

Meeting of the University Academy of Engineering School Advisory Board

4.00 pm on Thursday, 7 November 2019
in Trafalgar Street, London SE17 2TP

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
6.	Principal's report	3 - 12	JT
11.	School development plan 2019/20 and SEF 2019/20 update	13 - 28	JT

Date of next meeting
4.00 pm on Thursday, 30 January 2020

Members: Chris Mallaband (Chair), Veronica Allen, Elizabeth Adeyemi, Safia Barikzai, Alex Drake (Vice-Chair), Karen Fowler, Philipp Herzberg, Zakir Matin, Tony Roberts and John Taylor

In attendance: Alexander Enibe

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Principal's report to governors

7th November 2019



John Taylor

As it is only 10 school days since our last Governors meeting this is a shorter Principal's report to Governors.

1. Ofsted and SEF
2. Staffing report from Jacqui Collins - due to be tabled at the last meeting
3. Organisation chart
4. Building culture
5. Update on pay policy and associated issues

1. Ofsted and SEF

Over the past few weeks we have been digesting the expectations explicit in the new Ofsted framework. From this we have been reassured that the planned development of the school over this year, along with the changes that have been made over the past two years, are completely in line with what Ofsted expect to see in a great school. In particular the new framework emphasises the need for schools to deliver a wide curriculum through a three year key stage 3, with teaching and extra-curricular programmes designed to ensure students are building their cultural capital through the delivery of powerful knowledge which can then be used in the development of skills. This approach has formed the basis of our ongoing curriculum development.

Ofsted are also looking at how schools address social disadvantage and develop wider characteristics such as resilience, moral purpose and confidence in students. Our Day 10 and enrichment offer assures this is clearly evident at UAE.

I have rewritten the SEF for this year over the half term holiday, and it now reflects the expectations of the new Ofsted framework. The new SEF is one of the agenda items at this meeting.

Since September we have strengthened our ability to assess the quality of teaching and intervene with support for teachers through our learning walks. The tracking of these and the feedback to teachers has been enabled through our use of google, as has the ability to share resources and information with students and staff. We are now looking to increase the number of chromebooks for students to improve their opportunities for classroom and independent learning. We feel this will have a huge impact on students outcomes over time. I am currently concerned that we have not had in place a rolling programme of laptop/chromebook replenishment strategy and that this is not built into the schools budget cycle. The number of devices per student has significantly decreased over the last two years and we are way off the DfE's recommended 1 device for every 2 students. Purchasing chromebooks to get us back to the level of the average school needs to be a priority as the deficit is having a significant impact on teaching, learning and student outcomes.

2. Staffing report from Jacqui Collins

People and Organisation – 10/10/2019

2018/19 Headlines

An HR Manager (0.6 FTE) was put in place in November 2018 and a full-time HR Officer in April 2019. Since this time, our priority has been to deploy the academy's HR policies, prioritising absence management initially. It was also a priority to set up a comprehensive employee relations service for live cases, but also for any legacy issues. There has been a change in culture within the HR provision and this has been a difficult transition, especially where disciplinary investigations and processes have been initiated. However, equally, there have been a number of very positive resolutions, including some legacy pay disputes and the provision of support for staff with ongoing medical conditions or who require other personal support.

The administration of absence management is a large portion of the HR Officer's workload. However, it is expected that the conversion to iTrent software, in line with the group HR MIS (the academy currently uses SIMS which is a student MIS with an HR bolt on – estimated roll-out of iTrent software January 2020), should ensure that the administration of all aspects of HR workflow is more seamless.

Recruitment has been an ongoing theme, with 42 new starters during the academic year (see Appendix II). Recruitment remains challenging in the current market with retention needing to be a key priority for the academy where teaching staff are concerned. High turnover has occurred in the STEM subjects despite paying well into the main pay scale and beyond to remain competitive. Other hard to recruit to areas have included learning support, where short term supply staff have been deployed, and where some pockets of poor performance are an issue. We are about to embark on a restructure of the SEND department, to incorporate EAL provision. The expansion of the sixth form and increase in student numbers has contributed to the rise in recruitment and headcount.

A variety of destinations and reasons were provided by the 26 leavers (Appendix III). There was high turnover in the STEM subjects although we were able to replace fairly quickly with limited cover required in the interim. Exit surveys and interviews were initiated toward the end of the year and the HRM is in the process of putting together a report of headlines to be presented to the Principal, the findings of which should contribute to forming a retention strategy for 2019/20.

