

## Meeting of the University Academy of Engineering Local Governing Body

4.00 - 6.00 pm on Wednesday, 14 March 2018  
in University Academy of Engineering - Trafalgar Street, London SE17 2TP

### Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		RB
2.	Declarations of interest		RB
3.	Minutes of previous meeting	3 - 6	RB
4.	Matters arising	7 - 8	RB
<b>Items to discuss</b>			
5.	Day 10 (Principal's Presentation)	9 - 20	JT
6.	Principal's Report <ul style="list-style-type: none"> <li>• School KPIs</li> </ul>	21 - 30	JT
7.	Student attainment & progress	31 - 38	JT
8.	Preparing Students for Examination	39 - 40	JT
9.	Safeguarding Report	41 - 42	JT
10.	Finance Management Report	Verbal Report	NF
11.	Governors visit	43 - 44	RB
<b>Items to note</b>			
12.	Update from MAT	Verbal Report	RB
13.	Reports from subcommittees	45 - 46	AE
14.	School Risk Register	47 - 50	JT

**Date of next meeting**  
**4.00 pm on Thursday, 24 May 2018**

**Members:** Rao Bhamidimarri (Chair), Natalie Ferer, Karen Fowler, Steve French, Samantha Jury-Dada, Lesley Morrison, Tony Roberts and John Taylor

*No. Item*

*Pages*

*Presenter*

**In attendance:** Alexander Enibe

**Minutes of the meeting of the University Academy of Engineering Local  
Governing Body  
held at 4.30 pm on Wednesday, 15 November 2017  
University Academy of Engineering - Trafalgar Street, London SE17 2TP**

**Present**

Rao Bhamidimarri (Chair)  
Natalie Ferer  
Karen Fowler  
Lesley Morrison  
Tony Roberts  
John Taylor

**Apologies**

Steve French  
Samantha Jury-Dada

**In attendance**

Claire Viner  
Alexander Enibe

**1. Welcome and apologies**

The chair welcomed the governors to the meeting. The above apologies were noted.

The chair informed the LGB of the resignation of Michael Broadway as a governor from the governing body.

The chair would work with the clerk to find a replacement governor with the required skills.

**2. Declarations of interest**

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

**3. Minutes of previous meeting**

The LGB approved the minutes of the meeting held on Wednesday, 13 September 2017.

**4. Matters arising**

The LGB noted the matter arising in item 7 student progressions from the previous meeting of 18 July 2017, and agreed that this should be included in the student progress report to be presented by the Principal at the next meeting of 14 March 2018.

The LGB noted the matter arising in item 8 pupil premium from the previous meeting of 21 June 2017. It was agreed that the Principal should prepare a pupil premium plan and circulate to members of the Finance and General Purposes committee, when available.

## **5. Principal's Report**

The LGB noted the Principal's report which included school KPIs and student related data.

The LGB discussed the students' external and internal exclusions. The Principal explained that the SEND students were internally excluded. They are mostly year 7 students and they will be starting a 4-week transition programme with a specialist curriculum as a result.

The LGB discussed students' performance. The Principal reported that the dip in students' performance was partly attributed to the way they are assessed. The Principal would be introducing a more accurate model as the students' grades were previously overinflated. It was agreed that the setting of targets would be reviewed. The LGB expressed concern particularly in the performance of year 10 students and what can be done to reverse the trend.

The LGB discussed the school improvement report. There is a plan underway to change the assessment model currently being used. There will be two summative assessments in a year under the new system.

The LGB noted the adjustments to the SLT responsibilities. The LGB have requested that Merion Lewis give an update on the 6<sup>th</sup> formers at the next LGB meeting of 14 March 2018.

The LGB discussed the recruitment for year 7 for academy year 2018/19.

The LGB noted the year 9 students' outward-bound trip to the Lake District in October; positive feedback received of students' conduct from the out bound centre manager. Photos of the trip would be put up on the UAE website.

## **6. Schools Development Plan**

The LGB discussed the school development plan, which would be linked to the Trust plan. The Principal would update the LGB at a future meeting.

## **7. Self Evaluation Form**

The LGB noted the self - evaluation form, which had been completed in May 2017 by the previous Principal.

An updated self - evaluation form will be produced in the course of the year as part of the school improvement cycle. An update would be provided at the LGB meeting on 24 May 2018.

8. **Review parent, staff & pupil survey results**

The LGB noted the survey results.

9. **Parent Governor Update**

The LGB noted that there are currently two vacancies for parent governors.

Parents had been invited to express an interest in becoming a governor.

10. **Update from MAT Board**

The LGB requested that in future, a summary of discussions of the MAT Board meetings are shared at the LGB meetings. The chair will discuss this with the MAT board of directors at its next MAT board meeting.

11. **Governors visits**

The LGB noted the governors' visit report from Natalie Ferer and encouraged other governors to make visits to the school.

12. **Reports on decisions from subcommittees**

The LGB noted the reports from the subcommittee meetings.

13. **Local school risk register**

The LGB agreed that the CEO would circulate a risk register, which had been produced.

14. **UAE Internet safety report**

The LGB noted the report. There had been no serious incidents or breaches of internet safety.

15. **Finance management report**

The LGB noted the finance management report. The revised budget presented was approved by the LGB.

16. **Register of business interests**

The LGB noted the Register of Business interests presented, which would be published on the UAE website.

**Date of next meeting  
4.30 pm, on Wednesday, 14 March 2018**

**Confirmed as a true record**

..... (Chair)

**UNIVERSITY ACADEMY OF ENGINEERING LOCAL GOVERNING BODY - WEDNESDAY, 15 NOVEMBER  
2017  
ACTION SHEET**

<b>Agenda No</b>	<b>Agenda/Decision Item</b>	<b>Action</b>	<b>Date Due</b>	<b>Officer</b>	<b>Action Status</b>
4.	Matters arising	Student Progress report to include a review of the year 8 female students performing below their male counterpart	Before 14 Mar 2018	John Taylor	To do
		The Principal to prepare a Pupil Premium plan and circulate as soon as it is available- before FGP meeting of 28 February 2018	Before 28 Feb 2018	John Taylor	Completed
5.	Principal's report	To include an update on 6th formers at the next LGB meeting of 14 March 2018 by Merion Lewis	Before 14 March 2018	John Taylor	In Principal's report
7.	Self - Evaluation form	Self – Evaluation form being done as part of the school improvement cycle to be presented at the LGB meeting of 24 May 2018	Before 24 May 2018	John Taylor	On going
13.	Local school risk register	Chair to circulate local school risk register that had been prepared to the Principal		Rao Bhamidimarri	Completed

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# Day 10

# Our vision and our promise

- <http://www.uaesouthbank.org.uk/uploads/Prospectus/prospectus20172018/UAE Prospectus 2017.2018.pdf>

# Year 7

A year 7 students timetable

	MonA	TueA	WedA	ThuA	FriA	MonB	TueB	WedB	ThuB	FriB
8.30 to 9.00 Community time	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254
9.00 to 10.05 Period 1	Computer Science Mr A Olufodun MG57	English Ms N Ali R107	Maths Mr N Cyrus R206	English Ms N Ali R107	Science Mr E Karydis M155	Art & Design Ms S Sanger MG52	Humanities Ms I Fletcher-Blackburn M257	Art & Design Ms S Sanger MG52	Humanities Ms I Fletcher-Blackburn M257	Design & Engineering Ms S Ahmed MG55
10.05 to 11.10 Period 2	PE Mr G K Smith PG1	Spanish Mr A M Miranda Romero M251	Science Mr E Karydis M155	Maths Mr N Cyrus R206	Maths Mr N Cyrus R206	Spanish Mr A M Miranda Romero M251	English Ms N Ali R107	Maths Mr N Cyrus R206	Design & Engineering Ms S Ahmed MG55	English Ms N Ali R107
11.10 to 11.30	Break	Break	Break	Break	Break	Break	<b>Day 10</b>	Break	Break	Break
11.30 to 12.35 Period 3	English Ms N Ali R107	Art & Design Ms S Sanger MG52	English Ms N Ali R107	Humanities Ms I Fletcher-Blackburn M257	PE Mr R Harding PG1	Humanities Ms I Fletcher-Blackburn M257		English Ms N Ali R107	Science Mr E Karydis M155	Maths Mr N Cyrus R206
12.35 to 1.35 Period 4	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch		Lunch	Lunch	Lunch
1.35 to 2.40 Period 5	Science Mr E Karydis M155	Maths Mr N Cyrus R206	Design & Engineering Mr A Bamgbose MG55	PE Mr R Harding M253	Humanities Ms I Fletcher-Blackburn M257	English Ms N Ali R107		PE Mr J Ntale PG1	Art & Design Ms S Sanger MG52	Science Mr E Karydis M155
2.40 to 3.40 Period 6	Art & Design Ms S Sanger MG52	Design & Engineering Ms S Ahmed MG55	Design & Engineering Mr A Bamgbose MG55	Spanish Mr A M Miranda Romero M251	Spanish Mr A M Miranda Romero M251	Science Mr E Karydis M155		Spanish Mr A M Miranda Romero M251	Maths Mr N Cyrus R206	Computer Science Mr A Olufodun MG57
3.45 to 5pm		Enrichment	Enrichment	Enrichment			Enrichment	Enrichment	Enrichment	

