grade at A level. Strong performance across measures is seen in maths, chemistry, biology and computer science. In physics, the picture is very different from the Spring 1 dataset, with all students now predicted to achieve at least a pass at Grade E and with 29% on track to achieve a C grade or above, although this is still below target and will warrant further work. Engineering is a more mixed picture with good performance evident in the extended diploma (triple award) course. The academic (single award) course has improved markedly since the decision was taken to switch to the previous model BTEC which has a smaller examined component.

Intervention

In line with UTC systems, following every data entry, each student who is below target is expected to be given additional support and intervention. This intervention is tracked centrally for impact. All interventions are monitored by line managers and will vary in nature. Some strategies employed include additional 1:1 sessions; supplementary learning resources; differentiation in class; parental meetings or opportunities to re-work assignments for example.

Effectiveness of leadership and management

Safeguarding

Systems for safeguarding students are strong. The single central register is regularly updated with vetting checks complete. The site is secure, with visitor entry controlled. Potential safeguarding issues are assessed and dealt with appropriately and quickly by the pastoral team and the Designated Safeguarding

Lead. Staff personnel files are updated and stored securely, with second references now in place for all staff. An issue with the DBS clearance of governors is being addressed as a matter of urgency following the latest DfE visit. Student supervision is effective. Risk assessments for trips, visits and off-site activity are in place and appropriate.

A fire safety audit has been completed with the overall risk rated at Medium, in line with other schools. Action points have been identified and have been addressed where possible within the constraints of the temporary accommodation. A second health and safety audit has also been completed, again with action points being addressed within a positive overall judgement. No serious health and safety issues have been reported. There have been no accidents or injuries on site. Issues with the site which may constitute H&S risks are quickly flagged to the admin team who work with B&K to rectify quickly.

Internal systems are effective in flagging and supporting students at risk: for example coaches communicate effectively with pastoral staff and the Designated Safeguarding Lead. As a consequence, appropriate actions and interventions are put in place to support students' welfare and development. Communication within the staff team is effective. Tracking is appropriate through the MIS.

Leadership and management

The UTC's vision and values are communicated effectively through the leadership team and staff more widely, with positive relationships evident between all stakeholders. The atmosphere at the UTC is purposeful, collegiate and well-mannered with a shared sense of purpose and direction clearly understood and articulated. Staff morale is high. There is a culture of respect and tolerance, with any incidents dealt with swiftly and effectively.

Line and performance management structures are working effectively, as are CPD sessions run as part of a programme to develop and retain staff. A bespoke programme to support trainee teachers is led by the Principal and is working effectively. Mid-session reviews against performance management targets have taken place. Targets set are in line with the vision and strategic direction of the UTC and are linked to job descriptions and grounded in data. There is a consistency of approach to target-setting and review to ensure a rigorous and robust performance management system which links to pay and progression.

The curriculum is appropriate for the aspirations of learners, the vision of the UTC, to ensure cost-effectiveness and to meet accountability measures. Leaders take decisions in the best interests of students: for example to revert to the previous BTEC framework in the face of challenges with the NQF.

British values are actively promoted through a positive culture in the UTC in line with its vision and values. For example, a full day theatre workshop with all Year 10 students helped students understand the values of democracy, tolerance and respect and supported their ability to understand and counter extremist ideologies. SMSC is to be developed as part of a published annual programme.

Governance is strong and effective. Governors are well-trained and aware of issues nationally and locally which impact on the UTC. Governors are keenly involved in holding leaders to account for performance and do so within a climate of positivity and challenge.

The UTC's three year strategy has been updated along with the self-improvement plan. This is used to inform the structure of SLT meetings, which are efficient and effective. Time has been allocated in the summer term for leaders to establish the future strategic direction and structure of the UTC including managing the transition into the finished buildings.

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	CONFIDENTIAL
Paper title:	Department for Education Term 2 Visit Feedback
Board/Committee:	South Bank Engineering UTC Local Governing Body
Date of meeting:	16 May 2017
Author:	Dan Cundy, Principal
Purpose:	To discuss
Recommendation:	The local governors are required to discuss the action plans following the DfE visit of 8 March 2017.

Executive Summary

Following the Department for Education (DfE) visit on 8 March 2017, a number of action points were raised by the officials, a report of the findings has been made available below. The report is the department's confidential information and is being shared on the explicit understanding that it may not be released publicly, or any of its contents quoted or paraphrased in any external communications made by the school, including to parents. It is only to be used by the school's senior leadership team, board of governors and the Trust to help inform improvement strategies.

Name of school		South Bank UTC		
Date of visit		08/03/17	EA	Carolyn Unsted
LA and region		Lambeth SESL		
Name of Principal & email		Dan Cundy dan.cundy@southbank-utc.co.uk		
Name of CoG & email address		Ian Brixey		
Age range		14-19	Boys/girls/mixed	Mixed
School type – Mainstream/AP/Special/UTC/Studio School/16-19		UTC		
Faith (please state whether ethos or designation)		N/A		
NOR		92 (36 in Y10 and 56 in Y12)		
% Full (NOR against PAN)				
% SEN	% FSM	% EAL	% PA	% Attendance
28	28	31	0	94.6
Evidence and sources		Information about the school		
During this visit we met with the Principal, other senior managers, members of the teaching and support staff and spoke to students. We were able to talk with the Chair of the Learning and Teaching		After the initial chaotic opening due to issues with the late delivery and completion of 'portacabins' on the temporary site and the failure of IT, the school is now coping with the restrictions of the accommodation and feels orderly and secure. This is a real achievement given the physical		

