

Meeting of the South Bank Engineering UTC School Advisory Board

4.00 pm on Wednesday, 1 July 2020
in MS Teams

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		LM
2.	Declarations of interest		LM
3.	Minutes of previous meeting	3 - 6	LM
4.	Matters arising	7 - 12	LM
Items to discuss			
5.	Principal's report <ul style="list-style-type: none"> • update on restart arrangements, • update on assessment, recording and reporting • update on Coronavirus (verbal report at meeting) 	13 - 34	AS
6.	Student recruitment update	Verbal Report	AS

Date of next meeting
4pm on Wednesday, 7 October 2020

Members: Lesley Morrison (Chair), Ed Arthur, Ian Brixey, Beau Fadahunsi, Tony Roberts, Austin Sheppard and Joanne Young

In attendance: Michael Broadway, Dan Cundy and Dominique Phipp

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Minutes of the meeting of the South Bank Engineering UTC School Advisory Board
held at 4.00 pm on Wednesday, 13 May 2020
South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

Present

Lesley Morrison (Chair)
Ed Arthur
Ian Brixey
Beau Fadahunsi
Tony Roberts
Austin Sheppard
Joanne Young

In attendance

Michael Broadway
Dan Cundy
Carol Wardell

1. **Welcome and apologies**

No apologies had been received.

2. **Declarations of interest**

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

3. **Minutes of previous meeting**

The minutes of the meeting of 25 March 2020 were approved, subject to a minor amendment.

4. **Matters arising**

School Improvement Plan - with the current coronavirus situation progress against the previous improvement plan is hard to determine. A new plan is being developed for next year but it is noted that the situation in which the school finds itself is continually changing.

The SAB noted that with the move to a curriculum specialism in health, there has been successful recruitment of a lead teacher in health who will be starting in September 2020.

The SAB requested that those actions not completed for the last meeting continue to be captured on the action sheet until complete.

The SAB noted that the action on attendance figures incorporating excluded pupils has been deferred due to the coronavirus pandemic.

Risk register - The risk register has been updated to reflect risks during the coronavirus pandemic and will be reviewed at the next SBA Board meeting.

5. **Principal's report**

The SAB discussed the update on attainment. All staff had been briefed on the new process for calculating GCSE grades as exams were not being held.

The SAB noted that the new process is mainly focused on GCSE and A levels. It was noted that BTEC grades were in line to be similar to last year's performance.

The SAB noted that the school will have a right of appeal against marks but it will only be for when the exam board has made a significant mistake in calculating the grades. Individual students will not have a right of appeal but can re-sit their exam in October 2020. The SAB noted that if students re-sit exams in October 2020 they may not do as well as they could due to the interruption in teaching and questioned the Principal on how the School is preparing students for this. All parents have been kept informed about the possibility of students to re-sit. From 1 June 2020, a new block of work will be delivered to year 11 students preparing them for resits. The SAB noted that all year 11 students have been given unconditional offers for the sixth form.

The school is also mindful of supporting school leavers with their options. Potential other courses for year 13 students who could stay on for an extra year are being explored. Management is also looking at ways to deliver careers advice and to provide help and support to students, such as putting them in touch with employers who are taking on apprenticeships.

The SAB questioned the Principal on support for new students joining the school in year 12. There is an extensive programme of marketing and support for students coming in. The numbers for new year 12 students are currently positive. If it is possible to re-open buildings in July 2020 there will be a taster event to showcase the school to the students. On line open events give new students and parents the opportunity to view the school virtually and to have any questions answered.

An open even for next year's year 10 students is being planned. The SAB noted the challenges with recruiting new year 10 students but that schools are now obliged under the Baker Clause to ensure education and training

providers can access pupils to talk about technical education and apprenticeships. The SAB noted that the new Health Studies subject specialism has been well received in all platforms.

Attendance

The SAB noted the current special circumstances and revised expectations of students' attendance, which is not being captured in the same way as before. Staff are still assessing attendance of students in lessons and the safeguarding team meet twice a week to review any attendance issues.

The SAB noted that students are generally engaging well but there is variance by subject. The SAB noted that engagement figures are generally good as MS Teams was already been used prior to the lockdown and that all students had engaged with some of the remote learning. Virtual learning walks by staff have been conducted but the SAB noted the challenges in judging the quality of on-line learning.

Management is looking at what can be done do address gaps in learning.

Safeguarding

The SAB noted an update on safeguarding. The SAB requested that the Safeguarding lead attends the next meeting to provide a more detailed update on safeguarding.

A revised safeguarding policy will go the July 2020 SBA Board for approval and shared with local governors for information.

Staffing

The SAB noted an update on staffing. Recruitment had continued and interviews had taken place remotely. The SAB noted the new appointments and that it was anticipated that the school would be fully staffed for the new academic year.

The SAB noted the leadership responsibilities.

