Meeting of the South Bank Engineering UTC School Advisory Board

4.00 pm on Wednesday, 19 June 2019
in South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

Agenda

No.	Item	Pages	Presenter
1.	Welcome and apologies		LM
2.	Declarations of interest		LM
3.	Minutes of previous meeting	3 - 8	LM
4.	Matters arising	9 - 10	LM

Items to discuss

No.	Item	Pages	Presenter
5.	School Improvement Advisor report update	11 - 30	DC
6.	Principal's report • Quality of teaching, learning and assessment • Employment engagement schedule • Student recruitment update • 6th form curriculum for September • Safeguarding	31 - 42	DC
7.	Pupil premium expenditure and impact	43 - 46	DC
8.	School Development Plan and SEF - any progress • Creation of new SDP for 2019/20 • Post-Ofsted progress	47 - 52	DC
9.	Governors' training update and signing	53 - 54	LM

Items to note

No.	Item	Pages	Presenter
10.	Link governors' visit update	55 - 56	AE

Date of next meeting
4.00 pm on Wednesday, 25 September 2019

Members: Lesley Morrison (Chair), Ed Arthur, Ian Brixey, Dan Cundy, Beau Fadahunsi, Tony Roberts, Leona Ross and Joanne Young

No.	Item	Pages	Presenter

In attendance: Kam Bains and Alexander Enibe

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Draft

**Minutes of the meeting of the South Bank Engineering UTC School Advisory Board
held at 4.00 pm on Wednesday, 15 May 2019
South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill
SW2 1QS**

Present
Lesley Morrison (Chair)
Ed Arthur
Dan Cundy
Beau Fadahunsi
Joanne Young
Leona Ross

Apologies
Ian Brixey
Tony Roberts

In attendance
Kam Bains
Clym Cunnington
Alexander Enibe

1. **Welcome and apologies**

   The Chair welcomed the governors to the meeting.

   The above apologies were noted.

2. **Declarations of interest**

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

3. **Minutes of previous meeting**

   The SAB approved the minutes of the previous meeting held on 27 March 2019.

4. **Matters arising**

   The SAB noted the actions arising from the previous meeting.

   On matters arising from item 4, the SAB noted that the employment engagement schedule is still being developed by the Vice Principal.

5. **Post Ofsted action plan - updates**

    In response to a question on Post Ofsted action plan, the Principal confirmed that progress is being monitored and this will feed into the review of the School Improvement Plan.

6. **Principal's report**

    The SAB noted the Principal's report.

    Quality of teaching, learning and assessment (QTLA)

    As this is an area that was judged by Ofsted as requiring improvement, the Principal confirmed that work is being done on the strategic improvement of QTLA through a variety of measures and activities being rolled out this term into the next academic year. These will be supported by a structured CPD programme, some revision to the structure of the timetable and curriculum and through greater support and development for staff to improve standards in the classroom. Additionally, a 'knowledge-rich curriculum' is being planned for implementation to drive improvements in knowledge acquisition, retention and recall.

    The Principal confirmed that the UTC are looking at changing the marking policy and staff will be trained in marking.

    In response to SAB questions, the Vice Principal confirmed that the UTC wants to get consistency in marking across different departments, and that Ofsted do not inform the schools on what they would be tested on.

    Staffing, timetable and curriculum

    The SAB noted that the Ofsted framework is changing in September 2019 and that the UTC would be inspected on the new Ofsted framework. The Principal confirmed that as a result of the new framework, they are getting the students to study triple science.

    The SAB noted the vacancies at the UTC and the new starters that are joining the UTC.

    A governor asked how the UTC fund the staff development. The Principal responded that there is budget for it but that they do not have much and cannot afford to incentivise the staff to get development.

    The Employer sponsor from Guy's and St Thomas confirmed that there is funding available at Guy's and St Thomas to spend on apprenticeship.

    The SAB noted Austin's presentation on structure proposal.

    The SAB asked about the reaction of the teachers to the proposal, and Austin confirmed that he had only showed it to the Senior Leadership Team.

A governor queried the proposal and has requested for more clarification. Although the governor said that he agrees that in principle it might be possible to achieve more with less, but what areas should be less is the question. The same governor also queried the removal of Engineering for Product Design.

The SAB asked whether period 7 on the proposed timetable would be voluntary. Austin responded that it would not be voluntary but there would be flexibility for the students.

Another governor asked whether facilities would be provided as some students may have their independent work at home restricted. The Principal confirmed that there would be virtual facilities and there will be guided independent study at the UTC.

The SAB requested that Austin provide an update at its meeting in September 2019.

Outcomes including raising attainment strategies

The SAB noted the Outcomes.

The SAB asked what level we are locally when compared to other schools. The Principal confirmed that the UTC is at the average level locally.

The SAB requested the Principal provides for the next meeting on 19 June 2019, the Pupil Premium breakdown showing what is spent and the impact on the students.

Effectiveness of Leadership & Management

The SAB noted that the senior team identified lack of capacity both at the senior and middle leadership level as an impediment to the strategic improvement planning. The Principal confirmed that as part of the Post-Ofsted action planning, there is commitment in the short and medium term to increase senior leadership team size while progressing towards a model with a strong and stable middle leadership team driving school improvement.

The SAB asked whether there are women at the management level. The Principal confirmed that a woman is a head of department but that the UTC Senior Leadership Team is male dominated.

Personal Development, Behaviour and Welfare

The SAB noted that a 6th form pupil has been excluded for being under the influence of drugs on the school premises and that social services and police were present to support the school.

Safeguarding

The SAB noted the Safeguarding report.

The SAB asked whether there is a nurse at the UTC and the Vice Principal confirmed that there is a nurse, and that the nurse is available one day a week and for drop-in.

Student recruitment update

The SAB noted the recruitment update.

7. **School Improvement Plan - Key Updates**

The SAB noted that the School improvement plan (SIP) has been updated following the last SAB meeting but the Post-Ofsted action planning have not been added.

The SAB requested that the Principal updates the School improvement plan and provide results and analysis at the SAB meeting in September 2019.

8. **UTC finance update**

The SAB noted the UTC finance update.

The SAB noted that the UTC have been giving some of the students food even though their parents have not been paying. The Business Manager confirmed that nobody has been chasing these monies historically but that this is about to change.

In response to a question from the SAB, the Business Manager confirmed that the free school meals come from the 'General Annual Grant' (GAG).

A governor asked whether it would be beneficial to have breakfast club. The Principal said that the UTC cannot afford this but would look into speaking to LSBU Alumni to fund the breakfast club for the students.

The SAB requested that the Principal and Business Manager look into the funding of the breakfast club and update at a future SAB meeting.

The SAB noted that Lambeth Council will be invoiced by the Business Manager because there are no traces of funding from Lambeth, so the UTC may be due some outstanding funding from Lambeth.

A governor queried the Business Manager on the spike in the expenditure on educational support staff. The Principal confirmed that the spike is as a result of the Post-Ofsted investments.

The SAB queried the Business Manager about the Accounts software but he said that the problems are currently are being addressed and once the budget is set then he would know from next year when it will be sorted.

9. **Self Evaluation Form**

The SAB noted the November 2018 Self-evaluation form.

The SAB requested that the Principal updates the Self-evaluation form and provide it at the SAB meeting in September 2019.

10. **Governors' Training - update**

The SAB noted the governors' training update.

The SAB noted that the clerk had circulated the following online governors' training:
- The Child Protection for School Governors (safeguarding);
- Prevent Duty; and
- Safer Recruitment (for selected SAB governors only).

The chair encouraged the SAB to complete all the trainings and to read the DfE 'keeping children safe in education' 2018 and to sign at the next SAB meeting as having read it.

The SAB noted that the Principal and Vice Principal would provide a 30min briefing on the new Ofsted framework before the next SAB meeting on 19 June 2019.

11. **UTC risk register**

The SAB noted the UTC risk register.

12. **Revised scheme of delegation**

The SAB noted the SBA Scheme of Delegation.

The clerk confirmed that a clean copy of the scheme of delegation will be produced.

**Date of next meeting
4.00 pm, on Wednesday, 19 June 2019**

Confirmed as a true record

.... (Chair)

SOUTH BANK ENGINEERING UTC SCHOOL ADVISORY BOARD - WEDNESDAY, 15 MAY 2019
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
6.	Principal's report	The SAB requested that Austin provides an update at its meeting in September 2019 on the Structure proposal.	25 September 2019	Dan Cundy/Austin Shepherd	To do
		The SAB requested the Principal provides at its June 2019 meeting the Pupil Premium breakdown showing what is spent and the impact on students.	19 June 2019	Dan Cundy	on agenda
7.	School Improvement Plan - Key Updates	The SAB requested the Principal updates the School Improvement Plan and provides results and analysis at its meeting in September 2019.	25 September 2019	Dan Cundy	To do
8.	UTC finance update	The SAB requested that the Principal and Business Manager look into the funding of breakfast club by the LSBU Alumni.		Dan Cundy/Clym Cunnington	To do
9.	Self-Evaluation Form	The SAB requested the Principal updates the Self-evaluation form and provide it at its meeting in September 2019.	25 September 2019	Dan Cundy	To do

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
10.	Governors' Training - update	The SAB is requested to read the DfE 'keeping children safe in education 2018' and sign on 19 June 2019 SAB meeting as having read it.	19 June 2019	Alexander Enibe	on agenda
		The Principal and Vice Principal to provide a 30min briefing to the SAB on 19 June 2019 on the new Ofsted framework	Pre-meeting on 19 June 2019	Dan Cundy/Kam Bains	on agenda

Lambeth Schools Partnership

SCHOOL IMPROVEMENT ADVISER REPORT

School	**Southbank UTC**
Headteacher	**Dan Cundy**
School Improvement Adviser	**Rachael Norman**
Dates of visit	Autumn: 8/11/18 Spring: 11/3/19, 22/03/19 Summer: 5/6/19, 19/6/19

2018-19

LSP **Lambeth**
Schools Partnership

Autumn 2018

A1. Outcomes for pupils (2018, within the context of the last 3 years and reference to significant groups)

Provisional outcomes for 2017/18 KS4

	UTC 2018	LA average	National average
P8	-0.30		
5+ E&M GCSE	41%	39%	39%
A8	43.4	44.4	44.3
EBacc APS	3.05	3.97	3.83
Entering EBacc	0%	53.4%	35.1%

The UTC starts educating pupils part way through the period covered by P8 which must be taken into account when comparing their results with schools that start at KS3. P8 is not the most appropriate performance measure for the UTC as it starts educating students at age 14 with a focus on preparing them for their future careers by providing an integrated academic and professional education. Other headline measures, particularly pupil destinations, are more important for the UTC. In addition to this, there were 4 students who performed very well but did not have KS2 scores which has had a negative impact on P8.