<p>Committee and the Trust CEO. We visited a number of lessons in Year 10 and 12. We scrutinised the safeguarding arrangements, including the policy and the SCR. A range of documents was provided by the Principal for scrutiny and the website was examined.</p> <p>Carolyn Unsted, the Lead EA, was accompanied by Scott Walker, the supporting EA, and William Day-Brosnan from the DfE.</p>	<p>constraints.</p> <p>Advances have been made on student baseline testing but the accuracy of teacher assessed data needs to be robustly examined through external verification and moderation. Leaders are developing data systems to track teacher assessments of progress and the impact of interventions. Some staff are using data effectively but data is not fully accurate and student target setting is not yet consistent. There has been cross moderation in English with another school. The Maths and Science moderation has not yet happened. Dunraven (an outstanding school) has recently become the UTC's School to School support and arrangements should be made to provide a sharp standardisation and moderation developmental process for all staff. Leaders can then confidently use the progress data to estimate outcomes and to make accurate triangulated judgements about teaching and learning.</p> <p>The UTC's vision of academic and technical pathways gives students and parents a clear understanding of what the UTC expects from students and students who attend the UTC are there by choice and mostly for the right reasons. High aspirations were expressed by staff and students. The strong and clear aims for the UTC resonate with older students and their parents – applications for Year 12 in 2017 are around 150. At present there are 12 applicants for Year 10. The NOR in Year 10 is 36 and in Year 12 is 57. Year 10 recruitment is currently a high risk. Year 10 have had a range of sponsor lead experiences (Bamboo bikes, ward of the future, diagnostic wheelchair) which have supported learning. The staff need to listen more to what students understand their learning has been and compare that to what was planned by staff. Conversations with students indicted there is a gap here about their perceptions of project outcomes and those planned by staff. In addition to the technical and creative skills being taught, students also learn about team work and project management. Students understand the value of employer involvement for their future choices. The very small number of girls in the Year 10 Cohort (5/36), the perspective of one boy that engineering is “a manly practical career” and the comment of one girl about a lack of women in the sponsor project work may be leading to limited student perspectives about engineering. This needs further exploration.</p> <p>Leaders are reassured by Year 10's improving</p>
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attitudes to learning, their growing maturity and ability to self-regulate. Overall behaviour is good. There remain concerns about the levels of social, emotional and mental health issues and the current Pastoral Team (well-qualified support staff) are working with all staff to support students and enable them to be ready to learn. High levels of SEN have been tackled through the enhanced teaching of basic skills and a comprehensive programme of personal support. There is insufficient differentiation in the classroom to meet these learning needs effectively. Lessons have been learned about how to induct the new Year 10 in 2017 and the boundaries that need to be in place to achieve a successful launch into the different learning approach of the UTC.

Year 12 felt that they had had less employer engagement than they were expecting. Despite this students were already able to describe what they valued about their experience thus far. Their enjoyment and engagement with their work was evident. They were looking forward to the facilities of the new building and felt this would add a great deal to their learning. The engagement of sponsors in learning could be much greater for Year 12 to provide motivation and embed the 'hands on' learning approach that the UTC promulgates.

Summary - progress in addressing ROM risks & agreed actions / next steps

The Principal and his Vice Principal make a strong team and have good support from the teaching staff and governors and sponsors. SBUTC has coped well with Term 2 and the on-going challenges of the temporary accommodation. A great deal has been achieved in establishing and developing the school ethos and the work ethic of the UTC is clearly communicated by all members of the community. Development planning and self-evaluation are supporting the development of the UTC. Now leaders must focus on the accuracy of judgements about teaching and learning, robust assessment of student progress and developing consistency across aspects of whole school practice.

Key Challenges:

1. To ensure confident and robust self-evaluation can take place to inform and monitoring plan progress a greater examination of the practices of the school is needed. The first in-school priority is for the Principal and Vice Principal to take a strong grip on the detail of safeguarding procedures to ensure there are no unnecessary gaps or omissions in their safeguarding arrangements and information. The second priority is to increase the depth of the Senior Leaders' monitoring and evaluation processes leading to consistently high quality teaching and learning. By drilling down into the detail of what is happening in the classroom and listening to students' views about their learning the SLT will be clearer about the real priorities for learning and consistency at classroom level; for example levels of differentiation for high attaining students and for those who find the curriculum challenging. The third priority is to develop: excellent teaching; curriculum and lesson planning; the skills of all teaching staff in assessment, marking and feedback; relevant resources. Using effective standardisation and moderation will ensure accurate assessment and provide data that is a true reflection of students' progress and learning. This will be triangulated with the other information to make precise judgements about

the quality of teaching and learning.

2. Recruitment of high quality and well qualified staff for Maths and Physics is the current major risk / challenge for the UTC and impacts on both Year 10 and Year 12. As the roll increases in September the recruitment of a number of new staff – (8 -10) is imminent. This recruitment depends on the admissions numbers for Years 10 and 12 using applications as an indicator. The key risks here are the availability of high quality staff for appointment and the gap between applications now and actual numbers in September.
3. One of the key challenges facing the UTC is student recruitment to maintain viability. The proposed delay to the September opening of the new building does not recognise the threat any delay poses to the long term viability of the UTC. This delay is recoverable and all efforts must be made to ensure on-time delivery of the project. Current figures indicate good recruitment for Year 12 but were the building not ready prior to the September start of term and the UTC fail to be up and running to welcome them for their new courses, there is a strong and significant risk that they would take up places elsewhere rather than wait for the UTC to open. After the very poor experience of the September 2016 opening, leaders do not want to jeopardise the start to the new year in 2017 through a second disrupted opening, knowing what impact that had on learning and the reputational risks attached.
4. A robust marketing strategy needs to be in place for the UTC throughout the year to communicate and supplement the Principal's compelling picture of the UTC's provision starting with the website. As the building nears completion there are many opportunities to show prospective students and their parents the plans and photos of the new facilities online. SBUTC's students' voices could bring a powerful message to prospective students and parents on the website.
5. The arrangements for SENCO support from Trinity Academy are in place. Leaders have recognised the need for greater SEND capacity. As student numbers grow the SBUTC needs to explore strategically the other available options, given the likely levels of SEND in their cohort long term.

Section 4: Strategic Planning - Governance, Leadership & Staff	Effectiveness of leadership and management
<p>Actions from the ROM:</p> <ol style="list-style-type: none"> 1. The Trust to outline the exact contribution of all partner schools. For instance, standardisation and moderation for what subjects by which schools. 2. Trust to provide detail about how the CEO will be held to account by the Trustees 3. Clarify the arrangements for the appointment of the SENCo <p>This will be an area for further discussion and scrutiny at the next visit.</p>	<p>The new S2S support partnership with Dunraven, an outstanding local school, will provide SBUTC with access to greater experience and excellent practice in developing the quality of teaching and learning plus strengthening standardization and moderation. The Dunraven Headteacher is keen to support the SBUTC. The Principal is building a good relationship with him as he is aware that the educational aspects of the UTC need greater focus. There have been periodic conversations with Reading UTC about issues such as performance tables and qualifications but there are not the expected BTEC collaborations as they do different courses. City Heights are a free school and this is their first Year10 cohort, therefore their experience is limited.</p> <p>The CEO is following structured line management for all the Principals within the South Bank MAT. It is an annual appraisal process with six monthly reviews. In addition, there are formal monthly 1:1 meetings. The CEO is assisted by an independent School Development Adviser with the Principal's appraisal. Governors know the school</p>