# Year 8

A year 8 students timetable

	MonA	TueA	WedA	ThuA	FriA	MonB	TueB	WedB	ThuB	FriB
8.30 to 9.00 Community time	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254
9.00 to 10.05 Period 1	Computer Science Mr A Olufodun MG57	English Ms N Ali R107	Maths Mr N Cyrus R206	English Ms N Ali R107	Science Mr E Karydis M155	Art & Design Ms S Sanger MG52	Humanities Ms I Fletcher-Blackburn M257	Art & Design Ms S Sanger MG52	Humanities Ms I Fletcher-Blackburn M257	Design & Engineering Ms S Ahmed MG55
10.05 to 11.10 Period 2	PE Mr G K Smith PG1	Spanish Mr A M Miranda Romero M251	Science Mr E Karydis M155	Maths Mr N Cyrus R206	Maths Mr N Cyrus R206	Spanish Mr A M Miranda Romero M251	English Ms N Ali R107	Maths Mr N Cyrus R206	Design & Engineering Ms S Ahmed MG55	English Ms N Ali R107
11.10 to 11.30	Break	Break	Break	Break	Break	Break	Break	Break	Break	Break
11.30 to 12.35 Period 3	English Ms N Ali R107	Art & Design Ms S Sanger MG52	English Ms N Ali R107	Humanities Ms I Fletcher-Blackburn M257	PE Mr R Harding PG1	Humanities Ms I Fletcher-Blackburn M257	Art & Design Ms S Sanger MG52	English Ms N Ali R107	<b>Day 10</b>	Maths Mr N Cyrus R206
12.35 to 1.35 Period 4	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch		Lunch
1.35 to 2.40 Period 5	Science Mr E Karydis M155	Maths Mr N Cyrus R206	Design & Engineering Mr A Bamgbose MG55	PE Mr R Harding M253	Humanities Ms I Fletcher-Blackburn M257	English Ms N Ali R107	Maths Mr N Cyrus R206	PE Mr J Ntale PG1		Science Mr E Karydis M155
2.40 to 3.40 Period 6	Art & Design Ms S Sanger MG52	Design & Engineering Ms S Ahmed MG55	Design & Engineering Mr A Bamgbose MG55	Spanish Mr A M Miranda Romero M251	Spanish Mr A M Miranda Romero M251	Science Mr E Karydis M155	Design & Engineering Ms S Ahmed MG55	Spanish Mr A M Miranda Romero M251		Computer Science Mr A Olufodun MG57
3.45 to 5pm		Enrichment	Enrichment	Enrichment			Enrichment	Enrichment	Enrichment	

# Year 9

A year 9 students timetable

	MonA	TueA	WedA	ThuA	FriA	MonB	TueB	WedB	ThuB	FriB
8.30 to 9.00 Community time	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254
9.00 to 10.05 Period 1	Computer Science Mr A Olufodun MG57	English Ms N Ali R107	Maths Mr N Cyrus R206	English Ms N Ali R107	Science Mr E Karydis M155	Art & Design Ms S Sanger MG52	Humanities Ms I Fletcher-Blackburn M257	Art & Design Ms S Sanger MG52	Humanities Ms I Fletcher-Blackburn M257	Design & Engineering Ms S Ahmed MG55
10.05 to 11.10 Period 2	PE Mr G K Smith PG1	Spanish Mr A M Miranda Romero M251	Science Mr E Karydis M155	Maths Mr N Cyrus R206	Maths Mr N Cyrus R206	Spanish Mr A M Miranda Romero M251	English Ms N Ali R107	Maths Mr N Cyrus R206	Design & Engineering Ms S Ahmed MG55	English Ms N Ali R107
11.10 to 11.30	Break	Break	Break	Break	Break	Break	Break	Break	Break	Break
11.30 to 12.35 Period 3	English Ms N Ali R107	Art & Design Ms S Sanger MG52	<b>Day 10</b>	Humanities Ms I Fletcher-Blackburn M257	PE Mr R Harding PG1	Humanities Ms I Fletcher-Blackburn M257	English Ms N Ali R107	English Ms N Ali R107	Science Mr E Karydis M155	Maths Mr N Cyrus R206
12.35 to 1.35 Period 4	Lunch	Lunch		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1.35 to 2.40 Period 5	Science Mr E Karydis M155	Maths Mr N Cyrus R206		PE Mr R Harding M253	Humanities Ms I Fletcher-Blackburn M257	English Ms N Ali R107	Science Mr E Karydis M155	PE Mr J Ntale PG1	Art & Design Ms S Sanger MG52	Science Mr E Karydis M155
2.40 to 3.40 Period 6	Art & Design Ms S Sanger MG52	Design & Engineering Ms S Ahmed MG55		Spanish Mr A M Miranda Romero M251	Spanish Mr A M Miranda Romero M251	Science Mr E Karydis M155	Art & Design Ms S Sanger MG52	Spanish Mr A M Miranda Romero M251	Maths Mr N Cyrus R206	Computer Science Mr A Olufodun MG57
3.45 to 5pm		Enrichment	Enrichment	Enrichment			Enrichment	Enrichment	Enrichment	

# Year 10

A year 10 students timetable

	MonA	TueA	WedA	ThuA	FriA	MonB	TueB	WedB	ThuB	FriB	
8.30 to 9.00 Community time	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	Community Time Ms J Stephen M254	
9.00 to 10.05 Period 1	Computer Science Mr A Olufodun MG57	English Ms N Ali R107	Maths Mr N Cyrus R206	English Ms N Ali R107	Science Mr E Karydis M155	Art & Design Ms S Sanger MG52	Humanities Ms I Fletcher-Blackburn M257	Art & Design Ms S Sanger MG52	Humanities Ms I Fletcher-Blackburn M257	Design & Engineering Ms S Ahmed MG55	
10.05 to 11.10 Period 2	PE Mr G K Smith PG1	Spanish Mr A M Miranda Romero M251	Science Mr E Karydis M155	Maths Mr N Cyrus R206	Maths Mr N Cyrus R206	Spanish Mr A M Miranda Romero M251	English Ms N Ali R107	Maths Mr N Cyrus R206	Design & Engineering Ms S Ahmed MG55	English Ms N Ali R107	
11.10 to 11.30	Break	Break	Break	Break	Break	Break	Break	Break	Break	Break	
11.30 to 12.35 Period 3	English Ms N Ali R107	Art & Design Ms S Sanger MG52	English Ms N Ali R107	Humanities Ms I Fletcher-Blackburn M257	<b>Day 10</b>	Humanities Ms I Fletcher-Blackburn M257	Art & Design Ms S Sanger MG52	English Ms N Ali R107	Science Mr E Karydis M155	Maths Mr N Cyrus R206	
12.35 to 1.35 Period 4	Lunch	Lunch	Lunch	Lunch		Lunch	Lunch	Lunch	Lunch	Lunch	
1.35 to 2.40 Period 5	Science Mr E Karydis M155	Maths Mr N Cyrus R206	Design & Engineering Mr A Bamgbose MG55	PE Mr R Harding M253		English Ms N Ali R107	Maths Mr N Cyrus R206	PE Mr J Ntale PG1	Art & Design Ms S Sanger MG52	Science Mr E Karydis M155	
2.40 to 3.40 Period 6	Art & Design Ms S Sanger MG52	Design & Engineering Ms S Ahmed MG55	Design & Engineering Mr A Bamgbose MG55	Spanish Mr A M Miranda Romero M251		Science Mr E Karydis M155	Design & Engineering Ms S Ahmed MG55	Spanish Mr A M Miranda Romero M251	Maths Mr N Cyrus R206	Computer Science Mr A Olufodun MG57	
3.45 to 5pm		Enrichment	Enrichment	Enrichment				Enrichment	Enrichment	Enrichment	

# Example Year 7 day 10

- Educational visit: 50 students visit the Hunterian museum. Visit led by a science teacher. Ties into this modules work on cells, tissues, organs and systems.
- Contextualised project: 50 students attend a lecture from Dr. Kate C. who worked as an engineer in disaster zones for the UNHCR. Students then design different emergency shelters taking account of the contextual constraints of disaster zones.
- Community project: 12 students visit local primary schools to do paired reading with infants
- Community project: 12 students provide refreshments and conversation to elderly residents at the 'School House' with the Creation Trust.
- School community: 25 students working in the school potting shed, greenhouse and planting beds with Philip Herzberg

# Rotation

- Each day 10 rotates through three times so that each student experiences each educational visit and each contextualised project.