	Summer 2018	National	Difference to national
Attainment 8	44.7	44.6 (2017)	0.1
Progress 8	-0.30	-0.03 (2017)	-0.3
English and maths 4+	63.6	64 (2017)	-0.4
English and maths 5+	42.4	43 (2017)	-0.6
English 4+	80%	70%	10
English 5+	64%	53%	11
English progress	-0.21	-0.04 (2017)	-0.17
Maths 4+	66.7%	71%	-4.30%
Maths 5+	48.5%	50%	-1.50%
Maths progress	-0.35	-0.02	-0.33

All key measures of attainment are above or broadly in line with the national averages for 2017 or published 2018 figures. Attainment 8 was 0.1 above national and would have been higher but a small number of students failed to fill all their A8 buckets (largely due to late starting points) and this reduced their individual scores.

Performance in English was particularly strong with 11% above national at 5+ and 10% above at 4+. Maths was below national at both 4+ and 5+ but the English/Maths match was fairly close due to strategic planning so the Basics score was maximised.

There was some subject variation on outcomes:

Subject	4+	5+
Science	79% (Nat 55%)	61% (Nat 33%)
Computer science	27% (Nat 61% A*-C)	18% (Nat 48%)
Engineering BTEC L2	L1 Pass 100% L2 Pass+ 91% Merit+ 75%	Distinction+ 50% Dist* 22%
Business BTEC L2	L1 Pass 100% Pass+ 69% Merit+ 58%	Distinction+ 3% Dist& 0%

Science results were strong - 28% above the national average at 4+ and 28% above at 5+. Outcomes in the UTC specialism of BTEC Engineering were extremely strong and they achieved over 5 times the national average at Distinction*. BTEC Business also performed well despite being taught by agency and non-specialist teaching staff throughout the year.

Computer Science results were well below the national average – 34% below national at 4+ and 30% below at 5+. This course was taught in order to fill A8 buckets but it is a challenging qualification and is not necessarily the best course for a number of students at the UTC because of its technical focus. Nevertheless, performance in this subject was well below expectations and leaders have analysed the reasons for this and taken swift action to address them.

In terms of gender, the UTC intake is skewed towards boys with 85% in the 2018 year 11 cohort. In 2017/18, 80% of boys achieved 4+ in English which is 17% above the national average. In maths 67% of boys achieved 4+, just 3% below the national average. Attainment 8 for boys was 1.6 points above the national average.

In terms of progress, girls outperformed their peers nationally but SEND pupils made less progress. High prior attainers also performed less well than their peers and this trend started in year 10 when a number of students with high KS2 scores were performing significantly below expectations and continued into year 11 despite a range of interventions being put in place.

Compared to other UTCs, Southbank performed well. Their outcomes put them in the top 10% of UTCs nationally for English points, open points and Basics at 4+ and 5+. They are in the top 25% of UTCs nationally for A8 and the top 50% for maths (just 0.1 points away from being in the top 25%).

	South Bank UTC	UTC network (2017)	Difference
Attainment 8	44.7	37.1	+7.6
Progress 8	-0.30	-0.87	+0.57
English and maths 4+	63.6	51.8	+11.8
English and maths 5+	42.4	27.7	+14.7

Southbank UTC performed above 2017 UTC network averages in Basics measures and A8 and P8.

Provisional outcomes for 2017/18 KS5

Year 13 students took one of two main pathways – the academic route comprising A-Levels and a BTEC subsidiary diploma in Engineering, or the Technical route comprising an extended BTEC Diploma in Engineering. Both routes included English and maths and for some, an EPQ.

There was some subject variability.

Engineering	A-level equiv	No. of students	P+	M+	D+	D*
Extended Diploma (all)	3	12	100%	92%	42%	25%
National Diploma	2	3	100%	67%	0	0
90 Credit Diploma	1.5	6	100%	83%	17%	0
Subsidiary Diploma	1	17	100%	100%	94%	71%
Certificate	Half	6	100%	100%	67%	33%
	A-level equiv	No. of students	A*-E	A*-C	A*-A	
Maths A level	1	13	77%	53%	0	
Maths core level 3	Half	30	53%	30%	0	
Biology	1	3	33%	33%	0	
Chemistry	1	6	50%	33%	0	
Physics	1	14	36%	7%	0	
Computer science	1	11	45%	9%	0	
Polish	1	1	100%	100%	0	
Extended Project Qual	Half	6	83%	17%	0	

Performance in Engineering was strong with 100% Pass+ rate and many students achieving distinction and distinction*.

A-Level performance overall was disappointing and too many students failed to achieve a pass grade. APS and value added were both well below national – E+ and -1.34. Applied and technical qualifications performed well compared to national with Di+ and Di average grades and a value added score of +1.36. Value added by subject at A-Level was disappointing across the board with the worst performing subjects being Physics and Computer Science. In relation to UTCs nationally Southbank was in the bottom 25% for A-Level points and Academic points but in the top 25% for technical points.

Destinations data was very positive and in line with expectations. Of the 44 students leaving from the first year 13 cohort 25 applied for and were accepted to university (57%), 13 entered an apprenticeship (29% - 3 of which were with UTC employer partners Skanska and Mace) and 6 entered employment (13%). All apprenticeship places were secured following projects and work experience opportunities offered by the UTC which removed potential barriers to application.

There has already been a data drop point this term so current progress has been captured and interventions are already in place for identified students.

A2. Quality of teaching, learning and assessment

The quality of teaching across the UTC is strong and marking and feedback is becoming increasingly consistent. Tracking systems are improving and SIMS is now being used as an internal MIS.

Joint SIA/SLT learning walk

A supervised study period was taking place and students were focussed and studious and making good use of their time. Work is set for them to complete during private study session.

A-Level Physics – 10 students in cohort. Students have six 50 minute periods a week for all A-Level subjects and all these students are also doing BTEC Engineering, Maths and Computing or Chemistry and some will also be doing an EPQ. Students were focussed and studious.

Year 10 maths – 12 students in a more able year 10 group. Students are set in Maths and Engineering and English and Science. There was some low level, off task behaviour in this lesson but it was the only lesson in which any less that excellent behaviour was observed during the entire learning walk.

Year 11 engineering – preparing presentations. Students were presenting a self-assessment of their strengths and weaknesses from their current module in order to identify gaps in their learning which the teacher can then plan to address in preparation for the examination. One student re-capped areas the covered thus far and explained which have been the most challenging for him. He

said he wasn't quite ready for the exam and needed to do further revision and self-testing. To improve his learning he said he needed to study more and revise everything learned at home on the same day as well as asking teachers more questions and not talking in class while the teacher is talking.

Year 13 engineering group – 10 students. Top end engineers who were working on angular motion. Three students were absent from the lesson but this is not typical.

Year 11 Business Studies. Students were researching existing businesses to inform their ideas for their own businesses. One student was researching Zara in Knightsbridge with a view to locating her own high end LED lighting business there to attract affluent customers.

Year 12 Engineering students were looking at the importance of selecting the right engineering materials and making design considerations about durability and degradation of the materials.

Year 13 set 2 were working on assignments and the PDS for their aeroplane mount project. They were having one to one feedback sessions with the teacher about their progress to identify areas for improvement and discuss their learning in detail.

Year 12 maths – one group were looking at sketching curves and in the other classroom they were transforming graphs. Students were all extremely well engaged and studious.

Year 10 English – looking at Macbeth's soliloquy – students were engaged in discussion and keen to offer their own ideas and examples about the language used and make inferences about the meaning behind the words in terms of power relationships and gender roles. They then discussed tragic heroes who have tragic flaws e.g. ambition to become king. The teacher ensured that all students were involved in the discussion and encouraged them to participate. Teaching in this lesson was exceptionally strong and the students were engaging in very high level discussion based on a very good understanding of the text from which they were able to draw examples and demonstrate excellent knowledge of key themes.

Year 10 science – looking at professional distillation and paper chromatography, working independently.

Expectations of behaviour and conduct across the UTC are clear - the professional expectations and the elements that are the "heartbeat of the UTC" are displayed in every classroom and are adhered to by all. A "50 ways to show compassion" poster is also on display in every classroom which is from a mental health awareness week. There are clear assessment frameworks on display as well as syllabus topics.

There is a special and unique atmosphere across the UTC. A-Level lessons are very academic and are taught in a more university style. Leaders are clear about the employability skills students need to focus on in lessons and demonstrate e.g. the ability to talk confidently about their work and present. There is a focus on ensuring that key knowledge and content is secure through more direct instruction. There is also flexibility for teachers to experiment and take risks and teach according their own style and preference. It is a calm, purposeful, professional environment and the smart business attire of the students enhances this.

There is some inconsistency in marking and feedback. Marking is generally strong and departments have developed their own methods of assessment and marking to evidence progress in their subjects. It is not always easy to identify what the expectations are around marking and there was not a great deal of formative marking seen on the learning walk so feedback may not always be having sufficient impact on progress over time in all subjects, however, leaders were able to show examples of good marking and feel that what was seen on the learning walk may not represent typicality. In engineering, a Chained Progression system of marking is being used. Leaders are also doing work on internal certification and a record of achievement has been introduced.