<p>Scrutiny of the development of other UTC and Dunraven partnership work should be a focus of future visits</p>	<p>well and are fully cogniscent of the challenge facing the Principal over the coming months. Papers show that the governors are kept fully informed by the Principal of the current state of the UTC but these views need to be based on accurate judgements and data.</p> <p>The Principal and the governors are already planning to develop staffing to meet the growing demands of increasing student numbers. Governors are more cautious about staff recruitment and the Principal is concerned about insufficient staff at the start of the year being a risk to student retention. A range of student number scenarios are fed into budget planning and the UTC is able to demonstrate a viable budget due to a lean staffing model and narrow curriculum offer. The Principal needs to continue to be uncompromising about the recruitment and retention of well qualified and talented teaching staff across the UTC and he must develop a robust strategy to ensure all recruitment routes are explored including access to ITT students / NQT staff through the university and local networks. The arrangements for SENCO support from Trinity Academy are in place and leaders are recruiting a 0.6 SENCo as they recognised the need for greater SEND capacity.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Increase capacity for SEN going forward • Ensure that planning, recruitment and development are on track to meet the estimated growth in student numbers next year • Develop stronger curriculum links with other UTCs with engineering specialisms (Southbank is working with Westminster UTC) • Maximise the support of the national leader of governance to help the Trust review the effectiveness of MAT governance arrangements as it grows and consider the role of the CEO.
<p>Section 2: Curriculum, Teaching & Learning</p>	<p>Quality of teaching, learning and assessment</p>
<p>Actions from the ROM:</p> <p>There were no specific actions from the ROM</p> <p>At the previous visit the EA raised some questions about whether the enhanced time for core subjects was having a detrimental impact on a broad curriculum offer.</p> <p>QTL and accurate data will be an area for further discussion and scrutiny</p>	<p>The use of IT was fully visible throughout the UTC and the initial delay has been overcome. Staff and students are using IT effectively for learning.</p> <p>Working with Dunraven the SBUTC must ensure assessment is accurate through effective standardisation and moderation protocols and that accurate assessment information fully informs target-setting and all lesson planning. In English and Maths support staff are working effectively with some students and enabling them to tackle tasks thus building their confidence. Literacy remains a key priority across the UTC so that students can access all aspects of the curriculum and be confident in the linear examinations.</p>

<p>at the next visit.</p>	<p>The highly experienced former Head of English is fully engaged with addressing the legacy gaps of students' prior learning and is rising confidently to the challenge. Visits to lesson showed that Year 10 students had covered more ground in English than might have been expected at this stage in the year. They spoke very positively about their learning in English and felt they had made very good progress, taking pride in their work and books showed this. As a direct contrast inconsistency in Maths is a concern. There is a the lack of pride in students' work, a sense from students of limited progress in Maths and a concomitant loss of confidence. This lack of consistency affects students' learning and reduces their motivation and engagement. There was little collaborative learning seen during the visit. Students felt that there had been good team work in the industry projects but this wasn't built upon in normal lessons.</p> <p>The evidence from this visit, although limited, suggests that the curriculum decisions at Key Stage 4 are appropriate given the gaps in learning that are apparent for many students. There remains flexibility for future curriculum adjustments. Students in Year 10 liked the longer day and the focus on the core subjects. They felt that they are able to "learn a lot more in the important subjects" (En, Ma, Sc).</p> <p>Next steps:</p> <ul style="list-style-type: none"> • To maximise the school to school support from Dunraven School with regard to teaching and learning. • To keep under review the curriculum offer at Key Stage 4 and explore how effective schemes of learning are in supporting consistency of teaching and learning • To ensure assessment is accurate through effective standardisation and moderation protocols and that accurate assessment information fully informs target-setting and all lesson planning.
<p>Section 3: Student Care, Support & Safeguarding</p>	<p>Personal development, behaviour and welfare (including whether all safeguarding arrangements are effective)</p>
<p>Actions from the ROM:</p> <p>The Trust must ensure that safeguarding arrangements are robust and include:</p> <ol style="list-style-type: none"> 1. Ensuring that staff and governors read and understand Keeping Children Safe in Education 2. Staff and governors have 	<p>Attendance is very low at 93.7% and the Principal feels this is skewed by the small cohort size. The UTC is aware of the precise details about the students who have been absent. The UTC has two officers working on this and should be using Lambeth's processes for fixed penalty notices as appropriate.</p> <p>SBUTC have completed the Safeguarding Audit and shared it with Lambeth LA who confirmed compliance. The Safeguarding Policy was updated using the Lambeth model policy and this has been ratified by governors.</p>

<p>suitable DBS disclosures in place</p> <p>3. Checks have been made that no staff are on the barred list</p> <p>Future actions Safeguarding and security is compliant in all aspects. Attendance has improved in the summer term.</p> <p>This will be an area for further discussion and scrutiny at the next visit.</p>	<p>Staff and governors have signed a declaration to indicate that they have read Keeping Children Safe in Education. Full safeguarding and Prevent training has taken place. On reviewing the Single Central Record the DBS and barring checks are in place for all staff but the DBS checks for Governors were not on the SBUTC SCR as they are held by the Trust. These are going to be added urgently as soon as they are received from the Trust. The SCR is administered by the Comms Manager and the UTC buys into an enhanced checking service provided by Essex CC. Senior leaders need to monitoring of all aspects of safeguarding to ensure compliance.</p> <p>The senior managers and governors continue to place a high priority on student welfare and behaviour. There have been four students with fixed-term exclusions so far this year. Students we spoke to on this visit were unanimous in their appreciation of the quality of care they experienced. They feel well known by staff and know who to go to for support. The very small number of girls could result in feelings of isolation. The UTC offers girl-only fitness classes and #Girls4STEM events at London Southbank University. This is supporting the SBUTC girls' confidence and longer term recruitment and retention of young women engineers.</p> <p>On the day of our visit there was a purposeful and working atmosphere which would seem to be the norm. Many students were working independently and enjoying their learning; they were overwhelmingly positive about their experience at SBUTC and felt they had made the right choice.</p> <p>Next Steps</p> <ul style="list-style-type: none"> • Governors and Senior leaders take a strong grip on improving attendance urgently • Support staff complete training on increasing attendance and engagement, visiting other schools to see how they manage attendance. • Senior leaders need to monitor all aspects and details of safeguarding procedures to ensure that there are no unnecessary gaps or omissions in their safeguarding arrangement and information and that the SBUTC is fully compliant.
<p>Section 4: Education Planning, Standards and Progress Tracking</p>	<p>Outcomes for children and other learners (include achievement of groups – SEN, EAL PP, More-able etc.)</p>
<p>Actions from the ROM:</p> <p>More detail is needed about the target-setting process used for both KS4 and post-16. This should ensure that targets</p>	<p>There is a robust monitoring and tracking process in place which now needs to be verified for accuracy. This needs to be consistent across the school for individuals and groups of students. Once accurate this will allow for suitably ambitious target-setting. Students need to know their targets and understand how to be ambitious and</p>