Chris Mallaband, Chair of Governors, has been working closely with the school to reform the administration of its Single Central Record. The school now has a fully operating Ofsted-compliant document which clearly sets out the details of all staff, contractors, governors and volunteers on site at the school. There are a handful of gaps which need addressing and the HRM is working to resolve these very quickly.

As we move into a new academic year, it is a priority to review the school's HR policies, in line with the other school in the Trust, with the pay policy being top of the agenda.

JCO, HRM
09/10/2019

Appendix I Absences

2018-19

Absence category	No. of days lost		
	Autumn 18	Spring 19	Summer 19
Care of sick children	8.5	13.75	4
Care of sick relatives	2	5	7.75
Dental appointment	1.5	1.75	2.75
Doctor's appointment	9.25	8	9
Hospital appointment	11.25	19.25	10
Interview	3	6.25	8.5
Jury Service			11
Other paid authorised absence	0.25	1	26.25
Paternity leave			2
Personal	67	35.75	25.5
Phased return	3		
Pregnancy related sickness	2.5	6	
Sickness	193	128.5	116.25
Suspension during disciplinary investigation			10
Training		33.25	16.75
Unpaid authorised absence	1	8.75	22.5
Unauthorised absence			9.25
TOTAL NO. OF DAYS LOST PER TERM (- training days)	302.25	234	264.75
TOTAL NO. OF DAYS LOST FOR THE ACADEMIC YEAR (- training days)			801

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Appendix II Starters 2018/19 – Total 42

Post	Start Date	Notes
Learning Assistant	05 November 2018	(leaver)
Maths Teacher - Head of Maths	23 April 2019	
Engineering Teacher	11 March 2019	
Head of House	25 February 2019	
Maths Teacher	01 July 2019	
Lunchtime Supervisor	26 April 2019	

English Teacher	01 July 2019	
Learning Assistant	04 March 2019	(leaver)
Assistant Vice Principal	23 April 2019	
PA to Principal (mat leave cover)	03 December 2018	(leaver)
English Teacher	11 February 2019	
Mathematics Teacher	01 July 2019	
Head of House	12 October 2018	
Performing Arts Assistant	23 April 2019	
Maths Teacher	01 July 2019	
Head of House	12 November 2018	(leaver)
Head of House	29 August 2019	
Mathematics Teacher	08 July 2019	
English Teacher	03 January 2019	
Sixth Form Study Supervisor	14 November 2018	(leaver)
Spanish Teacher	17 January 2019	
PA to Principal (mat leave cover)	02 September 2019	Contract ends 31/12/2019
Lunchtime Supervisor	26 April 2019	
Science Teacher	03 January 2019	
PE Teacher	10 July 2019	
Business Teacher	29 August 2019	Contract ends 31/08/2020
Learning Assistant	14 March 2019	
Lunchtime Supervisor	26 April 2019	
Learning Assistant	07 March 2019	Contract terminated 11/10/2019
SENDCO	01 July 2019	
Science Teacher	18 March 2019	
KS4 Achievement Coordinator	25 February 2019	Contract ends 31/08/2020
Facilities Manager	18 March 2019	
Lunchtime Supervisor	26 April 2019	
Learning Assistant	18 February 2019	Spanish teacher mat leave cover until 30/04/2020
Site Supervisor	25 March 2019	(leaver)
Maths Teacher	29 August 2019	
Consultant Vice Principal	14 February 2019	(leaver)
Learning Resource Assistant	24 June 2019	
Learning Assistant	05 November 2018	
Humanities Teacher	29 August 2019	
Mathematics Teacher	12 October 2018	(leaver)