Year 11 pupil panel

Reasons for choosing the UTC

- Courses offered especially Technology and Computer Science
- Particular interest in Engineering
- Small, quieter environment than school
- Subject choices – only got 1 subject choice in own school and also wanted to do Engineering and Computer Science
- Engineering options
- Mum didn't current school and liked the UTC package
- Limited choice of subject at own school – was attracted by a letter about the UTC that came to his house and liked the idea of doing more practical subjects
- Came from a Steiner school that ends in year 9 – interest in engineering and liked the fact that it is new as well as the smaller class sizes and focus on specialist subjects

EBI
- Like being in sets and want this to remain
- Several students said they wanted more practical work especially in Engineering as well as more hands on lessons and less theory work
- Several students asked for more interactive, engaging lessons like the ones done in the experimental "risk lessons" e.g. outside in the courtyard. Some elements of these have stuck including individual student presentations and seminars
- Double science should be changed to triple science as this is a STEM school

A3. Effectiveness of leadership and management

The Principal has recently been appointed Executive Principal of the trust and his new role begins on Monday. He will be substantive Principal at the UTC for 3 days a week and then do a day at the trust and a day at the academy. Ultimately he will become the CEO of the trust and a new Principal will be appointed at the UTC in September. The aim is to grow the Trust in the longer term.

A Baker Dearing Trust adviser visits the school termly and the school has a mock Ofsted next week which will be done by Judicium. There are also regular DfE visits.

The current SEF has been reduced to a 4 page document which is much more evaluative and more of a working document - it contains a lot more evidence and less description than previous incarnations. The UTC is judging itself as good in all areas and the SIA agrees with these judgements. The SIA suggests that instead of making definitive judgements it might be worth adding a continuum to the SEF to enable leaders to show where the UTC is in terms of good to outstanding in a more nuanced way as there are clearly some outstanding features of the UTC. The SIA also suggests that leaders might also consider adding some additional categories to their SEF to evaluate the more unique and outstanding features of their provision as a UTC.

P8 is clearly an area for improvement (although the limits of this measure for a UTC are outlined in A1) as are A-Level results but leaders can justify that they understand the reasons for this, have taken swift action and can show impact on current progress.

Leadership and management is strong at SLT level although their capacity is stretched. Middle leaders require some further development in terms of accountability as they are all new in role and they also need development in leading teaching and learning. Middle leaders have to use data to plan interventions and further coaching is needed in this area. Marking and feedback and ongoing development of teaching and learning continue to be areas for development across the school for middle leaders to monitor.

Lots of documentation has been produced to explain the unique nature of the UTC and its context. The UTC now has a one year school improvement plan which has objectives, actions and clear milestones and can be RAG rated; it is a very comprehensive document. The areas identified on the SIP dovetail with the areas for improvement identified on the SEF and are accurate.

A context document has been produced which would probably be best placed at the start of the SEF. Some individual subject case studies have also been produced e.g. for Chemistry. A document outlining SMSC and the employability programme has been written which shows strong evidence of impact of the programme.

A document relating to attendance has been produced which also shows the data with statistical outliers removed and compares attendance that of other UTCs as well as to the national average. The attendance of disadvantaged pupils is above the national average. Interventions are in place to improve poor attendance and case studies will be produced to show the successful impact of these in reducing PA rates.

Leaders are "Ofsted ready" and have put a lot of contextual information together to support their outcomes. More work is going to be done on looking at the impact of employer projects. The SIA recommends that a Rapid Attainment Plan (RAP) is put together for A-Level to show key actions that leaders have put in place for this year to improve outcomes and measure and monitor the impact of these.

Governors are making regular link governors visits (they are linked with SEN, employers, parents, curriculum, PP, safeguarding, health and safety) which is enabling each of them to develop an area of expertise. They are providing excellent challenge in meetings and asking effective questions that are facilitating school improvement.

The SIA recommends that leaders put together a written curriculum rationale document which shows their intent, implementation and impact and has provided leaders with a template for this. The UTC curriculum is broad and balanced despite its specialism, and there is a strong desire among leaders to produce a curriculum that is right for the students and which meets their needs and interests and doesn't just maximise outcomes for performance tables. Leaders have introduced an RE short course this year to develop the critical thinking skills of students through the ethics and philosophy elements of this. All year 10 and 11 students are doing the RE short course and they also do a second short course entitled "Preparation for Working Life".

There have been a series of safeguarding audits and all recommendations have been acted upon. CPOMS is now in place which can show the chronologies for students for the current year while paper copies of older records are available.

A4. Personal development, behaviour and welfare

A staff survey was done just before half term, it has been done 3 times before. There were 29 responses to the survey. A working party is being set up to address some of the areas this highlighted around work life balance and well-being CPD is planned.

The UTC are working to reduce exclusions. There is an internal suspension arrangement that is used for short term issues and is rarely needed. The proportion of student exclusions appears to be high due to the overall cohort size but the actual number of exclusions is low and involves just a few students who are skewing the data downwards. The number of exclusions is below the UTC national average.

Behaviour across the UTC is extremely good and students conduct themselves well. Teachers take ownership of behaviour management in their own classrooms.

Lateness to school can be an issue because students have transport issues due to the fact that they come from across London but this is not accepted as an excuse by leaders at the UTC as they deem it to be a key employability skill. Detentions and other sanctions e.g. Wi-Fi removal are used to address issues of lateness.

Assemblies this week have focussed on values and additional input on keeping safe outside the UTC has been provided as there has been an increase in serious youth violence in the borough recently.

Attendance and punctuality, Autumn 2018/19

Year %	Cohort size	2018-19	Cohort size	2017-18
10	41	96.62%	52	97.10%
11	53	90.13%	32	94.50%
Overall %	94	92.96%	84	96.09%

Yr10: Attendance figures for Yr10 have been strong across Term 1 with 96.62% total attendance. There were three late starters who have had time off due to illness or religious reasons and have had a disproportionate effect on the data.

Yr11: Attendance is below expectations however, there are several reasons for this including one school refuser whose attendance is at 6.25%, two students who have received more than one exclusion and two students who took unauthorised holidays at the start of the year. Once outliers are removed from the data, year 11 attendance increases to 91.74%.

A range of strategies are being used to improve attendance including sending letters to parents if a student's attendance is below 96% by the fifth week of term. Other strategies used include: key assembly content, a focus on references / UTC record of achievement, CPD, coaching content and league tables. Students with excellent attendance are rewarded.

A5. School priorities for 2018/19

School priorities have been identified on the newly written 1 year School improvement Plan and the SIA will review all documentation including the SIP and SEF and contextual documents and provide feedback to leaders.

Spring 2019

General updates

The SIA met with the EHT on Monday 11th March to discuss the post Ofsted action plan.

The spring SIA visit on 22nd March was used to have individual meetings with members of the SLT about their Ofsted action plans.

The summer SIA visit will be an unannounced monitoring visit on Wednesday 5th June and will include a learning walk and work sample.

The SIA will attend the LGB meeting on Wednesday 19th June to feedback on her report following the visit on 5th June.

Summer 2019

SU1. Quality of teaching, learning and assessment

Learning walk

Year 12 Chemistry – 8 students

Working on the Mass Spectrum – the molecular ion and fragmentation.

Teach exposition with questions from students. Students were then given a task to do and the teacher circulated to offer individual support.

Books were very comprehensively marked with clear WWW and EBI. There was evidence of acknowledgement marking and in-depth marking over the past six weeks. The students said they find this feedback helpful in identifying gaps in their learning and understanding next steps. Marking was consistent in all books. There was no evidence of marking for literacy as yet but this was only launched on Monday this week (3rd June) so it is to be expected.

One student said he chose chemistry because it is a subject he finds difficult and he wanted to improve on it, another said she chose it because she really enjoys it. Books contained high quality work and showed good curriculum coverage.

The atmosphere was studious and academic.

The learning environment could be used more effectively to inspire and engage and be an additional learning resource which would encourage student independence. The vocabulary displays seen in the English were not on the walls or doors in this classroom but further work is being done on this to ensure consistency of approach across the school and create a language rich environment in every classroom.

Year 10 maths – 17 students

The students were working on tasks from the board and the teacher was circulating to provide individual help.

Key subject specific vocabulary - words and meanings - were displayed around the classroom on the UTC template along with maths command words.

Behaviour in the lesson was excellent and the teacher was issuing raffle tickets for good work which will go into a draw for some chocolate at the end of the week.

The teacher had picked up on a common misconception so she did a re-cap of this with the whole class.

There was some inconsistency in terms of quality and quantity of work in this class. One student's book was very poorly presented and contained a lot of unmarked work, empty pages and little work completed in some lessons. Other books were full of high quality work. There was some evidence of deeper marking in recent weeks and the WWW and EBI that had been identified were helping students identify next steps in their learning but this needs to be done more frequently as most books only contained 1 deep mark, and acknowledgement marking has only taken place in the last few weeks since the new policy launch.

Year 1 English – 25 students

Key subject vocabulary was displayed on the walls and doors.
The room layout has changed because a new approach to teaching is being adopted in English in the next few weeks which is student led. This was explained to the students at the start of the lesson.

Students quickly started to complete the starter activity which was to think of any poetry related term and be ready to explain it the class. Students were randomly selected by the teacher to share their responses. The first student explained alliteration, some students were talking at this point but the teacher addressed this swiftly and it stopped straight away.

Effective teacher questioning elicited further examples from the students e.g. iambic pentameter, rhythm etc. The students then had to stand up or sit down depending on whether they thought the quotes on the board were from Shakespeare or a Hip Hop rapper. The majority of students were engaged in this task and enjoying it. There were a few students not participating and they needed to be drawn into the lesson.

A Ted talk clip from Akala (from the hip hop Shakespeare company) was shown which explored the link between Shakespeare and hip hop. All the students were engaged by this and were absorbed in the Ted talk. The teacher asked the students why they thought she was showing them the clip. One student suggested this was to show them that most of today's artists take inspiration from Shakespeare, another suggested that it was about structure and looking at the meter and rhythm of a poem.