6. Coronavirus update

The SAB noted an update on the coronavirus situation. The building is starting to open one day a week to allow students and staff to pick up any required equipment. Government guidelines are being followed. The current

plan was to reopen to year 10 and 12 students in July and to be open for results day in August. Staff are currently expected to come in during the last week of August for training. Any plans to reopen are subject to risk assessments and Board approval.

The SAB noted that work is being undertaken to ensure the safe use of the building for any re-opening.

The SAB noted it was anticipated that remote learning would continue. A remote teaching and learning strategy is being developed to ensure teaching standards are maintained.

The SAB noted that staff have adapted to the new way of working well and that management are working to ensure that staff are not feeling isolated. Staff wellbeing is checked regularly. Risk assessments will take place before staff are asked to return to work.

The SAB noted the work to ensure that eligible students continue to have access to free school meals.

The SAB noted that contingency plans are in place for two scenarios – one for re-opening in July 2020 and one for re-opening in September 2020.

7. Risk Register

The SAB noted that the risk register would be considered at the next Board meeting.

**Date of next meeting
4.00 pm, on Wednesday, 1 July 2020**

Confirmed as a true record

..... (Chair)

SOUTH BANK ENGINEERING UTC SCHOOL ADVISORY BOARD - WEDNESDAY, 5 FEBRUARY 2020
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
7.	School Improvement Plan (2019/20) and SEF (2019/20)	The SAB requested the School Improvement Plan to come back to the May 2020 meeting.	13 May 2020	Austin Sheppard	Deferred

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SOUTH BANK ENGINEERING UTC SCHOOL ADVISORY BOARD - WEDNESDAY, 25 MARCH 2020
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Officer	Action Status
4.	Matters arising	The School Improvement Plan for the May 2020 meeting.	Austin Sheppard	Deferred
5.	Principal's report	Attendance data at future meetings to include figures without excluded students as a comparison	Austin Sheppard	Deferred
7.	UTC risk register	Circulate Baker Dearing Trust report to SAB members	Austin Sheppard	To do

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SOUTH BANK ENGINEERING UTC SCHOOL ADVISORY BOARD - WEDNESDAY, 13 MAY 2020
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
5.	Principal's report	Safeguarding lead attends the next meeting to provide a more detailed update on safeguarding	1 July 2020	Austin Sheppard	Update at meeting

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Principal's Report to SAB

Produced by: Austin Sheppard

Date: 26 6 20

a) Attainment

Cohort Size	35		Male	30		Female	5
Disadvantaged	5		SEND Support	6		Statement	2
	UTC 2019	UTC without Durrand 2019*	National 2019	Target 2020	Submitted Grades 2020	Improvement from 2019	Notes
Key Stage 4							
A8 All Students	34.1	37.2	46.5	41	39.2	5.1 up	A significant leap in attainment 8, close to highly ambitious target.
English and Maths 5+	24%	31%	43%	35%	22.9	1.1% down	28.6% in English (Down on last year, though lower ability cohort) at 5+ 40% in Maths up from 31%.

English and Maths 4+	44%	54%	64%	70%	74.3	30.3% up	Huge improvement, due to Maths 80% (up from 47%) and English 85.7% (up from 66%)
Progress Score (From starting point) +0.1	-0.17	-0.01	0	0.1	0.51	0.68 up	Students made more than half a grade better progress at UTC from starting point than similar students nationally.
Progress 8 (2019 benchmark)	-1.46		-0.03		-0.53	0.93 up	*P8 is recognised as an inappropriate measure to judge UTC performance by
English 5+	40%	41%	61%		29%	11% down	This year's cohort was skewed significantly towards a lower ability in English than the previous cohort
English 4+	66%	71%	76%		86%	20% up	Depart did huge amounts of work to shift grade 3 students into grade 4
English Progress From GL	1.11	1	0		1.28	0.17 up	Students make well over a grade more progress at the UTC in English than students nationally from similar starting points

Maths 5+	31%	39%	49%		40%	9% up	Change in personnel and teaching staff made a significant impact on pupil performance in mathematics
Maths 4+	47%	59%	70%		80%	23% up	Impact of Director of Mathematics in the teaching of key foundation students, vital to the securing of grade for significantly more students. Along with decision to move to OCR.
Maths Progress From GL	-0.44	-0.25	0		0.67	1.11 up	Students at UTC made 2/3 of a grade more progress than students from similar starting points nationally

Year 11

Notes: This data is based on Centre Calculated Grades submitted to the exam board and actual grades award may differ following statistical moderation. A8 and progress 8 figures are based on 2019 national data.

This data set shows significant progress on last summer's results in most areas. A progress from starting point of 0.68 is particularly pleasing and shows that students at the UTC has progressed excellently this academic year. This has been driven mainly by improvements in mathematics, science and maintenance of excellence in English. This year's cohort was skewed heavily towards grade 4 performance which explains the dip in grade 5s. Moving forward we will need to ensure that the high prior attainers are targeted towards achieving the highest grades.