Appendix III Leavers 2018/19 – Total 26

Post	Date of Leaving	Destination
Learning Assistant	31 August 2019	Moved into teaching role
Maths teacher	31 August 2019	Moved out of area
Learning Assistant	15 January 2019	Termination of contract
SENDCO	31 December 2018	Reason not given
Learning Assistant	31 August 2019	Teacher training
Learning Assistant	12 February 2019	Moved abroad
Maths teacher	31 October 2018	Teaching post elsewhere
PA to Principal (mat cover)	08 March 2019	Reason not given
Head of House	15 February 2019	Reason not given
Head of Humanities	31 August 2019	Promotion to SLT post
Science Teacher	14 December 2018	Moved abroad
Computer Science Teacher	31 December 2018	Teaching post elsewhere
Maths teacher	23 April 2019	Moved abroad
Sixth Form Study Supervisor	31 August 2019	Failed probation
Higher Level Teaching Assistant	31 August 2019	University course
Head of House	31 August 2019	Teacher training
Facilities Manager	27 September 2018	Reason not given
Maths teacher	23 July 2019	Teaching post elsewhere
Site Supervisor	31 August 2019	Reason not given
Administration Manager	18 January 2019	Promotion opportunity
English teacher	31 December 2018	Teaching post elsewhere
Maths teacher	28 February 2019	Promotion opportunity
Finance officer	31 August 2019	Finance Officer post elsewhere
Learning Assistant	23 November 2018	Failed probation
Learning Assistant	12 September 2018	Reason not given
Science Teacher	31 August 2019	Teaching post elsewhere

In the papers for this meeting you should have an organisation chart. This reflects the current agreed staffing structure, including planned changes to the Inclusion department and the admin support structure.

4. Building Culture

As an SLT we have recognised that now for the school to develop to where we want it to be we need to build a collective understanding of the expectations of behaviour for all staff and students. This needs to be shared with parents, Governors and other stakeholders and should become self evident to anyone that enters the school site, or interacts with our students on school trips or sporting events. These cultural expectations will encompass the social interaction behaviours of students, the learning behaviour of students and their behaviour when interacting with staff, as well as the behaviour of staff when interacting with the students. These behaviours will be explicitly taught and referred to in different ways and will all reference the schools expectations of confidence, ambition and social responsibility. We are currently researching how the best schools build a sustainable and self managing culture. The programme for developing these expectations, communicating them and then ensuring they are met will be rolled out after Christmas. This is a project that the SAB will want to engage with and monitor.

5. Update on pay policy and associated issues

The current pay structure is a hindrance to appointing and retaining teachers. It is not in line with national pay scales and particularly there is no mechanism for teachers to progress to the Upper Pay Spine (UPS) or for Teaching and Learning Responsibilities (TLR's) to be awarded. Although the Trust wanted to bring in a new pay structure that dealt with these issues this September this hasn't happened. The Trust is still intending to do this work ready for next September. The lack of TLR's in particular has been an issue that has been repeatedly raised as a concern from teachers and senior leaders and has been named as a reason why teachers have looked for work elsewhere as it reduced the opportunities for career progression. As a stop gap solution we now have clearance to make honorariums available in the following areas. It is intended that these honorariums are turned into TLR's once the pay structure has been re-done.

NQT programme manager

Teacher support plans and tailored support programme manager

Subject leader for Art

Subject leader for Music

Subject leader for Drama. (This post will not be advertised this year.)