The students then looked at a slide that showed quotes about poetry from people such as Bob Dylan, Samuel Coleridge and Robert Frost. The students had to select the quote that they felt best defined poetry for them and explain the reasons for their choice. They were given 3 minutes to do this.

This lesson was very well planned, well-structured and sequenced and was also engaging and inspiring with a whole variety of activities being used to convey key knowledge. The teacher's passion for the subject was evident and the students were keen to contribute to the lesson and be active participants in their learning.

There was a folder of exemplar work at the front of the room.

Marking was a little inconsistent but has significantly improved in quality and quantity since March/April time and in most books was extremely detailed and formative.

Year 10 Engineering

Due to the recruitment of an engineering technician this is now a vibrant learning space. Students were totally absorbed in designing and making their bird boxes. They were totally engaged in the task and really enjoying their learning and demonstrating excellent skills and a good awareness of health and safety issues in the workshop.

SU2. Effectiveness of leadership and management

Meeting with Ruth Vandenhautte - Director of English and Development

The UTC is starting to display key words in every classroom to work towards creating a language rich environment. Knowledge organisers are being used and subject specific language linking to those is being displayed on boards and walls. There also needs to be a focus on transferable tier 2 vocabulary (high frequency words that are widely used across the curriculum and are highly important for reading comprehension and more in-depth describing abilities) as research indicates that the acquisition of tier 2 vocabulary makes a significant difference to pupil premium pupils in particular. RV will look into this further and will select 20 words that could be used in all classrooms next term with associated student competitions.

Leaders and teachers are in the process of putting together folders of exemplar work and model answers in every subject, it is expected that these will all be completed by the end of this term.

The library should be ready for September with furniture arriving later this term; there may need to be some clarity around the budget allocation for books. Leaders have been looking into purchasing Accelerated Reader but this is quite costly, however, it might be worth investing in as it can transform literacy across the curriculum.

In KS4, competitions linked to GCSE course elements are being run each half term e.g. poetry slam linked to unseen poetry and debating linked to paper 2 along with some grammar/spelling. At KS5 links are going to be made with the National Literacy Trust and also work with First Story who allocate writers in residence to schools.

At KS5 leaders are working towards introducing a Model United Nations. A literacy clinic will also be held in the library which will adopt a tailored, one to one tutorial approach to looking at individual pieces of work.

The new marking policy contains a marking for literacy element.

Meeting with Kam Bains about progress towards objectives on the operational improvement plan for teaching, learning and assessment.

A lot of work has been doing to develop the knowledge rich curriculum.

Staff CPD has been held on sequencing and the building of knowledge between units and topics. KB will now meet with lead teachers individually to look at their curriculum plans, schemes of work and programmes of study with a specific focus on sequencing. KB feels that Maths are doing this better than other subjects but that is partly due to the nature of the subject. As these are all examined subjects, a lot of the sequencing is done as part of the syllabus structure.

A CPD session on knowledge organisers has been provided for all staff and lead teachers are now working together to produce knowledge organisers. Teachers are starting to understand the value of these and are able to identify key knowledge, skills and concepts that need to be acquired by the students. Knowledge organisers are kept centrally by KB and he will do a dip test to quality assure these.

Memory, re-call and retention have been a recent focus and teachers are staring to use mini tests at the start of their lessons. CPD has been delivered on this and staff have bought into these concepts and appreciate the value of this approach.

Quality assurance and monitoring will be done via departmental reviews which will begin next term, these will include looking at planning, data and pupil voice. Departmental reviews will be conducted by lead teachers and SLT jointly and will take place once a term. Weekly informal learning walks are also taking place and throughout the last half term each member of the SLT has done at least one learning walk a week so 5 are typically done per week. During their learning walks, the SLT complete a learning walk sheet and these are collated by KB who identifies trends and patterns. Individual feedback is not provided unless there is a specific cause for concern but an e-mail is sent out either weekly or fortnightly which provides general feedback to all staff on strengths and areas for improvement. These are showing that levels of planning and use of resources is strong but lessons are not always starting promptly (partly due to building layout) and some greater staff corridor presence has helped to address this.

Leaders feel that marking and feedback is a key area for improvement and there is definitely a clear need to establish greater consistency. Book reviews and work samples are taking place this week and all books will be looked at by KB and feedback will be provided to staff and lead teachers so they can take ownership of the areas for development.

A new assessment policy has been produced which sets out clear expectations of formative marking including verbal feedback, light marking and in-depth teacher marking. Low stakes, high frequency testing is staring to occur in lessons to determine how much knowledge a student has acquired over a series of lessons.

There appears to be a disconnect between marking and planning at the present time and this is an area for improvement. Marking is starting to inform planning but this is taking time to embed and is still inconsistent. Marking needs to identify knowledge and skills gaps and these need to be addressed in planning for the next lesson to close these gaps before moving on to new learning.

Pupils groups are going to be tracked more closely e.g. SEND, high prior attainers, PP. This is to ensure that teacher planning is more closely matched to pupil need and to improve differentiation – structure and scaffold for the less able and stretch and challenge for the more able.

During the learning walk a lot of whole class teaching was seen which is effective as long as something additional and different is being provided to meet individual needs where appropriate. An overall strategy is being produced to identify students in key groups e.g. MAP and PP but further work needs to be done in terms of planning to meet the needs of individuals especially the less able and higher attainers through good differentiation and more personalised planning.

Meeting with Austin Sheppard re staff development

Progress has been made towards the objectives on the plan.

AS is now working at the UTC and UAE permanently - 3 days a week at the UTC and 2 at the UAE. It might be helpful if AS's areas of responsibility across the two schools were better aligned from September.

Beginner teacher development is now well under way. There are 2 very strong unqualified teachers going to the UAE for their second placement, and there is now a link with Qualitas to deliver the assessment element. AS is also having regular coaching sessions with these teachers.

The middle leadership structure needs to be reviewed to provide career development opportunities for stronger teachers to aid retention. More standardised and formalised methods are being adopted from September e.g. standardised agendas to ensure greater consistency of approach across all middle leaders which will aid SLT quality assurance and enable senior leaders to hold middle leaders to account more strongly. In the longer term, middle leaders need to be empowered to take greater ownership of their areas and increase their levels of accountability for student outcomes and their ability to hold members of their teams to account in a robust way.

AS is now delivering the weekly Friday CPD slot, this was previously done by middle leaders but it lacked coherence and was not having sufficient impact. AS has focussed on formative assessment and the knowledge based curriculum and has moved away from summative assessments and flight paths. A list of 10 formative assessment strategies has been provided to all teachers and these were allocated to groups e.g. low stakes testing, exit tickets who have then selected approaches that they will embed in their own teaching.

AS is considering ways in which joint UAE/UTC CPD can take place next year so that genuine economies of scale can occur and the EHT role is giving the leadership team a more strategic overview across both schools.

Development of middle leaders through the coaching programme is starting to make headway. The current lead teacher model is being retained this year to enable the UTC to add additional SLT capacity. This structure will be reviewed for 2020/21. The right people will need to be recruited to key middle leader posts e.g. lead teacher in science.

New structures and working practices are being established and a "less is more approach" is being adopted which will condense the taught curriculum into 6 periods to enable enrichment and high quality intervention strategies to take place in period 7. Maths will lose 1 lesson a week at KS4 (to

go to 5 lessons a week) but they will gain daily maths lessons. Science will gain a lesson and product design will be taught in addition to engineering.

Period 7 interventions will be timetabled to specifically target individual groups of students. This might be core subject work, workshops or catch up sessions. These will be done alongside strengthening the quality of teaching in all subjects to ensure that interventions and catch up sessions are needed less frequently. More formalised approaches to homework are being adopted to encourage more independent learning and these skills will also be explicitly taught.

PE is being moved to the end of the day to enable better use of facilities including the main school hall and Brockwell Park and there are plans to build a gym in the school and possibly a climbing wall. Students are now taking part in regular fixtures which is helping to build community/UTC identity.

Student experience is the key driver for the revised curriculum model.

AS wants to develop practitioner research and produce a UAE/UTC book with a launch event to showcase the excellent work across both schools.

Update on 16-19

The offer has been reviewed and there will be a sea change in the KS5 offer from September to make it really unique and special. Leaders will track the quality of the offer more closely as well as the uptake and the impact. Leaders feel they can offer something much more powerful than the typical school sixth form offer but that this will require coherence and strong leadership so that it provides opportunity and additionality - a member of staff will be responsible for tracking this. A performance management system has been developed for KS5 and all of year 10/11 will have an individual future plan. A diagnostic system (Start Profile) will be used to identify strengths and weaknesses and identify potential career pathways for students and this will be linked more closely to Heartbeat and the UTC's current employability system. Rob Harding will oversee the system and a new administrative role will be created through an internal restructure to monitor this. The work experience element of the offer will inevitably be the most challenging element of this to achieve.

The new offer will be marketed in September alongside the second specialism of Health as part of a much more aggressive marketing strategy in schools to aid pupil recruitment - an entitlement document could be produced as part of the marketing materials. Fewer internal open days will take place and more external marketing will occur.

The SLT are starting to coalesce and there is some overlap between roles which is preventing silo working and is creating greater alignment as well as more coherence and integration of systems.

Middle leadership capacity remains a serious concern. The fact that there has been a trade-off between providing additional capacity at SLT or stronger middle leadership capacity is financially motivated but won't necessarily secure sufficiently rapid school improvement. In order for the post Ofsted action plans to be fully implemented and have sufficiently swift impact there is an urgent need to address middle leadership capacity and size by September 2020.

Student numbers are looking positive but this will always be an area of focus to secure the future financial sustainability and viability of the UTC. Recruitment and retention of high quality, specialist staff remain an issue as it does for schools nationally, but the unique nature of the UTC as a specialist provision exacerbates this problem.