BTEC analysis not available at this time.

Year 13

	UTC 2019	National 2019	Target 2020	Submitted Grades 2020	Improvement from 2019
A-Level					
Average Points	19.2	32.9		30.5	11.3 up
Average Grade	D	C+		C	1 grade up
Value Added	-0.36	-0.02	0	0.55	0.91 up
Other Academic					
Average Points	11.6	33		30.2	18.6 up
Average Grade	E	C+		C	1 grade up
Value Added	-0.81	-0.02		0.58	1.39 up

Notes: (commentary on performance of Year 13. To include attainment at A*-C and A*-E for A levels, grades for BTEC, average grades, ALPS or progress/value added measures).

Performance at A-level has been significantly improved across the board. Driven by improvements in mathematics, Chemistry, Biology and Computer Science.

BTEC analysis not available at this time.

b) Safeguarding

Safeguarding & Wellbeing Update – June 2020

Since the previous report in May 2020 the following actions have been taken to support our students:

Safeguarding & Student Well being

- Number of students that the school refer to as 'Vulnerable' remain at 35; 11 students are classified as Child In Need (CIN), 2 students are on a Child Protection (CP) plan
- Safeguarding team of four were extended to seven and they have now all completed relevant training at either Level 2 or 3.
- A student became 'Looked After' during lockdown – the school now has 2 CLA (Children Looked After)
- All staff received a Safeguarding update when they returned on Monday 22nd June
- Year 10 returned to school on 24th June - 62% attended. On this day the students had a full day of 'Well Being' which included activities such as 'Staying Positive', 'Sharing your Thoughts' and 'Strategies to Use When Anxious'
- Students not attending have all been contacted and all non-attendance continues to be followed up
- All students received a 1-2-1 with a trained counsellor to ask them privately about how they are feeling. No students were referred for any further support.
- All returning students have also been surveyed about their feelings and well-being:
 - I.How are you are feeling? (1-5) Year 10 average 4.2
 - II.What support do you require? Structure, my own space, timeout (most common responses)
 - III.82% have been helping a neighbour or relative during lockdown
 - IV.54% have learnt a new skill or hobby
 - V.42% have been active during lockdown

Staff Well Being

- During the Staff INSET all staff were offered 1-2-1 Counselling sessions. 5 members of staff requested this support. No staff were sign-posted on for further professional support.
- 4 members of staff are not allowed in school due to their health/shielding. Those staff attended the Staff meeting remotely on Monday 22nd June and have all been contacted regularly by Mr Sheppard

Black Lives Matter

The school has responded to the recent campaign in the following ways:

- Liaised with the sister school – UAE South Bank
- Mini Social Media 'Take over' with relevant posts
- Sent FREE resources to all parents (including history content and tuition for black children)
- Identified staff to join an Action Group
- Meet with LSBU group to share actions and future plans, another meeting due on 30th June
- Strategy document created in draft form
- Share basic elements of strategy with all staff
- Created a 'Channel' in Microsoft Teams to share thoughts, opinions and ideas
- Displayed posters around the school building
- This will remain a whole school issue that will continue throughout the years to come

c) **Staffing**

Recruitment: (Include information on vacancies, staff leavers and joiners both for teaching and non-teaching staff)

We are now fully staffed for September and feel like we recruited particularly strongly.

New starters are being invited for an induction day on Friday 17th July.

Active disciplinary issues:

None

Restart Plans

The risk assessment has been extremely thorough and has been agreed at trust level. Some of the changes that will be in place at the UTC include; different entrance for staff and students. Everyone to be thermos scanned on entry to the building. Professional dress rules relaxed with expectation of clean fresh clothing every day. PPE to be optional with in the building but social distancing to be strictly adhered to. A strict keep left policy in corridors and a one way system in place up and down the stairwells. A full video showing these changes to parents and students can be seen here: <https://www.youtube.com/watch?v=SAy8BrFjLw&t=300s>

Year 10 to start Wednesday 24th June in 2 bubbles. These bubbles will be operating on slightly different times of the day with a staggered start, lunch and end of day to avoid cross contamination of groups. They will start with a day of pastoral support and guidance before moving into subject days. Each subject will be delivered within 1 day of the week. English on a Thursday, Maths on a Friday, Engineering on a Monday and Science on a Tuesday. Wednesday will then be used for Computer Science and RS, which will be delivered remotely. This will repeat until Friday 17th July. Following this, there will be an online remote Work Experience event that lasts 3 days and supports our students when they otherwise wouldn't be able to have work experience.

Our approach to Year 12 is slightly different depending on Pathway. Our Technical pathway will be split into 2 bubbles, with students working on Monday and Wednesday Or Tuesday and Thursday, depending on their bubble. These groups will be staggered in their start and end times from the Year 10 groups to avoid cross contamination and they will work on floor 2 of the building. Our Academic cohorts will work on subject days which will be 48 hours apart, to take account they they won't always been in the same bubble of students. Each subject will return for one day.