Responsibility in Science

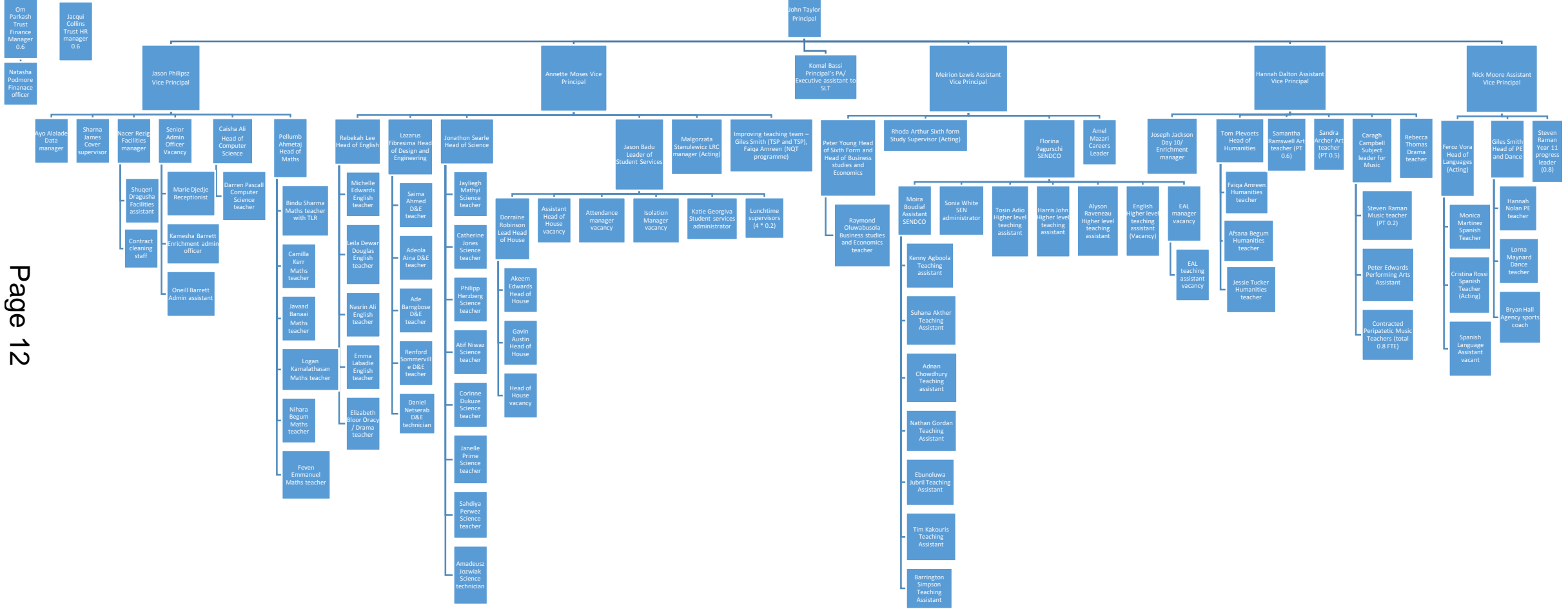
Responsibility in English

We will need to increase the number of TLR's available for staff to take on next year. All of the current honorariums have been budgeted for.

UAE organisation chart

As at 5th November 2019

Includes planned changes to Admin support structure and Inclusion Department (including EAL) structure



UAE Self evaluation form 2019-20

1 Summary of Overall Effectiveness	Judgement :2	Last revised: October 2019	By: John Taylor
The main reasons for choosing 2 are.....	<p>We judge ourselves to be a grade 2 in all areas. Although our KS4 outcomes were poor in 2019 this is mostly due to the historical context of the school and the quality of teaching, learning and behaviour that those students experienced through their time at UAE. We feel that the school has improved significantly in all areas in the last two years, though this improvement is ongoing in the areas identified in this SEF. These improvements are supported in the observed behaviour of students in and out of lessons, the quality of teaching and learning and the curriculum for students. It is evident in the progress data of students in our current year 11 and lower down the school. Also, these improvements are structurally built in and sustainable over time.</p> <p>Through our continued evaluation and improvement of all areas of the school, we feel that we have every chance of grading ourselves as 1 in one or more sub-judgement over the next few years.</p>		
Sub judgements			
Quality of Education: 2	Behaviour & Attitudes: 2	Personal development: 2	
Leadership & management: 2	Sixth form: 2		

Note on Ofsted judgements. In order to be judged outstanding schools must meet all good criteria 'securely and consistently' and then meet the outstanding criteria on top of that. In order for a school to be judged outstanding overall it must have outstanding quality of education. In order to be judged good overall schools must have at least a good quality of education.

What is it like to be a student at this school? words)

Approx 200 words on this.

2 Quality of Education

Judgement :2

**Last revised: 30th
October 2019**

By: John Taylor

Summary

**The main reasons
for choosing this 2
are.....**

We deliver a broad and balanced curriculum with a 3 year KS3 and a 2 year KS4, it has a focus on STEAM subjects. KS4 course choices are made by students in their interests, there is no gaming of choices for league table position.

The school's focus on curriculum design and pedagogical development of teachers is significant, systemic and sustained. The curriculum at all key stages is focussed on delivering powerful knowledge, retained in long term memory, which is connected to develop understanding and applied as skills.

There is a systemic focus on reading and oracy for all students.

The curriculum (including enrichment and Day 10) and careers programme are ambitious for all students, take account of local context and opportunities and are designed to impact on social disadvantage.

The assessment and reporting model is focussed on powerful formative assessment processes.

Outcomes for students at key stage 4 in 2019 were poor but we can evidence that they are rapidly improving from reliable internal summative assessment outcomes.

