

## Meeting of the South Bank Engineering UTC School Advisory Board

4.00 - 6.00 pm on Wednesday, 7 November 2018

in South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

### Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		NL
2.	Declarations of interest		NL
3.	Minutes of previous meeting	3 - 12	NL
4.	Matters arising	13 - 14	NL
<b>Items to discuss</b>			
5.	Principal's report <ul style="list-style-type: none"> <li>• School KPIs</li> <li>• Student related data</li> </ul>	15 - 28	DC, JC
6.	Principal's objectives 2018/19	To Follow	NL
7.	Self Evaluation Form 2018/19	29 - 32	DC
8.	School Improvement Plan	33 - 52	DC
9.	Review parent, staff & pupil survey results	53 - 98	DC
10.	Link Governors' visits update	99 - 100	AE
<b>Items to note</b>			
11.	UTC Autumn Term 2018 Visit & self-assessment safeguarding audit reports	101 - 120	DC
12.	Governance Update <ul style="list-style-type: none"> <li>• Link governors (discussion on priorities and focus for the year, and required training)</li> <li>• SBA and SAB Chairs' recruitment update</li> <li>• SBA Trust Executive Principal recruitment update</li> </ul>	121 - 122	NL
13.	Local school risk register	123 - 126	DC
14.	Register of business interests	127 - 132	AE

**Date of next meeting**

**4.00 pm on Wednesday, 6 February 2019**

**Page 1**

*No. Item Pages Presenter*

**Members:** Nicole Louis (Chair), Ed Arthur, Ian Brixey, Dan Cundy, Beau Fadahunsi, Natalie Ferer, Leona Ross, Tony Roberts, Ruth Smith and Joanne Young

**In attendance:** Clym Cunnington, Jacqui Collins and Alexander Enibe and Catherine Okeeffe (prospective governor)

**Minutes of the meeting of the South Bank Engineering UTC Local Governing  
Body  
held at 3.00 pm on Wednesday, 19 September 2018  
South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill  
SW2 1QS**

**Present**

Nicole Louis (Chair)  
Ed Arthur  
Dan Cundy  
Beau Fadahunsi  
Natalie Ferer  
Richard Parrish  
Joanne Young

**Apologies**

Ian Brixey  
Leona Ross  
Tony Roberts  
Ruth Smith

**In attendance**

Alexander Enibe

**1. Welcome and apologies**

The chair welcomed the governors to the meeting.

The apologies were noted.

**2. Declarations of interest**

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

**3. Minutes of previous meeting**

The LGB approved the minutes of the previous meeting of 4 July 2018.

The LGB confirmed that the quality of the minutes has improved following the governance review.

**4. Matters arising**

The LGB discussed matters arising from item 5 (principal's report) of the action sheet from the previous meeting.

The Principal confirmed that he is working with the Principal of the UAE on developing a certification on non-late coming. An update would be provided to the LGB at the next meeting.

On the development of strategic options (action 5), the CEO and the Principal confirmed that they have identified someone to do this but will wait for the new Business Manager, who starts work at the end of October 2018 to lead on this.

The Chair updated on the following items from the previous meeting:

- “The CEO confirmed that two different governance models will be proposed to the SBA Board on 19 July 2018”. The LGB noted that the two governance models were proposed to the SBA Board and a decision was made and a letter from the SBA (interim) Chair had been circulated to all the governors with details.
- “SBA Board is reviewing the surplus policy but awaiting the resumption of the new Business Manager to lead on this”. The Chair confirmed that the Board is still reviewing the surplus policy. The LGB suggested that SBA surplus policy should be looked into carefully to ensure that the SBA Trust, in dealing with the surpluses from the schools, is in compliance with the relevant funding agreements and regulations.
- “Principal is developing a plan for expenditure”. The Principal confirmed that this has been done.

## **5. Student recruitment update & financial implications**

The LGB discussed an update on student recruitment & financial implications.

The 2018/19 budget for the UTC, which was approved by the SBA Board in July 2018 was based on the UTC enrolling 184 students for the new academic.

The UTC enrolled an additional 38 students at the beginning of the new academic year 2018/19. This increase in student numbers will result in additional income of £222,000 and a revised net surplus of £148,000, if the new student numbers are maintained.

The central management charge has increased from 3.5% to 4.7%. The rate increase, coupled with the expected increase in GAG funding, has increased the central management recharge from £50,000 to £79,400. Additional staffing cost amounting to £42,000 was provided for as a contingency in the original budget. Other operational cost – depreciation charge for the year is expected to be approximately £47,000.

A governor queried what services the UTC would be receiving for the additional GAG charges, and that there should be a clear understanding of how best value is achieved to gain buy-in from the providers of the charges. The LGB and the Principal discussed priority areas where the Principal would like to spend. The Principal confirmed that an advert for an on-site person has been put up as this is one of the priority areas. The Principal also mentioned

that he would like to recruit someone to cover the roles of Engineering Technician and Science teacher. The CEO suggested that funding for extra tutorials should be coming from the schools concerned. The LGB noted that there would be a revised budget and governors are welcomed to contribute.

The LGB noted that Year 10 recruitment numbers remains a challenge and there should be continuous focus on this.

The LGB commended the Principal for the improvement in student recruitment.

## 6. **Examination results analysis**

The LGB discussed the examination results analysis and challenged the Principal on some of the figures.

The LGB noted that the overall picture is good. In English and BTEC Engineering, there was strong performance well above national level. The LGB also noted that there is work to be done to improve maths results and computer science.

The Principal confirmed that Year 11 results represent the first cohort of students through to GCSE, and the two key measures are Attainment 8 and Progress 8.

The Principal said that one challenge with Attainment 8 is that computer science must be studied to fill the buckets, and that this is a challenging qualification which not all students are suitable for, as there are no viable alternatives at the UTC at this time. The Principal confirmed that Attainment 8 score is not used by students: rather it is a school measure. Students will still use their GCSE and equivalent grades for their next steps.

The Principal said that Progress 8 is more complex. For any individual student, their GCSE points in the Attainment 8 buckets are compared to other students nationally who achieved the same Key Stage 2 scores at the end of Year 6, who are attributed to a score of zero. If a student is above the national level for a students with their starting point, they have made positive progress. The Principal again said that Progress 8 is not a meaningful score for students: rather each individual score is aggregated to give a school score.

The Principal confirmed that all key measures of attainment are above or very close to national averages for 2017 (2018 figures are not yet published), with the UTC outstripping national on Attainment 8 overall. The Principal said that Attainment 8 could have been higher but for a small number of students failing to fill all the buckets, reducing their individual scores.

The LGB noted the Principal's suggestions that the focus will be working on students' techniques and knowing what interventions to be deployed. The Principal suggested that the students working with past question papers is part of the solutions.

The LGB noted that the Principal seems to have a good understanding of the factors affecting the results and with this understanding gives focus on improvements wherever possible.

The LGB noted from the students' final outcomes, that the professional predictions were not all accurate. The Principal confirmed that internal reviews with lead teachers will explore and isolate the reasons for this, so that predictions are more accurate in the future. The LGB emphasised the need to have good data on predictions as this provides the only heads-up on likely outcomes allowing early challenge and interventions to make changes to drive performance.

A governor challenged the Principal on the figures provided in the table, whether the students got the right results they needed to get into university. The Principal confirmed that some of the students got the results they needed to get into university but some are still looking for where to go. The Principal also confirmed that the focus is to ensure that the students do not go through all of this and not pass the exams.

A governor suggested that there may be an opportunity to get the students to do some courses which is not usually delivered as UTC courses.

The LGB requested that the Principal should prepare a response to the outcomes in the form of an action plan on how to improve students' outcomes for the next LGB meeting. The LGB suggested that there should be short, medium and long term plans and there should be a way the LGB can monitor this.

## **7. School Improvement Plan discussion (3 year view)**

The LGB had a robust discussion on school development plan.

The discussion and challenge focused on the following four key strategic areas:

- Offer an outstanding education with high academic standards in a technical context;
- Recruit, develop and retain excellent staff;
- Maintain financial sustainability; and
- Foster strong and progressive partnerships.

As part of the discussion on the first point above, offering an outstanding education, the LGB noted the importance of also maintaining high standard on student wellbeing and safeguarding. The LGB noted that the UTC should have distinctiveness because of the competition.

In looking at offering an outstanding education, the LGB asked the question, looking at where we are coming from in the last 2 years of the UTC opening, what are our academic priorities within the context of standards? The

Principal said that the UTC needs to identify its own audiences because that is an area where the UTC is struggling.

The Chair suggested that, looking at the recent exam results, it appears that the UTC could narrow on A level subjects that could lead to challenges for the students. The LGB noted that the danger in that is if the UTC do not offer A level subjects some parents might not be happy because some of the parents pay a lot of attention on A level subjects.

The Principal said that we need to ask the question whether we want to go big on what is slightly different from others. A governor pointed out that it would be good where the UTC can do the technical courses and also do A levels, as long as the UTC can demonstrate that our students get into university, then that covers the areas parents might not be happy about. Another governor asked whether the UTC needs to worry about the parents that are not happy if the UTC picks BTEC over A levels. A governor responded that the UTC should worry about this because at the moment the UTC needs them.

A governor asked the Principal whether the UTC has statistics where the students are going so that this can be deployed to marketing. The Principal confirmed that the UTC was tracking where the student were going and would try and deploy this.

The Chair asked the question, how the UTC goes on the trajectory of being an outstanding school based on the results. A governor responded that there is something good about having the flexibility to move students around in the UTC so that the students can get the grades the employers or Universities would like. The Principal was of the opinion that if the UTC focuses on A levels, then they will shut out students that are needed in Engineering and this also affects the sponsors of the UTC.

A governor asked if this question has been put to the students. The Chair responded that there was discussion about asking the SBA Board first before speaking to the students and parents about this.

A governor asked the Principal how easy it was to start and drop courses, and the Principal confirmed that this was easy but there are also complexities. The Principal also said that International baccalaureate is a good brand for parents and he thinks that this can be marketed because not many schools offer this London but this is not without risks. The Chair confirmed that from her experience sitting on another school's board, there are shortages of international baccalaureate teachers and it is also expensive to teach.

The Chair asked the LGB if they think the UTC needs to change the current curriculum to achieve what they want. The Chair also pointed out that the LGB does not need to answer this question and can take their time. A governor responded that the UTC currently has good courses and the focus should be on how to improve on them and what are the barriers they face in terms of teachers. Another governor said that the UTC needs to be very good on the

UTC subjects and keep the high end open and still cater for the other students.

The Principal said that the UTC has NHS sponsors and there are opportunities in engineering in the health industry. A governor responded that NHS engineering is a very niche area.

The Chair asked the Principal where the UTC currently is on safeguarding, child protection and well-being. The Principal confirmed that these areas are good at the moment. That well-being is an important area because this helps students to be able to work at home on computers, providing breakfast club etc. a governor suggested that the UTC should be very passionate about students' well-being and safeguarding as much as high academic standards. The Principal confirmed that in addition to the support system the UTC is working on having mentoring and there is also some support from LSBU. The same governor asked how the UTC would be getting mentors from LSBU. The Chair suggested that they would look at how to get more people from LSBU involved. There is a student services team on well-being that could provide support and if the LGB feels they need them then they can decide what areas LSBU can also provide more support.

The Principal confirmed that there are UTC students that are carers and find it difficult to do work at home.

The Chair asked the Principal whether the breakfast club was around exam period and subsidised. The Principal confirmed that it was but that it was not very successful and they are looking at doing better in this area. The Principal also said that students feel stigmatised about this. A governor asked whether there are things done in the area of sport because sport is one of the areas that can improve well-being. The Principal confirmed that there is something being done in the area of sport but that they should be doing more.

The Principal confirmed that on sugar tax, the UTC has been invited to bid for a fund for improving the students' well-being.

On the second focus which is to recruit, develop and retain excellent staff, the Chair asked the Principal whether the teachers are trained at the UTC. The Principal confirmed that that the teachers are trained at UTC.

Looking at engineering teachers, a governor suggested that the UTC should not only train and retain them, but also look at the pay offer so that the UTC would not become a place where the teachers are trained and afterwards, they move to another place. A governor suggested that as part of the employment benefits (pension contributions), the teachers were offered staff local government pensions, which is good but the teachers think it is too expensive for them. The Principal was advised by the LGB to promote this at the time of recruiting the teachers.

The Chair confirmed that in comparing with other schools, the SBA Trust pays lower for the bottom level of teachers because they are unqualified but there



has to be a debate on which is better to attract and retain the teachers. A governor asked the Principal that when teachers are recruited, what career path is being offered to them. The Principal suggested that the best way to benefit the school teachers is to grow the school so that the SBA Trust can retain them. The Principal confirmed that the focus is to have a high performance culture with teachers. Another governor suggested that the Principal should look closely to see how there are no barriers from teachers affecting the students.

For the upcoming teachers' appraisal in October 2018, the LGB requested that the Principal should look at having values and professionalism as part of the objectives. It was suggested that Jacqui Collins (UTC Marketing and HR manager) can look at what LSBU does and see if LSBU's appraisal technics can be of any help to the UTC.

The LGB asked the Principal his area of priorities. The Principal listed the following:

- Marketing and student recruitment;
- Strategic leadership to inject thinking in strategy; and
- Development of the leadership team.

A governor queried the Principal on why there are problems with SEN, giving that these students usually come with money from the government. The Principal confirmed that they are struggling with the SEN students that did not come with their usual funding because to get the funding, they need to be on EHCP before the money is disbursed.

On maintaining financial sustainability, the Chair asked how the Principal can have other sources to increase funding for the UTC apart from relying on student numbers. The Principal suggested that it would be good to decide whether to have a second specialism.

The Chair asked whether having a broader engineering or narrow engineering is financially sustainable, and if engineering is the focus, we need to know how this is brought to life. A governor suggested that there can be focus on engineering and still branch into different careers - destinations.

In responding to how the UTC can earn extra income, the Principal suggested he would like to have different enterprises at the UTC dealing in areas like; furniture, catering etc. The idea is to have these enterprises and where the students can develop different businesses and sell products and raise money.

The Chair confirmed that LSBU can help with enterprise. Although not going away from engineering but broaden it to be financially sustainable.

On fostering strong & progressive partnerships, a governor asked what the role of the sponsors is, as this should be a unique feature of UTCs without which there would be little to differentiate them from other schools. The Chair

suggested that it would be good to have specialisms, projects, guest lectures etc from sponsors.

The Principal confirmed that DfE's expectation is that UTC sponsors to shape curriculum and offer students more interview guarantees and putting money into supporting things like marketing for the schools.

The Chair asked a governor what more roles can the NHS play in this area for the UTC. The governor responded that this is a bit challenging because of the niche in specialism, but the desire is there to nurture the students. The governor said that what she has done is to broaden and bring more people in.

The LGB concluded that the link governor would help shape this area.

After much discussion, the LGB requested that the governors should reflect on the discussion and are free to offer suggestions to the Principal. The LGB requested that the Principal should prepare the school development plan and update the LGB on it at the next meeting on 7 November 2018.

#### **8. Health and Safety / HR Action log**

The LGB noted the Health & Safety/HR Action Log.

The Principal confirmed that there has been no significant health and safety concerns in the last term of operating. The Business Support Officer now has oversight of health & safety on a day-to-day basis, reporting in to the Principal.

The Principal confirmed that the building is safe and secure, with entry systems, locking and CCTV all operating as normal.

The Chair asked if any governor would like to put him or herself forward to be Health & Safety and HR Link governor.

The Principal confirmed that the HR support processes and systems are strong and that support is readily available for staff. The Principal confirmed that Safer Recruitment processes are followed at all times.

#### **9. Staff recruitment and staff training**

The LGB noted the Staff recruitment and training.

The LGB noted the staff that are leaving, new staff and existing staff in revised roles.

The Principal confirmed that there are still roles to be filled. Also, some re-working of the existing staff team has been designed to increase capacity. For example, the Director of Development role gives SLT the capability to further develop teaching and learning, including the development of cross-curricular

strands and employability, as well as creating opportunities for innovation and practitioner research.

Ian Brixey confirmed that he attended the Principal's staff briefing on Monday, 17 September 2018, and met some of the old and new staff followed by shadowing the Principal's Learning Walk that the Principal and his senior leadership team conduct regularly. Ian said it was good to see some of the new cohort of students and teachers. Ian confirmed that student behaviour appeared on the whole good and he gained a positive feel of the teaching from the new staff he saw.

The Principal confirmed that three members of staff are in their final year of an Assessment Only teacher training programme, so will be required to serve three weeks in a second school. For this, they are liaising with the UAE to facilitate this, as minimising cost and disruption are key considerations from a UTC perspective.

The CEO suggested that it would be good to look into whether paying more to teachers who in the fields that are difficult to recruit as it is done at the LSBU.

#### 10. **Audit reports**

The LGB the Health & Safety and HR audit report.

The LGB noted that there are a number of red risks and these should be addressed urgently.

The Chair suggested that this should be a standing item and the LGB should be able to monitor what the Principal has agreed to action.

#### 11. **Governance update**

The LGB noted the governance update.

The Chair confirmed that a new governance model has now been approved by the SBA Board and shared with the DfE. The new changes include a revised scheme of delegation, a revised remit and composition for the Local Governing Boards and changes to the composition of the Trust Board. The LGB would now become S-A-Bs.

The Chair confirmed that the Local Governing Body committees will be discontinued as going forward, the remit and responsibilities of these committees will either be addressed within the remit of the Local Governing Board or by the Trust Management. The Local Governing Boards will also expand the number of link governors and going forward, to cover seven specific areas.

The Chair confirmed that the consultation has now ended and decision has been made by the SBA Board on the new governance model, and told the LGB to feel free to ask questions where they require clarification.

A governor asked whether the revised governance framework had been reviewed by Ruth Murton so as to get the DfE support. The scheme of delegation was sent to the DfE as part of the governance review process and Ruth Murton is part of the DfE team.

The same governor mentioned that the scheme of delegation only covers the roles and not specifically responsibilities. The LGB noted that job description for all the roles is being developed and will be circulated to the LGB shortly.

A governor mentioned that they expected that the SBA Board would have delegated a limited portion of the budget locally to enable a degree of empowerment to the Executive Principal or School Principal, with a possible input from the School Advisory Board. The Chair confirmed that the SAB will not be having any oversight responsibilities over the finances. The SBA Board wants the SAB to focus on curriculum, outcomes etc.

A governor suggested that the acronym SBA and SAB could be confusing as they look similar. The LGB noted this point.

The LGB discussed the role of sponsors of the UTC.

**Date of next meeting  
3.00 pm, on Wednesday, 7 November 2018**

**Confirmed as a true record**

..... (Chair)

**SOUTH BANK ENGINEERING UTC LOCAL GOVERNING BODY - WEDNESDAY, 19 SEPTEMBER 2018  
ACTION SHEET**

<b>Agenda No</b>	<b>Agenda/Decision Item</b>	<b>Action</b>	<b>Date Due</b>	<b>Officer</b>	<b>Action Status</b>
4.	Matters arising	The SAB requested that the Principal provide an update on his collaboration with the UAE Principal on the development of certification on non-late coming at the next meeting.	7 Nov 2018	Dan Cundy	Verbal update at meeting
6.	Examination results analysis	The SAB requested that the Principal should prepare an action plan based on the outcomes, and the plan should have short, medium and long term plans which are measurable and can be monitored and to be present at the next meeting.	7 Nov 2018	Dan Cundy	Verbal update at meeting
7.	School Improvement Plan discussion (3 year view)	The SAB requested that for the upcoming teachers' appraisal in October 2018, the Principal should look at having values and professionalism as part of their objectives. Jacqui Collins (UTC Marketing and HR Manager) can look at LSBU's appraisal techniques.	7 Nov 2018	Dan Cundy	Verbal update at meeting
		Link governor on career/employer engagement to help develop roles of the UTC sponsors.		Ian Brixey	Verbal update at meeting
		The SAB requested that the Principal should prepare the school development plan, and that governors are free to provide suggestions, and the Principal to provide update at the next meeting.	7 Nov 2018	Dan Cundy	On agenda

<b>Agenda No</b>	<b>Agenda/Decision Item</b>	<b>Action</b>	<b>Date Due</b>	<b>Officer</b>	<b>Action Status</b>
10.	Audit reports	The SAB requested that the Health & Safety and HR audit report should be a standing item on the SAB meeting agenda and that governors should be able to measure the Principal's actions from this report.		Dan Cundy	ongoing
11.	Governance update	The roles and responsibilities of the SBA link governors would be developed and circulated to the governors.	Before 7 Nov 2018	Alexander Enibe	completed



## Principal's report to governors.

Dan Cundy

### Contents

- Ofsted readiness / self evaluation
- Safeguarding
- Quality of Teaching & Learning
- Personal Development, Behaviour and Welfare
- Learner Outcomes
- Effectiveness of Leadership & Management

### Ofsted readiness / self evaluation

Considerable work has been carried out at the UTC to prepare as effectively as possible to secure a positive outcome from an upcoming Ofsted inspection visit, which will take place during the academic year.

This report should be read having regard to the following documents which have been prepared and submitted to governors separately

- Examination results analysis – outline of headline data from Summer 2018 series for Year 11 and 13
- Examinations 2018 lessons learnt – outline based on debrief meetings with Lead Teachers of areas of success and failure, which inform the SEF and action planning
- A level chemistry case studies – indication of impact of individual students' contexts in small cohort size on outcomes
- Destinations summary – outline with case studies of Year 13 destinations 2018
- South Bank UTC context – outline of the history and location of the UTC with contextual data on current students including the gap between KS2 and baseline data
- South Bank UTC staff – a simple chart showing personnel
- Pupil Premium review – outline of the objectives linked to pupil premium spend in 2017-18 and outcomes
- SMSC programme – outline of how SMSC is developed across the UTC
- Attendance, Punctuality and Persistent Absence – outline of current picture and trends, intervention and impact
- SEF 1.6 and Improvement Plan
- Staff, student and parent survey outcomes October 2018

A key focus for Ofsted will be to convey how the UTC's distinct vision and aims add value to its students. A further analysis of the impact of employer and university engagements is being prepared. In-year data is key – the UTC will present current performance data, especially of Year 11,

to indicate the quality of teaching and learning and likely outcomes. This in-year data must be set in context, noting that Progress 8 is a problematic measure for UTCs with an intake into Year 10.

## Safeguarding

CPOMS is working effectively to record, report and analyse safeguarding concerns. Staff recruitment practices are in line with Safer Recruitment advice. The Single Central Register is kept updated and the UTC's HR is in-house and qualified. Checks on background including references, DBS and other screening checks have all been carried out appropriately and recorded. There has been a Judicium review of the SCR which identified some issues with documentation and records which are being remedied as a priority.

The site remains highly secure, with no incidents of security breaches. There have been no RIDDOR reportable accidents. There have been no significant H&S issues to report. Phase 2 of the building has been officially handed over. Some H&S work is being completed, for example the fitment of electronic power stop devices to all new workshops; no students will work on machines until these are fitted. The UTC organised an extended half term to facilitate safe installation of equipment and machinery, and to safely complete snagging while minimising potential safeguarding and H&S risks.

Regular fire system testing takes place and a successful drill was organised in June 2018 with another taking place immediately after half term in October. An LSBU-led review of H&S made a number of recommendations which are being acted on. Natasha Padmore now has responsibility for the day-to-day management of H&S on site.

**Name of Academy/School: South Bank Engineering**  
**Month/Year this related to: Sept 2018**

<b>October 2018 Update</b>						
<b>Number of safeguarding cases currently dealing with</b>		<b>Number of cases</b>		<b>Number of students with statements and care plans</b>		<b>Summary of Key Actions</b>
<b>Level 1</b>	6	<b>MASH</b>	0	<b>Currently on EHCP</b>	5	
<b>Level 2</b>	1			<b>EHCP agreed</b>	0	
<b>Level 3</b>	0	<b>Early Help</b>	0	<b>EHCP application stage</b>	0	
<b>Level 4</b>	1			<b>EHCP yet to join school</b>	0	



## Summary of Key Actions and Comparison of Data with Previous Update

2 students added to level 1 in September 2018. One due to involvement with the police and one due to a drug related disclosure

4 removed from level 1 as they have left the school.

1 student added to level 2. Work with agencies such as Social work and the Police is ongoing to determine the level of need. The student had good attendance and appears to be settled at the school. The UTC will be hosting the next meeting for this student.

1 student still at level 4 and on a CP plan. This student has been on CP since she joined us. We await an update on a recent court hearing that occurred from social services.