# Accountability

- Project based learning: Meirion Lewis
- Educational visits: Annette Moses
- Community projects: Rob Harding



# Each student gets 18 Day 10's in a year

- 6 educational visits
- 6 contextualised projects
- 3 in school community sessions
- 3 out of school community sessions

# Projects

- 24 needed
- All must fit into 11.30 to 3.40 with a lunch break
- Must be repeated 3 times

# Staffing and supervision

- Every Day 10 has a dedicated group of teachers and LA's that are assigned to it.
- These staff are drawn from a range of curriculum areas.
- Move around the activities throughout the year, take ownership of leading on some of them.

# Organisation

- Day 10 manager
- Day 10 administrator

## Principals report to governors

14<sup>th</sup> March 2018



**John Taylor**

1. Student numbers, profile, attendance and behaviour summary
2. Sixth Form report
3. Recruitment into next year's Y7
4. Engagement for learning
5. Department reviews
6. Other news

## 1. Student numbers and profile, attendance and behaviour summary.

### Pupil Numbers

	Year 7		Year 8		Year 9		Year 10		Year 12		Year 13		All Years	
Pupils of this school	129	143	128	100	34	22	556							
Male	76.74%	99	77.62%	111	74.22%	95	69.00%	69	44.12%	15	90.91%	20	73.56%	409
Female	23.26%	30	22.38%	32	25.78%	33	31.00%	31	55.88%	19	9.09%	2	26.44%	147

### Key Pastoral Factors

	Year 7		Year 8		Year 9		Year 10		Year 12		Year 13		All Years	
Free School Meals	27.91%	36	35.66%	51	44.53%	57	40.00%	40					33.09%	184
English as Add'l Language	12.40%	16	41.26%	59	40.63%	52	43.00%	43	20.59%	7			31.83%	177
Pupil Premium	46.51%	60	53.85%	77	60.94%	78	48.00%	48					47.30%	263
SEN Needs	24.81%	32	22.38%	32	31.25%	40	28.00%	28			4.55%	1	23.92%	133

### Session Attendance Summary (04 Sep 2017 - 02 Mar 2018)

	Year 7		Year 8		Year 9		Year 10		Year 12		Year 13		All Years	
Attendance	95.25%	94.45%	94.28%	94.37%	89.80%	90.25%	94.14%							
Authorised	3.18%	3.72%	3.97%	3.63%	4.33%	2.65%	3.63%							
Unauthorised	1.34%	1.75%	1.67%	1.88%	3.77%	4.72%	1.90%							
Persistent Absence >=10%	10	23	21	19	7	8	88							
Present	94.41%	93.79%	93.05%	93.54%	89.39%	90.25%	93.31%							
Lates	1.01%	1.80%	1.33%	1.65%	0.44%	0.35%	1.34%							

### Conduct Summary (04 Sep 2017 - 05 Mar 2018)

	Year 7		Year 8		Year 9		Year 10		Year 12		Year 13		All Years	
Behaviour Incidents	2396	2863	1988	1552	31	4	8834							
Achievements	8674	7819	7765	4531	250	72	29111							

## Exclusions (04 Sep 2017 - 05 Mar 2018)

	Year 7	Year 8	Year 9	Year 10	Year 12	Year 13	All Years
Number of Exclusions	13	4	3	2	2	0	24
Total Days	35	9	9	2.5	10	0	65.5
Maximum Duration	6	3	4	2	5	0	6
Number of Permanent Exclusions	0	0	0	0	0	0	0

## 2. Sixth from report

Value added for year 13 students doing A levels, based on the January mock examinations.

<b>Value Added score</b>	0.40 (above average)
<b>Lower confidence limit</b>	-0.16
<b>Upper confidence limit</b>	0.95
<b>Number of A level entries</b>	21

## Destinations update

- 20 students applied for University (19 students have had at least one conditional offer. 1 student is still waiting to hear)
- 8 applied for LSBU (7 students have had offers. 1 student has been invited for interview but that has not taken place yet).
- Our students have had a number of offers from Russell Group Universities i.e. Nottingham, Cardiff, Bristol, Sheffield and Warwick. We also have one student who has had an interview at Kings College, London for midwifery and is awaiting the result.
- 1 student has been offered a place on a graduate training programme with Deloitte and Touche (Harvey Burton). He changed his future plans from Engineering to Finance based upon work experience that he gained in the two sectors whilst at UAE
- 2 students have applied for apprenticeships based upon their work experience over the last two years in the engineering sector

## Other news

Joyce Oyedele has been appointed as Sixth Form Supervisor and administrator. She is based in the Sixth Form area and has already made a significant impact on the students' work ethic. The 6<sup>th</sup> Form area will undergo a £30k refit over the Easter Holidays to make it more fit for purpose

Lyndsay Ezeagu has been accepted onto the prestigious 'Aspiring Professionals Programme (APP City)' run by the Social Mobility Foundation. She will now be supported through her A levels and University via a professional mentor. Katelynd Martinez-Plank took part a week's work placement with Lendlease during half term who have now offered her an apprenticeship which will begin at the end of Year 13.

### 3. Recruitment into next year's Y7

We have 147 students allocated to our year 7 in September. This will mean that we will have a full year group for the first time. We shall be writing to the parents and inviting them and their year 6 child into school very soon.

### 4. Engagement for learning

- Developed in consultation with all staff.
- Communicated to parents and students.
- Having a significant impact on the progress made in lessons across the school.

## UAE Classroom Engagement Expectations



#### At the start of the lesson

- Line up in silence outside the classroom
- Wait in silence to be invited into the room
- Enter the room in silence, sit down and wait for instruction from the teacher

#### During the lesson

- Talk **only** when invited to by the teacher. Hands up to ask **all** questions.
- Complete all tasks and activities set by the teacher.
- Follow all teacher instruction without argument or answering back.

#### At the end of the lesson

- Pack away equipment and tidy desk area
- Wait in silence to be dismissed





## 5. Marking and feedback policy

Marking and feedback has been a concern that has been highlighted in the last two visits from Rachael Norman, our School Improvement Associate. Imogen Fletcher-Blackburn has led the school in researching and trialling new ideas in marking and feeding back to students. These trials have now informed our new marking and feedback policy. Teachers have participated in professional development sessions looking at successful marking and feedback strategies. A copy of the policy will be available in the meeting. Following the department reviews we are now working with subjects and individual teachers that were identified as not following the new policy. I will be asking Rachael to assess the compliance with the new policy in her next visit on March 26<sup>th</sup>.

## 6. Department reviews

In the two weeks from the 20<sup>th</sup> February every department in the school was reviewed by two members on the SLT. These reviews are the most significant quality assurance event in the school calendar. Every review includes the following:

- A lesson observation of every teacher in the department
- A review of marking and feedback
- A student voice exercise
- A review of the HoD's DIP.

This is a summary of the outcomes. NB. This doesn't include the Computer science, Music, Art or Drama departments yet.

### Leadership and management

Following the department review reports each Head of Department will now be rewriting their Department Improvement Plans (DIPs). These will address any issues which were identified in the reviews. The updated DIPs will be presented to J.T in meetings with the HoD and their leadership line manager in the week beginning the 12<sup>th</sup> March.

The HoD will then be responsible for completing the actions in their revised DIP. This is one of their appraisal objectives.

Janine Stephen will be asked to work towards the NPQML qualification and will be sponsored by the school to do so.

### Quality of teaching and learning

Most of the teaching and learning observed across the academy was good or better. There are three teachers whose quality of teaching needs to be improved quickly. These are [REDACTED], [REDACTED] and [REDACTED]. These three teachers will be put onto a bespoke teacher support plan. The structure and detail of these plans will be developed by Giles Smith, under the management of Annette Moses. After a pre-agreed period of time the teachers will be observed again by John Taylor.

### **Engagement in lessons**

Generally, it was observed that the introduction of the engagement for learning policy has had a significant positive effect on the levels of engagement and focus by students in lessons. Where the policy was not being implemented properly a lack of engagement led to students not making enough progress in the lesson. The following teachers will be given extra guidance on the expectations and practice of implementing the engagement for learning policy:

[REDACTED]

This will be led by Annette Moses in conjunction with their Heads of Department.

### **Marking and Feedback**

Although the quality of marking and feedback had improved since the last SIA monitoring visit it is still a minority of departments where all teachers are consistently adhering to the new marking and feedback policy. Imogen Fletcher Blackburn, under the management of Annette Moses, will be working with departments to ensure the policy is adhered to going forward. This will include follow up marking reviews for some departments and individual teachers before Easter.

### **Homework**

Students stated that the following subjects were not setting regular homework – Maths, English, Science and Design and Engineering. This will be addressed through our adoption of an online learning platform, e.g. Google Classrooms.

### **Challenge**

There is evidence of a lack of challenge in a number of lessons observations, particularly for the more able students in mixed ability classes. The students found that in Design and Engineering in particular the work was consistently 'quite easy' or 'too easy'. The school's curriculum development programme, which will run through the summer term, led by Jon Searle and managed by Jason Philipsz, will be looking at ways to increase challenge in all lessons alongside the work Annette Moses and the Teaching and Learning team will be doing specifically to increase the level of challenge in lessons.

## **7. Other news**

This is a selection of some of the events and activities our students have been involved in since November.