Strengths....**Our strongest features and the improving areas are....**

- The school's focus on STEAM subjects with significant take up of these at KS4.
- A broad curriculum is delivered to all students through to the end of year 9.
- Students have complete agency in their choice of subjects, including whether to do separate or combined sciences.
- Significant focus on reading and oracy in key stage 3 and 4.
- Curriculum is ambitious for all students, evident in grouping policy and in full curriculum for SEND students
- A comprehensive programme of curriculum redesign is well underway for KS3. This includes PD and department time and support with a focus on choice of content, sequencing and delivery. This is built into department SEF's, DIP,s and department reviews and appraisal cycles.
- The curriculum is focussed on delivering knowledge and cultural capital for all students, supported by the Day 10 programme.
- The careers education, Day 10 programme and other activities are clearly designed to support the school's aims of increasing ambition, confidence and social responsibility of students to specifically address social disadvantage.
- The schools assessment and reporting model is primarily focussed around formative assessments, enabling teachers to check students' understanding and identify and address misconceptions.
- The formative assessment models and teacher response and follow up mechanisms are developed at the department level with support from SLT, particularly the VP. These are designed to be useful to students, parents and teachers whilst not increasing workload for teachers.
- All students in year 11 access one to one tutoring which is targeted and delivered by teachers and contracted tutors.
- Processes for evaluating KS4 outcomes and making improvements are robust and built into department and whole school improvement mechanisms.
- Pedagogical discussion and the professional development programme is focussed around evidence based practices, particularly cognitive load theory, level of challenge and spaced retrieval practice.
- Summative assessment data collection happens once a year for each student in KS3, following formal examinations and twice a year for key stage 4 students.
- Sixth form students are well prepared for the next stage are almost all are going on to appropriate high quality destinations.
- Learning walks, lesson observations and the department review and improvement cycles are all focussed around improving the quality of teaching and learning for students as they progress through the curriculum. These mechanisms are a significant focus for the school's leadership team. This expectation is clearly understood by the SLT.

Even Better....

To reach the next grade or to continue to be outstanding we need to....

- Increase the effectiveness of classroom support from TA's needs to be improved and assured.
- Increase the effectiveness of extracted intervention sessions for SEND students needs to be assured.
- Improve support for students with EAL needs to be improved and assured.
- The curriculum design programme and the support for teachers to increase their capacity to deliver it well needs to continue throughout this year (and beyond).
- Increase the resources, including time, to support teachers in working together to increase their content and pedagogical content knowledge, including an understanding of the rationale behind the sequencing and intended end points of the curriculum they are delivering.
- Develop the role of the SLT year leader in identifying students falling behind and ensuring appropriate actions are taken by subject teachers and other staff.
- Increase the focus on classroom and independent learning behaviours with students through assemblies and form time.

Coverage aide memoire: content, coverage, sequencing, knowledge & skills, KS3, subject expertise, use of assessment, 'knowing more & remembering more', fluency, reading, achievement (results), readiness for next stage, SEND, disadvantage, EBacc,

3 Behaviour & Attitudes	Judgement :2	Last revised: 30th October 2019	By: John Taylor
<p>Summary</p> <p>The main reasons for choosing this 1234 are.....</p> <p>(if + or -, explain why)</p>	<p>Students repeatedly report that they feel 'safe' in the school; students and visitors report that the school is generally 'calm'. They compare this favourably with the local environment outside the school.</p> <p>The staffing structure, with a non-teaching student services team, including Heads of House, is designed to ensure that teachers can focus on delivering their planned lessons effectively without spending significant amounts of lesson time tackling behaviour that disrupts learning.</p> <p>The engagement for learning system is universally applied and understood. The preparation for learning (P4L), 'On show, expect it to go', and corridor expectations are also universally applied.</p> <p>Engagement with external support and contacts to support behaviour management of individual students is good. As is the use of intervention strategies and programmes within school.</p> <p>The quality of provision for students in isolation and the follow up to fixed term exclusions could be improved.</p> <p>The role of the SLT year leader in monitoring patterns and repetitions of individual and group behaviours, and the effectiveness of intervention is developing.</p> <p>Behaviour in the dining hall needs to be improved. Some behaviour of students moving between lessons also needs to be improved, expectations are not universally applied and the behaviour of students is not moderated by their peers.</p> <p>The school is embarking on a significant programme of developing, communicating and embedding a commonly understood culture of expectations for behaviour, both in and out of the classroom for all staff and students.</p>		