1 student on a Section 47 referral due to neglect and housing issues. A Case conference has been planned for 18th Oct 2018 by Lambeth Social Services to determine if a CP or CiN plan needs to be put in place.

## Quality of teaching, learning and assessment

### Quality of teaching

Teaching is habitually good at the UTC. Learning walks, marking scrutiny, data analysis and formal lesson observation data are triangulated. Lesson observations are graded internally, with the cumulative total picture very positive at 89% Good+. Of the 11% of teaching not yet good, this is related to pre-qualified teaching staff who are supported through an internal training programme. Significant improvement has been planned for and implemented in computer science.

Management action has been taken to improve progress through lessons.

- Splitting Year 11 into three teaching groups, reducing class sizes
- Increasing the number of lessons set by ability, giving teachers a tighter ability spread in English, maths and science in Year 11
- Reducing lesson length to 50 minutes while retaining the UTC day structure, enabling increased opportunities for intervention
- Thorough analysis of lessons learnt from 2018 examination cycle to ensure that good practice is spread and areas for development understood and addressed
- Close scrutiny of teaching in subjects below expectations in 2018, with particular focus on computer science
- New MIS (SIMS) in place with targets and class data issued to teaching staff – who are better aware of key student groups
- Regular assessment with rapid turnaround of data to teachers to inform intervention on a three weekly cycle – interventions following Autumn 1 assessments in place now
- Increased focus on examination technique in all subjects, especially at A level
- Increasingly robust analysis of student course pathways with quicker movement of Year 13 students off A level courses where they are potentially to achieve U grade
- More consistency in communication of targets with impact of improved marking and feedback in 'portfolio' subjects

- Renewed focus on accuracy of grades, with staff as examiners in key subjects; increased professional networks for standardisation and moderation being sought
- Increased focus on differentiation, supported through CPD and whole-school initiatives
- Whole school push renewed on cross-curricular strands of literacy, numeracy and SMSC/employability – benefit to students of improved skills and understanding of relevance of work to their pathways
- Improved SEND provision with new TAs starting after ½ term

## Personal development, behaviour and welfare

### Conduct

Conduct at the UTC is good overall. Year 10 have had a positive start overall as have Year 12. Year 11 have a diversity of need and educational background. There have been particular challenges with some students from Durand Academy, who have received very poor quality education throughout Key Stage 3, who make up 24% of the cohort. There are still issues with some Year 13 students being immature and lacking in self-motivation, which are being addressed through the pastoral function.

Exclusions are low, barring one very challenging Year 11 student who is currently a school refuser. This academic year there have been no permanent exclusions. An analysis of Autumn 1 fixed-term exclusions is being produced and will be shared with the SAB.

Internal suspension is used as a deterrent and sanction measure where necessary, as an alternative to fixed term exclusions. By far the most common cause of referral to internal suspension is for persistent lateness, which remains a focus at the UTC although it is not a measure collected or analysed by the DfE or Ofsted.

### Attendance

Attendance figures for Year 10 and 11 are reported to the DfE.

### KS4 Attendance

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 (94.0% Nat). Three late starters who have had time off due to illness or religious reasons have had a disproportionate effect on the cohort. Twenty-four (24) students (58.53%) in Yr10 have maintained 100% attendance; an additional five (5) students have an above 98% total attendance.

The >98% figure for Yr10 is 70.7%. 36.58% of our Yr10 students are disadvantaged (PP) but maintain an average attendance of 94.56% (92.2% Nat).

## Yr11

Attendance is below expectation however, there are several reasons for this underperformance further statistically affected by the small cohort size of 53.

- One school refuser whose attendance is at 6.25%, this student is subject to enforcement proceedings due to a non-compliant parent.
- Two students who have received more than one exclusion.
- Two students who took unauthorised holiday at the beginning of the year

50.94% of our Yr11 students are disadvantaged (PP) but maintain an average of 92.08% (90.6% Nat)

### Removal of single statistical outlier in Yr11

- Attendance in Yr11 would be 91.74% (90.13%)
- Overall KS4 attendance would be 93.89%. (92.96%)

## Actions

- The UTC sent letters to all parents where student's attendance is below 96% in the fifth week of the term.
- Continued high priority focus on attendance as a key success indicator of each student
  - Assembly content
  - Focus on references / UTC record of achievement
  - CPD
  - Coaching content / league tables
- A revised system for rewards and celebration of student's attendance for 18/19 is in place to reflect students who make improvements on their attendance each half term, to be reviewed at the end of T2.
- Pre-emptive work with students under 94% will begin at the start of Term 2.

## Persistent Absence.

This is the measure of students in Year 10-11 with attendance below 90%. Figures tend to be skewed at the beginning of a year, where a day's absence exerts a large percentage impact. This is particularly the case where students

## KS4 Persistent Absence

Year %	Cohort size	2018-19	Cohort size	2017-18
10	41	12.19%	52	9.61%
11	53	22.64%	32	24.24%
Overall PA %	94	18.08%	84	15.29%

## Yr10

Persistent absence rates for Yr10 are good in comparison to the national Yr10 average (15.8%); of the five (5) students considered PA three (3) are late starters who have had a short period of illness, one (1) has had time off for religious observance and one (1) has been subjected to a family crisis.

Two (2) students are less than one register mark away from moving out of PA; this would bring the Yr10 PA to 7.31%.

## **Yr11**

Persistent absence rates for Yr11 are higher than target.

- Exclusions (3)
- Illness (5)
- Holiday / Family withdrawal (2)
- School refuser (1)

Three (3) students in Yr11 require no more than two register marks to come out of the PA list; this would bring the Yr11 PA to 16.98%; the removal of the school refuser would further reduce this to 15.09%.

### **Pastoral management**

Pastoral management is effective overall. Office moves have given increasing visibility to parts of the building including the 6<sup>th</sup> form study areas. The capacity offered by the team is effective in responding to incidents and increasingly in supporting with counselling and other preventative work as well as with careers and projects. Good relationships exist between the team and students and families. A focus continues to be to increase the involvement of coaches in more elements of pastoral care, thereby creating capacity at management level for more strategic inputs.

### **Careers**

A range of strategies and initiatives have are in place, all successful. These include regular Expert Witness talks, work experience, site visits and assemblies. CPD content increases students' employability. A careers advisory service is starting soon focused on Year 11 and 13 students as a priority.

### **Student voice**

Student voice systems are operating successfully this year. The new Student Council is in place and has met with actions ongoing, attached to a budget. A new Senior Student body has been formed and has met. A focus group is being formed to lead design of the LRC and another for the library, led by A level English students.

## **Outcomes for children and learners**

### **Achievement and progress**

#### **Year 11**

Autumn 1 data has yet to be fully analysed: we are awaiting return of the Redborne analysis which will give clarity on progress and on performance by key group.

Headline data for Year 11 is as follows, with two sets of data presented: Assessment (as current performance related to Autumn term target) and Professional Prediction (as end of course prediction related to end of course target).

Current performance data is based on assessments and classwork, so will indicate some volatility from term to term in relation to professional prediction data which offers a smoother profile over time.

<b>Year 10 - 2017-2018 and Year 11 2018-2019</b>	Min target	Autumn 2018 target	Autumn 1 2018 attainme nt	Aut 1 2018 difference to target	Aut 1 2018 average effort	Autumn 1 2018 professional prediction	End of course target	Difference PP to EOC target
Attainment 8 overall average	48.5			0				0
Progress 8 overall average				0				0.0
English average grade	4.2	3.4	3.9	0.5		4	4.3	-0.3
Maths average grade	4.2	3.7	2.9	-0.8		3.8	4.4	-0.6
Science average grade	3.9	3.0	4.3	1.3		4.5	3.9	0.6
Computing ave grade	3.7	3.7	2.7	-1		3.5	3.8	-0.3
Engineering Business ave grade	4.2	3.4	3.8	0.4	3.1	4.1	4.2	-0.1
Engineering First ave grade	4.3	3.5	4.3	0.8	3.1	4.3	4.3	0.0
English 4+%	69%	38	55	17		66	74	-8
English 5+ %	36%	17	26	9		26	38	-12
Maths 4+%	64%	51	30	-21		64	68	-4
Maths 5+ %	42%	32	19	-13		30	43	-13
Science 4+%	64%	25	66	41		70	64	6
Science 5+ %	24%	11	43	32		45	25	20
Computing 4+%	56%	53	23	-30		45	53	-8
Computing 5+ %	24%	23	6	-17		15	23	-8
Religious Studies 4+%		38	11	-27		38	73	-35
Religious Studies 5+%		17	6	-11		9	38	-29
First Engineering Pass+ % (reported)	100%	100	100	0		100	100	0
First Engineering Merit+ % (Grades)	42%	15	17	2		30	40	-10
First Engineering Distinction+ % (Grades)	6%	4	9	5		2	6	-4
Business Engineering Pass+ % (reported)	100%	100	100	0		100	100	0
Business Engineering Merit+ % (Grades)	36%	17	17	0		21	34	-13
Business Engineering Distinction+ % (Grades)	4%	2	4	2		11	4	7

#### Key findings: current performance

- English well above target at 4+ and 5+ (note targets are set by CAT4 tests – baselines indicate 35% 4+ and 19% 5+, indicating performance significantly ahead of track)
- Maths well below target based on current assessment and below baseline likely grades. Data to be explored and intervention planned.
- Computer science well below target. Analysis and intervention planned. Religious Studies well below target but new course in first half term of teaching.
- Science strong: data to be analysed further in relation to targets.
- Engineering and business studies appearing strong.

#### Professional predictions

- Science and engineering/business in line with or ahead of PP targets currently
- English, maths and computer science marginally below at 4+ with larger gap in religious studies. At 5+ gaps to target are wider.

Previous Redborne analysis of progress from KS2 and from baseline. This relates to Summer 2018 and will be updated shortly.

# South Bank Engineering UTC

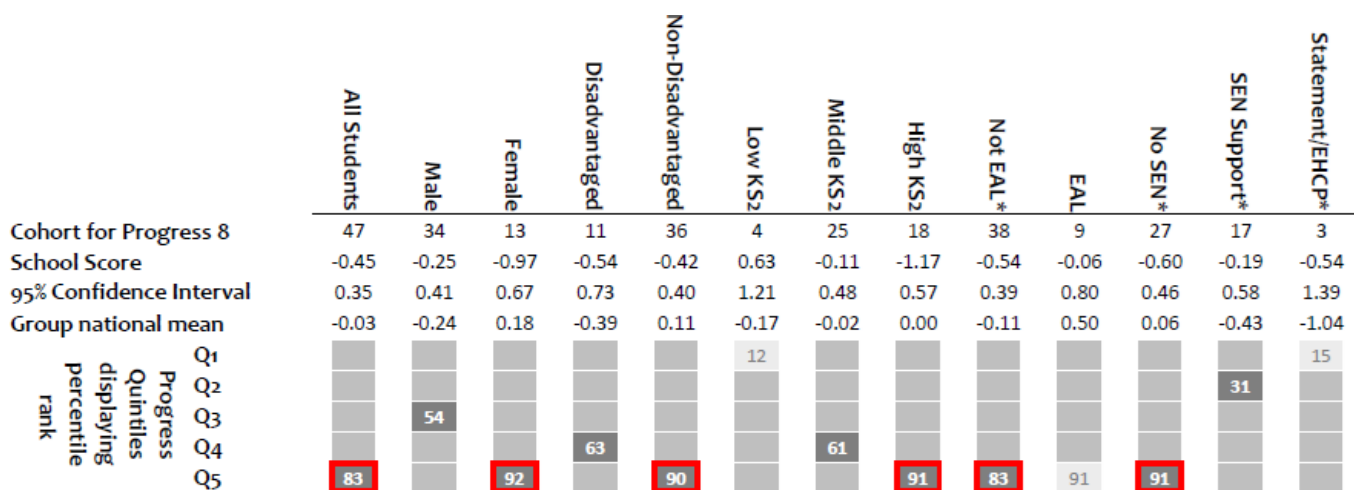
Headline Figures - Year 10 - 2, Exam Year 2019

Overall	This Collection		Last Collection	Last Year ()
- Attainment 8	43.5	↓	46.2	
- Progress 8 (2017 benchmark)	-0.45	↓	-0.22	
- English and maths (% 4 and above)	63.6	→	67.9	
- English and maths (% 5 and above)	30.9	→	37.5	
- English Baccalaureate	2.76	↓	3.15	
<b>English</b>				
- % 4 and above	70.9	↓	87.5	
- % 5 and above	38.2	↓	53.6	
- Progress 8	-0.86	↓	-0.51	
<b>Mathematics</b>				
- % 4 and above	83.6	↑	71.4	
- % 5 and above	52.7	↑	44.6	
- Progress 8	0.09	↑	-0.22	

The headlines are

- Attainment 8 of 43.5 marginally below national level but well above UTC level of 37.1 (2017).
- Progress 8 at -0.45 is above the -0.5 floor target but well below national.
- The proportion achieving pass grades in both English and maths was close to the national level at grade 4
- English progress score was very low currently at -0.86. Intervention is in place to rapidly increase this through split groups, TA and tutor support and other interventions.
- Maths predictions however were above the national average.

By group there were considerable variations when looking at Progress data from Key Stage 2.



Headlines:

- Boys were outperforming girls, although both are underperforming the national picture
- There was a progress gap between disadvantaged (-0.54) and non-disadvantaged students (-0.42)
- Low prior attainers were performing well, while high prior attainers appeared to be performing particularly poorly. This is an area of focus for the UTC with measures in place to address.
- SEN students were performing relatively better than their peers.

Exploring residuals and performance against target, the picture is more positive. Targets were generated against CATs tests on entry, giving an indication of the relative attainment of students against entry points.

	Num. of stud.	Percentage achieving (GCSE 9-1 equivalent)				APS	RPI	Tar Diff	Last Collection			La 9-5	
		9-7	9-5	9-4	9-1				9-5	9-4	APS		
<b>Mathematics</b>													
<b>Maths (General)</b>	54	15	54	85	100	4.9	0.6	1.4	45	73	4.6	↑	-
<b>English</b>													
<b>English Language</b>	54	4	39	72	100	4.3	-0.1	0.8	55	89	4.7	↓	-
<b>English Literature</b>	54	4	39	72	100	4.3	-0.1	0.8	55	89	4.7	↓	-
<b>Ebacc (Science)</b>													
<b>Computer Science</b>	54	0	24	57	100	3.8	-0.7	1.0	15	51	3.6	→	-
<b>Science Double Award</b>	54	2	31	54	100	3.8	-0.7	0.8	58	89	5.0	↓	-
<b>Open</b>													
<b>Business Studies (BFA)</b>	54	9	41	100	100	4.8	0.4	0.5	65	100	5.1	↓	-
<b>Engineering Studies (BFA)</b>	54	30	65	100	100	5.4	1.2	1.1	64	100	5.1	→	-

The proportion of students predicted to achieve 9-5 and 9-4 in each subject area is presented in relation to targets. Targets were set based on CATs tests sat on entry at the start of Year 10. Thus where Progress 8 measures progress since Year 6, three years of which the UTC had no influence over, this data demonstrates the UTC's impact. The key column in Tar Diff – the difference in GCSE points in relation to target. In all subjects this is positive, with maths and engineering performing over one grade higher than target.

The RPI column indicates how well students in one subject do against the same students in other subjects. This reveals variations in performance, with science and computer science faring less well than other subjects and English slightly underperforming. Management strategies outlined above are in place to further drive progress and address the relative underperformance of subjects and key groups

### Year 13

Current performance and professional prediction data are presented below in headline form for Autumn 1, noting relationship to Autumn (Christmas) targets. As with Year 11, we are awaiting the detailed analysis to be completed.

			New min EOC target due to student changes/with drawals	Autumn 1 2018 target %	Autumn 1 2018 attainment%	Aut 1 2018 attainment difference to target	Autumn 1 2018 Professional Prediction	EOC Target	PP difference to EOC Target
Maths A A*-E %	100	100	100	100	100	0	100	100	0
Maths A A*-C	100	100	70	70	26	-44	57	70	-13
Maths A A*-A	8	43	4	4	9	5	4	4	0
Core Maths L3 A*-E %		100	100	100	100	0	100	100	0
Core Maths L3 A*-C		100	40	40	0	-40	35	40	-5
Core Maths L3 A*-A		5	0	0	0	0	0	0	0
Chemistry A A*-E	100	100	100	100	100	0	100	100	0
Chemistry A A*-C	100	100	100	100	60	-40	80	100	-20
Chemistry A A*-A	14	60	20	20	20	0	20	20	0
Physics A A*-E	100	100	100	100	80	-20	100	100	0
Physics A A*-C	100	100	100	100	20	-80	30	100	-70
Physics A A*-A	10	60	10	10	10	0	20	10	10
Computing A A*-E	100	100	100	100	100	0	100	100	0
Computing A A*-C	100	100	100	100	50	-50	50	100	-50
Computing A A*-A	0	50	0	0	0	0	0	0	0

#### Key findings: current performance

- Performance at A\*-E is in line with target bar physics
- Performance at C+ is well below in maths, chemistry, physics and computer science. Analysis of reasons is ongoing and intervention is in place
- Maths A/A\* is above target

#### Professional predictions

- All subjects are predicting 100% A\*-E grades
- Predictions of A\*-C grades are below target – analysis and individual intervention being conducted
- Predictions of A/A\* are in line with targets.



Redborne data has been published in relation to Summer 1 2018 data entry. It is presented as follows:

## South Bank Engineering UTC



Subject Summary - Collection: Year 12 - 1, Exam Year: 2019

Qualification Type Subject name	Size	Value Added score	Lower confidence	Upper confidence	Number of entries
<b>Core Maths Qualifications at Level 3</b>					
Mathematical Studies	0.5	-0.07	-0.64	0.51	22
<b>BTEC Diploma Level 3</b>					
Engineering Studies	1	<b>1.33</b>	0.94	1.73	21
<b>GCE A level</b>					
Chemistry	1	0.35	-0.67	1.38	5
Computer Studies/Computing	1	0.33	-0.81	1.46	4
Mathematics	1	0.52	-0.22	1.26	12
Mathematics (Further)	1	0.61	-0.75	1.97	3
Physics	1	<b>0.72</b>	0.03	1.42	12

In terms of value added, scores are good in all subjects bar Core Maths, which was close to the national level of performance based on prior outcomes. The single BTEC for academic students was performing particularly well. Looking in more detail, each subject was placed into one of five quintiles in relation to national outcomes, with 1 being the highest:

Core maths 3  
 Computer science 2  
 Chemistry 1  
 Maths 1  
 Further maths 1  
 Physics 1  
 Engineering (single A level equivalent) – no quintile as national cohort size too small

This was a positive outcome set against students' GCSE scores, although work to secure improved VA in computer science and Core maths is required.

BTEC National Extended Diploma at level 3 was more of a concern based on Redborne data: the UTC average points score of 73.9 was well below the national score (2017) of 98: 2.5 grades below national across a triple qualification. This is related to the stage of the course where students are refining assignment grades, but also due to an incorrect comparison: the NQF new framework which UTC students are studying is far more rigorous than the outgoing QCF qualification to which students are measured, meaning this measure is problematic.

## Pearson BTEC Level 3 National Extended Diploma in Engineering

Institution Average Point Score	73.9
National Average Point Score	98.7
Difference (points)	-24.8
Difference (grades)	-2.5

Surname	Forename	First appeared with result	Current Grade	Current Points	National Average Attainment	Difference (points)	Difference (grades)
Abu Serrieh	Nora	Year 12 - 1	DDD	105	98.73	6.27	0.6
Achaibou	Ahmed	Year 12 - 1	*DD	120	98.73	21.27	2.1
Aiddo-Mensah	Bassah	Year 12 - 1	MMM	75	98.73	-23.73	-2.4
Allen-Mowatt	Tai-Moniere	Year 12 - 1	MMP	65	98.73	-33.73	-3.4
Aoki	Ryan	Year 12 - 1	DDM	95	98.73	-3.73	-0.4
Barrett	Patrick	Year 12 - 1	DMM	85	98.73	-13.73	-1.4
Benchouikh	Samir	Year 12 - 1	*DD	120	98.73	21.27	2.1
Blin	Emmanuel	Year 12 - 1	MMM	75	98.73	-23.73	-2.4
Cockburn	Jahzeil	Year 12 - 1	PPP	45	98.73	-53.73	-5.4

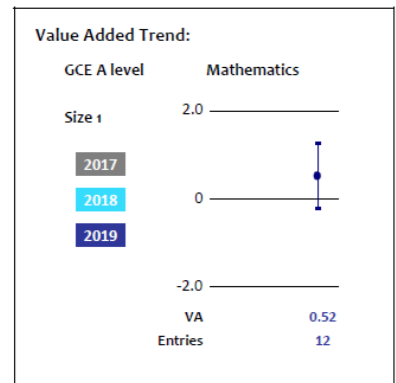
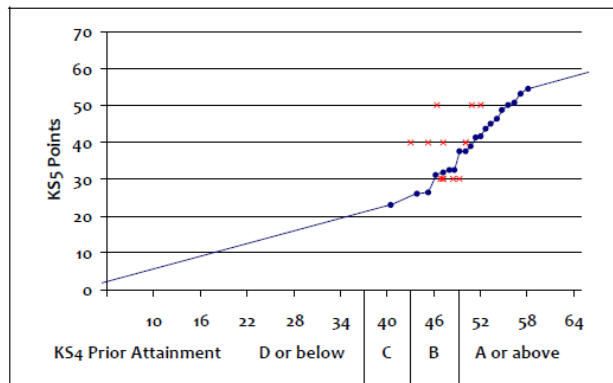
Subject-level data has been published which is used to leverage intervention through middle leaders and teaching staff.

## South Bank Engineering UTC

GCE A level Mathematics, Level 3 Value Added, Collection Year 12 - 1, Exam Year 2019

Grade	Points	No. of Students	Total Points
A*	60	0	
A	50	3	150
B	40	4	160
C	30	5	150
D	20	0	
E	10	0	
U	0	0	

Total Points Achieved = 460



Value Added (grades):

$$\frac{\text{Tot Pts Achieved} - \text{Tot Pts Needed}}{\text{Number of Students} \times \text{Size} \times 10}$$

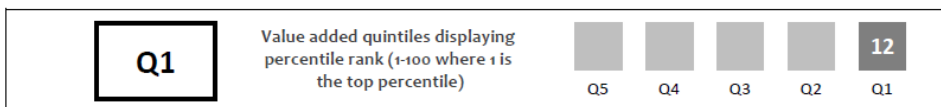
$$= \frac{460 - 398}{12 \times 1 \times 10}$$

$$= \mathbf{0.52}$$

Prior Attainment Grade	U - D	C	B	A - A*
Number of Students	0	0	8	4
Average Estimated Points			30	39
Average Estimated Grade			C	B
Total Estimated Points			243	155

Total Points Needed = 398

	No. of Stud.	Ave Points	Ave Grade	Value Added
All Students	12	38	B	0.5
Male	10	37	B-	0.4
Female	2	45	B+	1.1
FSM6	3	40	B	0.4
Not FSM6	9	38	B-	0.6
B at KS4	8	36	B-	0.6
A or above at KS4	4	43	B+	0.4



# Effectiveness of leadership and management

## **Staffing**

The UTC is fully staffed with teachers.

Changes

November 2018

Jacqui Collins to take promoted post as HR Manager for the trust, with marketing and admissions backfill to be sought

Two new engineering teachers recruited to replace Lettie Tang and Shane Beckford leaving at Christmas. Both experienced, one on promoted post.

Two new TAs recruited to start after ½ term in SEND to replace two who left in Summer; one to also act as science Lab Technician. One new maths TA to replace Han-Sun Park

## **Leadership and management**

Considerable preparation for Ofsted has taken place, with a range of information supportive including evaluation of outcomes data, SMSC, local context and pupil premium. This has led to updated SEF and improvement plan being updated to reflect identified priorities.

Triangulation of views has taken place with DfE, BDT, Secondary Improvement Advisor and Judicium reviews all in place. Common theme is that UTC leaders know the school; are aware of its strengths and areas for development, have evidence to support and are working effectively on the areas for improvement.

The curriculum has evolved in line with the UTC's vision. A new level 2 pathway comprising NVQ Greenpower course with re-takes has proven popular and is at capacity. BTEC Level 3 Diploma in engineering is combined with BTEC sub-dip in Business to minimise the requirement for examinations in maths and will drive outcomes. GCSE Religious Studies has been added to KS4 to improve students' ability to think critically as well as to develop their moral and ethical positions.