All the post-Ofsted plans will be reviewed at the end of this year and the SEF and SIP will be re-written in September in light of results and the new Ofsted framework.

SU3. Personal development, behaviour and welfare

Meeting with David Bell about attendance and behaviour

Next year RH will take over as lead of pastoral systems and the behaviour strands of the post Ofsted action plan. DB will retain oversight of attendance, punctuality and rewards.

Attendance is currently just below 94% for year 10 and just below 93% for year 11. Attendance overall at KS4 is 93%.

KS5 attendance is consistently at about 90%.

Punctuality remains an issue – 6% in year 10 (which is a slight increase of 0.4% from last year) and 8% in year 11.

Behaviour is generally good across the UTC but there are some issues with the confidence of new and inexperienced staff in tackling students who are not meeting expectations. There is a rhetoric that "behaviour is everyone's responsibility" and an expectation that staff need to set their own culture but there could be greater consistency around this. A pastoral restructure will be in place by September.

Post Ofsted action plan update:

Lateness to school: changes have been made to the time that the register is formally taken. From September registers will formally close at 9.15 with attendance follow up calls all being made by 9.00.

Lateness to lessons: Staff training will take place in September to reinforce expectations of staff relating to their role in speeding up lesson changeover and ensure that lead teachers are present and high profile in their subject areas. Engaging and immediate starters to lessons will help them to start promptly as will consistently implementing sanctions for latecomers. SIMs will be used to record lateness to lessons in future so a more centralised system exists and increase in use of instant rewards e.g. postcards is planned.

Attendance: a formalised plan will be formulated to establish clearer expectations around attendance and follow up. Leaders feel that reporting to parents on attendance could be done more routinely; rewards for excellent attendance are issued but, at the present time, these are not

reported to parents. Leaders will also compare attendance to FFT data to show the explicit link between attendance and outcomes. Sanctions relating to attendance will be reviewed with RH and different approaches to KS4 and KS5 will be adopted. Analysis of punctuality in different tutor groups could be conducted to see whether there is a correlation between weaker tutoring and poor punctuality and attendance to see whether some individual tutors could be given more responsibility for this.

Behaviour: RH will lead on 16-19 study programmes next year. A new system was introduced in March in year 10 which is working very well; students start every lesson with 10 points which they can potentially lose for various infringements. Teachers record student points onto an Excel spreadsheet and rewards are offered for those with the highest number of points through entry into a draw – this system has been effective so will be rolled out to year 11. Parents could also be informed about points accumulated in future. RH has suggested that some staff CPD on behaviour is delivered by Jason Philips who is on the SLT at the UAE.

Headteacher's SEF Judgements:

	Autumn 18	Spring 19	Summer 19
OVERALL EFFECTIVENESS	2	2/3	2/3
Pupil outcomes	2	2/3	2/3
Teaching, learning and assessment	2	2/3	2/3
Effectiveness of leadership and management	2	2/3	2/3
Personal development, behaviour and welfare	2	2/3	2/3
Sixth Form	2	2/3	2/3

Autumn 2018	
Date	8/11/18
SIA	R. Jcmau

Local Authority Officer	
Spring 2019	
Date	22/03/19
SIA	*R. Jamar*
Local Authority Officer	
Summer 2019	
Date	05/06/19
SIA	*R. Jamar*
Local Authority Officer	

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South Bank Engineering UTC

Principal's report to governors.

Dan Cundy. June 2019

Contents

- Quality of teaching, learning and assessment
- Staffing
- Curriculum
- Conduct, attendance, safeguarding
- Employer engagement
- Student recruitment update

Quality of teaching, learning and assessment

Book Review

A new marking and assessment policy has been launched which comprises revised expectations of staff, including periodic deep marking, an increased focus on formative assessment and an expectation to mark for literacy. This policy has been recently rolled out to staff, so the initial book review indicates early progress.

40 year 10 books were reviewed across the following subjects: English Language, English Literature, computer Science, Science and Maths in the week beginning 3rd June 2019.

English

The books of xx are consistently marked and show application of the department policy. The frequency and targeted nature of the feedback supports pupil progress

The feedback given by xx is frequent and provides pupils with areas for improvement which supports their learning.   Pupils have responded to the feedback given in some cases.

Maths

There is an improved frequency of marking by xx with more focussed feedback on each topic. There needs to be a greater focus on the organisation of the work in books.

The marking of xx is frequent, but inconsistent in the quality of the feedback provided. There needs to be a greater focus on targeted feedback on relevant pieces or work. Most of the work is well presented and organised.

Computer Science

There is infrequent and inconsistent marking by xx for the year group. The feedback provided needs greater detail and presentation needs to be significantly improved

The feedback given by xx is targeted and challenges pupils to think, but this needs to be consistently applied to all pupils. The presentation and organisation of work needs to be improved.

Science

The marking of xx is infrequent and superficial at best. There are few targets in the work and the presentation of material in the books is quite poor.

The marking of xx in physics needs to be improved as there is very little present in the books reviewed.

Areas for Development

Pupil presentation in books to improve

Staff need to have evidenced that all pages have been marked for literacy

Pieces of in depth marking need to be evidenced

Pupils need to respond to feedback

The marking policy needs to be applied consistently by staff.

Learning Walks

Over the first half of the summer term there were 10 learning walks conducted by members of SLT. The issues identified by the learning walk observations are discussed and then actions implemented to make improvements. Some of the themes that arose are listed below:

Strengths	Areas for Improvement
Subject knowledge	Some poor presentation in books
Objectives known	Expectations in some lessons
Pupils on task	Questioning
Purposeful work	Written feedback
Student	
Conduct	
Lesson planning	

Lesson Observations

There are a series of these planned for July as part of our observation cycle. The focus will be risk lessons where teachers move out of their comfort zone and seek to innovate their practice, sharing outcomes with colleagues.

Assessments

Year 10 have internal examinations in the week beginning 17th June and have extensive revision materials issued to them in preparation for this. Year 12 have internal examinations in week beginning 24th June.

Staffing

Lead Teacher of science, biology specialist recruited subject to contract: Ayan Abdi

Engineering teacher (replacement) recruited: Theresa Uzoka

Product design teacher (replacement) recruited: Anna Watson, starting 17th June

Engineering teacher (replacement for AER) recruited subject to contract: Andy Errington

Vacancy to be advertised for science technician following incumbent's enrolment in teacher training

Vacancy for marketing and communications following departure of previous incumbent; internal capacity in place for admissions

Vacancy for part-time SENDCO to be advertised. Potential for UAE interim SENDCO to step in

New engineering technician has started: Bill Williams

Two general SEND TAs being replaced by subject- specific provision at the end of the year

Subroto De, Lead Teacher of maths, has suffered a heart attack and is off for six weeks; internal cover in place

Two trainee teachers, Luca Pasini and Ellie Keightley, are on second placement at UAE for three weeks; temporary internal cover arrangements in place.

Premises position to be advertised in new academic year dependent on student numbers

Yipiyap tutors to be advertised in new academic year dependent on student numbers

Curriculum

The Key Stage 4 curriculum will be amended slightly to drive outcomes in 2019-20 as follows

All students will study triple science rather than double award. Some will sit foundation tier to ensure all make sufficient progress from starting points. This will support outcomes in the EBacc bucket as computer science, which will still be taught, is a very challenging subject for students with weaker ability.

Religious studies short course, employability level 2 short course

Engineering BTEC level 2, product design GCSE run in parallel

Key Stage 5 will also be amended slightly. The academic and technical level 3 routes remain unchanged. The level 2 Green Power NVQ course was not successful in its current guise, and will be replaced with a one year transition pathway which will comprise GCSE English/maths resits plus a level 3 engineering qualification to build practical and academic capability in preparation for enrolment onto a two year Level 3 programme.

The health specialist curriculum is being actively developed in conjunction with employer partners.

Personal development, behaviour and welfare

Conduct

Yr10.

- One permanent exclusion pending decision by governors for possession of drugs on site.

- One student moved to appropriate college course.

- One student being closely monitored following respite placement at UAE

Monitoring system continues to work well to track, reward and sanction conduct. Links to rewards system which is valued by students.

Yr11.

All teaching has concluded; formal revision sessions are timetabled with attendance now on a voluntary basis with students required only to attend exams. Students have shown a mature attitude to examinations, with excellent attendance levels, professional conduct and good levels of commitment to revision sessions. Students in the main

have reported positively on examinations to date, with final exam including rewards assembly and barbecue on Friday 14th June.

KS5

Year 13 formal teaching has concluded. Academic route students attend exams and timetabled revision sessions. All exams reported to have gone well to date bar physics and computer science paper 2 which were deemed to be tricky. Technical route students are only attending to complete BTEC units or to sit examinations. Attendance and commitment are good.

Year 12 Level 2 course has formally concluded teaching, with students attending only to complete units or to sit GCSE retake examinations.

Year 12 revised attendance expectations are in place, with students attending lessons. Has reduced non-productive personal study time giving more professional air to UTC. To be re-launched in September.

KS4 Attendance

Attendance has improved in both Year 10 and 11 for the Spring Term. Summer census as reported to the DfE is 93.98% attendance for Key Stage 4, very close to the 94% national average for KS4 (2016). Attendance has been improved partly due to the diminishing impact of term time holidays taken earlier in the year by a small number of students, plus almost universal attendance to examinations.

Persistent absence for the spring term stood at 14.74%, close to the 14.9% nationally for KS4 (2016).

Ongoing management to reward good attenders and sanction poor attendees is led by an SLT member, supported by the pastoral team. Ongoing work to minimise lateness and sanction is also being undertaken.

Safeguarding

No. of cases at level 1: **Universal**	12
Change since previous report	
Commentary	

No. of cases at level 2: Child in need of **early help**	0
Change since previous report	0
Commentary	

No. of cases at level 3: **Child in need** of targeted or specialist support	1
Change since previous report	-1
Commentary	
Pupil removed from CiN plan and has finished courses at school.	