Remote learning will continue for all students on the days they are not in the UTC. Staff will make the resources used for the in school days available online to students not able to attend.

Parents and staff have been fully consulted and surveyed regarding risk factors and with details of the return.

We will monitor the situation closely with regards to making plans for the return in September.

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ASSESSMENT, RECORDING & REPORTING

INNOVATION, INTEGRITY & INTENT

Assessment at South Bank UTC

01 – Timing

Assessments all to have clear rationale and to be scheduled at time that makes sense for the purpose of the collection. Data points to be limited to 5 for parents to reduced teacher time spent on data admin in favour of time for actions and teaching.

02 – Accuracy

Backed up by high quality assessment papers, 2 mocks plus an end of year assessment after year. In faculty moderation and cross organisation support utilised.

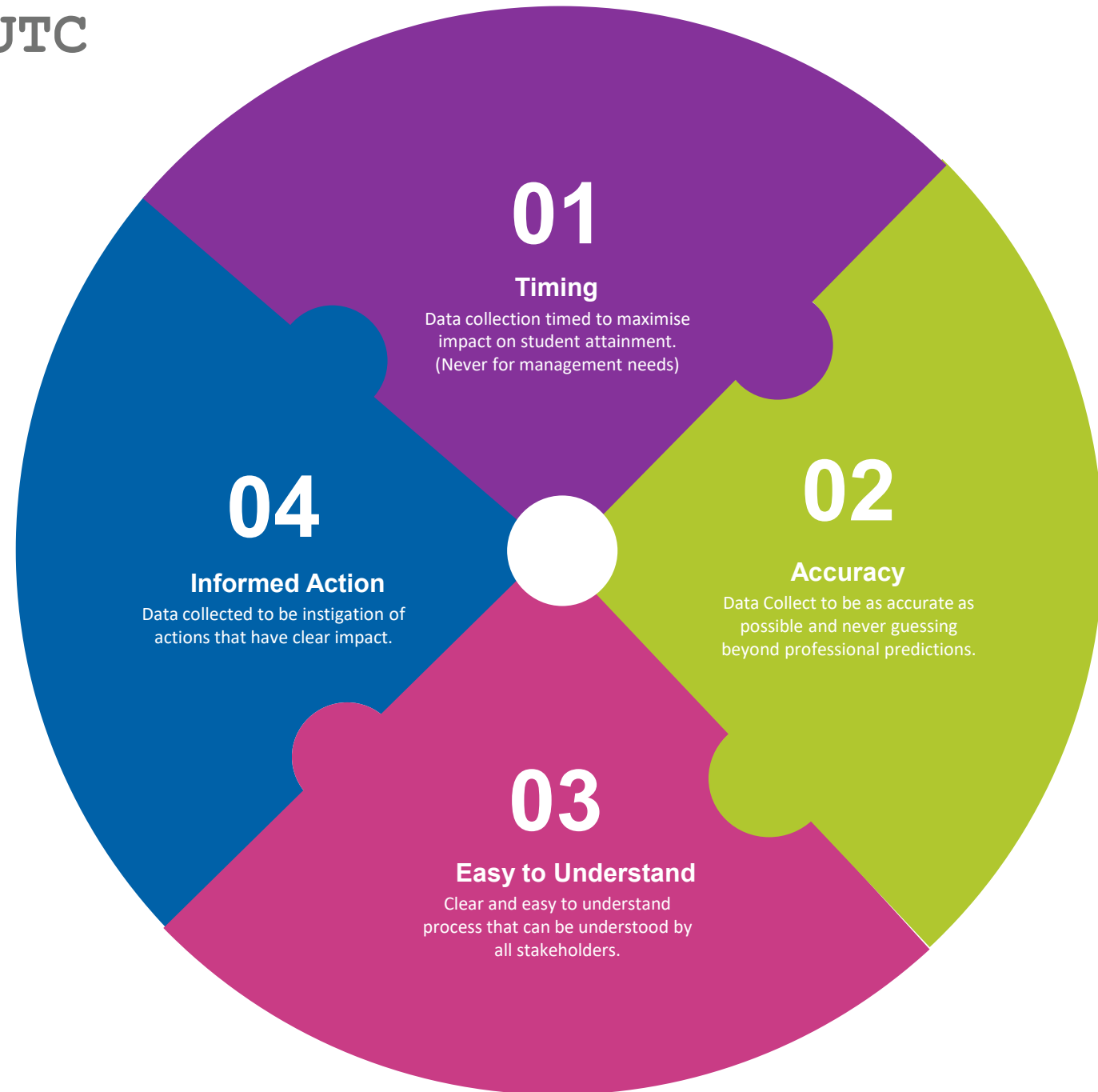
03 – Easy to Understand

Avoiding use of fine or sub grading. Clear and easy to understand reporting templates that allow all stakeholders to engage and action.