The new working day has been positively received, with more discretionary time for staff to mark and assess, plan and run interventions and for increased staff training and development.

British values are actively promoted through a positive culture in the UTC in line with its vision and values. The pastoral and SMSC programme is strong.

Governance is evolving, with a review feeding into a refined structure at LGB and trust level – the School Advisory Board is now in place with link governors attached to key UTC functions. Visits are ongoing with a close focus on link areas. Governors are well-trained and aware of issues nationally and locally which impact on the UTC. Governors are involved in holding leaders to account for performance and do so within a climate of positivity and challenge and are better able to evidence this challenge through meeting minutes. Specific training on preparation for inspection has taken

place. The new Executive Principal structure along with central HR and business management will increase the capacity of the trust to support the development of the UTC.

The UTC's improvement plan continues to be updated along with the self-evaluation form. A strategic priority remains to develop the capability and capacity of middle leaders: the Director of English and Development is already making an impact in this area; an Extended Leadership Team meeting weekly focusing on teaching and learning is enabling rapid improvements in practice, and a middle leaders meeting chaired by the Vice Principal is building capacity.

A new Management Information System (MIS), SIMS is now in place and is supporting the effective reporting and tracking within the UTC. Further training is being rolled out to key staff to support in this area. A new card entry system and cashless catering system are being installed which will further streamline attendance and catering functions for the 6<sup>th</sup> form.

The MAT has agreed for the UTC to join the Lambeth Schools Partnership. This will bring in SIA support as now, but will also increase the level of training and support which can be leveraged through the local authority. A new bid for School to School support will be launched in the coming weeks with Lilian Baylis Technology College, in the absence of Dunraven, who have been unable to provide support this year for capacity reasons.

## Outcomes for children and learners is self-assessed to be Good

It is judged to be good because. **2018 Outcomes:**

- Year 11 outcomes 2018 above national average (2017) in English, Basics, Science, Engineering and Attainment 8.
- Progress 8 -0.30 (provisional 2018) although confidence interval above zero: below target and nat. average but well above UTC average (-0.87 2017).
- Performance at Progress 8 and Attainment 8 above that of students who transferred schools in Year 10 in Lambeth (44.7 Vs 40.8 and -0.30 Vs -0.54)
- Performance in engineering is strong. Evidence eg Year 11 BTEC L2 5x nat av. at Distinction+ 2018. BTEC L3 academic results 91% Distinction+ Year 13 2018.
- Gaps present for pupil premium, SEND progress; however narrower than national and attainment above national.
- A level outcomes poor – negative VA and below national in all subjects. Reasons understood and measures in place to prevent repeat.

### 2019 predictions:

- Year 11 2019 on track to exceed CATs targets in all subjects (Redborne June 2018)
- Year 13 2019 on track to achieve positive value add in all subjects at A level and BTEC (Redborne June 2018)
- Agile responses made to BTEC framework challenges: QCF and NQF pathways along with L3 business introduced to ensure strongest outcomes for Year 13 groups given ability profile.
- Improved ability to create revised curriculum pathways for Year 13 students unlikely to achieve initial course targets

### Next steps:

- *Improve A level outcomes – below target and national average (2018). Post-mortem completed and action plan in place*
- *Increased focus on examination preparation for all years*
- *Close analysis of in-year data to inform intervention and support*
- *Improved use of intervention time during Period 7 in all subjects*
- *Intervention in place to close gaps between key groups: disadvantaged, SEND, low and high prior attainers.*
- *Management intervention in place to increase performance of students in comparatively weaker subjects eg computer science*
- *Support in place for students in Y13 further to secure high quality destinations*

## Quality of teaching, learning and assessment is self-assessed to be Good

Quality of teaching	2018-19
Good or better	89%
Requires improvement	11%
Inadequate	0

- The overwhelming majority (89%) of all teaching in the UTC is judged to be at least good (2018-19 data to date) based on formal observations and learning walks. This is the best profile since the UTC opened. There is no inadequate teaching. The only RI teaching is from teachers yet to qualify.
- Learning walks Sept/Oct 2018 are positive with habitually Good+ teaching
- The UTC's vision and values are clear, well understood and respected with HEARTBEAT employability developed through lessons

- Marking and feedback is often good but variable and requires further development; pockets of outstanding practice: a key CPD focus
- Marking systems for engineering and computer science introduced to ensure high quality dialogue and feedback
- Teaching is focused on specifications and exam board outcomes but can lack variety in style
- Support staff are used well with increased capacity and expertise recently
- Systems for monitoring the quality of teaching are embedded and rigorously quality assured
- Standardisation and moderation is developing with further partnership work planned

- Teachers plan effectively and set appropriate tasks based on systematic assessment. Progress data informs planning.
- Differentiation is developing partly due to increased SEND support capacity and is often good but is inconsistent between staff: a key focus of CPD.
- The progress of students is tracked closely and appropriate interventions and resources are in place to support those who are underachieving. Targets are clear and communicated to all staff and students.
- The vast majority of students set high aspirations of themselves, are engaged and keen to do well.
- UQ teachers are supported and developed through a bespoke programme although there is a considerable lack of experience in the staffing body, especially in engineering.
- Key staff in English, maths and science are examiners for their specifications at GCSE, adding expertise and reliability of assessment.
- New subjects and lack of resourcing has hindered preparation on exam technique; measures in place to make positive impact in this area.

#### Next Steps:

- *Improve consistency of marking and feedback so all learners know how to improve, especially in 'portfolio subjects'*
- *Improve teaching of examination technique, making use of professional networks for support with new specs*
- *Continue to build range of assessment techniques across lessons and across teams*
- *Continue to develop moderation and standardisation to increase confidence in grade accuracy*
- *Further improve differentiation especially more able*
- *Further develop UTC-specific themes across the curriculum*
- *Further embed employer projects across subject areas*

## Personal development, behaviour and welfare is self-assessed to be Good

- Behaviour in lessons and around the UTC is good. A small number of students require additional support and intervention to meet expectations from the dedicated pastoral team.
- Students display good manners, respect and courtesy to others. Kindness focus is working well linked to rewards
- Students show respect for British values including democracy, the rule of law, tolerance and respect. Taught content in place supports in this area.
- South Bank UTC values are embraced by both staff and students, who 'buy into' the focus on professionalism and development of their employability skills.
- Relationships between staff and students are good and characterised by professional conduct, positivity and mutual respect.
- Systems to capture and reward positive or negative conduct are clearly established and work effectively although require more consistency especially with new staff.
- Safeguarding systems are effective and have been externally audited for resilience (DfE Jan and April 2018 and Lambeth Feb 2018)
- SMSC and employability development is evident through the curriculum and widely through UTC life including the pastoral programme.
- Attendance and Punctuality are high priority and the UTC has measures in place to ensure improvement. KS4 attendance is not above national average (94% for 2017-18) yet, but is in line with the UTC national average (2017) and national average for Year 10 and 11.

- Pupils feel safe and parents tell us their children feel safe (survey data October 2018)
- Student voice and leadership is articulated through the Student Council, Senior Student team and student surveys and focus groups, and has a voice into decision-making.
- Students have a budget to help them keep ownership of the building and resources.
- Peer Mentoring has been very successful – beginning again for 2018-19 in November
- Bullying is rare and dealt with swiftly.
- Students understand and are aware of how to keep themselves and others safe.
- Exclusions data is below UTC average (2017-18)

#### Next steps:

- *Focus on achieving above target attendance overall and for all groups*
- *Further improve punctuality to the UTC in the mornings, especially from key students*
- *Intervene successfully with the small number of students presenting complex pastoral needs*
- *Further embed peer mentoring systems and develop climate of self-management*
- *Consolidate the threading of the prevent agenda and values throughout the curriculum*
- *Further work to minimise low-level conduct issues and promote self-managing, professional conduct.*

## Effectiveness of leadership and management of the UTC is self-assessed to be Good

- Safeguarding systems are now strong following a range of actions as identified by DfE and Lambeth reviews (Jan, Feb 2018)
- There is a clear shared vision of high expectations for all, driven through consistent and clear messaging ie HEARTBEAT, pastoral programme
- The leadership team are effective due to consistent pursuit of high performance in all of the UTC's activities This results in high levels of achievement and good progress and personal development.
- Leaders benefit from external reviews in the form of termly Lambeth School Improvement Partner visits, annual mock Ofsted reviews (via Judicium) and termly Baker Dearing Trust Educational Advisor visits along with termly DfE review visits. Feedback is triangulated and informs review, reporting and strategic action planning.
- Leadership is developing at departmental level due to inexperienced managers in post, but is an area of SLT focus with a development plan in operation.
- Leaders, managers and governors base their actions on an increasingly accurate understanding of the UTC's performance. SLT focus on accuracy of predictions.
- Accurate, evidence-driven self-review drives improvement and intervention.
- The LGB works effectively and provides rigorous scrutiny and support: it has been restructured following a review to now constitute a School Advisory Board (SAB) reporting into the trust board.
- Training has been put in place for governors including Prevent and Ofsted.
- All leaders and managers, including those responsible for governance, are highly ambitious for the pupils.
- The curriculum is appropriate to deliver the UTC's distinct vision and has positive impact on behaviour and safety.
- Quality and commitment of all staff is excellent. Morale is good (Staff survey October 2018). Retention is good.
- Essential systems work smoothly and effectively and are consistently refined.
- There is a commitment to growing staff internally and providing them with support, CPD and opportunities are intrinsically linked to areas for development, the UTC aims and appraisal and in house training has clear impact.
- PMR systems are strong and appropriate, driving improvement in performance and are linked to pay and progression.
- The curriculum supports learning well and promotes students' personal development and development of technical skills through projects
- Health and Safety is well managed with a designated staff member; site supervisor post advertised to support further
- Leaders actively quality assure their judgements with strategic partners and there is a constructive, forward looking relationship with other partners including sponsors, partner companies and other schools.
- Parent/Carers are frequently provided with information about their children's education and are positive about the UTC (survey 2017, new survey out 2018)
- The Improvement Plan provides an ambitious, focussed agenda for the continuing positive development of the UTC.
- Work is in place to further promote staff wellbeing on a number of fronts.

### Next steps

- *Rapid development of middle leader programme including departmental self review*
- *Further development of CPD programme for all staff, including non-teaching staff to increase performance and sustain retention*
- *Development of further strategies to increase student recruitment and to further drive financial efficiency and effectiveness*
- *Work with partners more effectively to secure destinations and to prepare for Ofsted.*
- *Further evidencing of challenge and support from LGB through minutes and visit records*



## Sixth Form provision is Good

- A level outcomes low 2018 – low VA in all subjects. Range of strategies in place to remedy for 2019, with data more positive June 2018.
- Technical outcomes very strong – positive VA. Sub Dip engineering L3 94% Distinction+.
- Destinations positive: all students who applied through UCAS secured a university place. 0% NEET 2018.
- Students found pathways into higher apprenticeships with UTC partners.
- Sponsors added value to destinations: Skanska (apprenticeship offers, careers input), LSBU (unconditional offers).
- Courses on offer have expanded and are in line with vision, values and specialism: BTEC frameworks align with securing highest outcomes for students
- Entry criteria are now more appropriate to improve retention and completion
- Courses are well taught and offer effective balance of practical and academic work: increased workshop time valued
- Students enjoy the UTC and report positively on surveys (2017-18, new survey in progress)
- Support is given appropriately to develop students more widely: for example through EPQ and UCAS. Sponsor support from LSBU very useful.
- Opportunities to enrich the curriculum are provided eg Arabic, 3d printing
- Advice and guidance is provided both in-house and through external sources for students to make decisions eg Start, UTC Hub, Skanska graduates
- Attendance is good for most students but not all; punctuality is not yet good for all students.
- Partnerships with sponsors have included opportunities for trips, work experience and have added value.

## Overall effectiveness is judged to be Good

Main areas of focus for further improvement are

- Improve outcomes at A level through a range of strategies and interventions including early management action for individual students
- Improve performance individual subjects (computer science especially)
- Narrow gaps between the performance of key groups (disadvantaged, SEND, high prior attainers)
- Further work to verify the robustness of safeguarding systems; ongoing staff training as appropriate
- Further improve quality of teaching across all subject areas, particularly of beginner teachers
- Continue to improve attainment overall through accurate assessment, feedback and differentiation
- Work with partners to ensure high quality triangulation and scrutiny supports managers' self-assessments of UTC performance
- Develop, support and retain staff through high quality, targeted CPD and line/performance management
- Secure strong destinations data for Year 13 leavers; build on high proportion of Year 11 continuing into Year 12
- Ensure L&M is effective in securing increased student numbers leading to sustainable financial position.
- Explore strategic options for medium-term structure of UTC including evaluation of starting points, specialisms, curriculum offer.





**South Bank  
Engineering UTC**

## South Bank Engineering UTC Improvement Plan 2017-18

**Contents:**

1. Executive Summary
2. Strategic Focus Areas
3. **Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context**
4. **Strategic Focus 2 – Recruit, develop and retain excellent staff**
5. **Strategic Focus 3 – Maintain financial sustainability**
6. **Strategic Focus 4 – Foster Strong and Progressive Partnerships**

# 1. Executive Summary

## 1.1. Purpose

The purpose of this document is to enable the leadership group, staff, governors and trustees at South Bank Engineering UTC to be able to plan strategically for improvement. This strategic planning is informed by and linked to South Bank Academies' Towards 2020 strategic plan. Towards 2020 outlines the trust's aspiration to become the leading provider of professional educational opportunities for young people in South London. Its values focus on the development of creativity, professionalism, excellence, inclusivity and collaboration. It has seven key ambitions:

# Our Ambitions

1

Our academies and colleges will be outstanding places of learning and personal development for young people in South London communities.

2

London South Bank University and employer partners will be integral to the learning and, personal and professional development of our students.

3

We will establish two more schools within South London boroughs by 2020 to enhance collaborative learning opportunities for our students.

4

We will offer additional certificated education and training opportunities for our students in partnership with the University and industry partners to enhance career opportunities for our students.

5

We will have innovative learning environments in our academies and colleges that will promote student led learning with access to state of the art infrastructure.

6

We will be the first choice for ambitious students and high achieving staff.

7

Our students will be most preferred by universities and employers.

## 1.2. Overview

This document outlines each of the UTC's four main Strategic Focus areas. Under each Strategic Focus area is a series of priorities along with outline Key Performance Indicators (KPIs). Each strategic priority is tied to two targets, set and agreed by governors and the Principal, both at Base and Stretch level. The Stretch target is designed to be highly aspirational.

## 1.3. Summary

The four Strategic Focus areas are

1. Offer an outstanding education with high academic standards in a technical context
2. Recruit, develop and retain excellent staff
3. Maintain financial sustainability
4. Foster strong and progressive partnerships

## 2. Improvement Plan Strategic Focus Areas

This section of the Improvement Plan provides an overview of the key Strategic Targets that have been set and are to be delivered against over the 2017-18 academic year.

Four key Strategic Targets have been set in order to support the progression of South Bank Engineering UTC:

Target	Description
<b>Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context</b>	To be outstanding in our terms we must ensure that all students make strong academic progress and develop a high level of technical understanding and skill. The objective of this outstanding education is to ensure every student has the qualifications, skills and attributes to

	succeed in their chosen pathway, with pathways brokered by the UTC. Student employability, conduct and safeguarding will be excellent.
<b>Strategic Focus 2 – Recruit, develop and retain excellent staff</b>	In order to meet Target 1 the UTC is going to need to build an environment that attracts, challenges, supports, develops and retains very high quality staff. Much work in this area will be focused on linking high effective line management with rigorous performance management and high quality, personalised CPD.
<b>Strategic Focus 3 – Maintain financial sustainability</b>	In order to ensure that Target 1 and 2 can be achieved the UTC must operate in a viable financial climate. This will be a challenge in the national and local context, with the challenge growing over time. Key to the UTC's success here is student recruitment.
<b>Strategic Focus 4 – Foster Strong and Progressive Partnerships</b>	The final target will be focused on building, nurturing and growing strong and progressive partnerships with university, employer, government and third sector organisations both locally and beyond. This will enable the UTC to deliver an innovative, future-focused offer with strong pathways.

### **3. Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context**

#### **3.1. Objectives**

The below outlines the objectives that have been set in order to support achieving Strategic Focus 1 **Offer an outstanding education with high academic standards in a technical context**

1. Achievement of judgement of at least Good in mock Ofsted inspection in each year
2. Through effective teaching and learning, progress is strong: no significant group underperforming the national average, including disadvantaged students
3. The curriculum and timetable more widely are designed to maximise opportunities to develop students' technical skills and capabilities

4. The 6<sup>th</sup> form is excellent

### 3.2. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess UTC progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicators (KPI)	Target Base	Target Stretch
1. Achievement of judgement of at least Good in mock Ofsted inspection in each year	<p>a) Outcomes: National averages for A levels and BTEC Level 3 are exceeded</p> <p>b) Outcomes: The proportion of students making expected and more than expected progress in maths and English is well above national average</p> <p>c) Outcomes: Progress 8 measures are above national levels</p> <p>d) Leadership and management are outstanding</p> <p>e) Personal development, behaviour and welfare are outstanding</p>	<p>-Key Stage 5 results</p> <p>-Progress KS2-4</p> <p>-Progress 8 data</p> <p>-Progress at Key Stage 5</p> <p>-Impact of leadership and management</p> <p>-Student behavior and attendance</p>	<p>-100% A level and BTEC Pass; 10% A*/A/Dist grades</p> <p>-Progress 8 score 0.1</p> <p>-Positive progress measure KS5</p> <p>-95% attendance</p> <p>-Exclusions below national average</p> <p>-Behaviour is consistently good</p>	<p>-100% A level and BTEC Pass; 10% A*/A/Dist grades</p> <p>-Progress 8 score 0.3</p> <p>-KS5 progress in line with top 25%</p> <p>-96% attendance</p> <p>-Exclusions half national average</p> <p>-Behaviour is consistently exemplary</p>
2. Through effective teaching and learning, progress is strong: no	<p>a) Curriculum model is such that students are able to make outstanding progress</p> <p>b) Quality of Teaching is strong, targeted to high levels of</p>	<p>-Assessment data to indicate attainment and progress by group including Pupil Premium</p> <p>-Accuracy of predictions</p> <p>-Impact of interventions</p>	<p>-QoT is habitually good and often excellent</p> <p>-Effective teaching</p>	<p>-QoT is always good and frequently excellent</p>

<p>significant group underperforming the national average, including disadvantaged students</p>	<p>attainment and progress for all learners  c) Baseline, target-setting and assessment are robust and accurate and lead to impactful interventions where needed  d) Pupil Premium and other funding (via PP Strategy) is used effectively to lever progress  e) Projects developed to target specific identified groups (such as White British for example), using internal resources and external partners.</p>	<p><i>-Value for Money (VfM) judgements</i></p>	<p>-Progress exceeds min exp targets for most subjects  -Predictions of outcomes are within 10% of actual for all subjects  -Intervention outcomes such that performance of all key groups within 10% of target  -At least two external partners providing intervention</p>	<p>-Progress exceeds min exp targets in all subjects  -Predictions of outcomes within 5% of actual for all subjects  -Intervention outcomes such that performance of all key groups within 5% of target  -At least three external partners providing intervention</p>
<p>3. The curriculum and timetable more widely are designed to maximise opportunities to develop students' technical skills and capabilities</p>	<p>a) Students are all able to demonstrate the skills and attributes to make them 'employable'  b) Students all demonstrate technical capability in engineering  c) Students all learn technical skills leading to accreditation and qualifications  d) Employer projects cross-fertilise the taught curriculum</p>	<p><i>-Destinations data</i>  <i>-Pathways into sponsors and partners</i>  <i>-Success in technical qualifications (BTEC)</i>  <i>-Professional qualification achievement</i>  <i>-Employer project structures and cross-fertilisation opportunities</i></p>	<p>-0% NEET  -BTEC pass rate above target and above national levels;  -Most students achieve professional qualifications  -Employer projects all rated 'good' or better by students</p>	<p>-0% NEET  -BTEC pass, merit and distinction rate above target and above national levels;  -100% of students achieve professional qualifications  -Employer projects all rated 'good' or better</p>

				by students with 50% outstanding
4. The 6 <sup>th</sup> form is outstanding	<p>a) Ensure there is no 'quality gap' in 6<sup>th</sup> form teaching</p> <p>b) Ensure staff have knowledge, skills and capacity to deliver across the suite of qualifications</p> <p>c) Cross-curricular skills are delivered consistently and effectively</p> <p>d) The 6<sup>th</sup> form becomes an oversubscribed and vibrant offer</p>	<p><i>-Attainment and progress data at student level</i></p> <p><i>-ALPs data at subject level</i></p> <p><i>-Destinations data including access to higher education and Russell Group universities</i></p> <p><i>-Applications and offers for 6th form</i></p>	<p>-Attainment meets targets for 90% of students in Year 13</p> <p>-Destinations data strong including Russell Group</p> <p>-Observation data as strong in 6<sup>th</sup> form as lower school</p> <p>-Reputation generates increased applications compared to 2017</p>	<p>-Attainment meets targets for 95% of students in Year 13</p> <p>-Destinations data strong including Russell Group and blue chip apprenticeships</p> <p>-Observation data as strong in 6<sup>th</sup> form as lower school</p> <p>-Reputation drives &gt;25% more applications than 2017</p>
5. Student safeguarding, conduct and employability are excellent	<p>a) Ensure that systems to safeguard students are strong and clearly communicated with effective leadership and well-trained staff</p> <p>b) Ensure that student conduct is habitually professional and in line with the UTC's expectations</p>	<p><i>-Safeguarding statutory requirements are met</i></p> <p><i>-Safeguarding systems are strong and appropriately used</i></p> <p><i>-Staff including DSL are appropriately trained</i></p> <p><i>-Students feel safe and able to report concerns</i></p> <p><i>-Attendance reaches Lambeth average</i></p>	<p>-Safeguarding statutory requirements are met</p> <p>-Safeguarding systems are strong and appropriately used</p>	<p>-Safeguarding statutory requirements are met</p> <p>-Safeguarding systems are exemplary and appropriately used</p> <p>-Staff including DSL are appropriately trained</p>



	c) Ensure students' employability skills and attributes are actively developed across the curriculum	-Exclusions in line with top 10% of UTCs	-Staff including DSL are appropriately trained -Students feel safe and able to report concerns -Attendance reaches Lambeth average -Exclusions in line with top 10% of UTCs	-Students feel safe and able to report concerns -Attendance reaches national average -Exclusions lower than all other UTCs
--	--	--	--	--

#### 4. Strategic Focus 2 – Recruit, develop and retain excellent staff

The below outlines the objectives that have been set in order to support achieving Strategic Focus 2 **Recruit, develop and retain excellent staff**:

Page 41

1. Attract high quality staff, both in teaching and support roles
2. Ensure all staff work effectively in support of the UTC's objectives and in sympathy with its values
3. Ensure teaching shows the highest possible degree of expertise including accuracy of prediction and assessment
4. Ensure quality assurance of teaching and learning is robust and linked to high quality CPD
5. Secure excellent retention rates of staff, including providing career development opportunities

##### 4.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the above objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
-----------	----------------------	---------------------------------	-------------	----------------