Number of cases at level 4: **Child at risk** of significant harm	2
Change since previous report	0
Core group meeting for one pupil held with the suggestion that they are ready to be removed from the CP plan. – no update received from agencies	
School attended a MARIC meeting on one pupil – who remains on CP plan. A core group meeting was held for this pupil at the UTC	

Work with external agencies:

No referrals have been made by the school this month to Lambeth.
The weekly drop in session with School Police Service runs on Tuesday lunchtimes
SPS have continued to work closely with the UTC

Significant safeguarding issues in school since last report:
One pupil excluded for bringing the UTC into disrepute being involved in an affray on the street during the school day. Police were present and arrested the pupil.

Education and Health Care Plans. Update since last report: staff working to chase overdue payments from local authorities in relation to funding due for EHCP students.

Employer engagement

David Bell is now responsible for developing employer engagements, including a schedule of engagements over the next calendar year.

Meetings

- Meeting with LSBU for new projects last month
    - Formula student / Green Power collaboration
    - Computing projects at UAE/UTC
- Meeting with GSTT for new projects last month
    - Project development with non-clinical departments
    - Paid work experience opportunities being explored via NHS work agency
    - Full time post qualification apprenticeships discussed
- We are meeting with Kings re new projects next month.

Employer projects 2018-19

- We are starting a new project with LSBU on Thursday 20th June re computing apps. They will be coming to work here on 25th and 26th June, with a presentation at LSBU on 27th June.
- We had Skanska day for 6th formers
- We had a half day with Future Learn and OU for 6th formers on technology and education LSBU working on UCAS applications with year 12 at the moment on 6 week workshop

Employer and partner projects 2019-20

- Preparations underway to meet with additional companies to widen employer engagement
- Existing connections where projects have not been developed to re-engage
- A focus on developing enterprise projects and engaging with companies in a different way (B2B)
- Engineer in residence voluntary position being developed – LSBU Masters students potential
- Work experience opportunities to be sort; good commitment from NHS on second specialism opportunity

Student recruitment update

Based on our current information including intelligence from previous years, we are predicting numbers as follows

Year group	Forecast no.	Sensitivity	Current applications
Year 10	42	+-10	51
Year 11	38	+-2	
Year 12	85	+-20	227 of which 195 external and 32 internal
Year 13	70	+-5	
Total	235		278
Current total	215		
Difference	+20		

Next steps

- Taster events June-July 2019 to secure commitment
- Further commitment-building for internal applicants
- UAE student tours and commitment building
- Launch of scholarship / laptop scheme
- Assemblies at Trinity Academy
- Referral scheme launch

Health Specialism research

Proposal

Add second specialist in health at UTC starting in September 2020, to be marketed to from September 2019. Already proposed and approved by MAT board. Health specialism can be scaled in other settings eg through new provision.

Backdrop

- Need to increase student numbers
- Need to increase diversity of intake and improve gender balance
- Need to maintain engagement of sponsors
- Opportunity to engage sponsors in supporting their talent pipeline
- Opportunity to create high value offer, unique in local market
- Opportunity to secure excellent outcomes and pathways for our students
- Opportunity through increased size to increase effectiveness and efficiency

Health careers

Huge range of careers on offer in NHS – offering good salaries, career prospects, training, pensions etc. Two engaged NHS trusts as sponsors + Health Education England engaged. Localism agenda being promoted across NHS to reduce staff churn and increase retention.

Most vacancies in areas related to health and social care; many in nursing and midwifery; more in healthcare science and allied health professions. We are most engaged with GSTT, although most trusts face similar challenges and have similar patterns of vacancies.

We would most likely target students into careers in healthcare sciences, allied health professions, nursing, midwifery and other areas of health and social care.

Healthcare sciences:

What do scientists do in the NHS?

Healthcare scientists help prevent, diagnose and treat illness using their knowledge of science and their technical skills. They use their expertise to help save lives and improve patient care in a supporting role or in direct contact with patients. They work in four main areas - life sciences, physiological sciences, physical sciences & biomechanical engineering and bioinformatics.

Allied Health Professions:

The 14 allied health professions

Find out more about the fourteen allied health professions:

1. Art Therapists
2. Drama therapists
3. Music therapists
4. Chiropodists/podiatrists
5. Dietitians
6. Occupational therapists
7. Operating Department Practitioners
8. Orthoptists
9. Osteopaths
10. Paramedics
11. Physiotherapists
12. Prosthetists and Orthotists
13. Radiographers
14. Speech and language therapists

More information to be found at https://www.healthcareers.nhs.uk/

Proposed curriculum

To support the diversity of pathways, there will be two main strands of the health curriculum offer: one delivered with a core of science A levels, and one with BTEC Health and Social Care at its centre.

a) Science A levels

Already delivered at the UTC with small student numbers, opportunity to increase efficiency through increased class size. Would boost biology and chemistry in particular and bring spare science lab capacity into use. Little risk or cost implication other than potential staff increase if student applications significantly increase. Lab facilities in place; technician support already in budget. We have spare lab capacity to be modified to health science specific teaching space, for example with infection control area, virtual and simulated facilities.

b) BTEC Health and Social Care level 3 National Extended Diploma (Health Studies route)

BTEC health and social care

This course is equivalent to three A levels and can gain access to a wide range of apprenticeship and higher education pathways. It is a more technical course than A levels, with a choice of units relevant to our sponsors' needs and identified skills gaps.

Resource implication- we can teach H&SC in regular classrooms, but would specify and install H&SC equipment and resources in 3.09 and 3.10 at the UTC, covered by specialist equipment budget, plus in lab 4.09 for healthcare science. Additional specialist facilities such as simulated operating theatres can be provided by GSTT, Kings and LSBU.

Staff implication- science staff on roster; new Lead Teacher being recruited to; H&SC staff to be recruited – less challenging that STEM recruitment. Potential for LSBU and GSTT staff to deliver key specialist units.

Cost implication – cost of additional H&SC teacher if student numbers fail to materialise on course.

There is one Extended Diploma particularly suited to our requirements which is the Health and Social Care (Health Studies) course, details below:

Title	Size and structure	Summary purpose
Pearson BTEC Level 3 National Extended Diploma in Health and Social Care (Health Studies)	1080 GLH (1530 TQT) Equivalent in size to three A Levels. 13 units of which 8 are Mandatory and 4 are external. Mandatory content (72%). External assessment (42%).	This qualification has been designed to be the only qualification in a two-year, full-time study programme. This is an Extended Diploma pathway specifically for those learners who wish to progress to a health-related degree.

What could this qualification lead to?

Pearson: 'This qualification is the main focus of a two-year study programme of learning and is equivalent to three A Levels, meaning that learners will be fully prepared for a range of health and social care degree programmes. • BSc (Hons) in Nursing • BA (Hons) in Social Work • BSc (Hons) in Physiotherapy • BSc (Hons) in Occupational Therapy • BSc (Hons) in Speech Therapy • BA (Hons) in Health and Social Care. The health studies pathway in the qualification is more scientific in nature, and learners will select from a wider range of health science units. This will support learners applying for degree programmes that expect larger amounts of prior science knowledge. This can include certain degree programmes in: • Radiography • Midwifery and Nursing • Paramedic Science • Podiatry • Healthcare Science • NHS Practitioner Training Programme.'

The Health Studies course has a mixture of eight mandatory (M) and five optional (O) units. It is likely that the UTC would select the five optional units from seven: 9,11,13,15,17,21 and 23.

Unit (number and title)	Unit size (GLH)	Extended Diploma (1080 GLH)
		HS
1 Human Lifespan Development	90	M
2 Working in Health and Social Care	120	M
3 Anatomy and Physiology for Health and Social Care	120	M
4 Enquiries into Current Research in Health and Social Care	120	M
5 Meeting Individual Care and Support Needs	90	M
6 Work Experience in Health and Social Care	60	M
7 Principles of Safe Practice in Health and Social Care	90	M
8 Promoting Public Health	90	M
9 Infection Prevention and Control	60	O
10 Sociological Perspectives	60	
11 Psychological Perspectives	60	O
12 Supporting Individuals with Additional Needs	60	
13 Scientific Techniques for Health Science	60	O
14 Physiological Disorders and their Care	60	O
15 Microbiology for Health Science	60	O
16 Policy in Health and Social Care	60	
17 Caring for Individuals with Dementia	60	O
18 Assessing Children's Development Support Needs	60	
19 Nutritional Health	60	O

Unit (number and title)	Unit size (GLH)	Extended Diploma (1080 GLH)
		HS
20 Understanding Mental Wellbeing	60	O
21 Medical Physics Applications in the Health Sector	60	O
22 Genetics	60	O
23 Biomedical Science	60	O
24 Biochemistry for Health	60	O
25 Complementary Therapies for Health and Social Care	60	O
26 Health Psychology	60	O

Value add

DCU to continue to work with sponsors to firm up offer – work placements, projects, unit delivery, equipment and resource access, mentoring, guaranteed pathways etc. The ideal would be to offer

- Guaranteed work placements in a health setting
- Guaranteed access to university and hospital resources to extend learning
- Guaranteed access to expert staff

- Guaranteed mentoring external to the UTC
- Guaranteed interview for apprenticeship
- Guaranteed support for UCAS process
- Guaranteed entry onto LSBU course if entry criteria are met
- Guaranteed job at GSTT if LSBU course is completed and passed

Other providers

DCU to investigate via Pearson, desktop research and visits.

Liverpool Life Sciences UTC

Operating Theatre Live https://lifesciencesutc.co.uk/live-operating-theatre-experience-like-no-other/

What we do https://lifesciencesutc.co.uk/what-we-do/

Innovation Lab https://lifesciencesutc.co.uk/who-we-are/the-innovation-lab-experience-at-the-utc/

Health Futures UTC – inadequate in all areas. Avoid!