### **Student Council** *from Rob Harding.*

Student Council has recently been reformed to ensure students are seen to create a larger impact across the school. Originally Student Council membership was over thirty and we met once a week for only 30 minutes. The newly reformed council is purely student led and has 15 members meeting after school for an hour a week. We have an elected Leader of the Council and a new role of Deputy Leader. The students now decide on the agenda and discuss points without adult intervention (only guidance and support). Two main projects have already been created; a Recycling competition and a new Student led Enrichments procedure. This recent 'student led revolution' now gives our children a stronger and louder voice and greater agency within the school, which in turn builds confidence and leadership skills amongst the students.

### **Drama** *from Rebecca Morgan*

This term has been an exciting period with new experiences for KS4 students. With the transformation of the Drama Studio, including new theatre lights, students have gained an opportunity to collaborate in producing and performing in a theatre environment. Year 10 GCSE Drama students have been to see two contrasting performances at the Young Vic Theatre building their analysis of performance. Year 9 and 10 students were able to watch a touring performance here in the Academy from the Royal Court Theatre. The Globe Theatre has also delivered a storytelling session of 'As You Like It' to Year 9 students who will prepare their own version to be performed in a professional theatre. Shakespeare's Globe has also worked with Year 8 students through a workshop of 'Much Ado About Nothing'. To support this, students went to see the play at The Globe which was the first time an entire year group have been to the theatre together.

### **Music** *from Caragh Campbell*

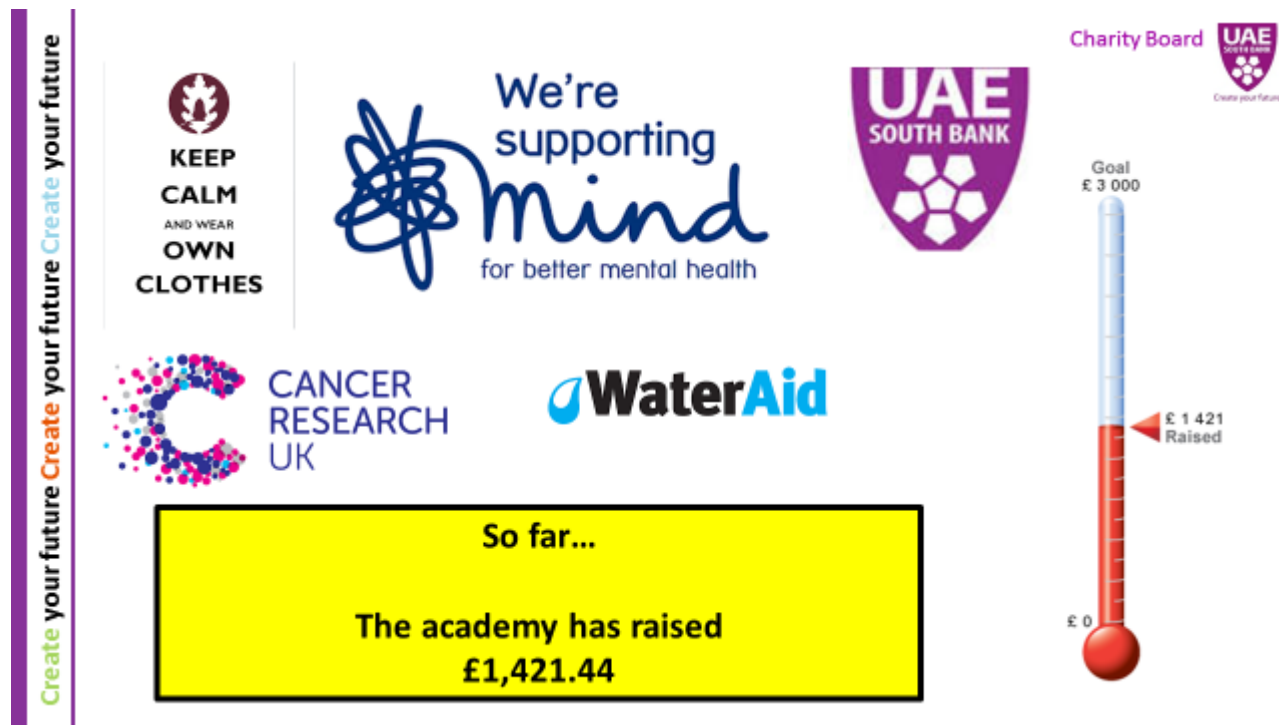
The Drama, Dance, and Music Departments came together to showcase pupil's talents in the Fringe Festival just before Christmas. There were many well-rehearsed musical performances with students stretching their skills and confidence.

There is a production of High School Musical Junior that performing arts are currently rehearsing for – most of those that were in choir last term are now rehearsing for this. Band club after school continues on a Thursday.

Year 10 GCSE students and some KS3 pupils who show great potential have instrumental tuition weekly. There is now a weekly intervention for choice music GCSE pupils who are performing at lower levels than predicted. Software and Mac computers have been bought so that year 10 can write compositions for GCSE. The studio space has been located and should be set up by the end of this term. Next term, Southwark music are coming into school to deliver workshops on composition with the new Ableton software.

### Charity fundraising from Imogen Fletcher-Blackburn

Following on from the successes of our charity fundraising last year, we decided to up the challenge and add a competitive edge between communities. Each community is given a designated week where they have the opportunity to run a charity event. The charity events are student led, where they develop the ideas, the slides, the prices and the event itself, with the aid and support of the community leader. There has had to be a slight embargo on sweet and cake events, something that proves particularly popular with the students, but needs to be in keeping with our healthy school policy. We have four charities that we are aiming to raise £750 each for. These charities are: Water aid (global), Cancer research UK (National), Mind Southwark (local) and UAE Academy (individual). We hope that these different charities will give the students a scope of world issues, but also encourage them to raise money for the academy, of which the school council will decide on where it is spent. At present, Air community is leading the charge having raised £652 so far. Water charity has had their first event last week and so their proceeds have not been calculated yet. As a whole school we have raised £1,421.44 towards charity – an amount that we are incredibly proud of. The students have really responded to the charity events, particularly students who have talents that are beyond the academic, as it gives them a chance to demonstrate their entrepreneurial and leadership skills. We are in the process of developing the plans for the Family Fun Day this year, where proceeds will go towards the charity fund. For this, we need a secure budget to allow for an event that reaches out to the community and rewards the achievements and successes of the students by celebrating all that is UAE Southbank.



### **Young leadership** *from Jason Badu*

The Young Leadership scheme has been created to give KS4 students an opportunity to develop and grow as individuals. It allows our students to make a valuable contribution to their school and community. Our aim is to teach students leadership skills that they can take out of school and use in their local communities. These skills include:

- Motivation. ...
- Delegating. ...
- Positivity. ...
- Trustworthiness. ...
- Creativity. ...
- Feedback. ...
- Responsibility.

One aim is that the Young Leaders will have an active role in leading some of the community project schemes which we will be running next year. As part of their growth in the area of leadership we have given students an opportunity to apply for a job supervising activities at lunch time. Students who are interested in the scheme have to complete an application form and attach a CV. They will then have a formal interview and wait for the outcome. The successful candidates will work with members of staff to monitor and carry out different activities during lunch. This is one of many activities students will do as part of the scheme.

### **Sports review** – *from Andrew Baffour*

Peckham Town FC

Peckham Town FC have now introduced football training sessions for girls and boys, with club coaches coming into school for Monday and Thursday sessions. Along with Coaches from the club coming into the school to run sessions, the club has also hired myself and Mr Ntale to provide coaching sessions at the club on Saturdays. This has allowed a stronger bond to occur within the club and the school, ultimately pushing towards the goal of using the football club as an academy for students from our school that can play football to a high standard.

Football

The new year began against us as most of the teams have been knocked out of their cup competitions. The year 8 boys team are still in the South London Cup and will be playing on Thursday for passage into the last 16.

## Basketball

The boy's year 8+9 basketball team has been a massive hit, with many students coming to watch their matches in the sports hall. The team played many high scoring games with a little flamboyancy. They have reached the quarter final of the London Youth Games, they won the south region group stage of the London youth games and they are Southwark schools champions.

## Table Tennis

Table tennis is a growing sport in the school, with more students involved and taking a keen interest as a result of our regular enrichment sessions and previous tournaments within the school. With the recent Jack Petchey table tennis tournament in Bermondsey, our school decided to enter into the competition as the next step into taking table tennis as a main sport in the school. We managed to reach both the girls finals, with both girls just falling short of their ultimate goal.

The boys were unable to drive all the way to the final and were knocked out in the round robin group stage.

## Other sports

With other sports, since the introduction of badminton and netball, the possibility of creating new teams for these sports grows week by week with the assistance of enrichment sessions. The focus is now for tournaments for the school to enter into to gain a better understanding and experience for the students against other teams in competitive environments.

## Overall

Due to the high ability of the students in the school, there have been many students who have also been able to play for the local South London District Football team and also for football academies. There have also been a few students who have managed to regularly gain trials into the district teams, with 3 students from year 7 making the South London District Trials.