<p>1. Attract high quality staff, both in teaching and support roles</p>	<p>a) Further develop recruitment strategy to secure the best and largest possible fields for interview  b) Ensure the UTC is able to articulate powerful reasons to join the staff  c) Explore innovative, non-traditional routes into the UTC via apprenticeships for example  d) Ensure staffing model is highly effective at generating positive outcomes</p>	<p><i>-Quality of staffing</i>  <i>-Suitability of staff skillsets</i>  <i>-Recruitment channels for staff</i>  <i>-Staff model adding value</i></p>	<p>-All roles attract at least two applicants  -All subjects are staffed by specialists  -Teaching staff lower cost than Lambeth average  -Fully staffed with specialists in all subject areas</p>	<p>-All roles attract at least three applicants  -All subjects are staffed by specialists  -Teaching staff 5% lower cost than Lambeth average  -Fully staffed with specialists in all subject areas including industry experience</p>
<p>2. Ensure all staff work effectively in support of the UTC's objectives and in sympathy with its values</p>	<p>a) Strong staff training programme ongoing to  -communicate objectives and values  -secure buy-in from all staff  -indicate how effective operation will be articulated  b) Operate consistent systems of effective line management to develop and support staff, linked to objectives  c) Operate systems of effective appraisal and performance management linked to pay and progression, linked to objectives</p>	<p><i>-UTC meets its objectives both short and medium term</i>  <i>-Staff operate in a manner in line with UTC values as a matter of course</i>  <i>-Quality and personalization of line management</i>  <i>-Performance management impact and outcomes</i></p>	<p>-100% of CPD is graded 'good' or better  -100% of staff operating UTC systems  -100% of staff targets follow central model  -100% of staff effectively managed as judged by internal review</p>	<p>-100% of CPD is graded 'good' or better  -100% of staff operating UTC systems  -100% of staff targets follow central model  -100% of staff effectively managed as judged by internal review</p>

	which are cascaded logically from whole-school to individuals.			
3. Ensure teaching shows the highest possible degree of expertise including accuracy of prediction and assessment	<p>a) Operate rigorous and regular quality assurance system for teaching staff to include both observation of T&amp;L and data analysis</p> <p>b) Implement regular scrutiny of assessment in various forms</p> <p>c) Monitor and evaluate accuracy of prediction; introduce moderation and standardization procedures with external partners in support</p>	<p><i>-Quality of teaching</i></p> <p><i>-Accuracy of predictions</i></p> <p><i>-Range, quality and consistency of assessments</i></p> <p><i>-Effectiveness of standardization and moderation across teams</i></p>	<p>-All teaching is 'good' or better</p> <p>-Assessments shown to be accurate and effective</p> <p>-Standardisation and moderation in place across all departments</p>	<p>-All teaching is 'good' or better</p> <p>-Assessments shown to be accurate and effective</p> <p>-Standardisation and moderation in place across all departments</p>
4. Ensure quality assurance of teaching and learning is robust and linked to high quality CPD	<p>a) Rigorous QA of teaching which both generates high quality developmental feedback and also generates performance data</p> <p>b) Analysis of performance data to ensure CPD is appropriate and targeted to need</p> <p>c) High quality CPD programme throughout the year</p>	<p><i>-Quality of teaching data</i></p> <p><i>-CPD programme</i></p> <p><i>-Impact of CPD programme through evaluation data</i></p>	<p>-All staff show improvement in their teaching</p> <p>-100% of teachers positively link CPD to QoT</p> <p>-CPD programme is linked to need according to internal review data</p> <p>-100% of CPD sessions are judged 'good' or better by staff</p> <p>-Non-teaching staff developed to</p>	<p>-All staff show improvement in their teaching</p> <p>-100% of teachers positively link CPD to QoT</p> <p>-CPD programme is linked to need according to internal review data</p> <p>-100% of CPD sessions are judged 'good' or better by staff; 33% outstanding</p> <p>-Non-teaching staff highly effective due to</p>

			increase effectiveness	development programmes
5. Secure excellent retention rates of staff, including providing career development opportunities	<p>a) Improve recognition and reward for staff performing well – bonus structure and CPD opportunities</p> <p>b) Strong internal systems to recognise and develop talent</p> <p>c) create retention plans and career development pathways</p> <p>d) Ensure very high quality, targeted CPD for all staff, both teaching and support.</p>	<p><i>-Retention rates in relation to London average</i></p> <p><i>-Internal promotions</i></p> <p><i>-Range of retention strategies</i></p> <p><i>-High quality, personalised professional development</i></p>	<p>-Teaching staff turnover rate 10% lower than London average</p> <p>-A range of retention strategies in place</p> <p>-CPD related to the needs of the majority of staff including all teaching staff</p>	<p>-Teaching staff turnover rate 50% lower than London average</p> <p>-A wide range of retention strategies in place</p> <p>-CPD related to the needs of 100% of staff</p>

## 5. Strategic Focus 3 – Maintain financial sustainability

The below outlines the objectives that have been set in order to support achieving Strategic Focus 3 of **Maintain Financial Sustainability**

1. Increase application numbers for 2018-19
2. Low Cost and Cost Transparency
3. Increase Revenue through different revenue streams
4. Efficient use of resources to drive impact in student progress and more widely

### 5.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
-----------	----------------------	---------------------------------	-------------	----------------

<p>1. Increase application numbers for 2018-19</p>	<p>a) Clear and appropriate marketing strategy produced, grounded in analysis  b) Effective multi-channel marketing and events raise profile of the UTC  c) UTC presence at an increasing number of schools at Post-16 events, options evenings etc.  d) Meetings with applicants and 'keep warm' activities to minimise attrition.  E) New website, prospectus and improved social media campaigns launched</p>	<p><i>-Evidence-based marketing strategies</i>  <i>-Range of channels utilised</i>  <i>-Increased reach of marketing materials including socials</i>  <i>-Range of effective keep warm activities</i>  <i>-All applicants met by SLT soon after applying</i></p>	<p>-Applications 50% higher than 2017  -Increasing range of recruitment channels used  -Increasing number of Year 9 families directly engaged  -At least three 'keep warm' events per year  -All applicants invited to interview</p>	<p>-Applications 100% higher than 2017  -Increasing range of recruitment channels used, all offering positive impact and value for money  -Increasing number of Year 9 families directly engaged – 10% per year  -At least four 'keep warm' events per year  -All applicants invited to interview; 75% attendance</p>
<p>3. Increase Revenue through different revenue streams</p>	<p>a) Increase lettings revenue, involving partners where possible  b) Develop apprenticeship offer  c) Explore sources of other revenue – products, services, consultancy  d) Increase sponsorship revenue both in cash terms and 'benefit in kind'</p>	<p><i>-Lettings revenue</i>  <i>-Apprenticeship pathways offered</i>  <i>-Revenue generated through extended offer</i>  <i>-Increased benefit to UTC of sponsorship</i></p>	<p>-£5000 per year in external lettings revenue  -Apprenticeship programme operational with one partner for</p>	<p>-£15000 in external lettings revenue  -Apprenticeship programme operational with three partners for</p>

			next academic year -Sponsorship of at least one event/activity	next academic year -Sponsorship of at least three event/activity
4. Efficient use of resources to drive impact in student progress and more widely	<p>a) Regular, accurate evaluation of efficiency in terms of value for money</p> <p>b) Expenditure benchmarked against student impact, to inform spending decisions</p> <p>c) Staffing model is built on high-impact, low cost principles</p> <p>d) Efficiency savings are maximised wherever possible, through shared provision and service-level agreements with partners for example.</p>	<p><i>-Value for Money (VfM) evaluations</i></p> <p><i>-Spending decisions benchmarked against impact</i></p> <p><i>-Staffing model adapts to changing needs remaining highly efficient</i></p> <p><i>-Intelligent use of shared services and SLAs brings efficiency savings</i></p>	<p>-Curriculum and staffing model analysis in place annually</p> <p>-Shared services run efficiently and cost effectively</p> <p>-Trust level support offers positive impact and good value for money by internal review</p> <p>-Staffing model is cost-effective and efficient</p>	<p>-Curriculum and staffing model analysis in place twice annually</p> <p>-Shared services run efficiently and cost effectively</p> <p>-Trust level support offers positive impact and good value for money by internal review</p> <p>-Staffing model is cost-effective and efficient</p>

## 6. Strategic Focus 4 – Foster strong and progressive partnerships locally and beyond

The below outlines the objectives that have been set in order to support achieving Strategic Focus 4 of **Foster Strong and Progressive Partnerships Locally and Beyond**:

1. Mutually beneficial partnership between South Bank Engineering UTC and other schools
2. Build strong and beneficial relationships with local communities

3. Build positive collaborations across the UTC network
4. Strong and beneficial links with an increasing range of partners from industry in engineering and more widely
5. Build university links with LSBU and beyond
6. Build successful International links
7. Ensure high levels engagement and involvement of parents/carers

### 6.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
1. Mutually beneficial partnership between South Bank Engineering UTC and other schools	a) Build positive, professional relationships at SLT level with Lambeth and cluster schools both at secondary and primary phase b) Build positive collaborations with local schools which are both mutually beneficial and sustainable c) Host events and give UTC expertise to enhance local offer; use these to improve relationships.	<i>-Professional relationships at SLT level</i> <i>-Inter-school collaborations</i> <i>-Links both at primary, secondary and university</i> <i>-Impact of UTC activities on wider educational community</i>	-Professional links yield partnership work with three schools in two phases -Links with university impact on all UTC students -UTC able to evidence positive impact on wider community through range of activity	-Professional links yield partnership work with five schools in two phases -Links with universities impact on all UTC students -UTC able to evidence positive impact on wider community through range of activity in range of channels

<p>2. Build strong and beneficial relationships with local communities</p>	<p>a) Offer use of UTC expertise and facilities to local groups, such as professional qualifications to parents  b) Harness nature of UTC and its students to add value to local community groups, such as enhancing local charity social media  c) Build reputation and awareness of UTC in the local area by maximizing publicity for the UTC through shared activities and events</p>	<p><i>-Professional qualifications customers and outcomes</i>  <i>-Impact of community initiatives</i>  <i>-Reputational analysis</i>  <i>-Range and nature of publicity</i></p>	<p>-Professional qualifications offered to external stakeholders  -Community initiatives receive positive feedback  -At least three positive press reports per year</p>	<p>-Professional qualifications achieved by external stakeholders  -At least three community initiatives receive positive feedback  -At least five positive press reports per year with no negative publicity in public domain</p>
<p>3. Build positive collaborations across the UTC network</p>	<p>a) Develop collaborative and high-impact relationships with other UTCs, especially UTC Reading and London Design UTC to improve T&amp;L  b) Relationships generate efficiencies – for example in staff recruitment or marketing  c) Develop and share products, services, collaborations and projects more widely</p>	<p><i>-Depth, breadth and impact of inter-UTC collaborations</i>  <i>-Efficiencies generated through collaborations</i>  <i>-Impact of wider development of products and services</i></p>	<p>-Evidence of positive collaborations with two other UTCs  -UTC/BDT collaborations generate efficiencies or added capacity  -Positive educational impact through</p>	<p>-Evidence of positive collaborations with at least three other UTCs  -UTC/BDT collaborations generate efficiencies and added capacity  -Positive educational impact through</p>



			UTC collaborations	at least two UTC collaborations
4. Strong and beneficial links with an increasing range of partners from industry in engineering and more widely	<p>a) Existing sponsors all actively engaged with projects delivered</p> <p>b) Existing partners all actively engaged</p> <p>c) Range of new partners engaged in engineering and more widely</p> <p>d) Partnerships used to ensure strong and coherent CEIAG</p>	<p><i>-Sponsor engagements: range, regularity, depth, impact</i></p> <p><i>-Engagements from existing partners</i></p> <p><i>-Engagements from new partners</i></p> <p><i>-Number and type of new partnerships</i></p> <p><i>-Quality and impact of CEIAG</i></p>	<p>-100% of sponsors deliver employer projects annually</p> <p>-Existing partners all deliver input annually</p> <p>-At least two new partnerships developed per year</p> <p>-Investor in Careers Award achieved</p>	<p>-100% of sponsors deliver two+ employer projects annually</p> <p>-Existing partners all deliver 2+ inputs annually</p> <p>-At least three new partnerships developed per year</p> <p>-Investor in Careers Award achieved</p> <p>-100% of students give positive feedback on CEIAG programme</p>
5. Build university links with LSBU and beyond	<p>a) LSBU links are developed both in depth and breadth</p> <p>b) Further university links developed, including Russell Group and other London universities</p>	<p><i>-LSBU engagements: range, regularity, depth, impact</i></p> <p><i>-Engagements with other universities</i></p> <p><i>-Academic links</i></p>	<p>-LSBU engagements develop in range and depth</p>	<p>-LSBU engagements develop in range and depth</p> <p>-Academic links at LSBU add</p>

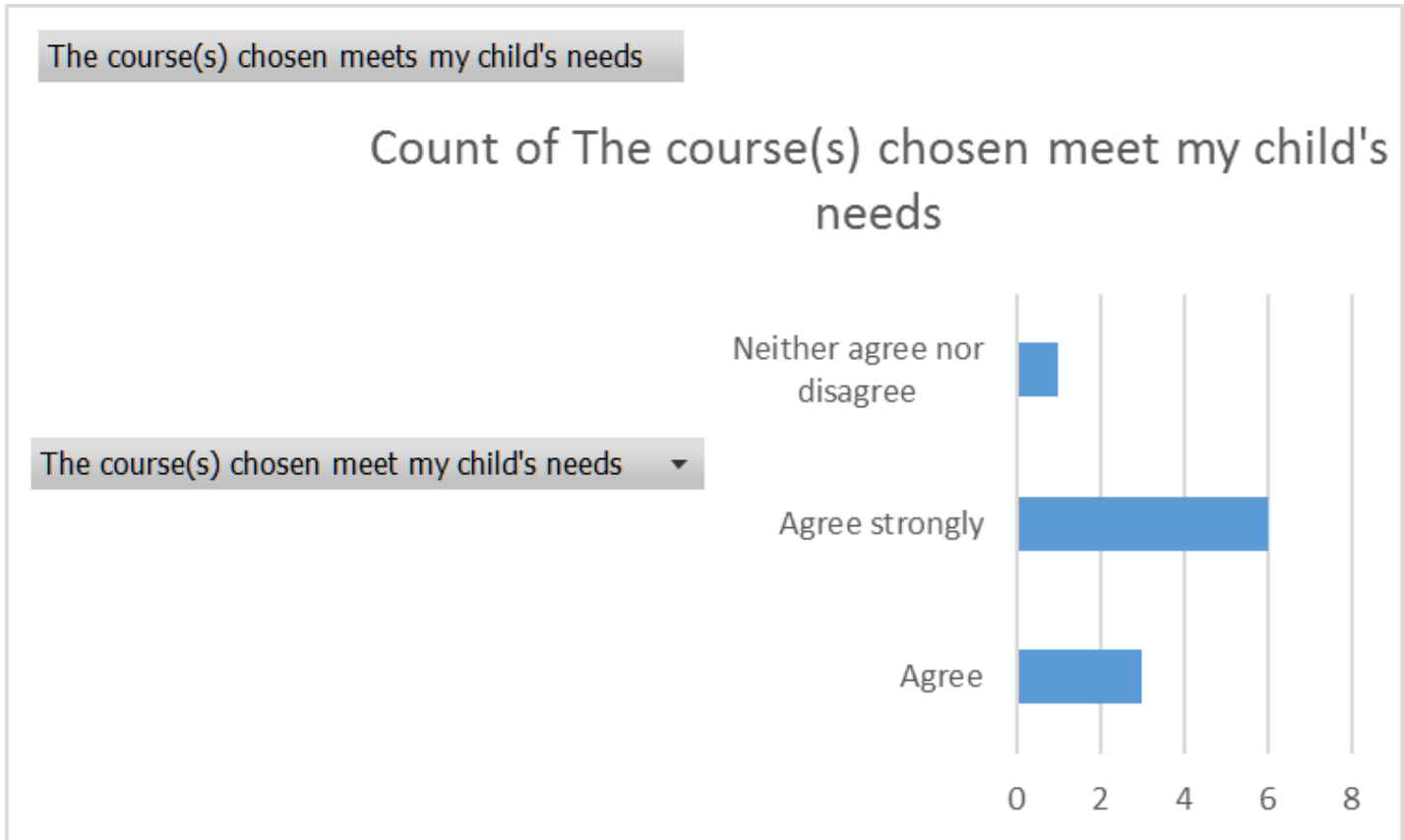
	<p>c) Links with students and academics developed, including mentoring and lectures</p> <p>d) UTC benefits from access to university resources</p>	<p><i>-Value-add from links including mentoring and access to resources and teaching spaces</i></p>	<p>-Academic links at LSBU add educational value</p> <p>-100% of students have LSBU link</p> <p>-100% of students rate LSBU link as positive</p> <p>-Wider links developed with other including Russell Group universities</p>	<p>educational value</p> <p>-100% of students have LSBU link</p> <p>-100% of students rate LSBU link as positive</p> <p>-Wider links developed with other including Russell Group universities</p>
6. Build successful International links	<p>a) International links developed at a student level</p> <p>b) Institutional links developed internationally</p>	<p><i>-Impact of international links on UTC</i></p> <p><i>-Wider benefits of links eg on cultural understanding, at student level</i></p>	<p>-Two international links in place</p> <p>-UTC students able to articulate benefits of links</p> <p>-Institutional international link in place</p>	<p>-Three international links in place</p> <p>-All UTC students able to articulate benefits of links</p> <p>-Institutional international links in place including outside Europe</p>
7. Ensure high levels engagement and	<p>a) High levels of engagement from parents/carers</p>	<p><i>-Attendance at parents' evenings</i></p> <p><i>-Proportion of parents/carers actively engaged with UTC</i></p>	<p>-100% of parents/carers</p>	<p>-100% of parents/carers positively</p>

involvement of parents/carers	b) Range of engagement with parents/carers including input in UTC decision-making c) Use of innovative technology to remove barriers to engagement d) Use of resources including technology and staffing to remove language barriers	<i>-Impact of technology to increase range and types of engagements</i> <i>-Engagement of EAL parents/carers</i>	positively engaged with UTC -Increasing use of multi-channel communication with parents/carers -Effective engagement with 100% of EAL families	engaged with UTC -Increasing use of multi-channel communication with parents/carers including online -Effective engagement with 100% of EAL families
-------------------------------	--	---	--	--

This page is intentionally left blank

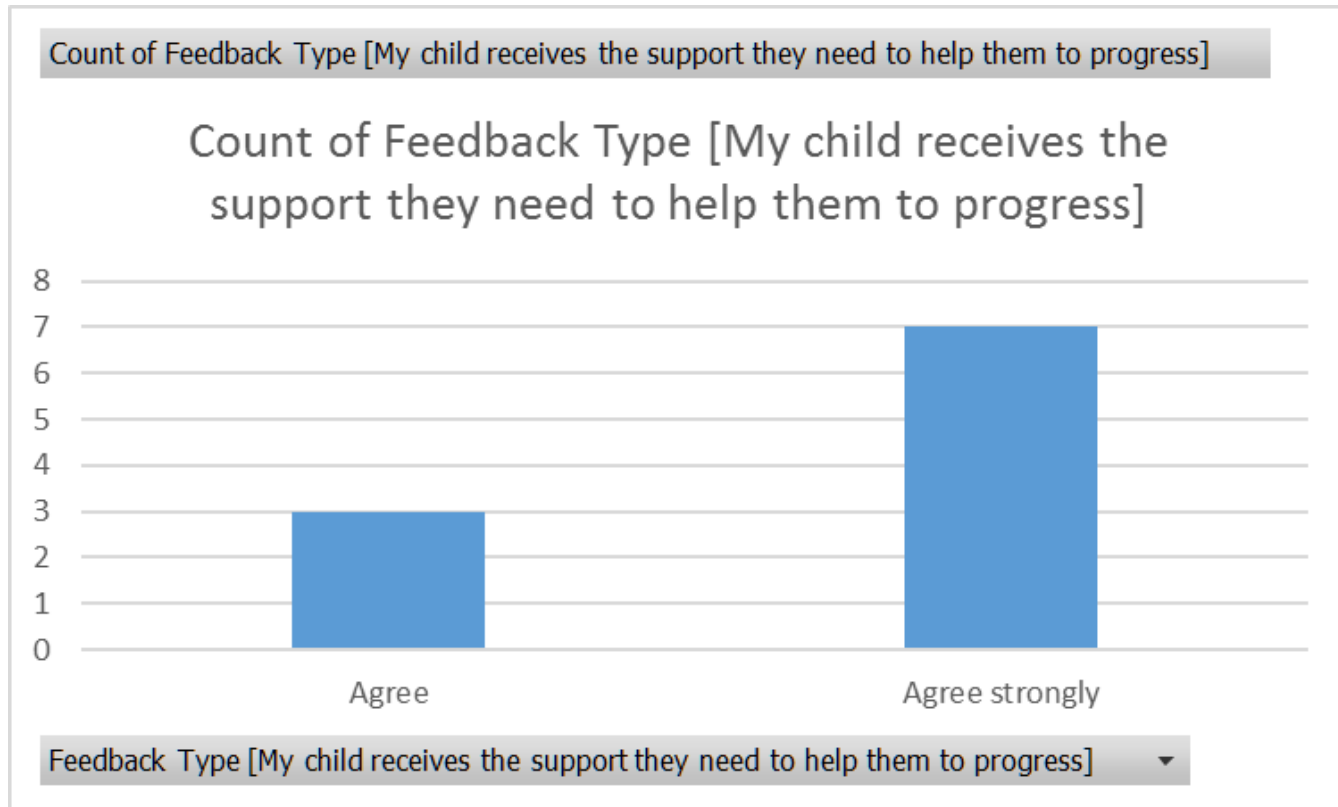


# Parent/carer survey October 2018





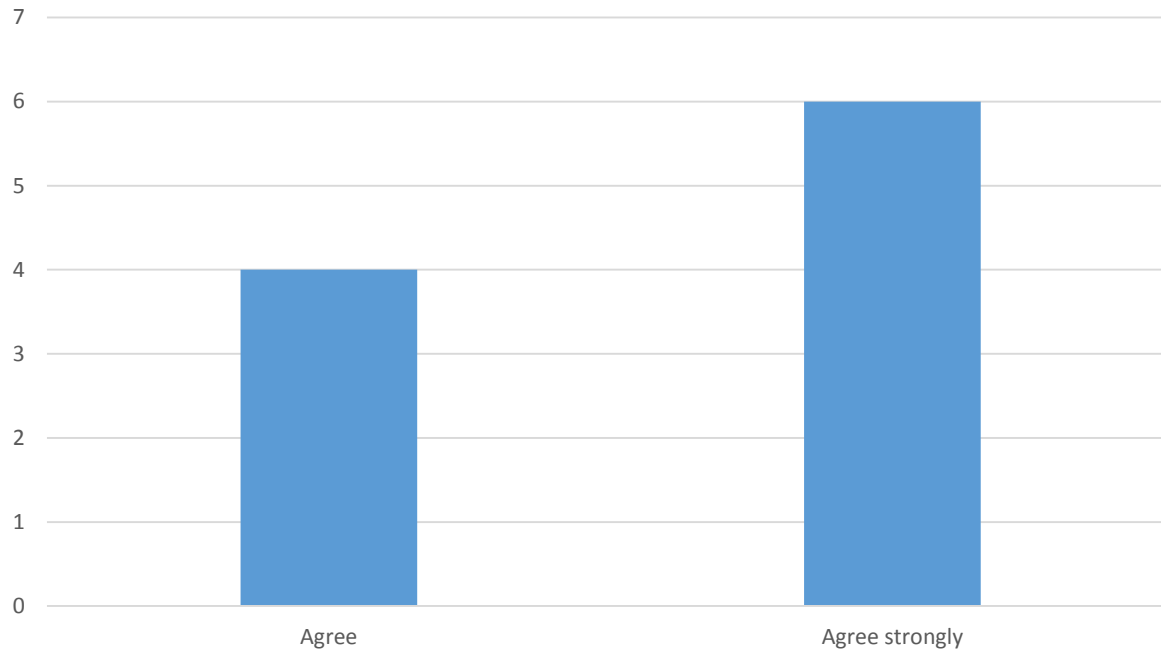
# Parent/carer survey October 2018





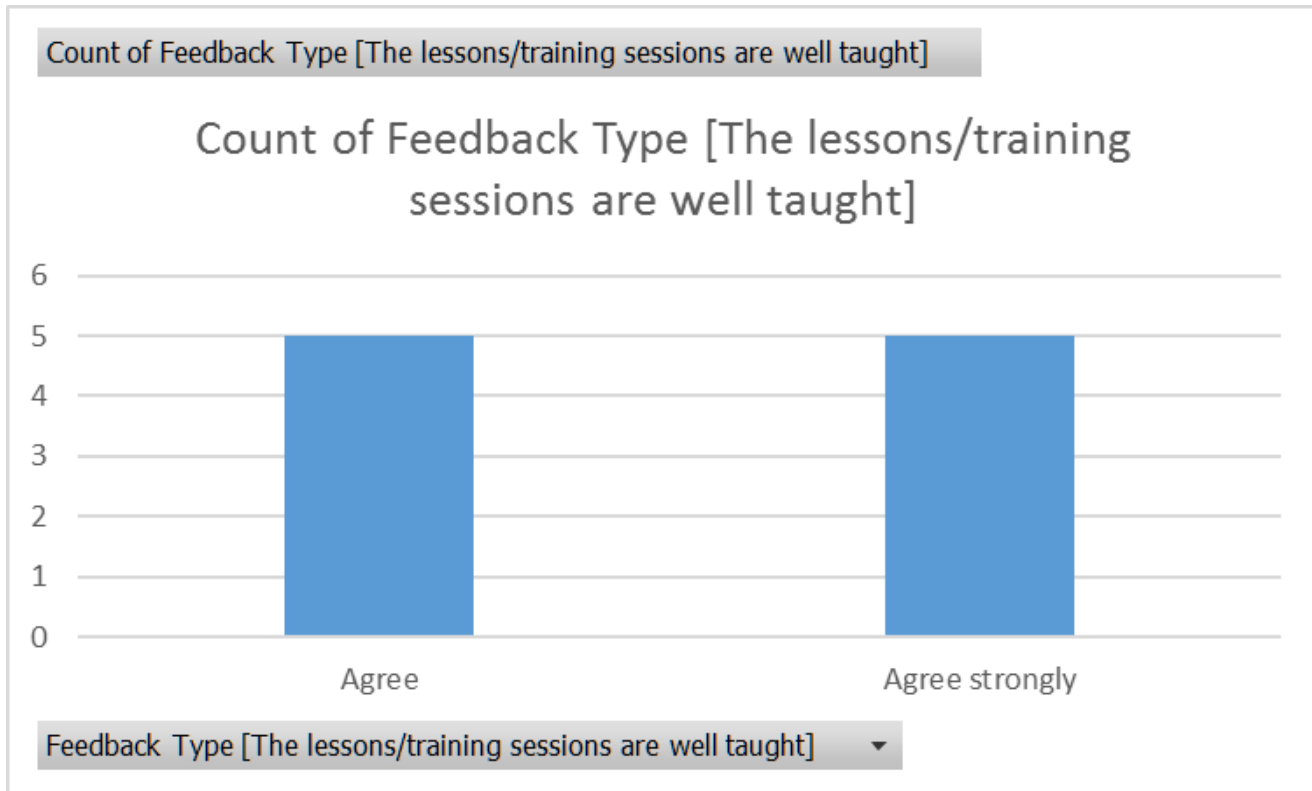
# Parent/carer survey October 2018

Count of Feedback Type [My child is treated fairly]