Sheffield UTC health pathway

https://www.utcsheffield.org.uk/curriculum/health/ Health Lab including hygiene area

Curric is Cambridge Technicals mixed with A levels. Booklet https://www.utcsheffield.org.uk/assets/sites/2/2016/01/161013-UTC-Sheffield-Health-Sciences-Supplement.pdf

Mulberry UTC

Health specialism http://www.mulberryutc.co.uk/curriculum/healthcare = Health and social care plus Care certificate, as well as Health Sciences http://www.mulberryutc.co.uk/curriculum/health-science

Cambridge National in Laboratory Skills https://www.ocr.org.uk/Images/289252-qualification-purpose.pdf interesting for LGC link?

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Pupil Premium 2018-19

Pupil Premium funding is allocated to the UTC in arrears, with the 2017-18 funding figure published from April 2018 to March 2019 and therefore based on the previous academic year's Year 10 cohort. Although there are different types of pupil premium allocations, UTC students were only drawn from those who have been eligible for Free School Meals (FSM) at any time in the last six years: FSM6 – £935 per student. These FSM6 students attract a Pupil Premium funding allocation to mitigate the potential negative educational impacts associated with disadvantage.

April 2017-March 2018

At South Bank Engineering UTC, our Pupil Premium allocation was as follows for our Key Stage 4 cohort:

FSM6: 35 students = £32953 equates to 37% of the student population in Key Stage 4.

Barriers

Disadvantaged students often face a range of barriers to educational achievement in relation to their peers. The main barriers can include a relative lack of:

- Access to appropriate space and environment at home to study independently
- Access to technology to facilitate learning off site, for example access to a computer or Microsoft Office.
- Access to funding for business dress
- Access to funding for transport, especially outside London and on underground services
- Access to a healthy, balanced diet in line with the needs of young people
- Access to targeted support for catchup study or tutoring, especially in literacy and numeracy
- Access to co-curricular opportunities
- Access to training and development likely to develop employability or earnings power

South Bank Engineering UTC allocated additional Pupil Premium funding according to its Pupil Premium Strategy so as to have maximum impact in a manner targeted at individual students.

Objectives for 2018-19

- Use funding to enhance staffing complement – additional TA support, Yipiyap tutors in English and maths, engineering technician.
- Use funding to offer a range of enrichment activities which enhance students' employability, such as CAD, 3D printing.
- Use funding to offer high quality pastoral care and support, close liaison with parents and work to support high levels of attendance. 1.3 FTE pastoral staff non-teaching for KS4 plus teaching coaching staff.
- Use funding to offer supervised independent study sessions in lieu of homework, to remove barriers to learning outside the UTC; planned and timetabled to support progression.
- Use funding to offer supplementary tuition in English and mathematics; in-house tuition provided at key times, supplemented by external tutors.
- Provide subsidy and funding support for educational trips, visits and resources;
- Provide support for business dress and equipment for students who need support;
- Use funding to provide access to educational technology both at the UTC through laptop and tablet access, but also outside the UTC through online technologies such as OneNote. Office 365 accounts and GCSE Pod provided free of charge for example.

Measuring the impact of Pupil Premium funding

Every year the UTC will commission a Pupil Premium audit. This audit analyses the impact of all pupil premium expenditure and makes recommendations for future development. At the start of each academic year, the UTC will publish an analysis of how Pupil Premium funding was spent, and most importantly, the impact it has had in raising standards and narrowing the gap in performance to students nationally who are not in receipt of Pupil Premium funding.

Activities 2017-18

- Subsidy of staffing budget to enable small group sizes in Year 10 – Year 11 in 2017-18;
- Additional non-teaching pastoral staffing deployed to build positive working with families
- Additional attendance officer provision to reduce absence of disadvantaged students
- Clear, focused intervention to support the progress of disadvantaged students through additional provision
- Trips, visits and projects to support engagement and pathways
- Careers advice and guidance for Year 11 students to support transitions and raise aspirations
- Active delivery of employability skills to increase employability through lessons and projects with employer partners
- Curriculum design: BTEC assignment structure supported disadvantaged students, many of whom are less able to study for examinations at home
- Additional support through evening and weekend revision classes
- Breakfast club for Year 11 in examination season, non-contributory for FSM students

- Additional support through dedicated subject-specialist TAs in English and maths creating additional small groups and withdrawal;
- Enrichment offer including language acquisition;
- Supervised independent study sessions running with UTC computer facilities to remove barriers to learning outside the UTC;
- Hardship funding in place to support family requests for assistance with business dress;
- BYOD policy on mobile devices removes further barriers to the access to technology outside lessons;
- Cloud-based and networked resources in place to enable students to access learning remotely and on a range of devices.

Impacts – August 2018

Results were as follows in the Summer 2018 series:

Attainment 8 – all students 44.7 points; disadvantaged 43.5 points. This means there was an in-school gap of 1.2 points, which is narrow but does indicate performance was lower for disadvantaged students. However, the 43.5 for UTC disadvantaged students was well above the national average (2017) of 36.9 points, representing a positive gap of 6.6 points.

Provisional progress 8 scores are problematic for the UTC, given that this measure captures progress made from the end of Year 6 to the end of Year 11: the UTC only had educational impact over the two years since students enrolled at the start of Year 10. Indicative score of -0.30 for all students compares to -0.63. This represents a gap in-school of -0.33. It represents a gap to national of -0.24 as national disadvantaged Progress 8 was -0.39 in 2017. Focused work on reducing the gaps is prioritised for 2018-19.

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South Bank
Engineering UTC

Improvement planning. Progress, June 2019.

Ofsted Action Plan

1. Quality of Teaching and Learning – led by Kam Bains

Actions completed

- QTLA CPD carried out in May for all teaching staff
- New marking policy issued to all staff with some training in late May
- Information on retrieval practice issued to staff for reading
- Information on memory platforms and low stakes testing issued to staff
- CPD on knowledge organisers carried out.
- Knowledge organisers being prepared by staff and issued to pupils.
- Action plan discussed with DfE
- Action plan discussed with SIA in conjunction with a series of learning walks
- Work scrutiny feedback with advice sent to all teaching staff
- Individual feedback given to all staff on work scrutiny.

There are subjects (Maths) which are showing improvement with respect to marking and feedback, but greater consistency is required in some subject areas (sciences)

2. Attendance, punctuality, conduct – led by David Bell

Details of actions, management, resourcing and timing	Key Performance Indicators (KPI)	Milestone May ½ term 2019	Milestone July 2019
1. Lateness			
a. Formal change to register taken time from 8:30 until 9am.	1a. Student lateness figures will reduce.	1a. Implement	1a. Review Summer term data
b. Lateness to lessons. Staff training in September to increase awareness of the impact of lateness and to reinforce professional expectations and follow up.	1b. Guidelines written up; integrate lateness to lesson as part of the register (SIMS) and as part of the student monitoring process.	1b. Draft policy SIMS testing	1b. Guidelines for staff and SIMS CPD.
c. Increase profile of instant rewards that relate to punctuality; with a focus on improvement also.	1c. Reduction of lateness to lessons; targeting worst offenders.	1c. Rewards strategy for 2019-20 developed.	1c. Budget allocations approved and strategy resourced.

- Change to register close time to reduce overall lateness.
- Internal calendar of lateness actions including parental contact points, late gates and interventions.
- Staff training and reinforcement of expectations relating to punctuality to lessons; middle leaders to drive departmental change.
- An increase in positive communication home and instant rewards.

2. Attendance			
		2a. Develop plan	2a. Share plan for 2019-20 with existing students.
a. Create a plan for attendance actions in advance to share with parents	2a. Parents are aware in advance of UTC actions and can be empowered to assist.		
b. Increase communication with parents around attendance issues	2b. Parents understand the UTC's robust stance on attendance.	2b. New attendance officer duties and KPI's set	2b. Embedding with training
c. Set a monitoring period for review	2c. Parents are aware in advance of UTC actions and can be empowered to assist		
d. Explore FFT Yr9 attendance to provide benchmarking	2d. Benchmarking against KS3 will allow a comparison and show the VA.	2d. Clarify process for obtaining FFT data	2d.. Standardise method of contextualizing data
e. Review of sanctions related to attendance	2e. Increased efficiency and manageability of robust sanctions.	2e. SLT to discuss	
f. KS5 attendance review, expectations, monitoring, and sanctions.	2f. KS5 students' engagement in the UTC processes increases with a bespoke system.	2f. SLT to discuss	

- Attendance reporting frequency increased and calendared for 2019/20
- Attendance officer development in September. Increased reporting and communication with parents.
- FFT data comparison from KS3 to ensure data reflects the positive impact the UTC has.
- Sanctions review with RHA taking place in June.
- Continued reflection on attendance importance through formal rewards programme, which is undergoing a full refresh.

3. Behaviour	
a. Pastoral restructure	3a. Parents are aware in advance of UTC actions and can be empowered to assist
b. Staff CPD and individual training in behaviour management	3b. Upskill staff who have issues with behaviour management
c. Behaviour management training for students in the first week of each term.	3c. Students will be reminded of expectations formally each term but also go through a more rigorous period of induction
d. KS4/5 sanctions differential	3d. To acknowledge the differences in expectation and to engage KS5 students in our goals.
e. Lead teacher development	To develop middle leadership

- Behaviour developments to be discussed and developed in conjunction with RHA in June.
- Pastoral function changing for 6th form
- UAE CPD for staff on behaviour management.
- Lead teacher development - ASH

3. Quality assurance and staff development – led by Austin Sheppard

- **Continued to work closely with middle leaders**: I have supported FAF through the capability process and on his own development. He has secured a new position and left the capabilities process, though continues to be closely supported and monitored. The appointment of a new lead teacher for Science represents a significant strengthening of the team.
- I have supported SDE closely in his development as a middle leader and manager. He has made good progress, but unfortunately has suffered a recent health scare and is signed off work, likely until September 2019. I am closely supporting the maths team in keeping things running smoothly. Departments will be managed by an SLT link next year and we are developing an expected working model to be implemented across the team, that will make better more consistent use of all available data.
- **Target**: Ensure that proformas and leadership structures are in place by end of term and CPD delivered to both Middle leaders and SLT with regards to implementation and quality assurance of this process.