# Performance by Cohort 7-9

Year 7 NOR: 130								
Expected or better %	Overall	H	M	L	PP	SEND	Boys (100)	Girls (30)
Eng	80	57	83	95	77	65	80	83
Ma	81	56	84	94	83	81	81	81
Sci	98	100	99	90	95	91	97	100
All	72	60	73	82	71	66	72	74

Year 8 NOR: 144								
Expected or better %	Overall	H	M	L	PP	SEND	Boys (112)	Girls (32)
Eng	75↑	53	77↑↑	88↑	74↑↑	64↑↑	74↑↑	81↑↑
Ma	79	90↑↑	75	89↓↓	77	58↓	77↑↑	87↓
Sci	59↓↓↓	42↓↓↓	58↓↓↓	76	58↓↓↓	54↓↓↓	57↓↓↓	62↓↓↓
All	68	49	67	85	69	65	67	72

Year 9 NOR: 132								
Expected or better %	Overall	H	M	L	PP	SEND	Boys (97)	Girls (35)
Eng	54↓↓↓	36↓↓↓	53↓↓↓	77↓↓↓	54↓↓↓	47↓↓↓	50↓↓↓	65↓↓↓
Ma	71	54↑↑	70	86↑↑	68	61	68	79↑↑
Sci	49↓↓↓	18↓↓↓	56↓↓↓	67↑	49↓↓↓	44↓↓↓	49↓↓↓	48↓↓↓
All	64	45↓↓↓	66	77	61↓	57	64	65

comparison with module 1

- ↑ increase of 5-10%
- ↑↑ increase of 10+%
- ↓ decrease of 5-10%
- ↓↓ decrease of 10+%

comparison against benchmarks

- below 65%
- between 65-70%
- between 70-80%
- between 80%-85%
- between 85-90%
- above 90%

- Pupil premium students' progress is below progress of the cohort for the first time in all year groups.
- Year 7 students have made a positive start in the core subjects. Progress is not good in the performing arts subjects.
- As before student progress is better in year 7 in comparison to other year groups. There is a cumulative decline when comparing year groups. Year 8 students perform better than year 9 students who in turn make more progress than year 10 students.
- Year 8 and 9 progress is similar to module 1 overall.
- Girls continue to do well in comparison to boys in year 8 and 9 and broadly similar to boys in year 7.
- Year 9 progress has declined in English and improved slightly in maths
- HAPS are still making less progress relative to MAPs and LAPs which is an indication of lack of stretch and challenge. This is more profound as the students get older.
- LAP students make more progress than any other group
- Progress in English is good in year 7 and improved in year 8. It is rapidly declining in year 9 in comparison to mod 1
- Progress in maths is good in year 7, stable in year 8 and improving in year 9 in comparison to mod 1
- Progress in Science is strong in year 7 but inconsistent with years 8 and 9 which have declined rapidly in comparison to mod 1
- Student progress in other subjects is less good in year in comparison to the core subjects
- There is huge variation in progress of students in year 7-9 in English and Science, less so in maths.
- SEND student progress continues to be a concern

# Performance – Year 10

**Pupils**

## Whole Cohort

98 Pupils 68 Boys 30 Girls

**Baccalaureate**

57 Pupils Entered - 58.16%

1.02% Standard 1/98

0.00% Strong 0/98

**Subject Breakdown**

	Eng	Ma	Sci	Hums	MFL
<b>Entries</b>	98	98	81	63	98
	100%	100%	83%	64%	100%
<b>Standard</b>	44	39	27	32	7
	45%	40%	28%	33%	7%
<b>Strong</b>	26	14	12	24	6
	27%	14%	12%	24%	6%

**Baccalaureate APS**

All	Entered	Standard	Strong
2.61	3.28	5.33	0

**English**

	Entries	9 to 7	9 to 5	9 to 4
	98	6	26	44
<b>Pupils</b>	100.00%	6.12%	26.53%	44.90%
<b>Entries</b>	-	6.12%	26.53%	44.90%

**Maths**

	Entries	9 to 7	9 to 5	9 to 4
	98	2	14	39
<b>Pupils</b>	100.00%	2.04%	14.29%	39.80%
<b>Entries</b>	-	2.04%	14.29%	39.80%

**Science**

	Entries	Pupils	Entries
<b>1 Science Entry</b>	96	97.96%	-
Grade 9-4	43	43.88%	44.79%
<b>2 Science Entries</b>	89	90.82%	-
Grade 9-4	27	27.55%	30.34%
<b>3 Science Entries</b>	81	82.65%	-
Grade 9-4	15	15.31%	18.52%
<b>Bio / Chem / Phys</b>	81	82.65%	-
Grade 9-4	15	15.31%	18.52%

**MFL**

	Entries	Pupils	Entries
<b>1 MFL Entry</b>	98	100.00%	-
Grade 9-4	7	7.14%	7.14%
<b>2 MFL Entries</b>	0	0.00%	-
Grade 9-4	0	0.00%	0.00%

**English & Maths Threshold**

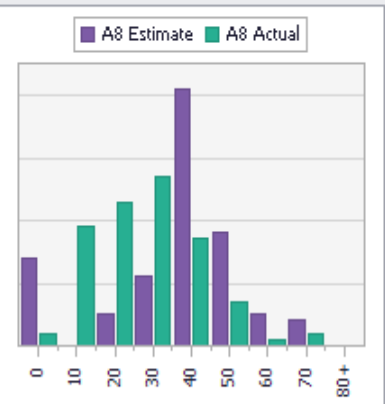
<b>Both Subjects</b>	67%	18%	<b>English Only</b>
	<5 66	18 5+	
<b>Maths Only</b>	45%	15%	<b>Both Subjects</b>
	<4 44	15 4+	
	10%	30%	
	4+ 10	29 4+	
	5+ 6	8 5+	
	6%	8%	

98 Pupils Entered - 100.00%

**Entries**

<b>9 to 8 - inc A*'s</b>	(1.17%)
12	
<b>9 to 7 - inc A*-A</b>	(2.63%)
27	
<b>9 to 5 - inc A*-B</b>	(15.40%)
158	
<b>9 to 5 - inc A*-C</b>	(15.40%)
158	
<b>9 to 4 - inc A*-C</b>	(30.99%)
318	
<b>Total</b>	<b>Average</b>
1026.00	10.47

**Progress 8**



	A8	P8
English	6.86	-1.59
Maths	6.2	-1.38
EBac	9.95	-0.8
Other	8.92	-1.98
<b>Overall</b>	<b>31.93</b>	<b>-1.43</b>
<b>Entries</b>	84	85.71%

**Performance**

	Pupils	Percent
<b>5 A* to C</b>	32	32.65%
Inc EnMa 4+	25	25.51%
Inc EnMa 5+	7	7.14%
<b>5 Grade 5+</b>	13	13.27%
Inc EnMa	7	7.14%