<p>are challenging enough to make the UTC likely to be good or outstanding. Reference should be given to different groups of students including ensuring that disadvantaged students are making sufficient progress.</p> <p>This will be an area for further discussion and scrutiny at the next visit.</p>	<p>reach up to their aspirational targets through effective and consistent feedback from all staff. Good practice from English should be disseminated across the school. Staff and leaders can use the data to track students only if data is accurate. Accelerating the progress of students who are disadvantaged or have particular needs is a priority.</p> <p>Governors need to examine and explore how they monitor performance and challenge leaders in relation to the quality of teaching and learning, student outcomes and progress across the school and especially in the core subjects.</p> <p>Governors' careful consideration also needs to be given to increase the levels of sponsor engagement in the daily curriculum of the SBUTC and the measured impact on student outcomes.</p> <p>Further development of plan milestones and self evaluation, the monitoring and scrutiny of plan progress and its impact on student learning by leaders and governors needs to be sharpened.</p>
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Action point	Action plan
-Staff now need to address the gap between what staff think students understand about the learning from these opportunities and what students actually understand about their project work	Clear communication strategy around project calendar, objectives and rationale and outcomes for staff and students - KBA to circulate. Employability self-assessments completed by all students at end of Autumn and Spring terms to build portfolio of employability
-The perspective of one boy that engineering is “a manly practical career” and the comment of one girl about a lack of women in the sponsor project work may be leading to limited student perspectives about engineering	Develop understanding amongst all students of gender imbalance and sector-wide push for diversity. Lead through CPD and pastoral programme – DCU. Example 30-3-17 UTC-wide ‘critical thinking’ activity exploring sexism via Legs-It headline.
-There is insufficient differentiation in the classroom to meet these learning needs effectively	Develop differentiation in the classroom consistently, in all subjects. Action taken – CPD sessions on differentiation and on meeting the needs of SEN students including training materials; quality assurance programme with bespoke feedback and training; performance management;
-There remain concerns about the levels of social, emotional and mental health issues	Strong and consistent pastoral programme in place; inconsistency in delivery reduced through training and monitoring; clear and strong internal systems; pastoral support tailored to individual need; links to external support eg Streatham WelCentre established.
-Year 12 felt that they had had less employer engagement than they were expecting	Communication strategy linked to calendar of employer engagements as reminder of range and depth of links – KBA by end of April
-Principal and Vice Principal to take a strong grip on the detail of safeguarding procedures to ensure there are no unnecessary gaps or omissions in their safeguarding arrangements and information.	DCU to work with Trust to ensure all gaps in Single Central Record are closed: DBS checks of two members of LGB – DCU to review at end of April
-Increase the depth of the Senior Leaders’ monitoring and evaluation processes	More frequent monitoring and evaluation through scheduled and short-notice observations; learning walks; coaching time reviews;
-Develop: excellent teaching; curriculum and lesson planning; the skills of all teaching staff in assessment, marking and feedback; relevant resources	We have established a teaching and learning group which is being led by KBA and RVA. This will meet on a three weekly cycle with the aims of addressing areas such as marking, feedback, planning, target setting.
-Recruitment of high quality and well qualified staff for Maths and Physics is the current major risk / challenge for the UTC	High quality maths teachers x2 recruited. Physics specialist recruited as NQT. Individualised support programmes required.
-The proposed delay to the September opening of the new building does not recognise the threat any delay poses to the long term viability of the UTC.	Verbal assurances that handover will take place for 1 st September not yet confirmed in writing. Delay poses threat to viability. Contingency measures being explored.
-A robust marketing strategy needs to be in place for the UTC throughout the year to communicate and supplement the Principal’s compelling picture of the UTC’s provision starting with the website. As the building nears completion there are many opportunities to show prospective students and their parents the plans and photos of the new facilities online. SBUTC’s students’ voices could bring a powerful message to prospective students and parents on the website.	Marketing strategy in place with specialist staff member to lead; substantial budget and multi-channel approach. Website redesign in time for new academic year. Student voice to add further depth to comms. BDT support via pilot digital marketing campaign starting in May 2017.
-Leaders have recognised the need for greater SEND capacity	SENDCO recruited for September; strong links within trust to be developed along with existing links with Dunraven and Trinity to enhance provision. SEND CPD taken place with second scheduled.