- **Beginner teacher group established:** The beginner teacher group has met weekly and evidence folders set up and begun. Second placements for Ellie and Luca are successfully underway at UAE.
- **Target:** Register formally with Equalitas and establish the schedule for the formal assessments

- Have been working closely on **links with the trust** and potential **cross fertilisation** of teacher training and development. Initial conversations have been had about joint CPD events in 2019/20. I have delivered whole school CPD in both UTC and UAE on formative assessment.
- **Target:** Assess impact of formative assessment development CPD on quality of Teaching and learning.

- **Implementing Less Is More proposal:** Taken a lead role in the development of the whole school timetable for next academic year with collaboration from KBA. Have launched with staff and taken specific feedback on how period 7 could be used creatively.
- **Target:** Complete implementation of proposal, working alongside SLT and staff to find solutions to issues such as delivery of PE curriculum and development of facilities.

4. 16-19 study programmes – led by Rob Harding

Since the previous meeting the following has been actioned from the Operational Improvement Plan:

- 1a – Draft plan agreed
- 1b – Courses agreed
- 2a – Courses changed, parents informed
- 2b – All offers agreed
- 4a – Programmes shared with SLT
- 5b – Share draft 'Future Plans' with SLT
- 6c – Share definition of engagement activities
- 7a – Share JLT ideas with SLT

Ofsted AfD	Details of actions, management, resourcing and timing	Key Performance Indicators (KPI)	Milestone May ½ term 2019	Milestone July 2019
16-19 study programmes and outcomes	1. Review of KS5 curriculum; including the use of timetabled 'Personal Study' 　a. Personal Study action plan 　b. Confirm KS5 course choices 2. Audit of all student's course choices and suitability 　a. Review current Y12 students' performance 　b. Audit Y12 applications and course choices 3. Modification of student expectation 　a. Work in partnership with DBE in developing an effective KS5 Engagement for Learning (E4L) policy 　b. Launch new E4L with staff, students and families 4. Work Experience 　a. Identify Diagnostic systems	1a – Action plan created and shared with staff and governors 1b – Met and agreed courses with KBA 2a – all students on correct courses 2b – all applications cross checked against entrance criteria 3a – New E4L policy created 3b – policy launched 4a – programmes decided, shared and staff trained 4b – Establish agreed list of Taster accepted types	1a – Draft plan agreed 1b – courses agreed 2a – courses changed, parents and students informed 2b – all offers agreed 3a – draft policy agreed, shared with staff 3b – actions to be taken discussed, staff consulted 4a – Programmes shared with SLT 4b – Examples of Tasters and definition shared with SLT 4c- Examples of Enterprise activities	1a – action plan created 1b – courses agreed 2a – courses changed 2b- audit completed 3a – policy published 3b – families, students & staff informed 4a –Programmes shared with staff for feedback 4b – List of Tasters defined and shared with staff for feedback 4c- List of activities share with staff for feedback

b. Clarify term 'Work Taster' and criteria
C. Decide on list of possible Student enterprise activities
 	
5. Character/Personal development
  a. Decide agreed list of pro awards
  b. Create Future plans template
  c. Create list of visits
  d. Create PM system
 	
6. Opportunities
  a. Seek opportunities for relevant Work placements
  b. Source and calendar 2 employer projects
  c. Identify and calendar engagement activity opportunities
  d. Create mentoring programme
  e. Create work force scheme
 	
7. Youth Social Action
  a. Create JLT
  b. Create list of possible Enterprise projects
  C. Source potential list of Community projects
  d. Organise RAG week
 	
8. Review the teaching and learning of A-Level and Level 3 courses
	4c- Establish agreed list of Student Enterprise activities
	
	5a – Register, calendar and share pro awards (including non-qualification activities)
	5b- Share and train staff Future plans concept
	5c– Create risk assessments and formalise all external visits
	
	5d- Share and train staff PM system
	
	6a – Identify 40 potential work placements
	6b- Working with DBE to finalise, calendar and fully organise projects
	6c- Finalise, calendar and fully organise engagement activities
	6d- Formalise, calendar and share mentoring system
	6e-Formalise, calendar and share work force scheme
		and definition shared with SLT
		
		5a – Share draft list of pro awards with SLT
		5b – Share draft Future plans concept with SLT
		5c – Share examples of external visits to SLT
		
		6a – Identify 5 potential work placements to SLT
		6b- meet with DBE regarding Employer projects
		6c- share draft definition of engagement activities
		6d- share ideas of mentoring system with SLT
		6e – share ideas of work force with SLT
		
		7a – share JLT ideas with SLT
		7b – share enterprise project system ideas with SLT
			5a – Pro award list shared with staff for feedback
			5b – Future plans concept shared with staff for feedback
			5c – List of external visits shared with staff for feedback
			5d- PM system shared with staff for feedback
			
			6a- Identify 30 potential work placements for 2019/20
			6b- Projects organised, booked and calendared
			6c- Activities organised, booked and calendared
			6d- Mentoring programme created
			6e- Work Force scheme fully planned and organised
			
			7a- JLT structure and process agreed and shared with staff
			7b- Enterprise projects system agreed and shared with staff

	a. Work in partnership with KBA in developing a robust and impactful teaching & learning improvement plan	7a- Formalise, calendar and share JLT structure and process 7b- Share enterprise project system with staff 7c- Formalise, calendar and share Community project system with staff 7d- formalise, calendar and share information with staff on RAG week	7c- share Community projects system with SLT 7d- share RAG week ideas with SLT 8a- meet with KBA regarding KS5 part of plan	7c- Community project system agreed and shared with staff 7d- RAG week agreed and shared with staff 8a – Action plan created

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5. Literacy – led by Ruth Vandenhautte

- Library space being developed jointly with A level English students for completion this academic year
- Reading book lists defined to be purchased in June/July
- Literacy marking policy introduced with definitions and expectations; first book review undertaken
- Lead teachers supported with training for implementing literacy expectations
- Literacy displays in English and key departments, rolling out via champions to all subject areas
- Promotion of tier 2 vocabulary via CPD and displays
- Reading and long written work tasks planned in curriculum
- Books sources, including from ICE donation; more donations sought

	CONFIDENTIAL
Paper title:	Completion of governors' training
Board/Committee:	UTC School Advisory Board meeting
Date of meeting:	19 June 2019
Author:	Alexander Enibe, Clerk to SBA Academies
Sponsor:	Lesley Morrison, Chair of SAB
Purpose:	For Information
Recommendation:	The SAB is requested to complete trainings.

Executive Summary

The SAB is requested to complete the following online training courses, which have been arranged for the SBA directors and governors:

- The Child Protection for School Governors (safeguarding).
- Prevent Duty – please follow this link and click London – Education (schools) - Governor
- Safer Recruitment (for selected SAB governors only).

The trainings must be completed by 24 June 2019.

The SAB is also requested to read the 'Keeping Children Safe in Education' and sign having read it on 19 June 2019.

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South Bank Engineering UTC

GOVERNORS' VISIT FORM

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

Name of Governor: **Jo Young**

Date of Visit: 15/5/19

Focus of Visit, with link to strategy and school development plan (agreed in advance with Principal): To follow up on previous report findings

Summary of activities e.g talking to staff and pupils, looking at specific resources, having lunch etc.: Talking to SENCO, reviewing student progress

What have I learned as a result of my visit? (relate this back to focus of visit)

- The SEN team have been moved to more appropriate offices, with break out meeting/study space, so SEN students no longer have to share the same area as those students in time out for disciplinary reasons.
- The SENCO now has a clear reporting route to the SMT, through the Associate Vice Principal
- There is a register of attendance at staff CPD sessions
- The school Business Manager has had some success claiming overdue funds from Southwark Council, he is continuing to work with other Boroughs to ensure funds are available. The SENCO does not yet have sight of a clear budget. This should be discussed with the School Business Manager to ensure a clear budget is in place for the next Financial cycle.
- Great success has been seen through Speech and Language Therapy whole school initiative. All students needing referral have been referred and seen. Levels of progress are evident with individual students.
- Successfully applied for exam breaks/extensions for individual students, and they are now able to sit exams in separate room to whole school.
- Some specialist SEN interventions have been delayed due to staff absence, however, all subject specific interventions are on going
- There has been an increase in mental health needs observed in 6th form. SEN and Pastoral Care working closely to support individuals.
- On reviewing progress of students, it transpired that the SENCO does not have access to the same progress data as is presented to Governors at Local Advisory Board. She has been compiling her own spread sheets by gathering data from teachers. Giving

her access to SIMS data will save her and teachers time and enable governors to better understand the data. SENCO also felt that the Ofsted visit was very scary due to the lack of access to data. The Register should be dynamic, but without access to SIMS she cannot change or update student status.

- The SEN policy is still in draft. This is a requirement of the Code of Practice and must be prioritised
- There is concern that there has been a higher level of behavioural problems from SEN students this year.
- There is concern that SEN student progress, as a group, is not good. Some individuals have progressed well. Data was difficult to compare to whole school, SENCO did not have access to this data.

Aspects I would like clarified/questions that I have:
- Clarity on SEN student progress compared to whole school
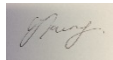- Clarity on numbers of exclusions relating to SEN students compared to whole school

Actions for the school advisory board to consider:

- Monitor progress of SEN policy
- Ensure there is a clear SEN budget in next Financial cycle
- Closely monitor progress of SEN students
- Closely monitor SEN student progress compared to whole school

Any other comments/ideas for future visits:

I would like to congratulate the SENCO on the progress made to date, under difficult circumstances. The improvements in accommodation, clarity over budget and access to SIMS will enable further progress.

The completion and ratification of the SEN policy must be prioritised.

Signed: _ **Date:** _ _21/5/19 _ _ _ _ _ _ _ _ _ _ _

(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)