04 – Informed Action

Students to develop clear target at each data drop. Teaching to

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Assessment at South Bank UTC

Aims:



Relationships

Develop strong teacher parent relationships for the benefit the students

- Clear reporting timeline, regular parents evenings (twice yearly), regular reports (5 times per key stage)



Accountability

Clear data driven accountability for students

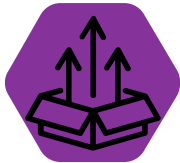
- Students aware of key assessment windows and expectations



High Quality data

Reporting right data at right time, targets set early in course, with early feedback on progress, evolving into Mock Grade and predicted grade as we move into second year of the course.

- Not reporting data that might be misleading, i.e. predicted grade during first term of year 10



Unpacking detail behind data

Data not the end point but the starting point for future actions

- Formative use of summative data, data driven interventions

Formative Assessment South Bank UTC

Using the Rosenshine principals of instruction as a basis the use and research of the use of formative assessment is critical to lessons at the UTC. It is expected that teaching uses the 10 principals in FIG A. regularly with in lessons. This will be monitored via learning walks and a program of department reviews. Emphasis will be on regular high impact feedback to students and will take a variety of forms, including marking, questioning, low stakes quizzing and activities that check for student understanding.

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THE PRINCIPLES OF INSTRUCTION

Taken from THE INTERNATIONAL ACADEMY OF EDUCATION
By BARAK ROSENSHINE
Based on strategies to optimise how we acquire and use new information

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIALS IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload – present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask 'Are there any questions?' No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' – a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Summarised by Oliver Caviglioli | @olivercaviglioli | teachingtwo2.com

Target Grades

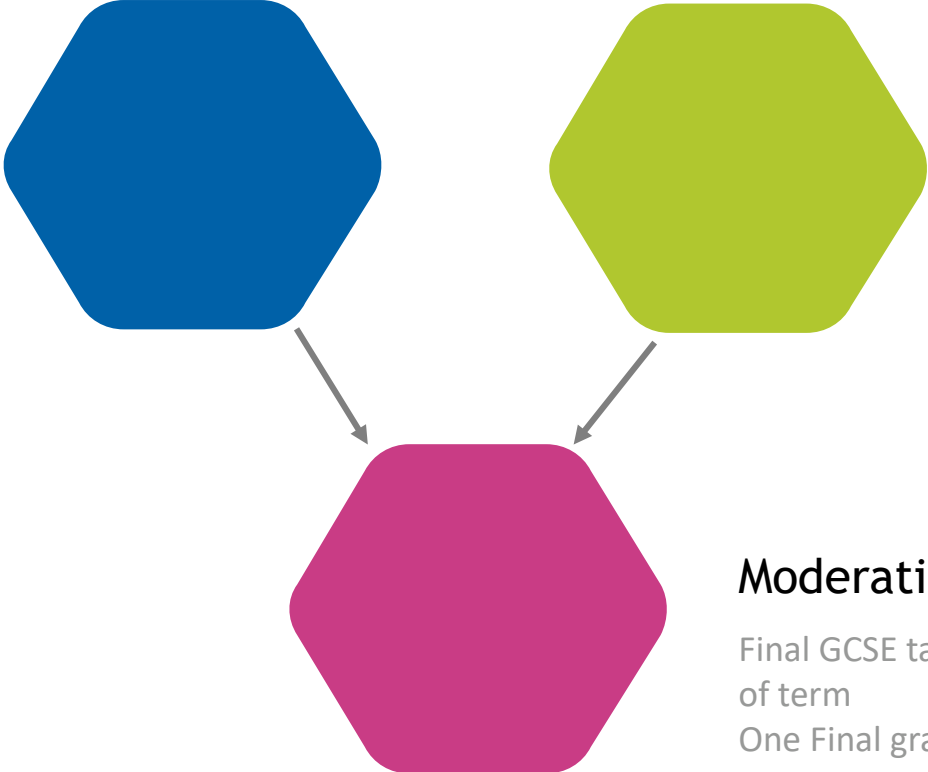
Key Stage 4

Key Stage 2 SATS data

Gathered via UPNS, usually available by week 2 of term time. Used with FFT to provide target grade from KS2.

GLA CATS2 Data

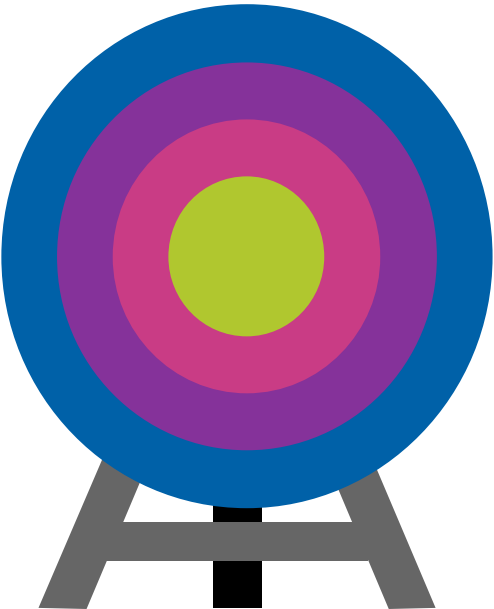
Gathered via testing in week 2. Gives full set of predicted grade data.