<p>Strengths....</p> <p>Our strongest features and the improving areas are....</p>	<ul style="list-style-type: none"> ● Engagement for learning expectations and system is clearly understood and implemented in all classrooms. ● E4L is continuously monitored and evaluated by SLT through learning walks and data on detentions. ● Training for new teachers in behaviour expectations and systems is comprehensive, ongoing interventions for teachers following learning walk monitoring are also comprehensively applied. Teacher are always given feedback on the observed use of E4L following learning walks from SLT. ● Preparation for learning (P4L), 'On show, expect it to go', and corridor conduct expectations are clearly communicated to students regularly and displayed around the school. ● Heavily resourced support for teachers in managing classroom behaviour through E4L from the student services team. ● Punctuality to school is closely monitored and transgressions are dealt with systematically. ● Students generally present themselves positively and respectfully towards teaching. ● Shouting, and other expressions of teachers frustration with behaviour are rare. ● Mechanisms for dealing with bullying, discrimination and peer-on-peer abuse are clear and effective. ● Mentoring and counselling programmes are utilised for students struggling to meet expectations of behaviour and social interaction. ● Specific programmes for groups of students struggling to meet behaviour and interaction expectations are delivered through Day 10. ● Very few permanent exclusions for behaviour, most for the last two years have been for bringing a knife into school. ● The student services team are tenacious in engaging local support services and contacts to support students at risk of permanent exclusion.
<p>Even Betters....</p> <p>To reach the next grade or to continue to be outstanding we need to:</p>	<ul style="list-style-type: none"> ● Develop a universally agreed and understood culture of personal interactions and behaviour both in and out of the classroom, beyond guidelines and sanctions, that is tied in to our ethos of confidence, ambition and social responsibility. This should include an expectation of active participation in lessons and our shared responsibility (students and teachers) for managing each others behaviour. This should aim to develop more universal positive attitudes to active learning in the classroom. ● Increase the use of, and engagement with student surveys and student feedback on how the school could improve for them, including the prevalence and follow up to perceived misbehaviour and bullying, discrimination and peer-on-peer abuse. ● Increased focus on ensuring sanctions are fairly and consistently applied, in the eyes of the students. ● Increase efficiency and use of LRC as a resource for stationary and AR books to support students adherence to P4L expectations. ● Increased focus on identifying and intervening with persistent offenders from the student services team. ● Improve the quality of provision in the isolation room with an increased capacity to set appropriate work and monitor students progress through it whilst they are in isolation.

- Increase consistency and rigour in enforcing expectations of punctuality to lessons.
- Continue to use interventions with repeat offending and vulnerable students to change their behaviour thus reducing the number of fixed term exclusions.
- Increase the effectiveness of re-integration strategies for students following fixed term exclusions.
- Assure the regular communication between the Heads of House and SLT year leaders to monitor instances of group misbehaviour and and progress of repeat offenders.
- Increased monitoring and accountability from SLT year leaders to address rates, patterns, reasons and repetition figures for fixed term exclusions.
- Appointment of new Attendance Manager incorporating the EWO role.
- Students, lunchtime supervisors and all other staff developed and then ensured clear expectations of behaviour whilst students are having lunch.
- Increase the systematic quality assurance of off site provision brokered for some students by the school.

Coverage aide memoire: consistency, respect, environment, dealing with bullying & harassment, self-control, support, high expectations, routines, improvements, attendance, pupils' attitudes, FTE & permanent exclusions, relationships, safety, leaders' actions, dealing with discriminatory behaviour

4 Personal Development	Judgement :2	Last revised: 29th October 2019	By: John Taylor
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Summary

The main reasons for choosing this 2 are.....

The significant investment in the Day 10 programme provides for all students in years 7 to 10 to engage in regular activities specifically designed to enhance and support their personal development. All students will engage in at least 6 educational visits each year, they will also work in and out of school with a wide range of external bodies on projects, problem solving and community work. Some students are given an extra focus on moral, social and behaviour development through Day 10.

The additional opportunities for music, dance and drama production and performance are good and participation in these is good. Similarly for exercise and sports training and competition.

The after school enrichment club offer is significant and wide ranging with high participation rates, though we are working to increase the number of student-led after school clubs. The opportunities for out of school engagement in Duke of Edinburgh, debating and speaking competitions is good, and there are no financial barriers to engagement.

The provision of careers education, information, advice and guidance is good and mapped against the Gatsby benchmarks.

We are now working to develop our common understanding of shared values and behaviour expectations for all staff and students across the school.

We are also developing a clear curriculum and themes for delivery through form time and the assembly programme. Alongside this we are working to increase the form tutors capacity in delivering content and structured debates. We are also working to increase the development of oracy skills and practice in subject lessons.