-To identify the key staffing gaps leaders should complete a projection linking student numbers / curriculum requirements to budget costs to ensure the recruitment is appropriate.	Current staff recruitment strategy based on conservative student numbers. Higher numbers will require more maths and engineering capacity. Support staff structure to be agreed at trust level following proposal from Principal.
- Develop stronger curriculum links with other UTCs with engineering specialisms	Strong links in place with UTC Westminster and LDE UTC locally; support network available more widely through Reading and Lee as required.
-Source the support of a national leader of governance to help the Trust review the effectiveness of MAT governance arrangements as it grows.	NLG in place has lent support to LGB meeting and fed back to CEO
- Consistency in maths is a concern with the lack of pride in their work, a sense from students of limited progress in Maths and a concomitant loss of confidence	Increased focus on maths, especially Core Maths as observed by DfE. Support for observed teacher from KBA and SDE Whole-UTC focus on meeting range of student needs through differentiation Support for key students through Yipiyap TA and through SWO and SENDCO New guidance on presentation introduced, to be reviewed by SLT
- To keep under review the curriculum offer at Key Stage 4 and explore how effective schemes of learning are in supporting consistency of teaching and learning	Curriculum under review, especially BTEC options and frameworks; opportunities to introduce new courses and exam boards eg smart product design; design, engineer construct
- Governors and Senior leaders take a strong grip on improving attendance urgently	Thorough analysis of data by group conducted; improved internal systems to ensure accuracy of data; close work with families of PA (persistently absent) students including links with Lambeth for fixed penalty notices. Improvement recently.
-There is a robust monitoring and tracking process in place which now needs to be verified for accuracy. This needs to be consistent across the school for individuals and groups of students	Ongoing efforts to ensure grading is accurate including through moderation across network partner schools; further guidance being issued from exam boards on what is a national issue regarding new grade schemes
-Good practice from English should be disseminated across the school.	RVA has led two whole-staff CPD sessions on cross-curricular literacy and on target-setting; is commencing an MSc in learning at teaching at Oxford and developing into a T&L leadership role
-Governors need to examine and explore how they monitor performance and challenge leaders in relation to the quality of teaching and learning, student outcomes and progress across the school and especially in the core subjects.	Ongoing, with high levels of scrutiny through governors meetings and evaluation of UTC data and evaluation
-Governors' careful consideration also needs to be given to increase the levels of sponsor engagement in the daily curriculum of the SBUTC and the measured impact on student outcomes.	Ongoing, with major projects to be counterbalanced with smaller experiences with a wider range of partners: especially after examination period; need more consistent engagement of sponsors
-Further development of plan milestones and self-evaluation, the monitoring and scrutiny of plan progress and its impact on student learning by leaders and governors needs to be sharpened.	3 year strategic plan updated with key milestones; further review to take place termly of self-evaluation form (SEF); developments to be shared with governors at each meeting

	CONFIDENTIAL
Paper title:	Self-evaluation form 2016-17
Board/Committee:	South Bank Engineering UTC Local Governing Body
Date of meeting:	16 May 2017
Author:	Dan Cundy, Principal
Purpose:	To discuss
Recommendation:	To provide information on the school's self-evaluation form and prompt questioning from the local governors.

Executive Summary

This document sets out the UTC's evaluation of its own performance. It follows a structure in line with the Ofsted inspection framework, 2016 version. Separate self-evaluation judgements are made against each of the following headings:

- overall effectiveness
- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils

The UTC uses the following four-point scale to make all evaluative gradings, including, in evaluating the effectiveness of the 16 to 19 study programme, with each grade broken into sub-grades a – top of the grade, b – middle of the grade, c – bottom of the grade:

- grade 1: outstanding
- grade 2: good
- grade 3: requires improvement
- grade 4: inadequate

Overall Effectiveness

Self-assessment grade: 1 2a **2b** 2c 3a 3b 3c 4

- *The quality of teaching and learning is at least good. Evidence: quality assurance indicates teaching on average <2.0 grade across a number of observation cycles. Year 10 professional prediction data indicates positive residuals of +1.37 for Attainment 8.
- *The curriculum is innovative, fit for purpose, in line with a clearly articulated vision and puts students' interests first. Evidence: all qualifications in line with specialisms and vision; no 'gaming' for league tables; evaluation of BTEC resulting in switch to QCF framework to drive achievement.
- *Partnerships and specialist, technical provision are highly effective. Evidence: multiple engagements with all sponsors and wider partners. Technical provision good but limits to opportunities to learn hands-on in temporary facilities to be addressed.
- *The quality of assessment is good. Evidence: early moderation indicates accuracy of assessments; past papers and mark schemes used to ensure rigour; ½ termly assessments with professional prediction data gathered. Further moderation work to continue.
- *The quality and efficacy of intervention is good and has impact in narrowing gaps. Evidence: intervention yielding positive outcomes through personalised support.
- *Leadership and management is well-judged, impactful and effective. Evidence: assessment data; quality of teaching; staff development; student conduct data all point to good standards driven by strong leadership and effective management
- *Expectations are consistently high. Evidence: increased focus on differentiation for SEND and the most able students, although more to be done to support staff expertise with SEN and to drive progress for Gifted & Talented learners
- *Progress and attainment are strong overall and fairly consistent between key groups: Evidence: progress and attainment close to targets overall. Inconsistency is seen although small cohort size limits statistical reliability of group judgements.
- *Staff are supported and developed in order to be effective. Evidence: high quality CPD offered on a timely basis related to identified needs. Positive use of external support eg Graham Griffin (Prevent), Dunraven (SEND).
- *Student conduct is good, centred on high expectations grounded in the UTC's values. Evidence: focus on developing independence is generally successful, although some instances of conduct not meeting expectations – these are quickly and effectively dealt with. Exclusions related to high expectations of conduct.
- *Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being. Evidence: coherent, centrally-planned pastoral programme delivered consistently in coaching time; CPD lessons linked to accreditation.
- *Cross-curricular and employability skills are developed well overall. Evidence: common starter slide focus on literacy, numeracy and SMSC/employability/values
- *Safeguarding is effective. Evidence: all areas of safeguarding checklist satisfied; students feel safe (survey results); no major reported H&S, fire safety or RIDDOR issues. Training for all staff in Prevent, CSE etc.

Priorities for development

- *Further development of assessment and marking to ensure all students develop independence in order to drive progress
- *Further development and training of teaching staff so that teaching is habitually of a good standard and often excellent.
- *Further refinement of intervention and support packages to narrow gaps in student performance
- *Further improvement of conduct and attendance/punctuality to reduce variation in performance

- *Further improve the delivery of cross-curricular skills consistently
- *Ensure DBS checks of governors to meet all safeguarding requirements