# Parent/carer survey October 2018





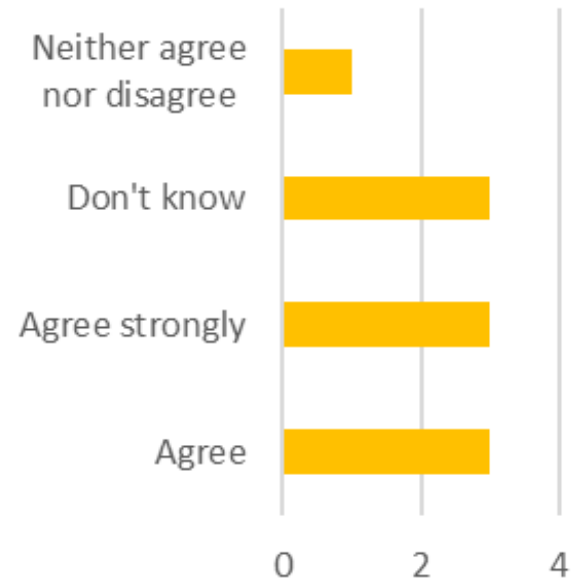


# Parent/carer survey October 2018

Count of Feedback Type [My child's work is assessed regularly]

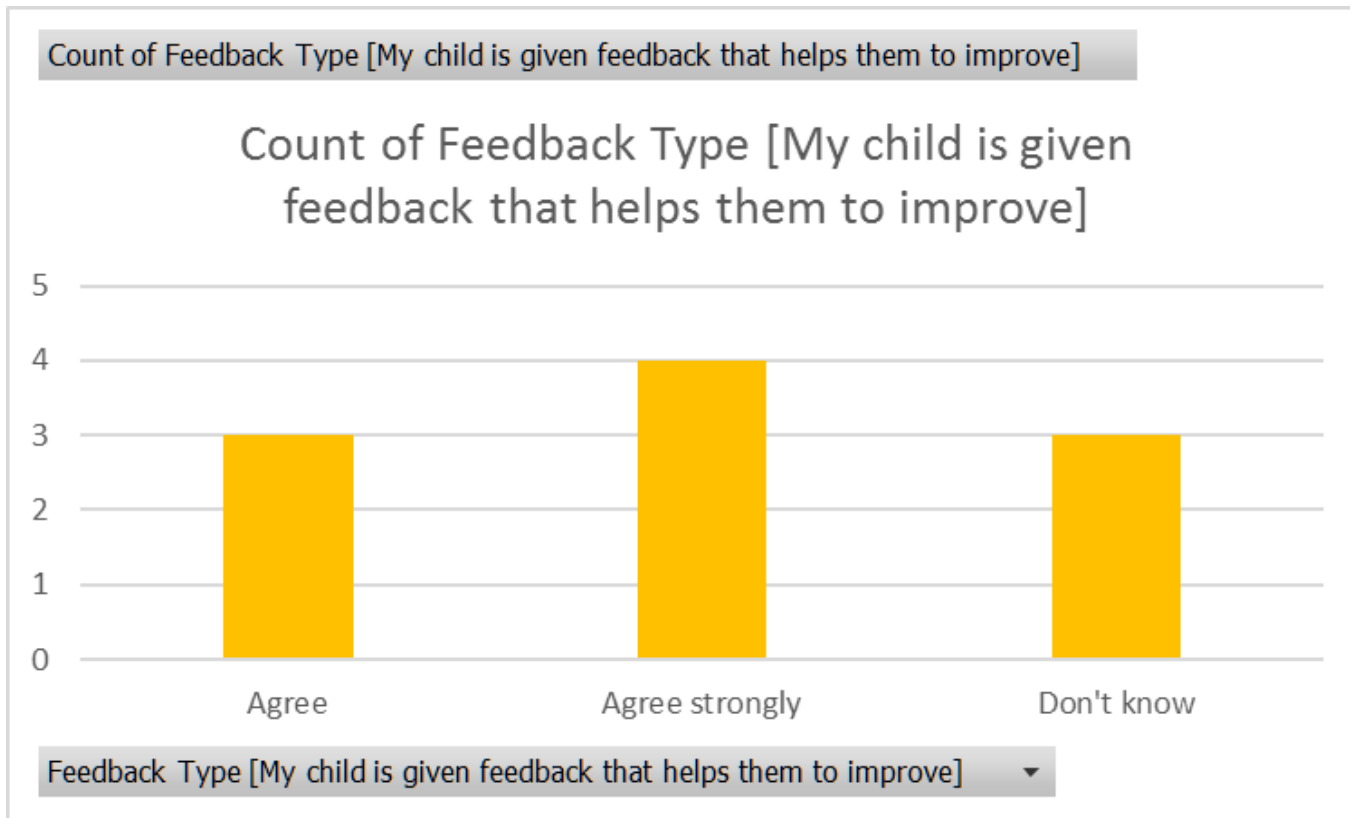
Count of Feedback Type [My child's work is  
assessed regularly]

Feedback Type [My child's work is assessed regularly]



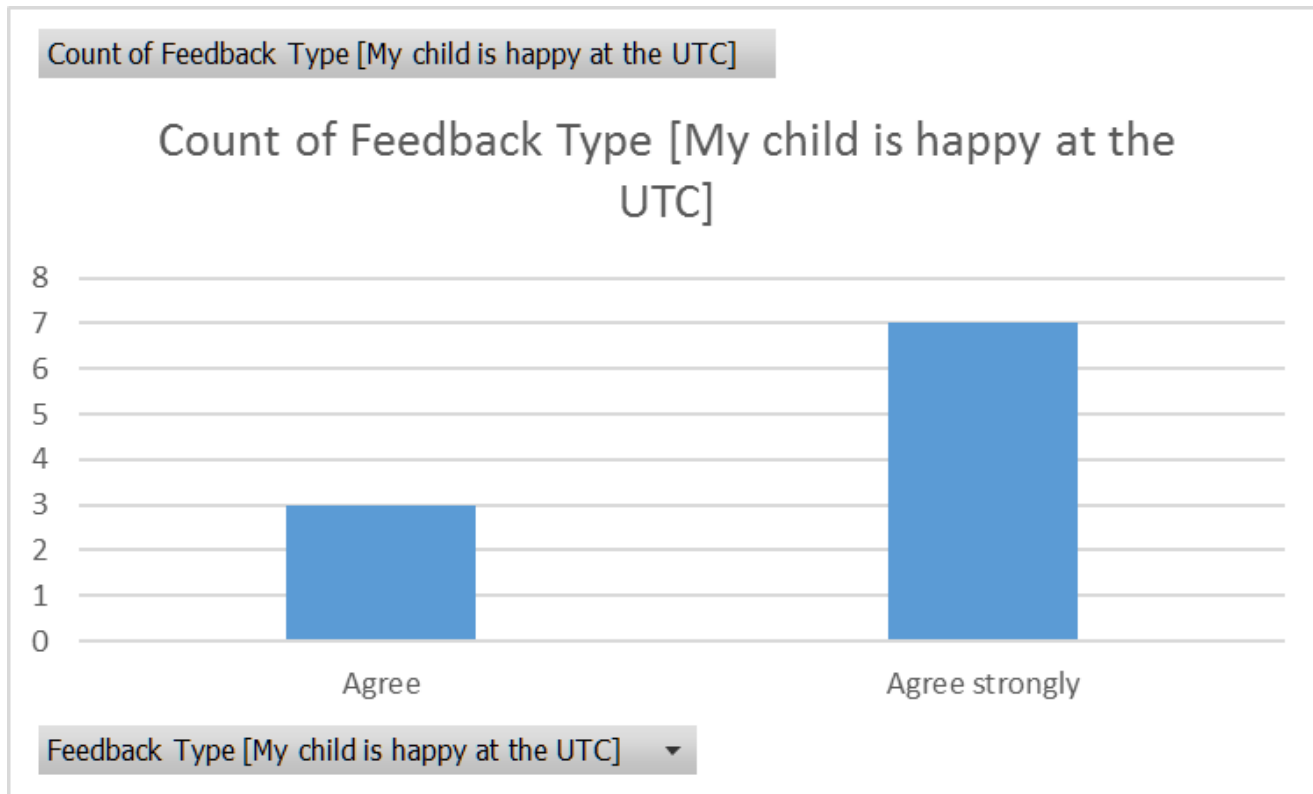


# Parent/carer survey October 2018



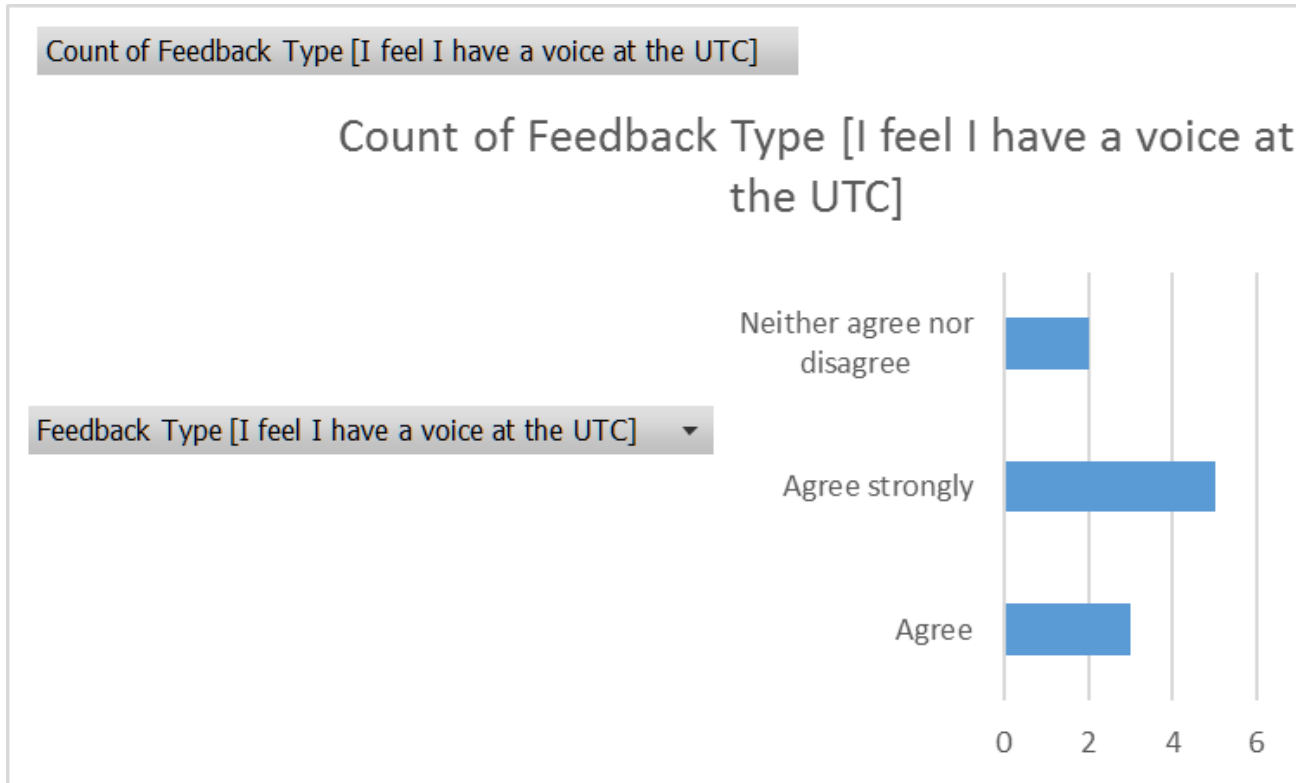


# Parent/carer survey October 2018



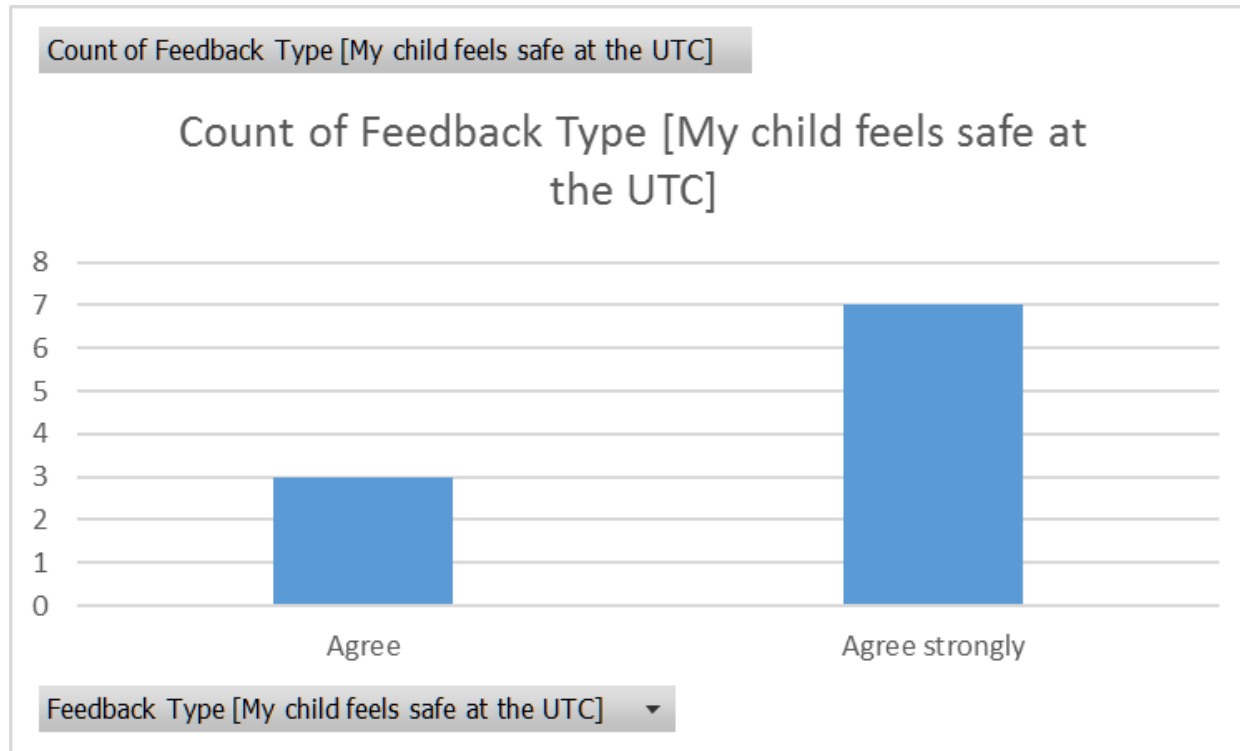


# Parent/carer survey October 2018





# Parent/carer survey October 2018





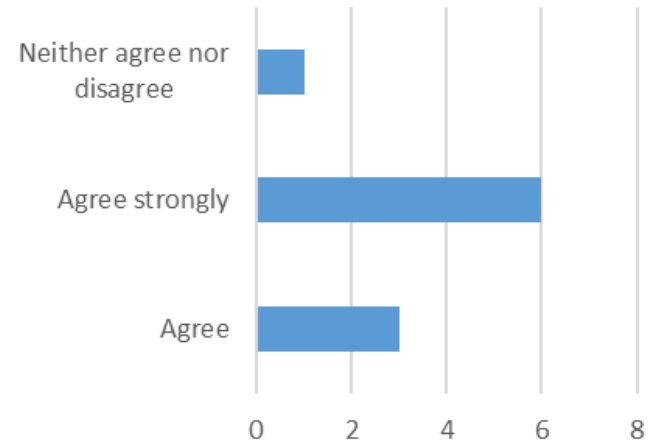
# Parent/carer survey October 2018

ack Type [My child is enabled and empowered to use technology and online resources to support their learning]

My child is enabled and empowered to use technology and online resources to support their learning]

Page 62

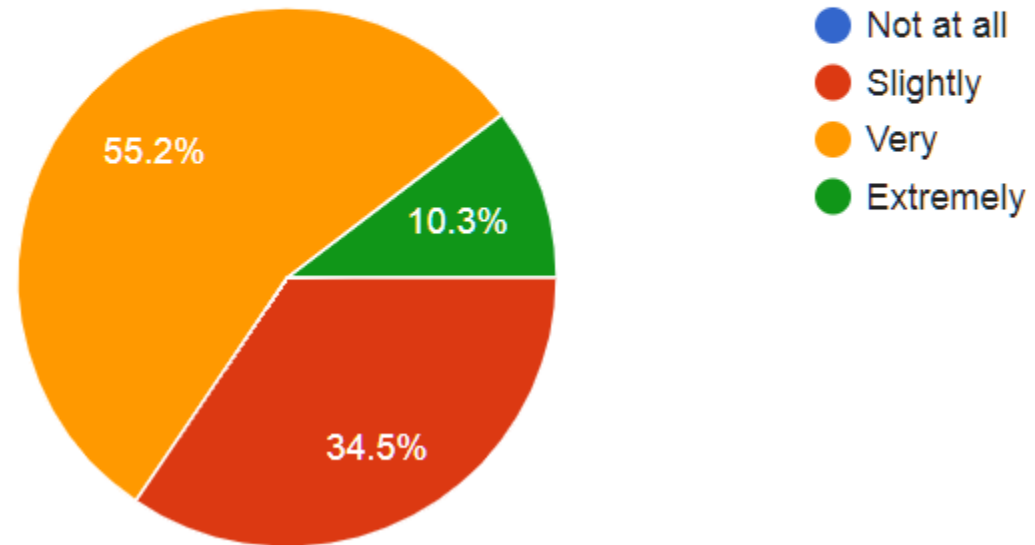
[My child is enabled and empowered to use technology and online resources to support their learning]



# Staff survey October 2018

Is your role at the UTC fulfilling?

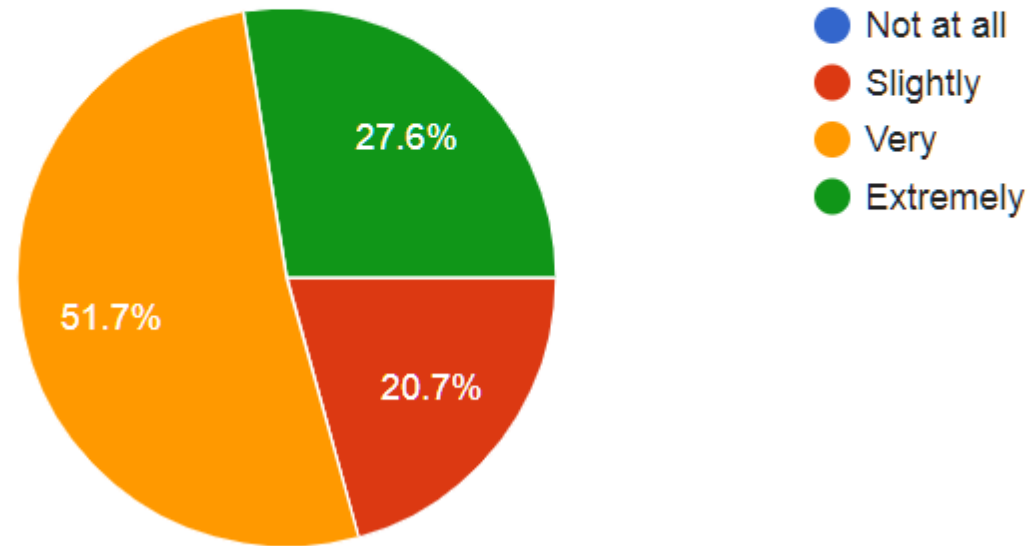
29 responses



# Staff survey October 2018

In general terms, do you trust the senior people in your organisation?

29 responses



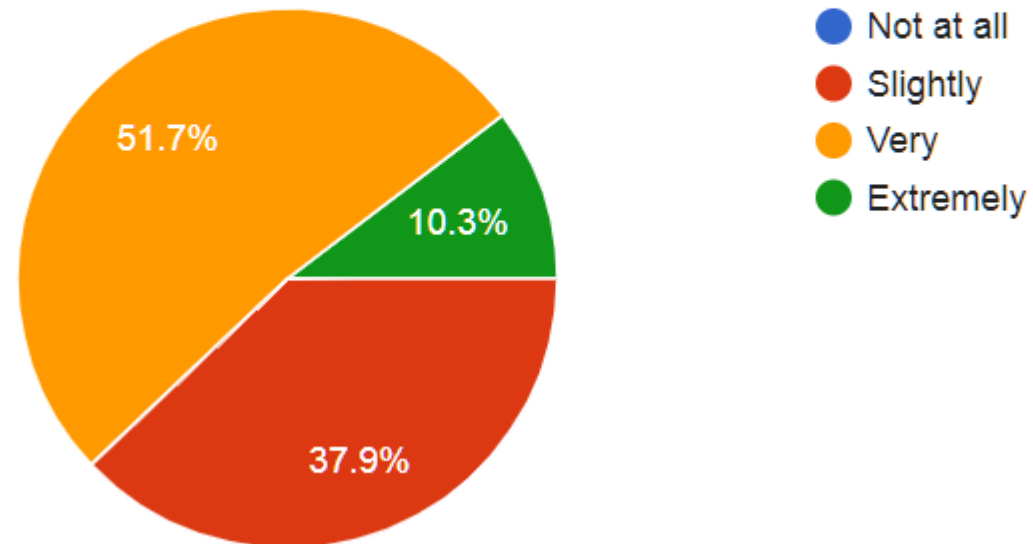




# Staff survey October 2018

Does your role give you a sense of direction and meaning?

29 responses

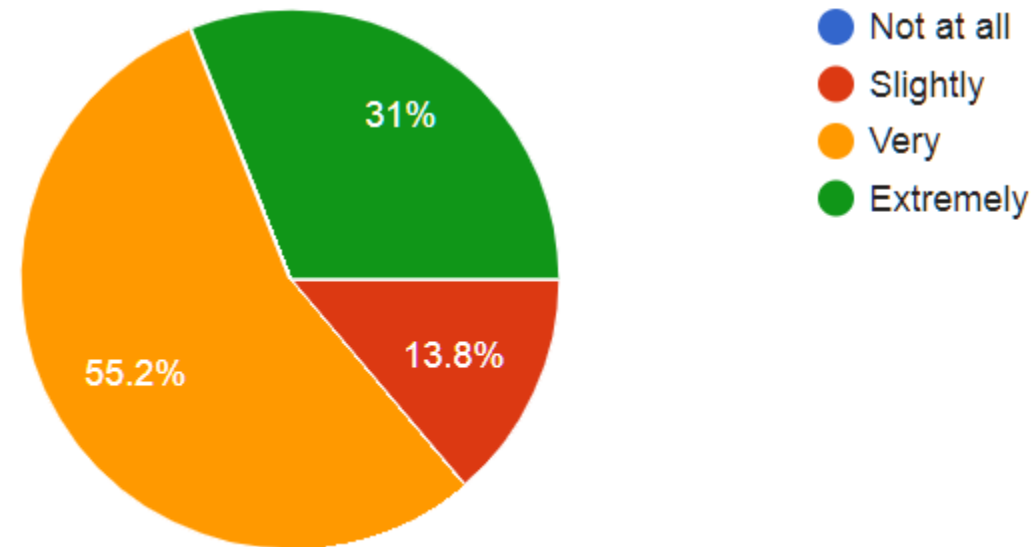




# Staff survey October 2018

At a difficult time, would you find that your line manager/employer is approachable and willing to listen?