# Performance – Year 10

Details		EM Threshold													Progress 8							Attainment 8					All										
		Entered	Standard Pass						Strong Pass						Summary				Baskets			Summary				Baskets				Entered		Standard		Strong			
			%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	KS2 APS	Entries	Score	% Positive	English	Maths	EBac	Other	Score	English	Maths	EBac	Other	#	%	#	%	#	%	
Name	Pupils																																				
<b>Basic</b>																																					
All Students	98	3	100	29	29.59	15	15.31	10	10.2	8	8.16	18	18.37	6	6.12	4.83	84	-1.43	8.33	-1.59	-1.38	-0.8	-1.98	31.93	6.86	6.2	9.95	8.92	57	58.16	1	1.02	0	0			
<b>Gender</b>																																					
Males	68	3	100	17	25	6	8.82	9	13.24	5	7.35	9	13.24	6	8.82	4.83	58	-1.58	6.9	-1.88	-1.39	-0.96	-2.12	30.32	6.24	6.21	9.41	8.47	38	55.88	1	1.47	0	0			
Females	30	0	100	12	40	9	30	1	3.33	3	10	9	30	0	4.81	26	-1.09	11.54	-0.95	-1.36	-0.43	-1.65	35.57	8.27	6.2	11.17	9.93	19	63.33	0	0	0	0				
Gender Gap	38	3	0	5	-15	-3	-21.18	8	9.9	2	-2.65	0	-16.76	6	8.82	0.02	32	-0.49	-4.64	-0.93	-0.03	-0.53	-0.47	-5.24	-2.03	0.01	-1.75	-1.46	19	-7.45	1	1.47	0	0			
<b>Pupil Premium</b>																																					
Pupil Premium	48	3	100	14	29.17	8	16.67	3	6.25	5	10.42	7	14.58	2	4.17	4.82	48	-1.56	8.33	-1.59	-1.59	-0.94	-2.14	31.85	7.04	5.96	9.98	8.88	28	58.33	0	0	0	0			
Non Pupil Premium	37	7	100	12	32.43	6	16.22	6	16.22	2	5.41	8	21.62	4	10.81	4.83	36	-1.25	8.33	-1.59	-1.1	-0.6	-1.76	33.95	6.86	6.76	10.57	9.76	26	70.27	1	2.7	0	0			
Pupil Premium Gap	11	1	0	2	-3.27	2	0.45	-3	-9.97	3	5.01	-1	-7.04	-2	-6.64	-0.01	12	-0.31	0	0	-0.49	-0.33	-0.38	-2.09	0.18	-0.8	-0.59	-0.88	2	-11.94	-1	-2.7	0	0			
<b>FSM</b>																																					
FSM	37	7	100	10	27.03	7	18.92	1	2.7	5	13.51	5	13.51	0	0	4.83	35	-1.58	8.57	-1.49	-1.68	-0.99	-2.15	31.32	7.14	5.78	9.7	8.7	22	59.46	0	0	0	0			
Non FSM	49	9	100	16	32.65	7	14.29	8	16.33	2	4.08	10	20.41	6	12.24	4.83	49	-1.32	8.16	-1.67	-1.17	-0.65	-1.85	33.55	6.78	6.65	10.55	9.57	32	65.31	1	2.04	0	0			
FSM Gap	-12	2	0	-6	-5.63	0	4.63	-7	-13.62	3	9.43	-5	-6.89	-6	-12.24	0	-14	-0.26	0.41	0.18	-0.51	-0.34	-0.3	-2.23	0.36	-0.87	-0.85	-0.87	-10	-5.85	-1	-2.04	0	0			
<b>Prior Attainment</b>																																					
High	98	3	100	29	29.59	15	15.31	10	10.2	8	8.16	18	18.37	6	6.12	4.83	84	-1.43	8.33	-1.59	-1.38	-0.8	-1.98	31.93	6.86	6.2	9.95	8.92	57	58.16	1	1.02	0	0			
Middle	98	3	100	29	29.59	15	15.31	10	10.2	8	8.16	18	18.37	6	6.12	4.83	84	-1.43	8.33	-1.59	-1.38	-0.8	-1.98	31.93	6.86	6.2	9.95	8.92	57	58.16	1	1.02	0	0			
Low	98	3	100	29	29.59	15	15.31	10	10.2	8	8.16	18	18.37	6	6.12	4.83	84	-1.43	8.33	-1.59	-1.38	-0.8	-1.98	31.93	6.86	6.2	9.95	8.92	57	58.16	1	1.02	0	0			
<b>SEN</b>																																					
All Students	15	1	6.67	2	13.33	0	0	0	0	1	6.67	1	6.67	4.25	15	-1.41	6.67	-1.78	-1.23	-0.69	-2.01	22.13	4.53	4.13	7	6.47	8	53.33	0	0	0	0					

# Performance – Year 10

Details		Baccalaureate																															
		English						Maths						Science						Humanities						Languages							
		Entered		Standard		Strong		Entered		Standard		Strong		Entered		Standard		Strong		Entered		Standard		Strong		Entered		Standard		Strong			
Name	Pupils	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%				
▼ Basic		All Students	98	98	100	44	44.9	26	26.53	98	100	39	39.8	14	14.29	81	82.65	27	27.55	12	12.24	63	64.29	32	32.65	24	24.49	98	100	7	7.14	6	6.12
▼ Gender		Males	68	68	100	23	33.82	14	20.59	68	100	26	38.24	11	16.18	55	80.88	15	22.06	8	11.76	42	61.76	20	29.41	13	19.12	68	100	3	4.41	3	4.41
		Females	30	30	100	21	70	12	40	30	100	13	43.33	3	10	26	86.67	12	40	4	13.33	21	70	12	40	11	36.67	30	100	4	13.33	3	10
		Gender Gap	38	38	0	-36.18	2	19.41	38	0	13	-5.1	8	6.18	29	-5.78	3	-17.94	4	-1.57	21	-8.24	8	-10.59	2	17.55	38	0	-1	-8.92	0	-5.59	
▼ Pupil Premium		Pupil Premium	48	48	100	22	45.83	12	25	48	100	17	35.42	7	14.58	39	81.25	14	29.17	6	12.5	30	62.5	17	35.42	11	22.92	48	100	2	4.17	2	4.17
		Non Pupil Premium	37	37	100	18	48.65	10	27.03	37	100	18	48.65	6	16.22	34	91.89	10	27.03	6	16.22	27	72.97	14	37.84	12	32.43	37	100	3	8.11	2	5.41
		Pupil Premium Gap	11	11	0	-2.82	2	-2.03	11	0	-1	-13.23	1	-1.63	5	-10.64	4	2.14	0	-3.72	3	-10.47	3	-2.42	-1	-9.52	11	0	-1	-3.94	0	-1.24	
▼ FSM		FSM	37	37	100	17	45.95	10	27.03	37	100	11	29.73	5	13.51	30	81.08	9	24.32	6	16.22	23	62.16	12	32.43	8	21.62	37	100	1	2.7	1	2.7
		Non FSM	49	49	100	23	46.94	12	24.49	49	100	24	48.98	8	16.33	44	89.8	15	30.61	6	12.24	34	69.39	19	38.78	15	30.61	49	100	4	8.16	3	6.12
		FSM Gap	-12	-12	0	-0.99	-2	2.54	-12	0	-13	-19.25	-3	-2.81	-14	-8.71	-6	-6.29	0	3.97	-11	-7.23	-7	-6.34	-7	-8.99	-12	0	-3	-5.46	-2	-3.42	
▼ Prior Attainment		High	98	98	100	44	44.9	26	26.53	98	100	39	39.8	14	14.29	81	82.65	27	27.55	12	12.24	63	64.29	32	32.65	24	24.49	98	100	7	7.14	6	6.12
		Middle	98	98	100	44	44.9	26	26.53	98	100	39	39.8	14	14.29	81	82.65	27	27.55	12	12.24	63	64.29	32	32.65	24	24.49	98	100	7	7.14	6	6.12
		Low	98	98	100	44	44.9	26	26.53	98	100	39	39.8	14	14.29	81	82.65	27	27.55	12	12.24	63	64.29	32	32.65	24	24.49	98	100	7	7.14	6	6.12
SEN		All Students	15	15	100	3	20	1	6.67	15	100	1	6.67	1	6.67	10	66.67	1	6.67	1	6.67	9	60	4	26.67	1	6.67	15	100	1	6.67	1	6.67

 = areas of concern

# Maths and English – Year 10

## Maths

	Outcome											#	Below Expected		Expected Progress		Expected And Above		Above Expected	
	Other	U	1	2	3	4	5	6	7	8	9		#	%	#	%	#	%	#	%
No prior data	2			4	4	3		1				14	10	71.43%	3	21.43%	4	28.57%	1	7.14%
1.5												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2.0-3.3												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
3.4-4.2	2		2	4								8	8	100.00%	0	0.00%	0	0.00%	0	0.00%
4.3-4.8	2		4	8	14	6	1					35	28	80.00%	6	17.14%	7	20.00%	1	2.86%
4.9-5.2			1	3	7	11	6					28	22	78.57%	6	21.43%	6	21.43%	0	0.00%
5.3-5.5					2	2	1	1		1		7	5	71.43%	1	14.29%	2	28.57%	1	14.29%
5.6-5.7						2						2	2	100.00%	0	0.00%	0	0.00%	0	0.00%
=>5.8						1	1	1	1			4	4	100.00%	0	0.00%	0	0.00%	0	0.00%
#	6	0	7	19	27	25	9	3	1	1	0	98	79	80.61%	16	16.33%	19	19.39%	3	3.06%

## English Language

	Outcome											#	Below Expected		Expected Progress		Expected And Above		Above Expected	
	Other	U	1	2	3	4	5	6	7	8	9		#	%	#	%	#	%	#	%
No prior data	1		1	6	2		3		1			14	10	71.43%	0	0.00%	4	28.57%	4	28.57%
1.5												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2.0-3.3												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
3.4-4.2	1		3	2	2							8	6	75.00%	2	25.00%	2	25.00%	0	0.00%
4.3-4.8	1		4	10	9	7	2	2				35	24	68.57%	7	20.00%	11	31.43%	4	11.43%
4.9-5.2			1	4	7	7	6		2		1	28	19	67.86%	6	21.43%	9	32.14%	3	10.71%
5.3-5.5				1	1	3			1		1	7	5	71.43%	0	0.00%	2	28.57%	2	28.57%
5.6-5.7						1	1					2	2	100.00%	0	0.00%	0	0.00%	0	0.00%
=>5.8				1			1	2				4	4	100.00%	0	0.00%	0	0.00%	0	0.00%
#	3	0	9	24	21	18	13	4	4	0	2	98	70	71.43%	15	15.31%	28	28.57%	13	13.27%