Moderation Process

Final GCSE target grades set for students by 3rd week of term
One Final grade set

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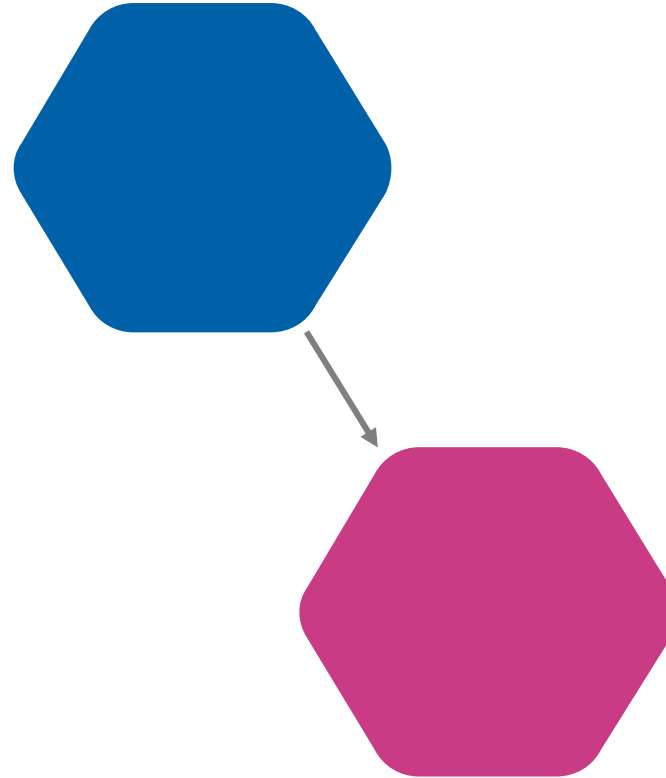
Target Grades

Key Stage 5

A-Level and BTEC

ALPS

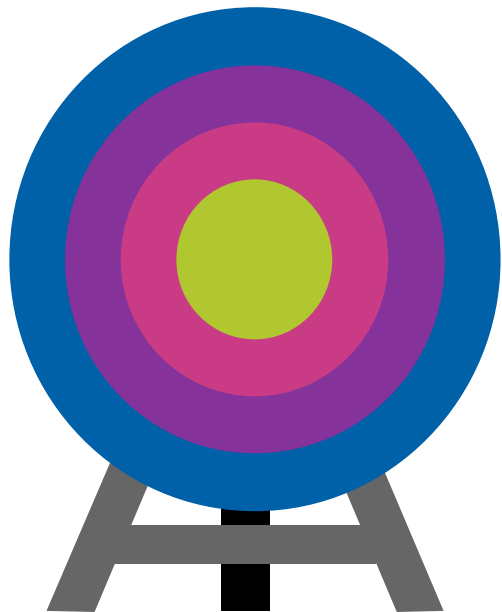
Using GCSE results data we generate target data using ALPS.