Effectiveness of leadership and management

Self-assessment grade: 1 2a **2b** 2c 3a 3b 3c 4

- Culture of high expectations linked to pathways and next steps permeates UTC, rooted in strong, clearly communicated vision and values. *Evidence: vision and values reinforced through virtual assemblies and pastoral programme as well as through lessons. Pathways brokered with employer and university partners; students well-prepared for next steps with high expectations of themselves.*
- Positive relationships between all stakeholders. *Evidence: all sponsors and partners positively engaged through projects and other activities. Staff, student and parental relationships positive and productive.*
- Culture of respect and tolerance. *Evidence: incidents related to intolerance are isolated and rare.*
- High quality CPD is targeted to need and is developmental for staff. *Evidence: CPD programme is valued by staff, develops skills and capacity in areas identified through needs analysis.*
- Teaching is consistently at least good overall, with any pockets of inconsistency or weakness identified and addressed quickly and effectively. *Evidence: strong programme to monitor quality of teaching, linked to effective line management, underpinned by rigorous appraisal system.*
- Strong governance, with well-trained governors holding leaders to account for all aspects of the UTC's performance. *Evidence: governing board engaged and appropriately trained with range of skills; effective balance between support and challenge*
- Curriculum choice supports good progress eg BTEC for kinaesthetic learners. *Evidence: range of pathways at KS5 including 'academic' and 'technical'. Mix of traditional and technical courses for all learners at levels 2 and 3. Strong applied and contextual dimension to learning.*
- Curriculum contributes to students' behaviour and welfare, and fosters students' spiritual, moral, social and cultural development. *Evidence: SMSC developed through all curriculum delivery including CPD and pastoral programme.*
- British values actively promoted through pastoral programme and elsewhere. *Evidence: pastoral programme in particular focusing on development of British values including tolerance, democracy, fairness, rule of law etc.*
- Equality of opportunity actively promoted: positive school culture. *Evidence: values-driven curriculum with public positive celebration of success; equality of opportunity engendered by removal of barriers to learning eg home situation, access to technology.*
- Leaders and staff take action to identify and support students who may be at risk, reporting concerns as appropriate to ensure safeguarding is effective. *Evidence: effective internal systems in operation to report concerns to non-teaching pastoral team with the capacity and expertise to make well-judged and timely interventions.*
- Students are protected from radicalisation and extremism – staff are trained, competent and confident to encourage open discussion. *Evidence: all staff received Prevent training within safeguarding training; relevant policies publicised and discussed. Theatre visits to develop students' ability to recognise risks and triggers to extremism.*

Priorities for development

- *Limited impact of performance management demonstrated to date: to be developed from mid-session reviews.
- *Limited evidence of impact of pupil premium funding: gaps narrow but based on small cohort. Intervention to be evaluated.
- *SMSC programme to develop in coherence and to link to half-termly themes.

Quality of teaching, learning and assessment

Self-assessment grade: 1 2a **2b** 2c 3a 3b 3c 4

- Teachers plan effectively and this helps students learn well. *Evidence: learning walks, lesson observation data indicate planning in line with exam board specifications and long-term sequences of learning. Student feedback is positive.*
- Time in lessons is used productively. *Evidence: observation data indicates no lessons highlight pace as an area for development. Students transition between lessons quickly.*
- Students focus well on their learning because teachers reinforce expectations for conduct *Evidence: issues with poor conduct and motivation are uncommon. Systems are clear and well-understood, with reward outweighing sanction.*
- Clear tasks are set which challenge students. *Evidence: tasks set are related closely to syllabus requirements including in technical subjects. Challenge is a feature of many lessons.*
- Teachers plan to consolidate and deepen students/ knowledge, understanding and skills. Time is given to review. Teachers identify those who fall behind and intervene quickly. *Evidence: curriculum planning allows more time than in other schools to consolidate learning. Intervention is effective in improving the performance of targeted students, with support staff deployed effectively.*
- Teachers give feedback in line with assessment policy. Pupils know how to improve and use feedback well. *Evidence: marking is often effective.*
- Teachers develop literacy, numeracy and SMSC across the curriculum to good effect. *Evidence: cross-curricular themes are delivered in all subject areas.*
- Teachers expect all students to demonstrate positive attitudes to their work, with an impact on progress. *Evidence: high expectations evident in all lessons in line with vision and values.*
- Pupils are developing the capacity to learn from their mistakes and most commit to improving their work. *Evidence: students show increasing ability to respond to feedback and demonstrate independence and skill in order to make accelerated progress*
- Teachers challenge stereotypes, such as gender roles in the workplace. *Evidence: strong evidence of positive challenge to gender stereotypes, especially women in engineering*

Priorities for development

- *Teachers do not always plan learning which sustains students' interest and challenges their thinking – planning needs further development in some areas, especially in courses with new specifications
- *The impact of independent study is variable, although it can be used highly effectively
- *The accuracy and quality of feedback to parents is yet to be thoroughly analysed
- *Lack of experience and system expertise in delivery of new specifications leads to uncertainty in planning compounded by lack of resources.
- *There is a lack of challenge in some lessons for some learners: for example the more able Year 10 cohort are making less than expected progress.
- *Marking policy requires further development and review to ensure that all marking is powerful and timely.
- *SMSC programme to develop in coherence, with staff improving expertise.

Personal development, behaviour and welfare

Self-assessment grade: 1 2a **2b** 2c 3a 3b 3c 4

-Students are confident and self-assured learners. They have good attitudes to learning which impacts positively on their progress. *Evidence: incidences of poor conduct and negative attitudes are uncommon; significant disruption is very rare*

-Students are proud of their achievements and proud of their UTC. *Evidence: survey data is positive from students; students respond well to challenge with regard to reputation and profile building*

-Conduct is generally good and in line with UTC values. *Evidence: students understand and make personal investment in UTC values including the development of independence and employability skills*

-Students understand how the UTC is preparing them with the behaviours and attitudes necessary for success in their next steps. *Evidence: students are able to articulate how expectations are linked to skillset required in the professional workplace; students receive positive reinforcement from sponsors and employer partners*

-Pupils value their education and have high attendance rates, with no key group significantly underperforming the national average. *Evidence: weaker in this area as a small number of individuals skew the average. However vast majority of students attend very well.*

-The conduct of students with SEN is good. *Evidence: student with EHCP has exemplary conduct; other SEN students broadly conduct themselves well.*

-Students work hard to prevent bullying, with the outcome that bullying in any form is rare. *Evidence: bullying is very rare, with consistently harmonious community.*

-Staff and students deal effectively and appropriately with rare instances of bullying behaviour and prejudice, along with the occasional use of inappropriate language. *Evidence: isolated incidences of inappropriate language or conduct are reported to staff, with students confident in swift and fair resolution.*

-The UTC promotes students' welfare effectively. Students feel safe and understand how to keep themselves and others safe. *Evidence: student surveys articulate that they feel safe; CPD and other input has developed understanding of how to stay safe, for example in their online behaviour.*

-Students can explain how to keep themselves healthy. They make informed choices around diet and lifestyle and are aware of how to keep themselves safe online. *Evidence: catering company workshops to highlight healthy choices; fruit and water options promoted by UTC.*

-Students' SMSC development enables them to be thoughtful, caring and active citizens. *Evidence: critical thinking skills actively developed through pastoral programme; active citizenship build through primary school links, partnership work and enrichment eg DofE*

Priorities for development

*High quality, impartial careers advice is not fully in place although the UTC is aiming for Investors in Careers status and has had meaningful engagements with employer partners