## English Literature

	Outcome											#	Below Expected		Expected Progress		Expected And Above		Above Expected	
	Other	U	1	2	3	4	5	6	7	8	9		#	%	#	%	#	%	#	%
No prior data	2		6		2	3		1				14	10	71.43%	3	21.43%	4	28.57%	1	7.14%
1.5												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2.0-3.3												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
3.4-4.2	2		5		1							8	7	87.50%	1	12.50%	1	12.50%	0	0.00%
4.3-4.8	3		12	4	12	2		2				35	31	88.57%	2	5.71%	4	11.43%	2	5.71%
4.9-5.2			7		5	9	5	1		1		28	21	75.00%	5	17.86%	7	25.00%	2	7.14%
5.3-5.5				1		3		1	2			7	4	57.14%	1	14.29%	3	42.86%	2	28.57%
5.6-5.7						1	1					2	2	100.00%	0	0.00%	0	0.00%	0	0.00%
=>5.8				1		1	2					4	4	100.00%	0	0.00%	0	0.00%	0	0.00%
#	7	0	30	6	20	19	8	5	2	1	0	98	79	80.61%	12	12.24%	19	19.39%	7	7.14%

# Science – Year 10

## Physics

	Outcome											#	Below Expected		Expected Progress		Expected And Above		Above Expected	
	Other	U	1	2	3	4	5	6	7	8	9		#	%	#	%	#	%	#	%
No prior data			1	4	2	1						8	7	37.50%	1	12.50%	1	12.50%	0	0.00%
1.5												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2.0-3.3												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
3.4-4.2			4	1								5	5	0.00%	0	0.00%	0	0.00%	0	0.00%
4.3-4.8			3	16	7	2	1					29	26	89.66%	2	6.90%	3	10.34%	1	3.45%
4.9-5.2			3	12	6	5	1					27	26	96.30%	1	3.70%	1	3.70%	0	0.00%
5.3-5.5					4			1		2		7	4	57.14%	1	14.29%	3	42.86%	2	28.57%
5.6-5.7				1				1				2	2	0.00%	0	0.00%	0	0.00%	0	0.00%
=>5.8			1			1	1	1				4	4	0.00%	0	0.00%	0	0.00%	0	0.00%
#	0	0	12	34	19	9	3	3	0	2	0	82	74	90.24%	5	6.10%	8	9.76%	3	3.66%

## Chemistry

	Outcome											#	Below Expected		Expected Progress		Expected And Above		Above Expected	
	Other	U	1	2	3	4	5	6	7	8	9		#	%	#	%	#	%	#	%
No prior data			4	2	2	3						11	8	72.73%	3	27.27%	3	27.27%	0	0.00%
1.5												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2.0-3.3												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
3.4-4.2			3	2	2							7	5	71.43%	2	28.57%	2	28.57%	0	0.00%
4.3-4.8			2	14	13		1	1				31	29	93.55%	0	0.00%	2	6.45%	2	6.45%
4.9-5.2				1	13	6	5	1				26	20	76.92%	5	19.23%	6	23.08%	1	3.85%
5.3-5.5				1	1	2	2		1			7	6	85.71%	0	0.00%	1	14.29%	1	14.29%
5.6-5.7					1		1					2	2	0.00%	0	0.00%	0	0.00%	0	0.00%
=>5.8			1			2	1					4	4	0.00%	0	0.00%	0	0.00%	0	0.00%
#	0	0	9	21	32	11	11	3	1	0	0	88	74	84.09%	10	11.36%	14	15.91%	4	4.55%

## Biology

	Outcome											#	Below Expected		Expected Progress		Expected And Above		Above Expected	
	Other	U	1	2	3	4	5	6	7	8	9		#	%	#	%	#	%	#	%
No prior data			2	4	3	3	1					13	9	69.23%	3	23.08%	4	30.77%	1	7.69%
1.5												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2.0-3.3												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
3.4-4.2			4	3	1							8	7	87.50%	1	12.50%	1	12.50%	0	0.00%
4.3-4.8			6	7	12	5	4					34	25	73.53%	5	14.71%	9	26.47%	4	11.76%
4.9-5.2			1	2	8	11	4	1	1			28	22	78.57%	4	14.29%	6	21.43%	2	7.14%
5.3-5.5						3		2	1	1		7	3	42.86%	2	28.57%	4	57.14%	2	28.57%
5.6-5.7						1		1				2	2	0.00%	0	0.00%	0	0.00%	0	0.00%
=>5.8					1		1		1	1		4	3	75.00%	1	25.00%	1	25.00%	0	0.00%
#	0	0	13	16	25	23	10	4	3	2	0	96	71	73.96%	16	16.67%	25	26.04%	9	9.38%

# Performance – Year 10

Context - Module 3 data was collated from summative testing only. This took the form of unseen mock exams.

- Students are -1.43 grades below their final GCSE outcome expected grades. This is a difference of 0.5 grades from where they should be according to the old target setting model.
- This implies that students grades were being over estimated using the previous flight path model.
- Pupil premium students achieved 1/3 grade less than non pupil premium students.
- The number of strong passes in maths is below expectation.
- There is a significant gender gap in favour of girls in Science, English and Humanities. However in maths boys do better.
- The number of standard/strong passes in Spanish is very low due to the nature of the mark scheme applied to the unseen papers and therefore not reliable as an indicator of final outcomes. If scaled up with other components (not yet covered) this would be higher.
- Transition Matrices identify which students need the most urgent intervention. This is being coordinated by Rob Harding

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## Agenda item 8

LGB 14<sup>th</sup> March 2018

### Preparing students for examination

#### Year 10

At the start of the January the year 10's took their mock exams in every subject. The papers were prepared from past paper questions, based on the topics they had covered so far in their lessons, and were not seen by their teachers. We feel that the results give us a reliable indication of where they currently are in their learning.

Following the exam results they were asked to choose a subject to stop studying. The following shows which subjects were dropped:

Subject	Number of Y10 students dropping this subject
Art	11
Computing	54
Dance	2
Engineering	2
Geography	2
History	6
Music	2
PE	13
Product Design	6

Rob Harding has planned and implemented a comprehensive year 10 intervention programme. So far we have a number of extra courses running after school every Tuesday, Wednesday and Thursday. Year 10 students are directed to attend these courses, which are in 6 lesson blocks and specifically target areas of weakness identified in the mock exams.

There are currently over 50 students on the intervention programme and attendance is over 90%. Rob is now looking at employing external tutors to provide 1 to 1 sessions for students and integrating this into the intervention programme.

Tuesday	Wednesday	Thursday
Maths – Maths teachers rotating English - Ms Bucknell, Ms Douglas, Ms Ali, Music – Ms Campbell, Computing – Mr Pascall	Maths – Maths teachers rotating Chemistry – Ms Mathyi, Geography – Ms Fletcher-Blackburn	Maths – Maths teachers rotating Physics - Mr Searle, History – Ms Fletcher-Blackburn

There will be another series of exams for year 10 students at the end of the summer term and a final series of mocks in the spring of 2019.

### **Year 13**

We still have concerns with Computer Science and Product Design. Computer Science are working with the students of concern on a 1 to 1 basis focussing on areas of concern. Product Design has a student on a support plan that is backed by parents to ensure the Coursework is completed on time and to the required standard.

In Maths we have appointed a tutor that supports students 1 to 1 in lessons and during their non-contact time.

Other departments are working with students on a small group or 1 to 1 basis as required in preparation for the exams. There is a revision area on the 'One Drive' that has revision materials for all 6<sup>th</sup> Form students e.g. past papers, revision powerpoints, Personal Learning Checklists etc. There will be another round of mock examinations for year 13 at the end of March. All departments should have completed the course by this time leaving time for revision before the A level examinations start at the end of May.



## Agenda item 9

LGB meeting 14<sup>th</sup> March 2018

### Safeguarding report

**Current caseload.** We currently have 14 students at Level 1 (universal services or supported by the school), 10 students at Level 2 (recently referred to Early Help (LA) or being monitored and supported closely by the school, 8 students at Level 3 (are on a Child In Need Plan) and 5 at Level 4 (are on a Child Protection Plan).

**Number of cases and categories referred to LA teams.** Since September 2017 we have referred 10 times to MASH (Multi Agency Safeguarding Hub – most severe cases) and 15 to Early Help services (least severe).

**Number of students with Statements and Care Plans.** 2 are still on the old 'statements', 4 on EHCP. In addition to this 1 EHCP is about to be agreed and four are in the process of applying. We also have 4 students joining us in Y7 in September that have an EHCP.

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### GOVERNORS' VISIT FORM

This form is to be completed after a governor has made an official visit to the school.

**Name of Governor:** Natalie Ferer

**Date of Visit:** 31<sup>st</sup> January 2018 9.45 – 11.30 am

**Proposal for Visit;**

The School has made some significant changes over the past few weeks, particularly around the levels of engagement in lessons. During the visit we visited a few lessons and I talked to a panel of students before giving my thoughts to the Head on how the school is developing. The Head Teacher, John Taylor, invited me as he felt a fresh pair of eyes would be really useful and the visit would also give me an opportunity to learn more about the school and to discuss anything of particular interest to me.