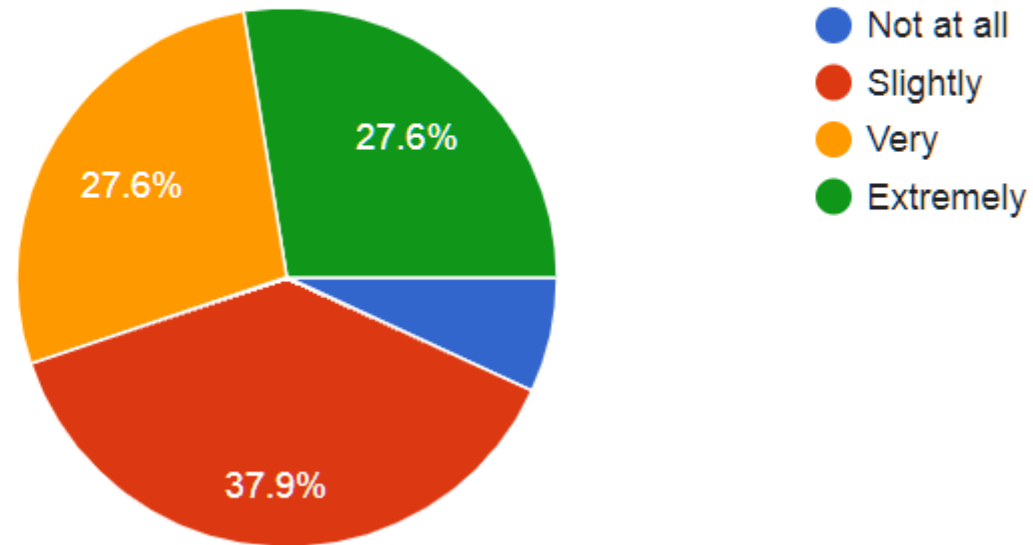
29 responses



# Staff survey October 2018

Does your work eat into your private life?

29 responses

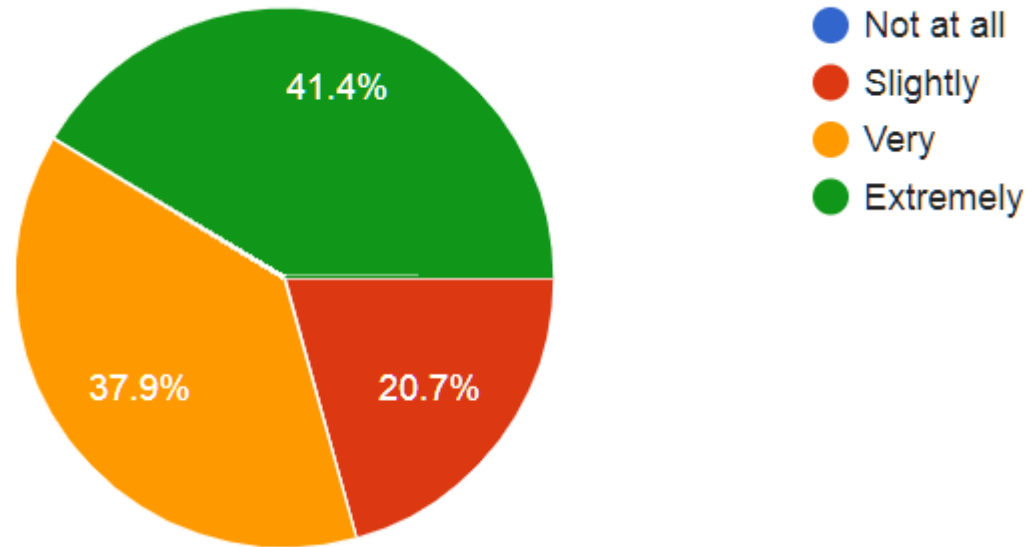




# Staff survey October 2014

Do you believe in the principles by which your employer operates?

29 responses

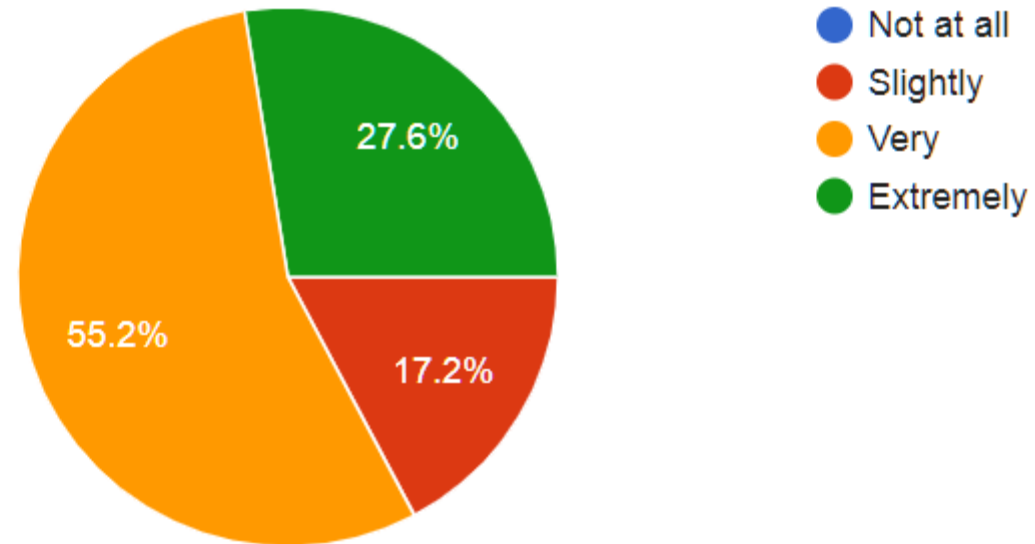




# Staff survey October 2018

Is your line manager caring?

29 responses

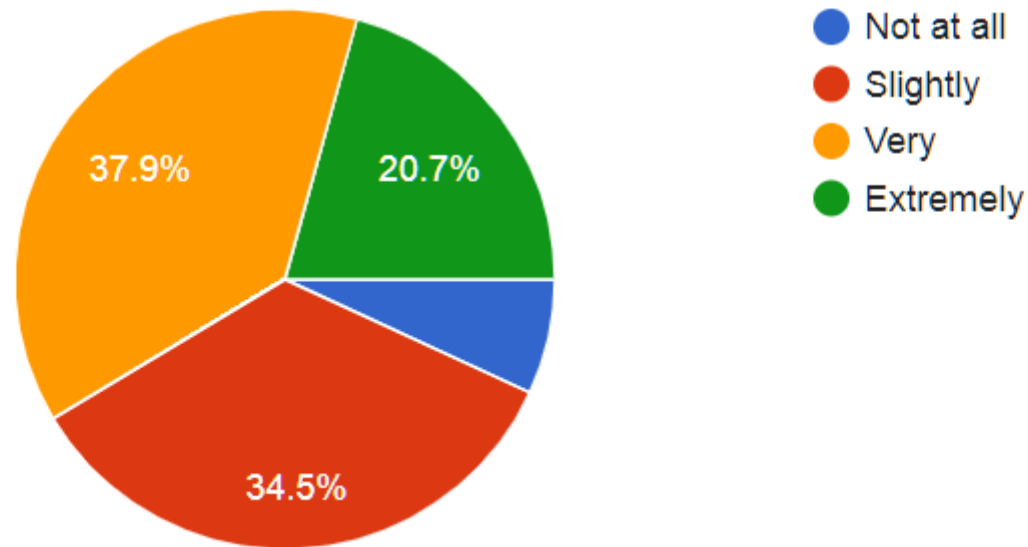




# Staff survey October 2018

Do you find it difficult to manage and organise your time at work to meet the demands of the role?

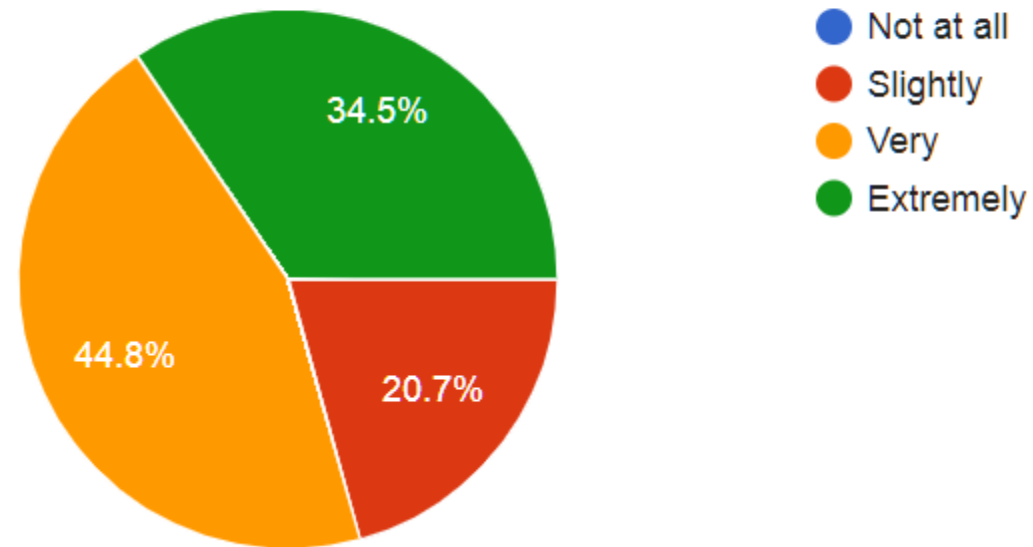
29 responses



# Staff survey October 2018

Do you feel your employer treats its employees with respect?

29 responses

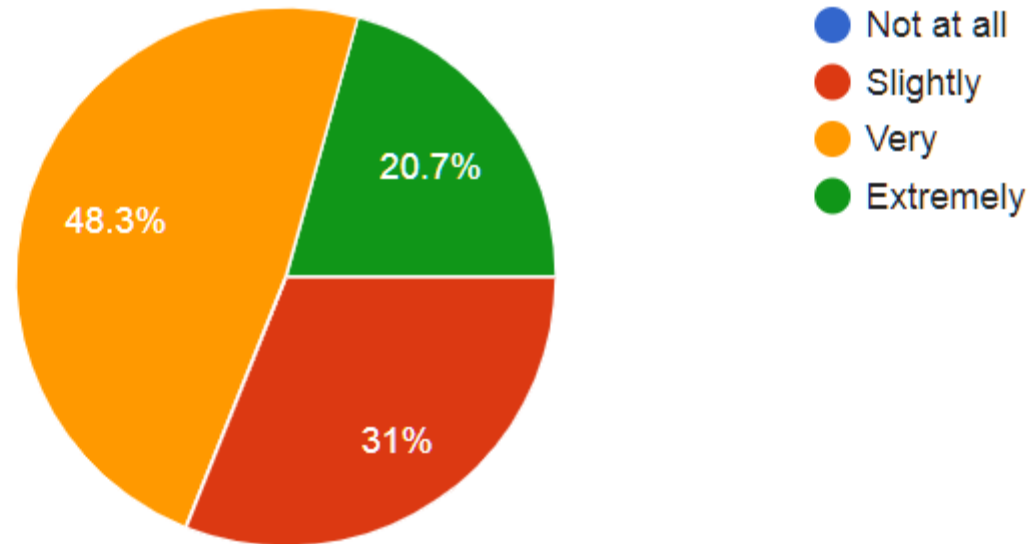




# Staff survey October 2018

Do you feel that your line manager is empathetic and understanding about your work concerns?

29 responses

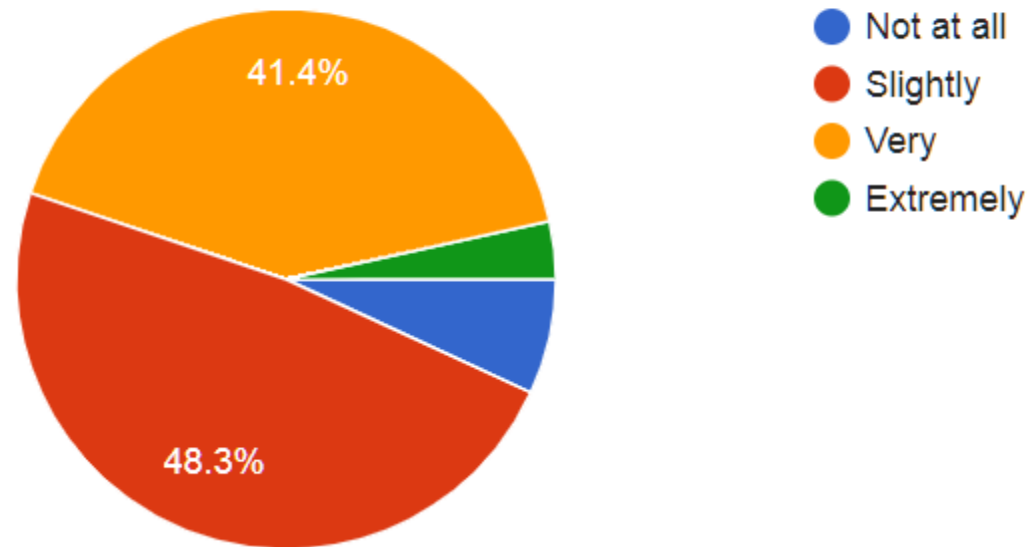




# Staff survey October 2018

Do you feel excessively pressured to meet targets?

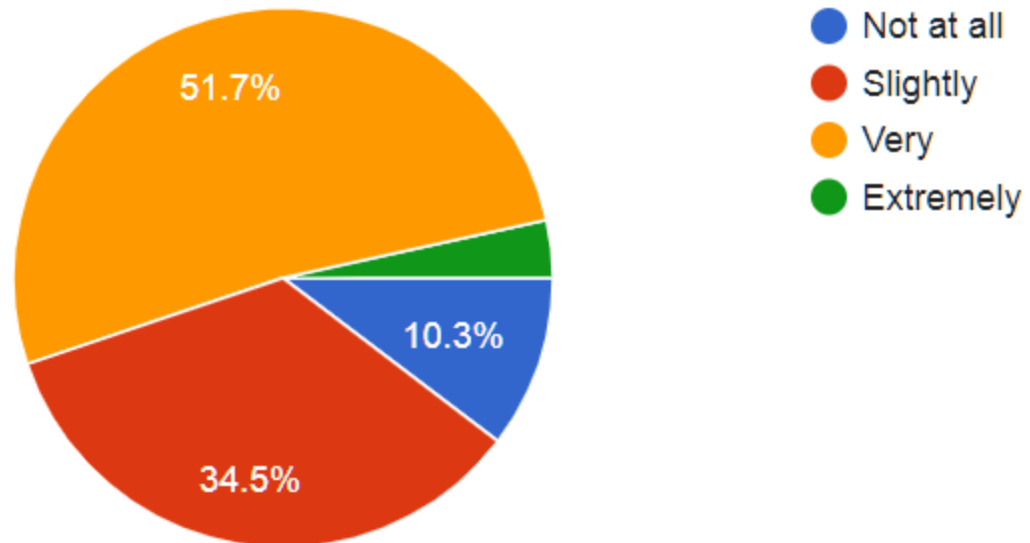
29 responses



# Staff survey October 2018

Does your role make you feel that you are flourishing?

29 responses

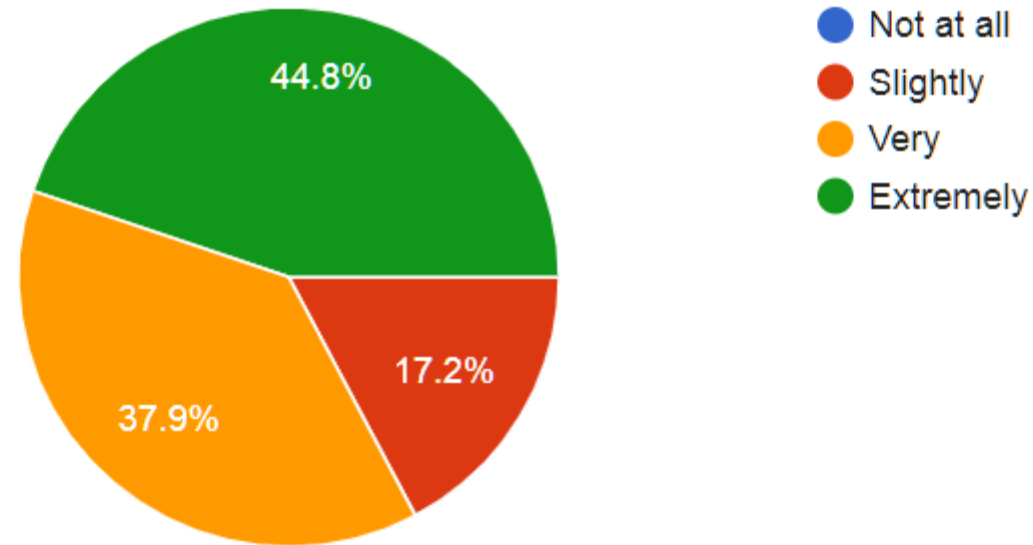




# Staff survey October 2018

Does your line manager treat you as you would like to be treated?

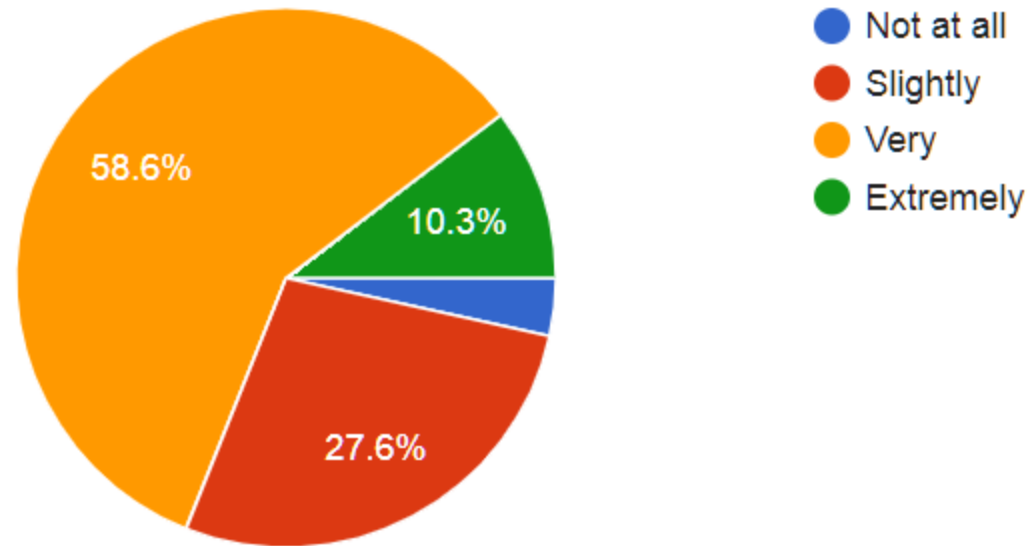
29 responses



# Staff survey October 2018

Do you feel capable and effective in your role on a day-to-day basis?

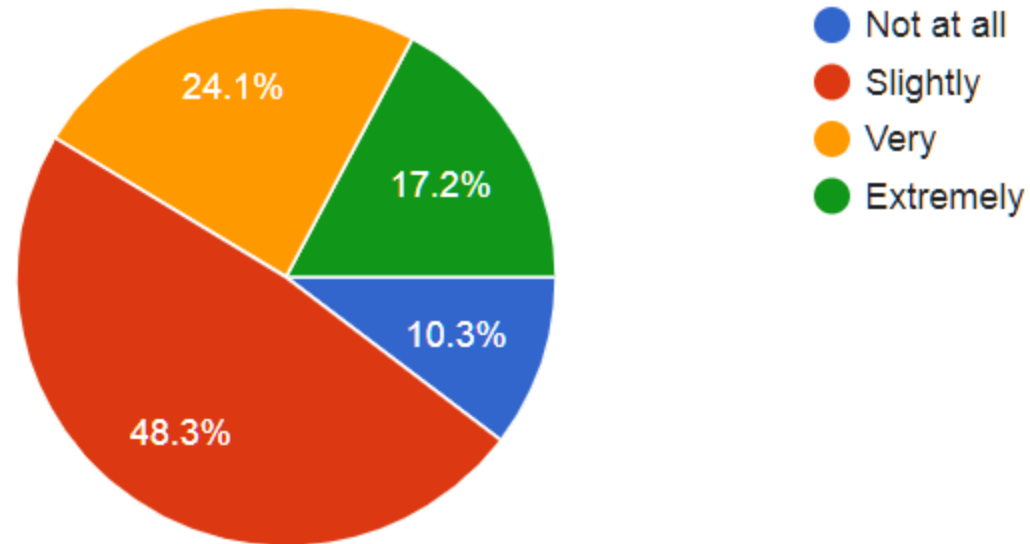
29 responses



# Staff survey October 2018

Does your line manager shoulder some of your worries about work?

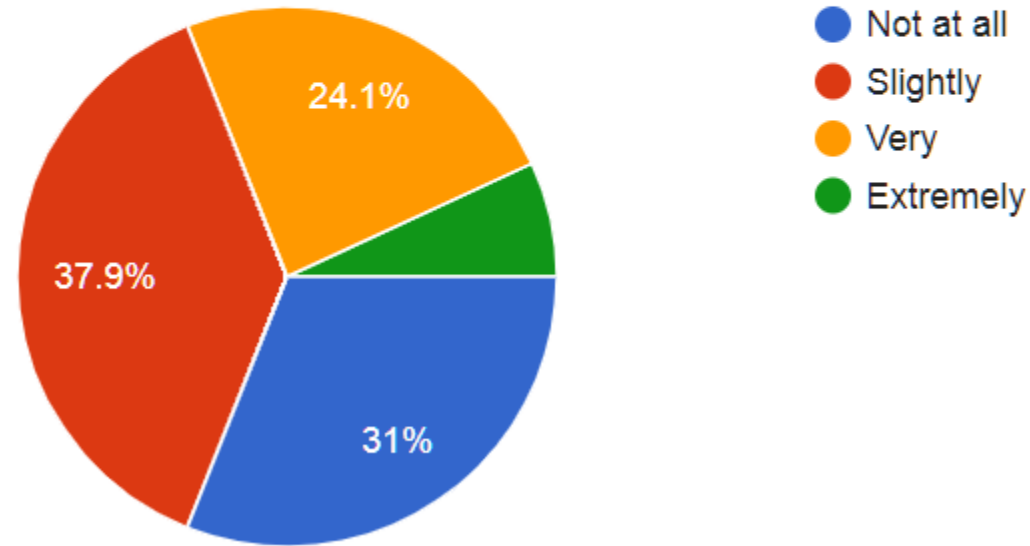
29 responses



# Staff survey October 2014

Do you find yourself thinking negatively about your job outside of work hours?