*Incidents of low-level disruption are uncommon but not rare, with some vulnerable/challenging students with complex needs in Year 10

*Lateness is not yet good, especially amongst particular students

*Persistent absence is too high and attendance overall below target, although most PA is related to authorised medical and bereavement

Outcomes for pupils

Self-assessment grade: 1 2a **2b** 2c 3a 3b 3c 4

- Pupils read often with fluency and comprehension in line with age and expectations. *Evidence: significant focus on cross-curricular literacy and extended reading across all subjects developing*
- Assessment and lesson observation data indicates that most groups of students are making significant progress in all subject areas. *Evidence: performance data is positive for all subjects with few exceptions; group performance is positive in most cases including for boys, girls and key ethnic groups.*
- Observation data indicates that progress in English and maths is strong *Evidence: progress in English and maths is strong overall with levels of attainment close to targets.*
- Students in many respects are well prepared for their next steps through the 'value add' of the UTC curriculum *Evidence: some exceptional experiences for students including employer projects, site visits, work experience, careers guidance, masterclasses and workshops all add considerable value to UTC offer*
- Students with SEN are supported effectively to make progress *Evidence: SENCO having impact with identified students, including EHCP student performing well.*
- Effective intervention is in place narrowing the performance gap of identified students. *Evidence: student performance data; narrowing gaps.*

Areas for development

- *Ensure that student outcomes do not experience a 'dip' closer to exams
- *Narrow the gaps between groups further, through intervention and support, especially with more able students
- *Further target intervention towards disadvantaged students to ensure a zero/positive gap to targets
- *Target support and management activity to pockets of underperformance
- *Reading tests have yet to be conducted in order to inform intervention where required
- *Students are yet to be fully prepared for their next steps as CEIAG programme is not yet fully formed.

The effectiveness of 16-19 study programmes

Self-assessment grade: 1 2a **2b** 2c 3a 3b 3c 4

- Leaders have high expectations of learners. Provision is good and outcomes are strong at Key Stage 5. *Evidence: performance data indicates outcomes in line with targets in most instances*
- Leaders plan, manage and evaluate study programmes so that learners undertake high quality, challenging learning. *Evidence: rigorous and well-planned curriculum in place with students' needs foremost*
- The curriculum prepares students well for future employment. *Evidence: curriculum future-focused and innovative, developing employability skills with the addition of professional qualifications*
- Learners without GCSE A*-C in English or maths follow appropriately tailored courses. *Evidence: English and maths re-take GCSE courses in place. Core Level 3 maths in place for C grade students.*
- Assessment enables learners to make substantial progress. *Evidence: assessment programme generates accurate summative data and enables formative activity to drive progress*
- Teaching is high quality and supports all learners. *Evidence: teaching is effective in all subject areas, with students supported well to narrow gaps*

-Learners feel safe, are thoughtful and respectful citizens with excellent interpersonal skills. *Evidence: focus on values and active development of citizenship and communication skills including opportunities for teamwork.*

-Learners who fall behind are given successful intervention and support to catch up. *Evidence: intervention process is robust and grounded in accurate data; intervention communicated and actioned consistently.*

Priorities for development

*Evidence is lacking to show that retention rates are high

*Impartial careers advice is not yet fully in place despite successful initiatives

*Destinations data is not yet available to indicate movement onto next steps

*Evidence is lacking that level 3 qualifications deliver high levels of value added

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Paper title:	Finance Report March 2017
Board/Committee:	South Bank Engineering UTC Local Governing Body
Date of meeting:	16 May 2017
Sponsor:	CEO
Author:	Dan Smith, Business Manager
Purpose:	Information
Recommendation:	To provide information and prompt questioning from the committee

Executive Summary

The purpose of this report is to inform the South Bank Engineering UTC Local Governing Body of the financial position of the school. The report has been discussed at the UTC Finance and General Purposes committee meeting, held on Wednesday, 3 May 2017.

Information on the following is provided;

- Current forecast
- Revised forecast compared to budget
- Clawback provision
- Analysis of forecast income and expenditure
- 2017/18 Budget
- Income Review 2017/18

The information should provide assurance of the UTC's financial position and future plans and also provide enough data for questioning.

The table below shows the current financial position for the financial and academic year 2016/17.

Current Forecast for Academic Year 2017 (as at 31/03/17)						
Percentage of Current Academic Year Elapsed: 58%						
Income	Current	Forecast	Budget	Variance	Current/Forecast %	Comment
GAG Income	682,901	1,163,501	1,163,501	-	59%	As per EFA schedule
Start Up Grants	229,500	229,500	229,500	-	100%	Start Up Grants Paid by December 16
Other Government Income	200,000	200,000	28,958	171,042	100%	Awaiting Pupil Premium & Top Up Funding
Other Income	6,992	30,397	30,397	-	23%	Catering Income
Prospective Clawback	- 206,059	- 355,274	-	(355,274)	58%	Clawback reduced pro rata
Capital Grant	-	-	-	-		
Income Total	913,335	1,268,125	1,452,357	(184,232)		
Expenditure	Current	Forecast	Budget	Variance	Current/Forecast %	Comment
Teaching Salaries	333,774	561,564	586,324	24,759	59%	On target
Other Salaries	112,961	192,833	232,883	40,050	59%	On target
Other Staff Costs	2,450	18,925	18,925	-	13%	Recruitment Costs still to be paid
Building Maintenance & Occupancy Costs	5,275	36,486	36,486	-	14%	Awaiting Utility Bills
Curriculum Budgets	24,343	30,866	30,866	-	79%	On Target
Consultancy/Professional Services	17,836	34,500	34,500	-	52%	On target
Catering Costs	39,736	62,068	53,352	(8,716)	64%	On target
Exams	3,075	3,600	3,600	-	85%	Awaiting Exam season
IT Costs	14,762	15,000	15,000	-	98%	Service Contract paid
Central Services	41,665	41,665	41,665	-	100%	Paid in full
Capital Costs	-	-	-	-	0%	On target
Other Costs	12,102	19,833	19,833	-	61%	On target
Expenditure Total	607,980	1,017,340	1,073,434	56,094		
Surplus/(Deficit)	305,355	250,784	378,923	(128,139)		

Notes: Variance Column: A positive number indicates a positive variance; this shows a better forecasted financial result against the original budget.

A negative (bracketed) number indicates an adverse variance; this shows a poorer forecasted financial result against the original budget.