Moderation Process

Final A-Level and BTEC target grades set for students by 3rd week of term

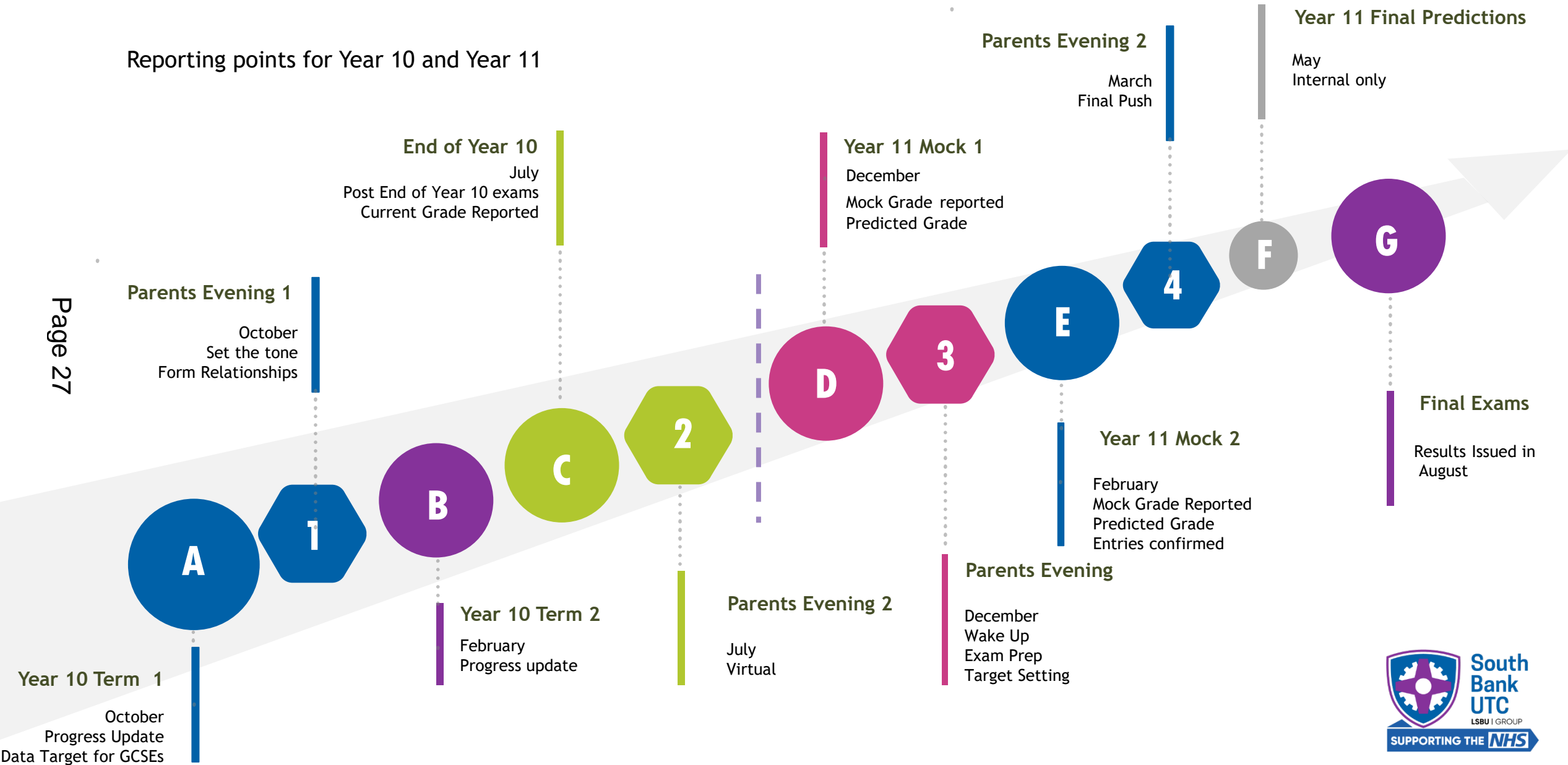
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Reporting Timeline Key Stage 4

Reporting points for Year 10 and Year 11

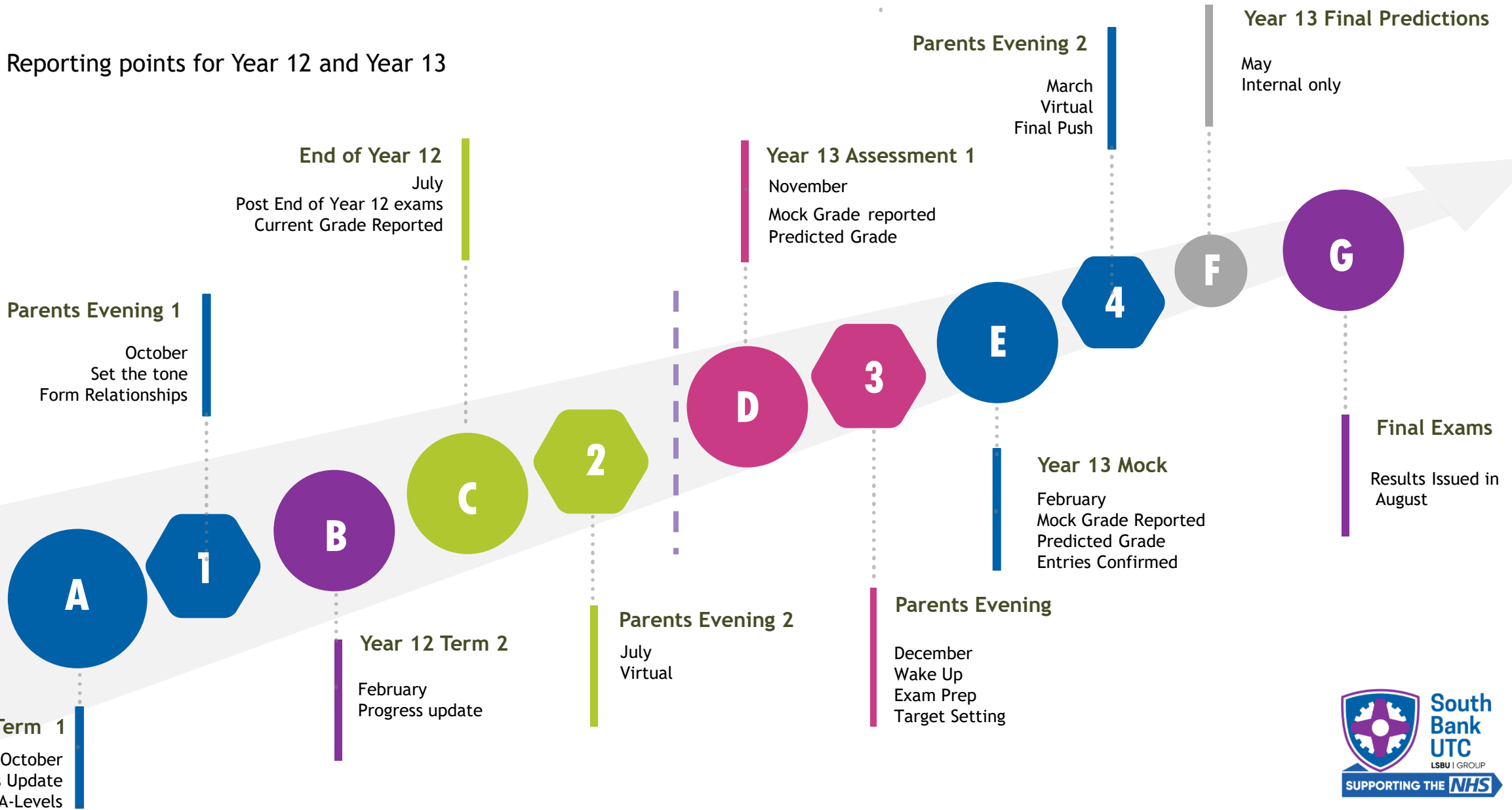
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Reporting Timeline Key Stage 5