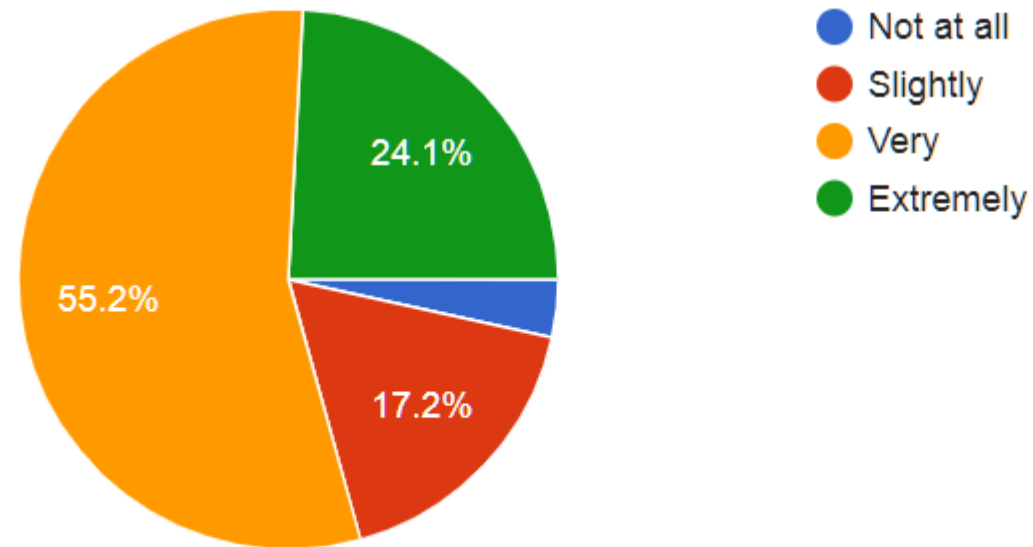
29 responses



# Staff survey October 2018

Does your role at the UTC offer the opportunity to advance and develop?

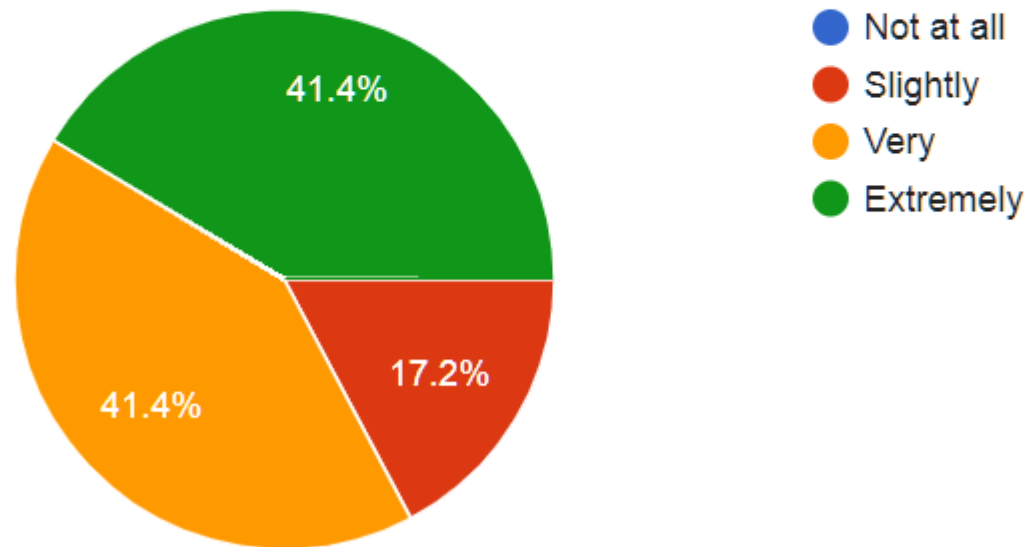
29 responses



# Staff survey October 2018

Do you feel positive about interactions with your line manager?

29 responses



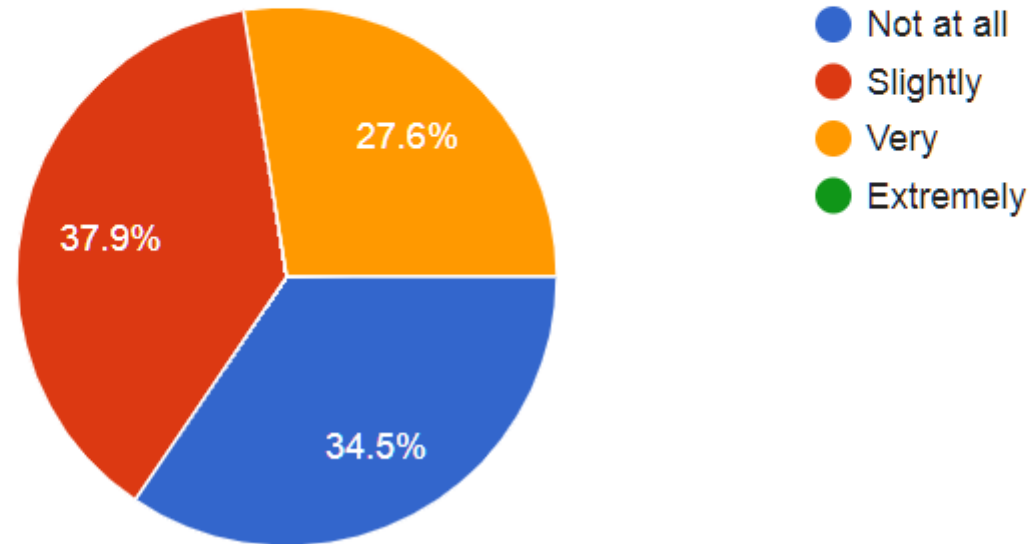




# Staff survey October 2018

Do you feel that you can separate yourself easily from your work when you leave for the day?

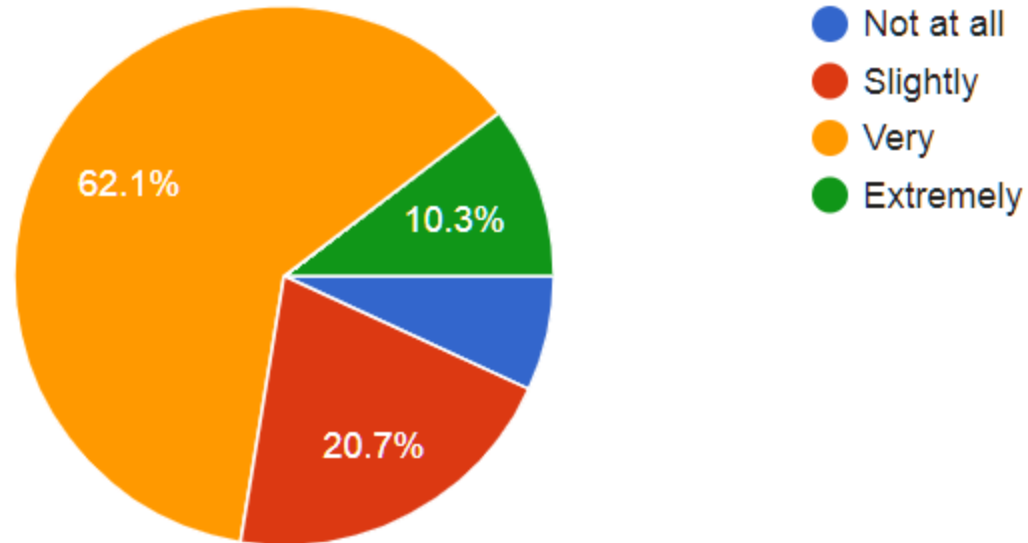
29 responses



# Staff survey October 2018

Do you feel that you have some level of independence and are trusted to make decisions in your role?

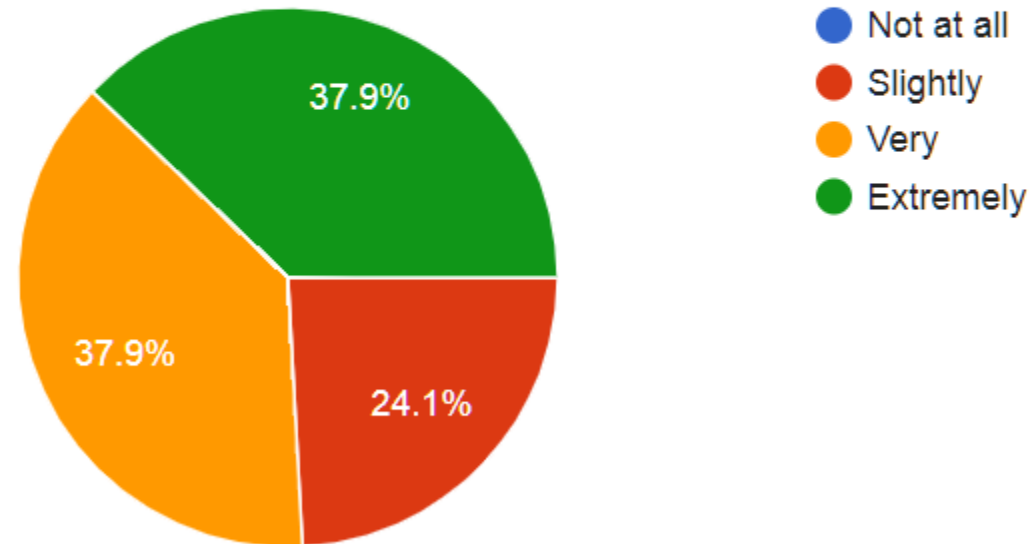
29 responses



# Staff survey October 2018

Do you believe in the worth and direction of the organisation?

29 responses

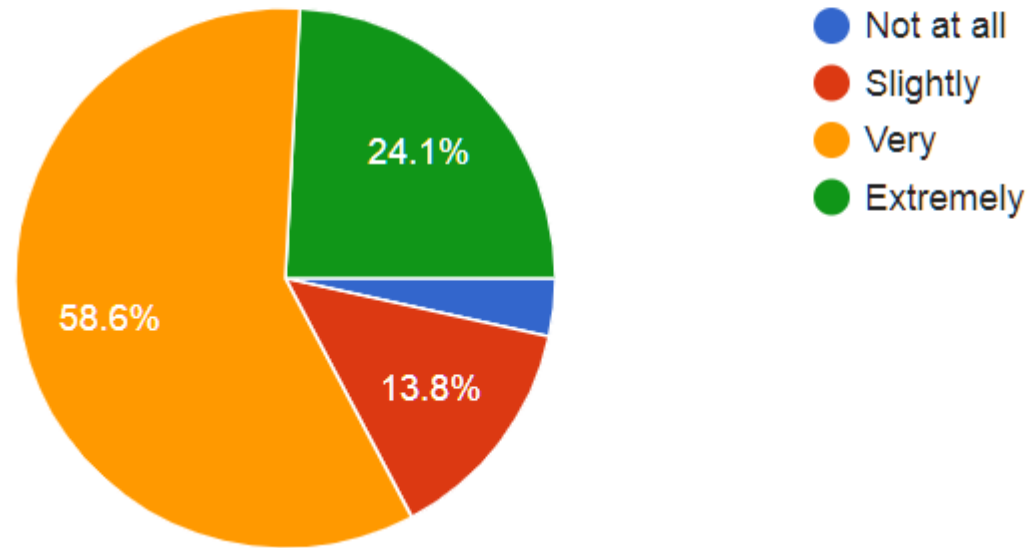




# Staff survey October 2018

Do you believe your employer cares about staff wellbeing?

29 responses

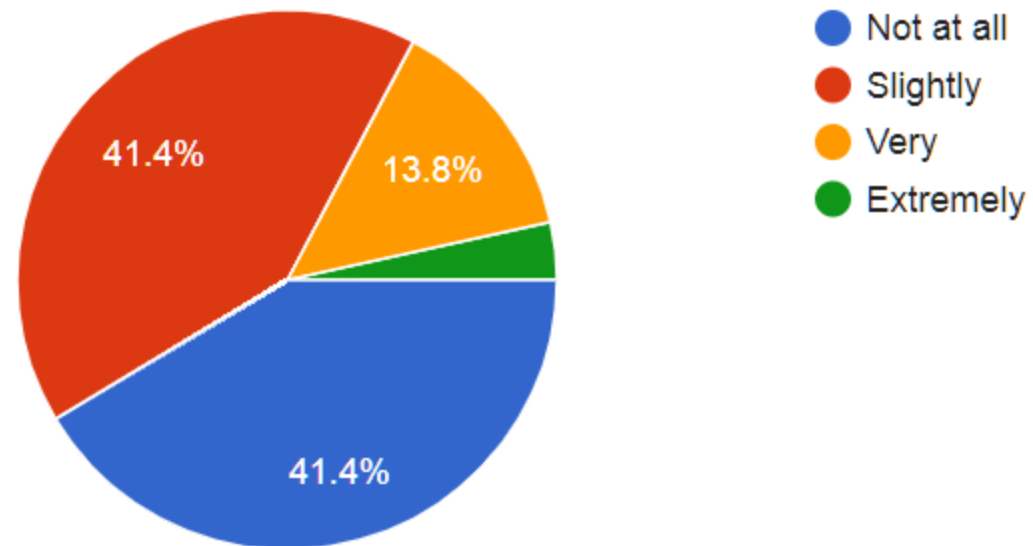




# Staff survey October 2018

Does your role at the UTC impact negatively on your self-esteem?

29 responses

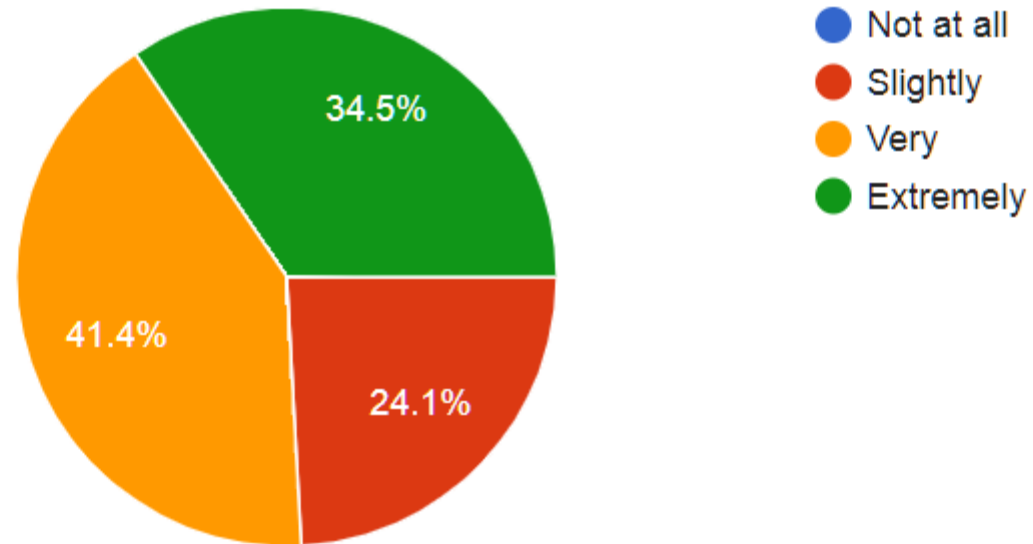




# Staff survey October 2014

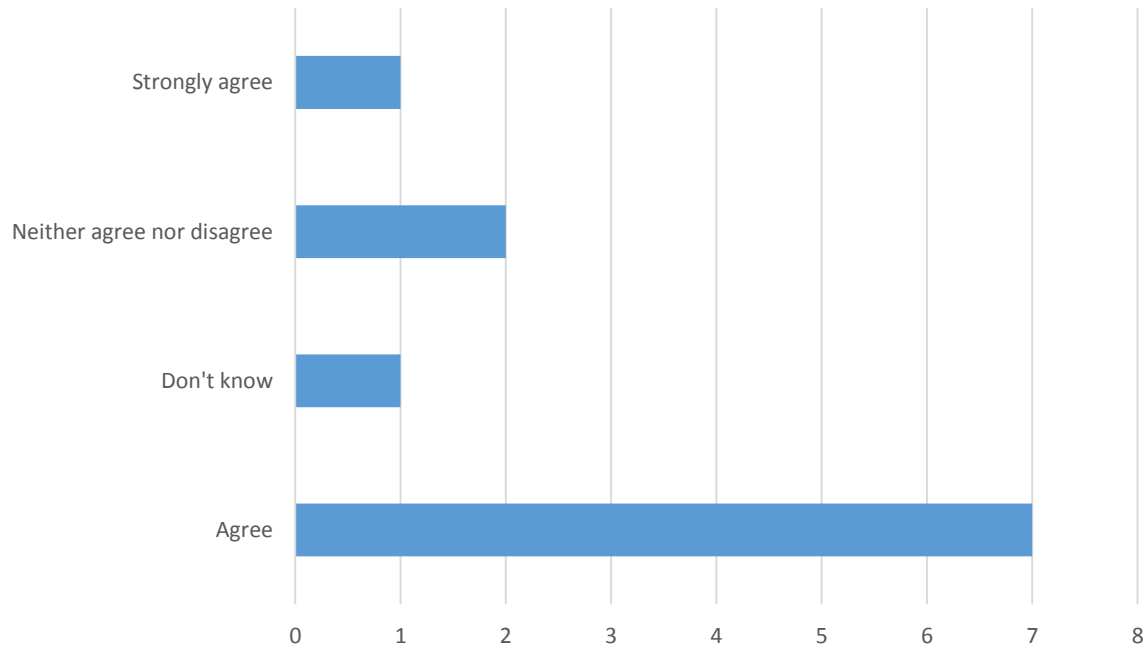
Do you feel personally connected to the UTC's ethos and values?

29 responses



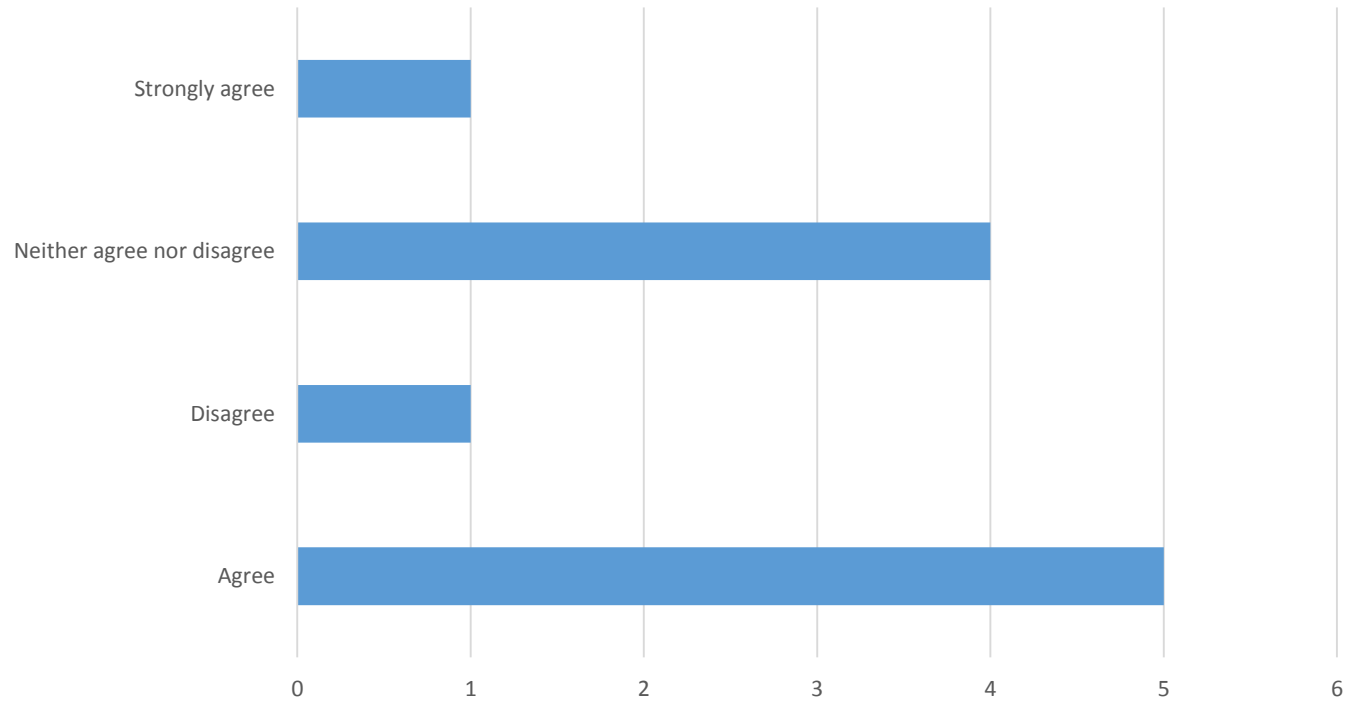


Count of [The course I have chosen meets my needs/goals]