**General comments or observations on what was observed:**

I observed students moving between and during lessons and following the new rules. These included:

- not wearing coats inside the building
- lining up outside classrooms and entering only on the instruction of a teacher
- quiet in the classroom and only speaking when given permission by a teacher
- quietly raising a hand if students have a question for the teacher
- during class time not being in the corridors without permission slip

Almost without exception, students were following the rules and I observed quiet and orderly movement between classes. This is in stark contrast to the loud, lively and chaotic movement I observed on earlier school visits.

In class rooms students were all seated and focused on the teacher or on their own work. I observed no disruptive behaviour whatsoever. I visited a classroom set aside for students being sanctioned for not observing the rules – which seemed to most frequently involve unauthorised talking during class. Students stayed in the sanction room for the remainder of that period and most were carrying out work already given to them by their class teacher.

We visited the sixth form area and observed students engaged in group study and discussed how the area was being developed to encourage study amongst this group of students.

I observed John addressing cases of misbehaviour with students and liaising with other members of staff in resolving 3-4 matters concerning these students. The cases involved some of a handful of students who regularly move around the school to avoid whatever lesson they are supposed to be in at that time.

## University Academy of Engineering South Bank

I had the opportunity to talk to a group of students; 3 from year 8, two from year 9 and two from year 12. They shared their thoughts on the new regime with me and were broadly supportive with students recognising that they are able to learn more during lessons than they did previously. They appreciated disruptive students being removed from the classroom so the teacher can concentrate on the learning that was taking place. However, they did say that they had witnessed some inconsistency in the application of the new rules by teachers and were also concerned that they are not always given the opportunity to discuss the subject being learned with the class.

On other matters, the students said that they did not always have time to eat their lunch due to having to wait in year groups. I am aware that John recognises that this is a problem and is looking for solutions. The sixth form students said that they would like more freedom during the school day including being able to leave school when they did not have timetabled lessons.

At the end of my visit I fed back my observations to John. I also had a conversation with him about the school budget and plans for how financial administration is being managed in the school.

### **Was the purpose of your visit achieved? Please comment:**

The purpose of the visit was achieved. I observed the application of new school rules and how this helped students engaged in lessons, feeding back my observations.

**Signed:** Natalie Ferer

**Date:** 1/2/18

(When completed, this form should be passed to the Principal, who will discuss the visit with the governors. A copy of the form will be passed to the Clerk at the end of the meeting for circulation to all governors and a copy made available to all staff)

	CONFIDENTIAL
Paper title:	Discussions at subcommittees
Board/Committee	University Academy of Engineering Local Governing Body
Date of meeting:	14 March 2018
Author:	Alexander Enibe, 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. The minutes are being prepared. 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 – 5 March 2018**

The committee discussed:

- The learning areas report.
- The ongoing departmental reviews and report.
- The Heads of Department’s self-evaluation and department improvement plans.
- The marking issues in Design and Engineering, but the Principal has a plan in place to address this.
- The Principal’s concern over a need for a good quality teaching for computer science, and there has been a significant drop in students taking computer science.
- The student progress report.
- The new system being used to measure the students’ performance. Jason Phillips confirmed that the new system shows the actual stage of the students’ performance, which is better than measuring their performance with prediction or summative.
- The committee noted that the students would now be tested twice a year, rather than every six weeks as previously done. Jason Phillips confirmed that the teachers prefer the twice a year testing.
- The review of quality of teaching
- Attendance, behavior and safeguarding report.

#### **Finance and General Purposes Committee – 5 March 2018**

The committee discussed:

- The pupil premium plan 2017/2018 and 2018/2019.
- The Principal confirmed that the pupil premium income for 2017/2018 is £245,905 and for 2018/2019 is estimated to be £317,432.50. However, all figures in the 2018/2019 pupil premium spending plan may change.
- The accounts is being prepared to bring it up to date and likely to be ready in three weeks.
- The school's heating system being linked to the council estate and the planned demolition of the council estate.
- The need to approach the DfE for a standalone heating system if the planned demolition of the council estate is confirmed.
- The likely increase in the number of students in the near future, so there is a need to increase the size of the dining room, and there should be some classrooms fit out.

South Bank Academies  
Risk Register - Academy



Create your future

Area	Risk	Impact description	Probability assessment	Impact assessment	Combined risk level	Mitigating actions	Reisidual Risk	Owner	Last reviewed	Date for next review	Status	Change
Compliance	Inadequate level of expertise and challenge on Local Governing Body leading to ineffective local governance.	Failure to achieve mission and objectives of the School/Trust. Poor decision making and information flow.	1	3	3	Appropriate recruitment process for governors. Representation of the Trust on local governing bodies. Annual review of local governing bodies including skills audit.	3	Trust Board/Chair of LGB	Dec-17	Mar-18	Open	→
Compliance	Serious breach of health & safety regulation or disability legislation occurs	Risk of litigation and Reputational risk.	1	3	3	Policies and procedures consistent with relevant legislation. Independent audit on Health and Safety and Policies. Regular reports to the board. Adequate insurance cover.	3	Principal	Dec-17	Mar-18	Open	→
Safeguarding	Safeguarding incident at one of the schools.	Risk to reputation locally and nationally, DfE and HSE intervention depending on seriousness of the event.	1	3	3	Experienced full time SENDCO as member of staff. All staff and governors are given safeguarding and prevent training. All students and staff complete e-safety training and firewalls are in place to secure all ICT networks.	3	Principal	Dec-17	Mar-18	Open	→
Finance	Changes to Funding via Government policy	Potential loss in income and threat to viability.	2	3	6	Monitoring of Government policy, Long term forecasts monitored by LGB, Financial expertise at Operational and Trustee level. Robust system of internal controls.	3	CFO/CEO	Dec-17	Mar-18	Open	↑
Staffing	Failure to recruit key teaching and support staff posts. Inadequate capacity to review quality fo work.	Staff not able to carry out their duties, poor management and decision making, poor quality of teaching and learning leading to poor student outcomes. Inadequate Ofsted grading leading to reputational risk.	2	3	6	Thorough recruitment programme with all relevant staff trained, comprehensive professional development, Strong Appraisal system. Competitive remuneration and career development.	3	Principal	Dec-17	Mar-18	Open	→
Staffing	Inadequate number of teaching and support staff within the Academy.	Inadequate teaching and learning and student support leading to poor student outcomes. Unsatisfactory Ofsted grading leading to poor outcomes	2	3	6	Monthly monitoring of staffing, independent exit interviews carried out by Trust for all staff, timely recruitment processes to attract and retain competent staff.	3	Principal	Dec-17	Mar-18	Open	↑

Pupils	Failure to recruit sufficient number of pupils in to Year 7.	Reduction in pupil led income which could lead to cash flow or long term financial problems. Potential damage to the Academys reputation.	1	3	3	Trust and Academy Marketing capacity & delivery and effective admissions processes. Monthly monitoring of pupil numbers. Work with local primary schools to ensure the Academy remains a first choice.	3	Principal	Dec-17	Mar-18	Open	→
Pupils	Failure to recruit sufficient number of pupils in to Year 12.	Reduction in pupil led income which could lead to cash flow or long term financial problems. Potential damage to the Academys reputation.	2	3	6	Increase trust and Academy Marketing capacity & delivery and effective admissions processes. Monthly monitoring of student numbers. Work with secondary schools with no post 16 offer.	3	Principal	Dec-17	Mar-18	Open	→
Pupils	Poor students outcomes.	Poor examination results could cause a reputational and financial risk. Detrimental to student futures/careers. Academy's reputation at risk.	2	3	6	Teaching and Learning constantly monitored and reported. Termly attainment reporting sent to management and pupils. Incoming students assessed for suitable attainment levels. Principal reports to local governing body. Practice Ofsted inspections and quality insurance visits.	3	Principal	Dec-17	Mar-18	Open	→
Infrastructure	Land and Buildings are fit for purpose.	Damage to property due to poor maintenance could cause disruption to business continuity and cause damage to pupils learning and School reputation	1	3	3	Maintenance programme in place assessed and monitored by Principal and forwarded to Trust. Adequate budgets for building maintenance are provided. Regular site checks by facilities team and external audits.	3	Principal/Trust Business Manager	Dec-17	Mar-18	Open	→
Infrastructure	Failure to safeguard academy assets from theft or damage by third party	Damage to building and assets. Health and safety risk to students and staff. Reputational damage and poor learning outcomes.	1	2	2	Academy has adequate security systems and budgetary allowance for upkeep and maintenance. Asset registers at each establishment are monitored and auditted regularly. Adequate insurance is provided.	2	Principal	Dec-17	Mar-18	Open	→
Reputation	High profile event in the school affects Trust overall	Risk to reputation nationally and locally to the school and the trust.	1	3	3	Academy has a Critical Incident plan which is regularly assessed listing a delegation of duties in the event of an emergency situation.	3	Principal/CEO	Dec-17	Mar-18	Open	→

Risk Calculation	Probability		
	1 low	2 medium	3 high
1 low	1	2	3
2 medium	2	4	6
3 high	3	6	9

Key - Areas

Compliance
Safeguarding
Finance
Staffing
Pupil Levels
Infrastructure





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