Introduction

Please find above the finance report for March 2017 for the South Bank Engineering UTC. Within this report you will find analysis relating to the forecast and additional information.

Budget and Forecast

The budget was originally set using an estimated number of 144 students. As income is directly linked to pupil numbers, it is sensible to estimate the high end of what could be achievable as it is simpler and quicker to ring-fence any over provision than it is to request additional income.

The number of students that the UTC had on both Census days' (6th October and 19th January) was 92. As this will mean a reduction in income (known as clawback) the forecast has been adjusted to take this into consideration. The income is stated as per the funding statement but with a deduction for the likely clawback shown on a separate line to reduce the total income.

The expenditure has been reforecast to take into account the reduction in pupil numbers. Items such as Catering and Educational Resources are also linked to pupil numbers.

Forecast Analysis

Income

A significant change has been the confirmation and receipt of the £200k Transitional Funding. Main EFA funding is currently in line with the budgeted amounts. Start-up grants are 100% received as they are 'front ended' towards the start of the year. Catering income is currently lagging and may not reach the forecasted amount, this is being reviewed and the forecast may be amended.

Expenditure

The majority of expenditure is in line with the budget. Positive variances on Salaries can be attributed to staff members opting out of pension schemes and small changes in pay scales. Other expenditure is on target with expectations, IT Services and Central Services have both been paid in full and the majority of Curriculum budgets have been expended as would normally be the case at this time of year.

Towards the end of the academic year forecasting can be done with more assurance, it is envisaged that some budgets will not be wholly spent and the surplus may be increased.

2017/18 Budget

The 2017/18 budget is currently being compiled. The budget is set in a regular cycle and below I have tried to explain each stage in order and with dates relating to the upcoming 2017/18 budget.

Stage 1 – October 2016

Estimated student numbers are sent to the EFA, these are reviewed by the EFA and the UTC may need to justify the numbers stated with evidence.

Stage 2 – January 2017

Using the estimated numbers the UTC will develop a curriculum plan which will list the number of subjects and the number of teaching hours needed to fulfil each subject; from this a staffing structure can be assembled and additional staffing needs for the year can be highlighted and a recruitment plan devised. The UTC will also estimate the level of income based on the projected student numbers to ensure that staffing is within budget and agreed income/staffing percentage levels.

Stage 3 – March 2017

Accurate income from the EFA is received and this is analysed and compared to estimates and previous years. Any discrepancies are sent to the EFA for alteration or explanation.

Stage 4 – March/April 2017

Recruitment for teaching staff completed and any changes to budget are amended.

Stage 5 – April 2017

All non-staffing costs, contracts and services are reviewed for value for money and need. Costs are added to the budget.

Stage 6 – May 2017

Support staff recruitment is completed and any amendments are made to the budget. Budget is presented to the Local Governing Body for review and authorisation.

Stage 7 – July 2017

Local Governing Body agreed budget is presented to the Trust for review and authorisation. Once the budget is authorised it is then submitted to the EFA.

Stage 8 – October 2017

Census information is captured and sent to the DfE. This information will include student numbers, free school meal, EAL, SEN data etc. The DfE will use this information to assess whether the estimated funding numbers were correct and any overfunding will be clawed back. It is important that the UTC ring-fence any overfunding and constantly review student numbers for any variances.

Stage 9 – September 2017 to August 2018

Constant review of the budget plus forecasted and actual spends by management and the Local Governing Body. Emerging strategies may need to be implemented within budget.

Income Review 2017/18

As mentioned above the Actual income is received in March for review. Please see below an analysis and comparison with 2016/17. Please remember that the 2016/17 budget was based on 144 students and on Lambeth averages and the 2017/18 income will be based on the October Census which is the current UTC cohort.

UTC					
Student Numbers		86		45	
KS4		17/18		16/17	
	Per Student / % of Students	Total	Per Student / % of Students	Total	
AWPU	6,002.00	516,172.00	6,240.00	280,800.00	
Sec FSM6	19%	12,869.97	57%	20,117.74	
Sec Attain	24%	39,316.78	21%	18,426.73	
Sec EAL	-	-	-	7,556.53	
Lump Sum		170,000.00		170,000.00	
Total	6,608.82	738,358.75	7,264.47	496,901.00	
Student Numbers		101		99	
KS5		17/18		16/17	
	Per Student / % of Students	Total	Per Student / % of Students	Total	
Prog Funding	6,562.33	662,795.00	6,600.40	653,440.00	
Student Fin Support	100%	10,835.00	100%	10,621.00	
Total	6,669.60	673,630.00	6,707.69	664,061.00	

Significant changes

KS4 – The UTC's FSM students is below what is expected in a Lambeth school, UTC 19% against a Lambeth average of 57%, this means a reduction in income. Prior Attainment levels of KS4 students are slightly lower meaning an increase in eligible students meaning an increase in income.

Overall the AWPU (Average Weighting Pupil Unit) and the Program Funding for KS4 and KS5 respectively are not too different per pupil.

	CONFIDENTIAL
Paper title:	Discussions at subcommittees
Board/Committee	South Bank Engineering UTC Local Governing Body
Date of meeting:	16 May 2017
Author:	Pervena Singh, Clerk
Purpose:	To update the Local Governing Body on committee discussions.
Recommendation:	To note

Executive Summary

A summary of committee discussions is provided for information. Minutes and papers are available on the Modern.gov website. The Local Governing Body is requested to note the reports.

Summary of Committee discussions

[Learning and Teaching Committee](#) – 3 May 2017

The committee discussed

- The minutes of meetings and the timescale for comments on the minutes.
- Student performance data, including the process of data collection and the reliability of information. It was suggested the use of a case study to demonstrate when predicted grades have been investigated.
- Quality of teaching and learning, the committee requested headlines of how students are finding their subjects i.e. what's working well, what challenging etc.
- The pathway to 6th form, and UTC's students' progressing to 6th form.
- Behaviour for learning.
- Heart Beat framework, used to measure student's behaviour.

[Finance & General Purposes Committee](#) – 3 May 2017

The committee discussed:

- March 2017 financial management report, forecasting a surplus of £250k for the year.
- Transition of services and bills from old building to the new.
- The number of staff opting out of the pension scheme.
- Pupil premium, which had no changes from the last meeting, governors were informed that an in-depth report would be made available at the end of the year.
- An update on the school's contracts.

The committee were informed of local risk registers, to be presented at the local governing body meeting.

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