Strengths....

Our strongest features and the improving areas are....

- Relationship and sex education - the curriculum is delivered by trained teachers and is designed to address the contextualised needs and issues facing our students.
- Careers education, information, advice and guidance - the mapped provision from our careers leader and contracted careers advisor is comprehensive. this is supported by the guest speakers programme, the work with LSBU, Salesforce and other external employers and organisations through the Day 10 programme and other events.
- Religious education through the KS3 RE curriculum teaches understanding of different faiths and shared cross faith values.
- The range of extra-curricular activities is good and participation is also good.
- Provision and participation in peripatetic music tuition and music and drama production and performance is good.
- Provision and participation in sports training and competition is good.
- Participation in culturally enriching visits and experiences is very good, particularly through the day 10 programme.

	<ul style="list-style-type: none"> ● Engagement in community work with local community organisations, often through the Day 10 programme, is very good. ● Provision for the development of confidence in oracy and debate is very good, particularly through the KS3 Oracy curriculum, form time debates and debating and speaking challenges and competitions. ● Pastoral support for individuals and identified groups of students through the student services team and Day 10 supports an understanding of right and wrong and the consequences of behaviour and actions. ● The student council is active and engaged in deciding priorities and making changes on the student's behalf. ● The student leadership team are effective and are supported in carrying out their duties, particularly during break and lunchtime. As are the sixth form lunchtime helpers.
<p>Even Betters....</p> <p>To reach the next grade or to continue to be outstanding we need to:</p>	<ul style="list-style-type: none"> ● Increase student agency through student led extra-curricular activities such as academic societies and other after school clubs. ● Develop and promote a shared understanding of moral and ethical expectations, including respect and tolerance for cultural, sexual and religious diversity. ● Develop the form time and assembly programme to deliver moral and ethical instruction, understanding of democracy and the parliamentary system, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. ● Ensure the quality and range of provision through the computer science and form time curriculum relating to online safety, mobile technology and the use of social media. ● Increase the use of, and engagement with student surveys and student feedback on how the school could improve for them.
<p><i>Coverage aide memoire: opportunities, extra-curricular, take up of provision, coherently planned experiences, character development, SMSC, resilience, pastoral support, healthy lifestyles (physical & mental), preparation for life in modern Britain & fundamental British values, equality and diversity, respect for difference, responsible respectful active citizens, Gatsby benchmarks</i></p>	

5 Leadership & Management	Judgement :2	Last revised: 29th October 2019	By: John Taylor
<p>Summary</p> <p>The main reasons for choosing this 2 are.....</p>	<p>The SLT's focus on the quality of classroom practice through learning walks, department reviews, marking reviews and other mechanisms is frequent, regular and consistent. The mechanisms for identifying areas for improvement for individual teachers, and then supporting teachers in making improvements are also rigorous and regular, with monitoring processes in place to assure them.</p> <p>The programme of professional development through the Professional Learning Community is focussed on pedagogy. It is well resourced and comprehensive for all teachers. It ties in with appraisal and the annual school improvement cycle. It is supported by coaching programmes for all teachers in their first four years of teaching.</p> <p>The annual cycle of school improvement through the department SEF's, DIP's, department reviews and appraisal is coherent and established.</p> <p>The Engagement 4 Learning expectations are consistently applied and monitored by SLT and the support for managing classroom behaviour is comprehensive and systematically applied through the student services team.</p> <p>Key areas for improvement are staff well-being and workload expectations, curriculum development, effectiveness of Governance and identification and intervention with underperforming students in KS3.</p>		