Reporting points for Year 12 and Year 13

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Reports to Parents

*Reports Indicative of content not layout

Progress Style (First 2 terms of Key Stage)

End of First Year Style

Post Mock Style

Subject:

Teacher:

Exam Board:

Qualification:

Target Grade:

Progress:

Exceeding

On Track

Working Towards

Cause for Concern

What are next steps?

Subject:

Teacher:

Target Grade:

Current Grade:

What are next steps?

Subject:

Teacher:

Mock Grade:

Predicted Grade:

What are next steps?

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Progress Style

Exceeding	
On track	
Working Towards	
Cause for Concern	

Is coping well with the level of challenge and showing potential to achieve more highly than their target grade

Is doing well and should they maintain their work ethic, will achieve their target grade

Needs to put in significant work and effort to make sure that they achieve their target grade, as they may be at risk of falling just short.

Urgent change and intervention is required, as currently it looks like they will not achieve their target grade.

Reports to Parents

*Report details TBC

WEX

Summary report of Work Experience sent to parents post Work Experience in September Year 11 and 13 post Year 10 and 12 WEX in July.

SKILLS BUILDER SKILLS

Skills builder profiles to be included in reports.

EMPLOYER/ENTERPRISE/COMMUNITY PROJECT

Report on Employer/Enterprise and community projects to be sent annually.

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Reporting to SAB, Trust and Quality Board

Marketing is the study and management of exchange relationships. Marketing is the business process of creating relationships with and satisfying customers.

October

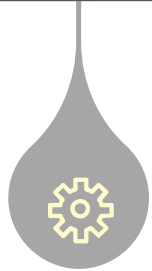
December

February

March

May

July



Target Data

Target Data in place for Year 10 and 12 Cohorts



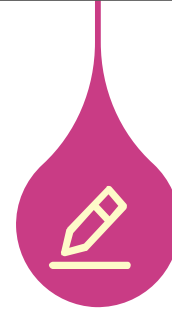
Year 13 Mock 1

Target Data in place for Year 10 and 12 Cohorts



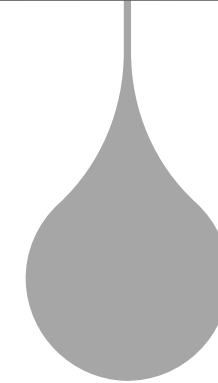
Year 13 Mock 2

Target Data in place for Year 10 and 12 Cohorts



Year 11 Mock 2

Mock Grade and Predicted Grade



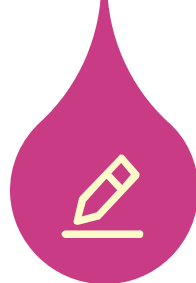
End of Year Predictions

Final Predicted data for Year 11 and 13.



Progress Data Year 10 and 12

Indication of student progress in the start of their courses.



Year 11 Mock 1

Mock Grade and Predicted Grade



Progress Data Year 10 and 12

Indication of student progress in the start of their courses.



End of Year 10 and 12 Exam

Summative Examinations leading to current grade.

Reports

Omissions

No mention or scoring of behaviour.

Parents to be given access to SIMS data via app so unexpected behaviour reporting not dominating conversations on parents' evenings

Weekly parent bulletin from Teams on work completion and summary for parents.

SIMS APP rewards, behaviour and attendance.

No mention of attendance or punctuality.

See above.

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Considerations

Specific mentions of remote learning

Coursework and other elements to be reported separately

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