<p>Strengths....</p> <p>Our strongest features and the improving areas of our outcomes are....</p>	<ul style="list-style-type: none"> ● Mechanisms for assuring consistent quality of teaching and engagement in lessons. ● The Professional Learning Community with its focus of teacher led pedagogical development. ● The annual department SEF, DIP, department review and appraisal cycle is coherent and rigorous. ● Mechanisms for supporting teachers that need to improve through learning walk follow up programmes and teacher support plans. ● Coaching of teachers in their first four years of teaching. ● Engagement 4 Learning and support in managing classroom disruption. ● Our professional culture which respects the teachers as the experts in the choice and delivery of their subject curriculum. ● Arrangements for safeguarding students are effective. ● Engagement with local employers, LSBU, Salesforce, third sector organisations and community groups, particularly through the careers programme and the Day 10 programme is good.
<p>Even Betters....</p> <p>To reach the next grade or to continue to be outstanding we need to:</p>	<ul style="list-style-type: none"> ● Build an understanding of an agreed culture of behaviours that supports the school's ethos around ambition, confidence and social responsibility amongst all staff, students and parents. ● Increase the focus on aligning professional development to the design and delivery of the subject curriculum. ● Support Heads of Department in developing their curricular and building an understanding of the rationale for choices, sequencing and teaching approaches in its delivery amongst their staff. ● Develop the staff well being committee and ensure it is having a positive impact in the eyes of teachers and support staff. ● Continue to develop the marking, feedback and homework policy and practice with a view to managing appropriate expectations of workload from teachers. ● Develop Governors role in monitoring, evaluating and challenging the schools performance. ● Develop parent surveys and other feedback mechanisms and ensure these have an impact on what happens in school. ● Increase the systematic focus on progress in years 7 to 11 for all students, particularly underperforming groups. ● Develop the school's pupil premium strategy, success criteria and monitoring. ● Continue to develop the capacity of senior leaders through engagement with Leadership Matters.

Coverage aide memoire: safeguarding (identify/help/manage), professional development, workload, support from leaders, ambition, values, inclusivity, parent & community & local services engagement, protecting staff from bullying & harassment, effectiveness of governors/trustees, statutory duties (eg Prevent), capacity for improvement

6 Sixth form	Judgement :2	Last revised: 30th October 2019	By: John Taylor

<p>Summary</p> <p>The main reasons for choosing this 2 are.....</p> <p>(if + or -, explain why)</p>	<p>The progress and achievement of sixth formers who have taken technical and vocational BTEC qualifications has been very good. For the past two years most of our sixth formers have been taking such courses.</p> <p>The progress and attainment of students taking A levels has been poor.</p> <p>The support given to individual students through key staff including their form tutors and the sixth form study supervisor is good and the work focussed atmosphere in the sixth form area is improving and supporting a developing culture of independent learning.</p> <p>Support for students taking the next steps into apprenticeships, university and the workplace is good and bespoke to each student.</p> <p>Destinations for leavers are almost universally good.</p> <p>Attendance levels for some students are not good enough yet.</p> <p>The sixth form offer is developing with three new A levels starting this year, and two or three more A levels expected to start next year, with the level 3 BTEC in Business Studies restarting next year as well. Teachers need support in developing and delivering new A level courses which have started with year 12 this year and in preparing courses which are expected to start in the next academic year.</p>
<p>Strengths....</p> <p>Our strongest features and the improving areas of our provision are....</p>	<p>Achievement of students taking BTEC Engineering and BTEC Business Studies is very good. This represents the majority of students in last year's Y13.</p> <p>Students are now taking courses that are appropriate to their ability, interest and prior attainment at level 2.</p> <p>The new intake into Y12 that are taking A level subjects, particularly those that sat GCSE's at UAE, have an improved work ethic and attitude to learning than previous Y12 A level students.</p> <p>The new Head of Sixth Form, under the leadership of the AVP, is ensuring that the monitoring and intervention strategies for sixth form students by teachers and form tutors is comprehensive and persistent.</p> <p>The sixth form study supervisor and sixth form leadership are supporting a developing culture of independent learning in the sixth form area.</p>

Support for LSBU in preparing students for higher education and university applications is good.
The provision of employer contacts, work experience and careers support is strong.
Destinations for sixth formers are good.

Even Betters....

To reach the next grade or to continue to be outstanding we need to:

Improve achievement and progress made by students doing A levels.
Improve attendance monitoring and strategies to tackle poor attendance from students.
Support teachers in developing and delivering ne A level courses which have started this year and in preparing courses to start in September.

School Context

Revision date:

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<p>Students</p> <p><i>Any specific features of the student population on entry, particularly the range of ability, proportions with disabilities and SEN, proportion entitled to Pupil Premium. The extent of non-standard admissions.</i></p>	
<p>Staffing</p> <p><i>Any specific features of the staffing of the school. For example, recruitment, turnover/stability, part-timers, non-specialists, experience, absence, extent of supply cover. Comments to do with teaching belong in 'Teaching' below, not here.</i></p>	
<p>Other features</p> <p><i>Any unusual organisational features of the school. Any other issues which affect your school but which are largely outside your control.</i></p>	