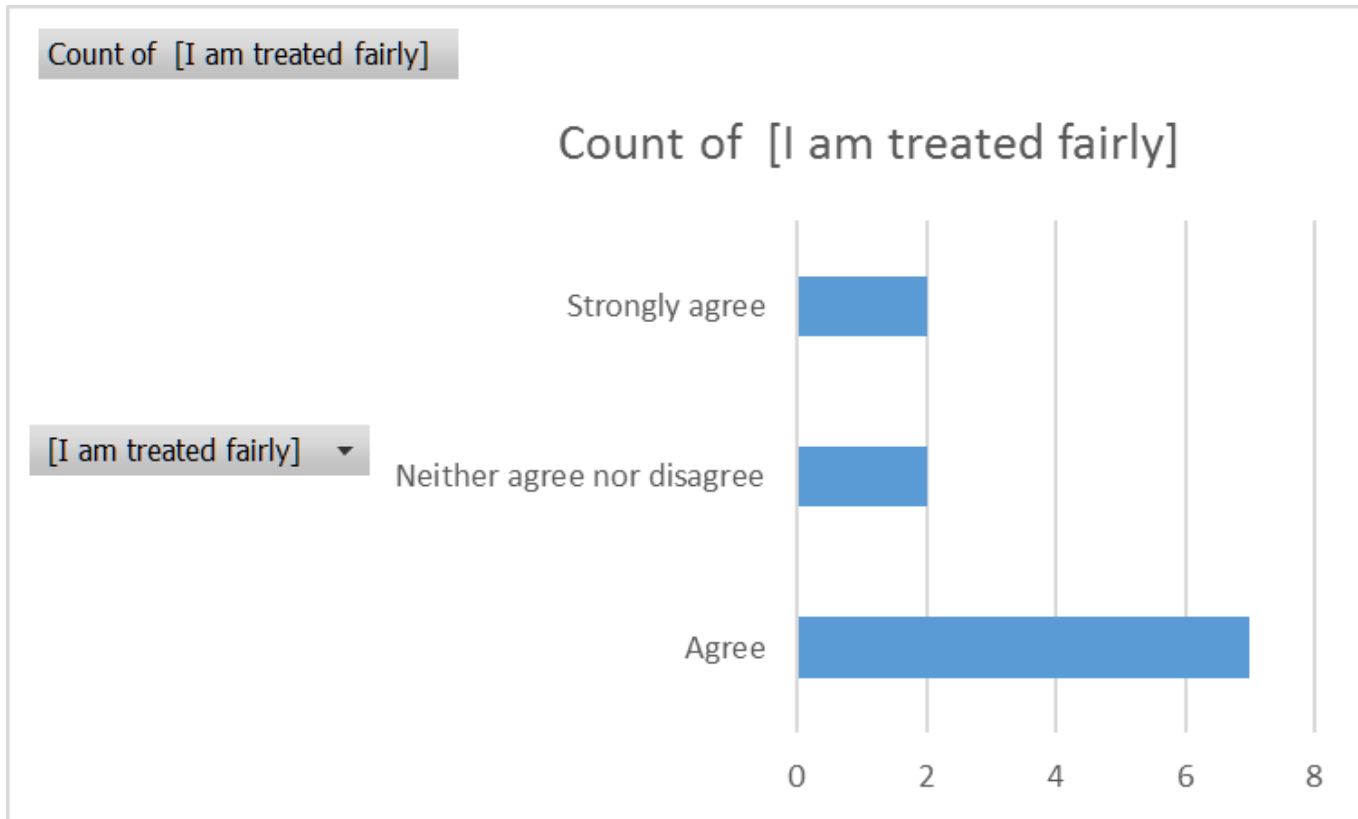


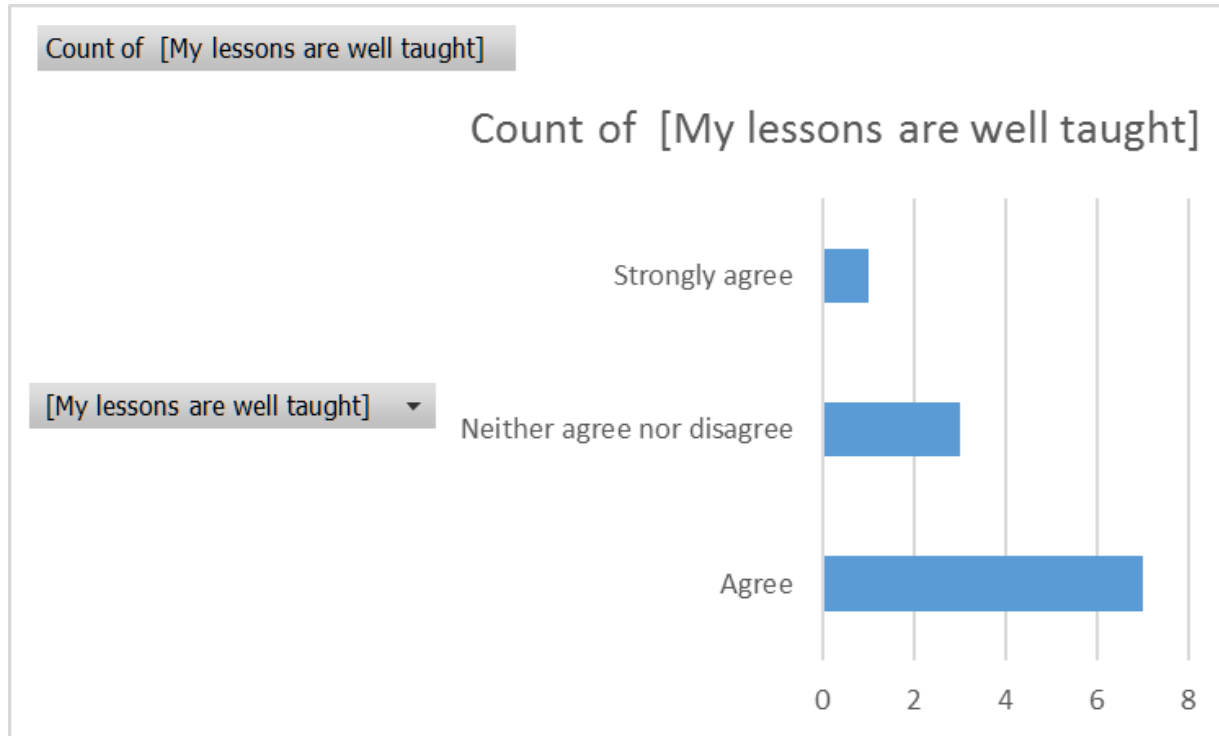


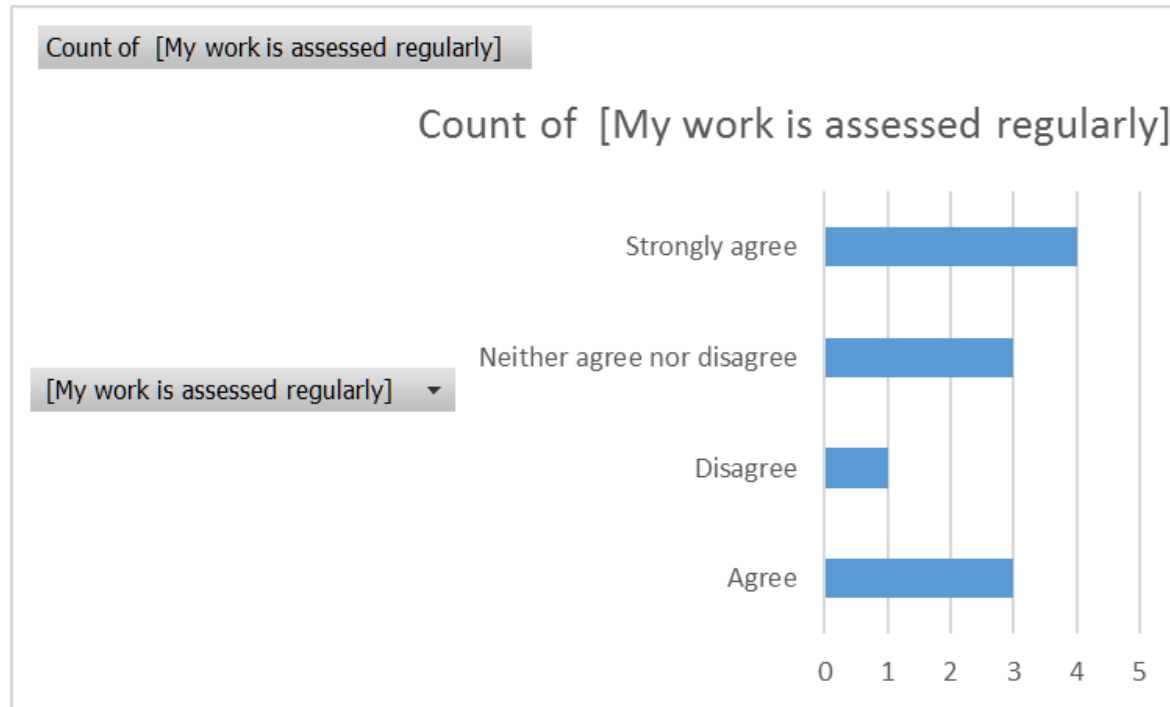
Count of [I receive the support I need to make progress]

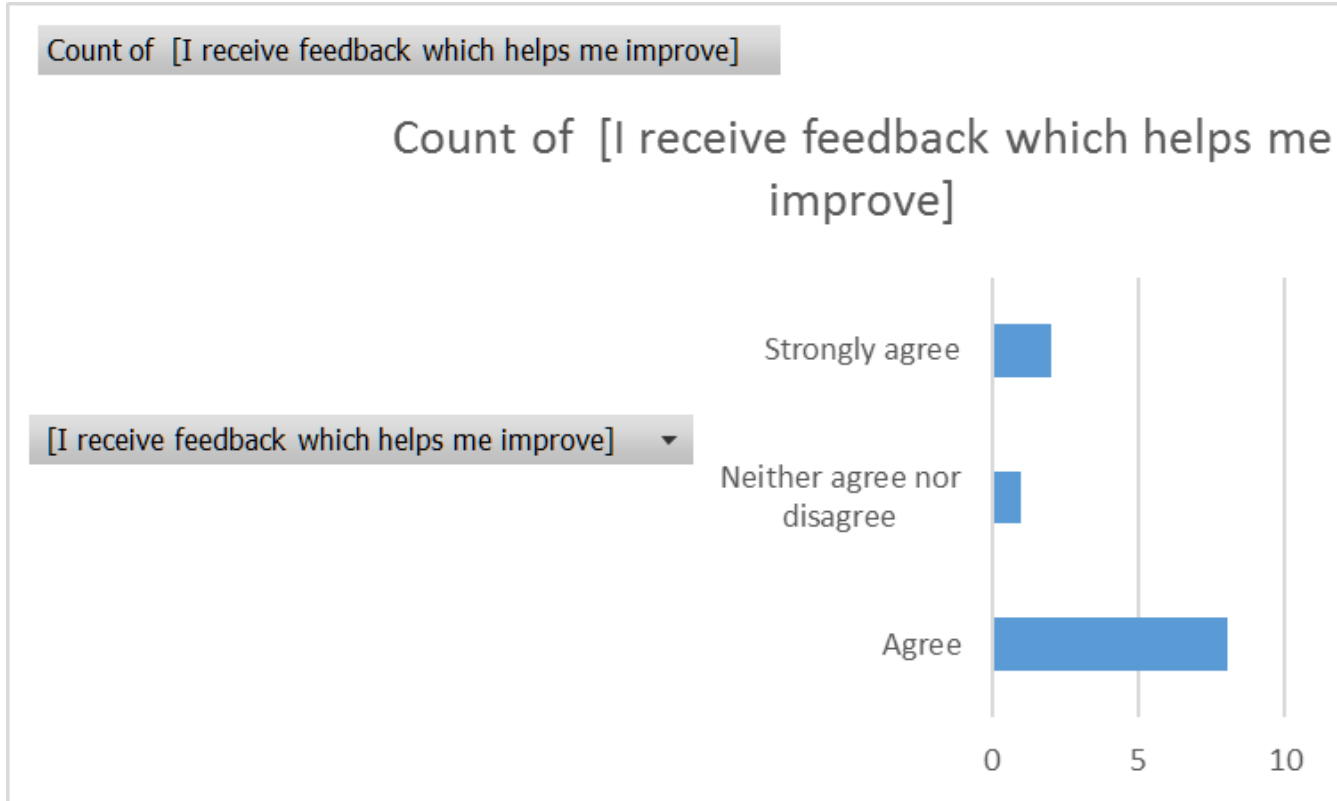


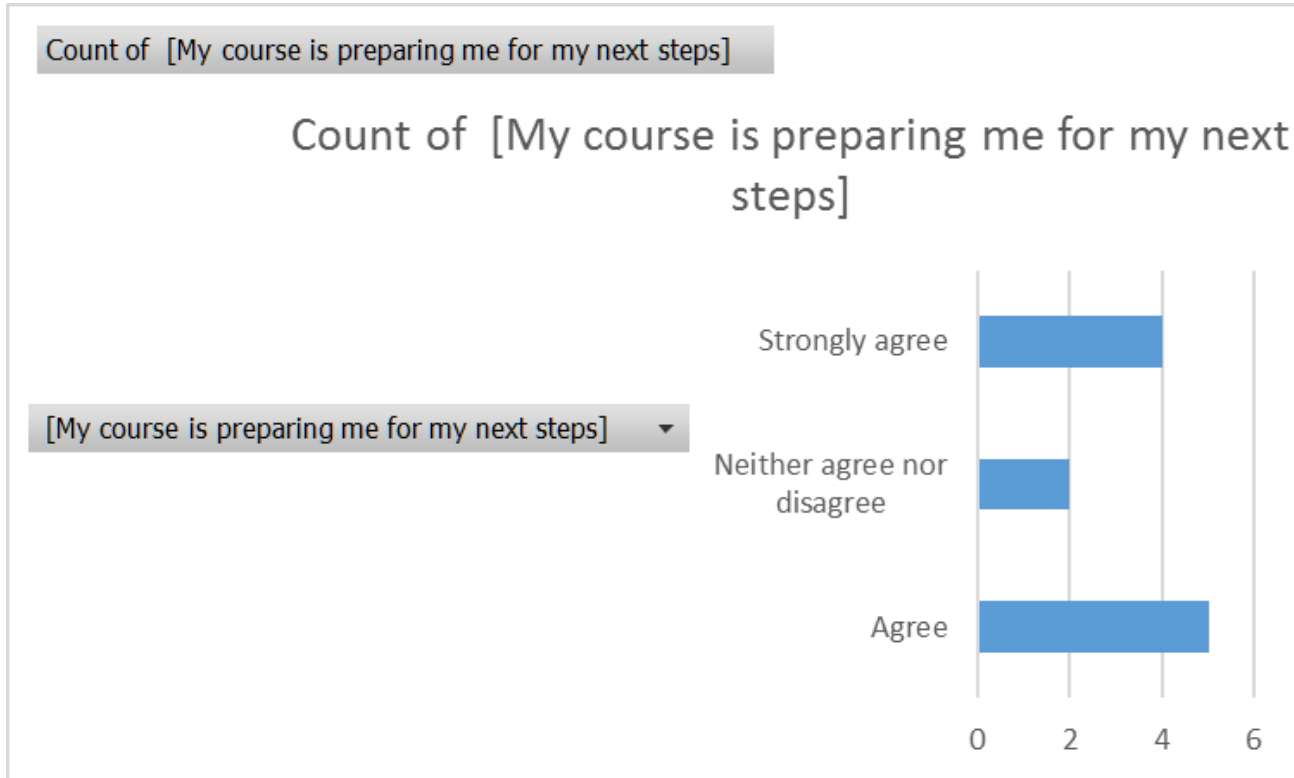


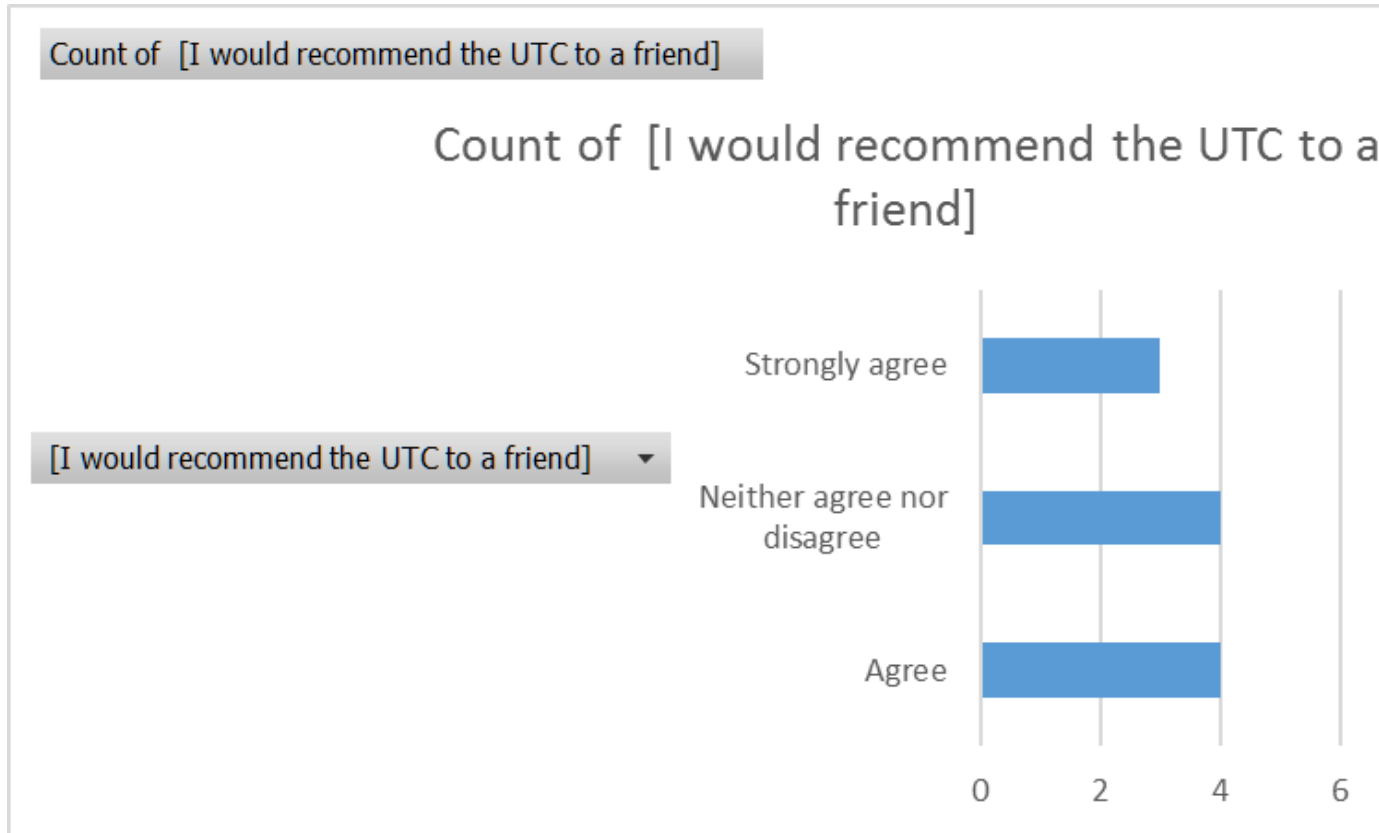






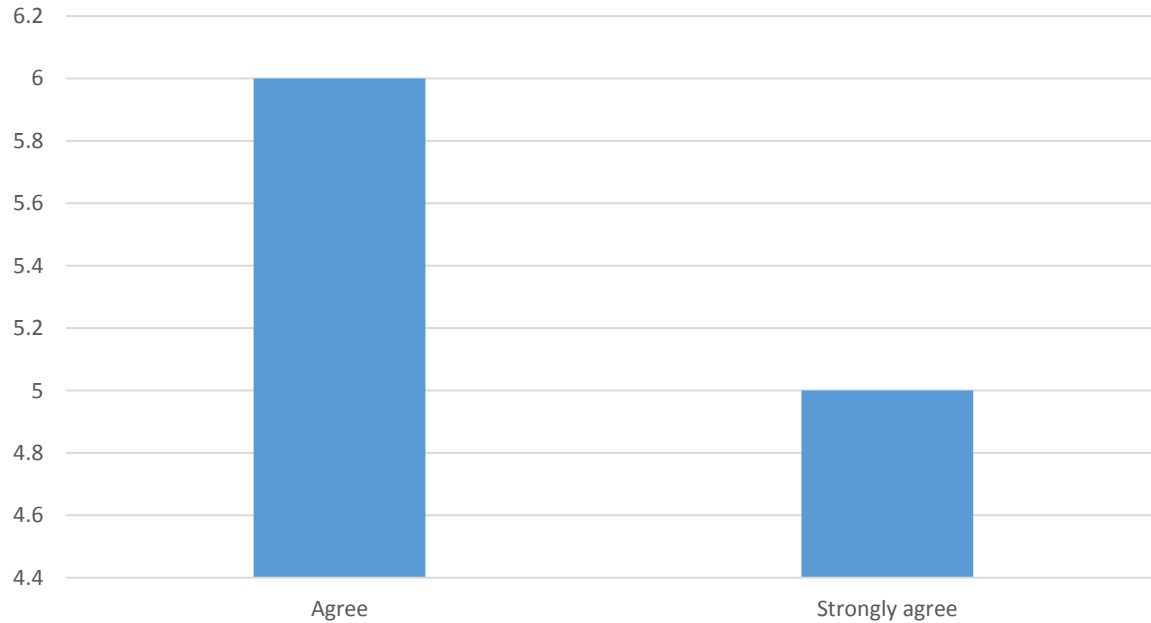


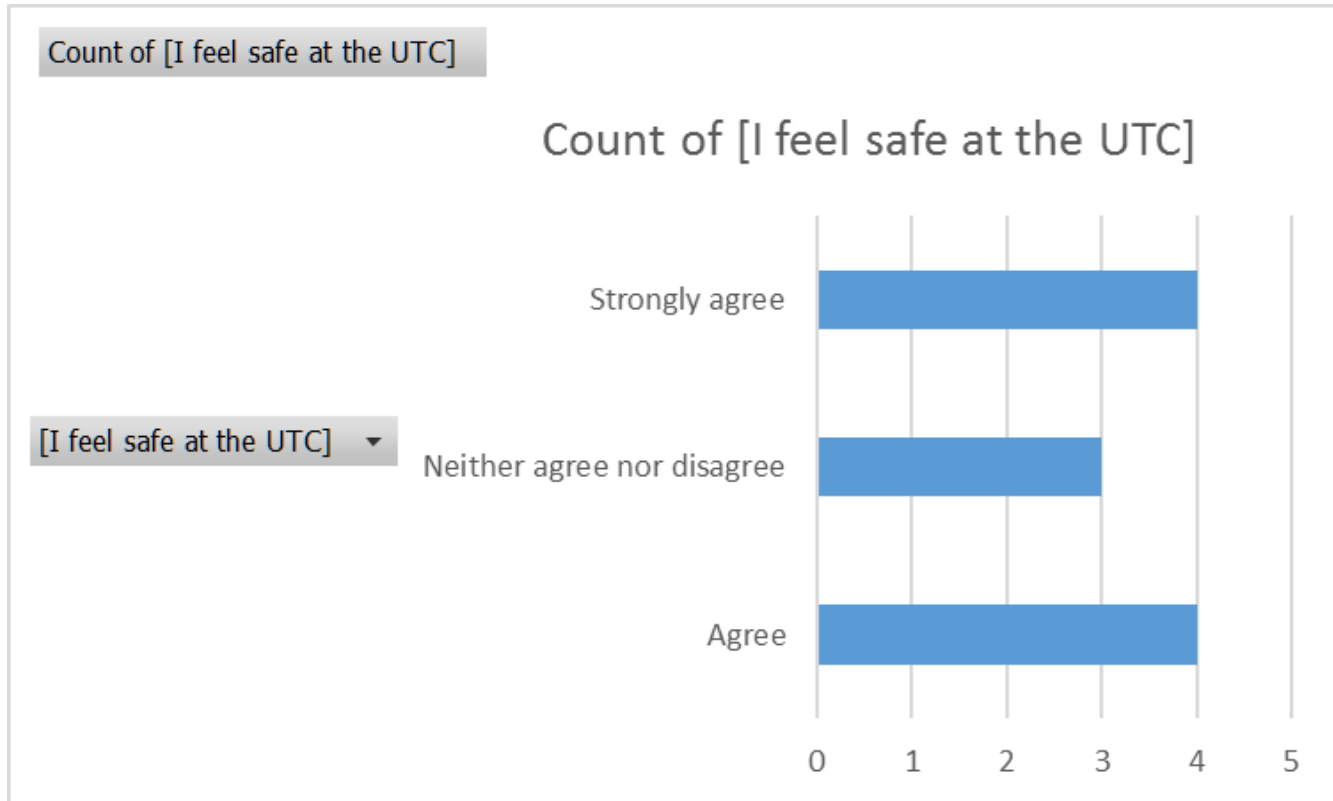




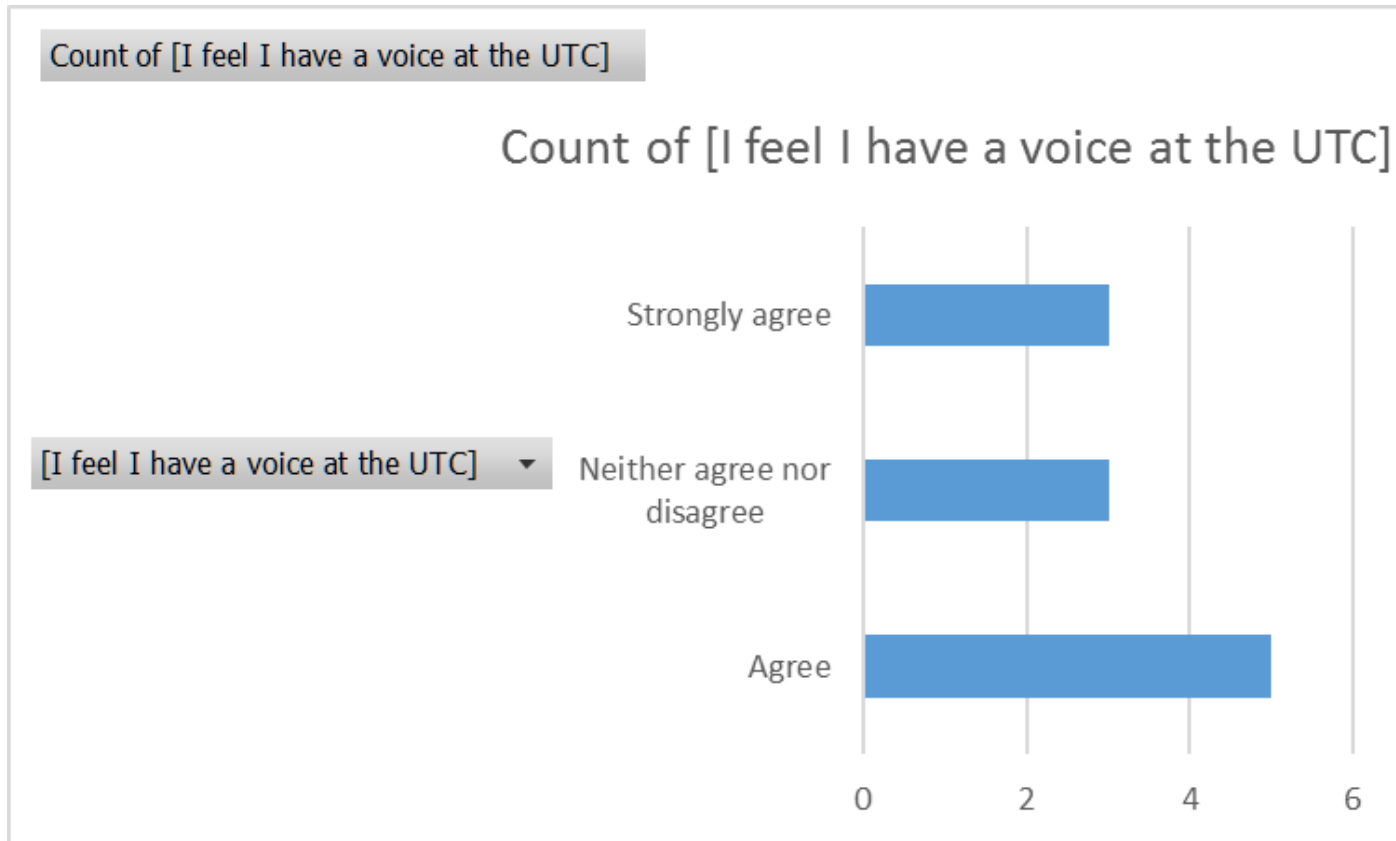


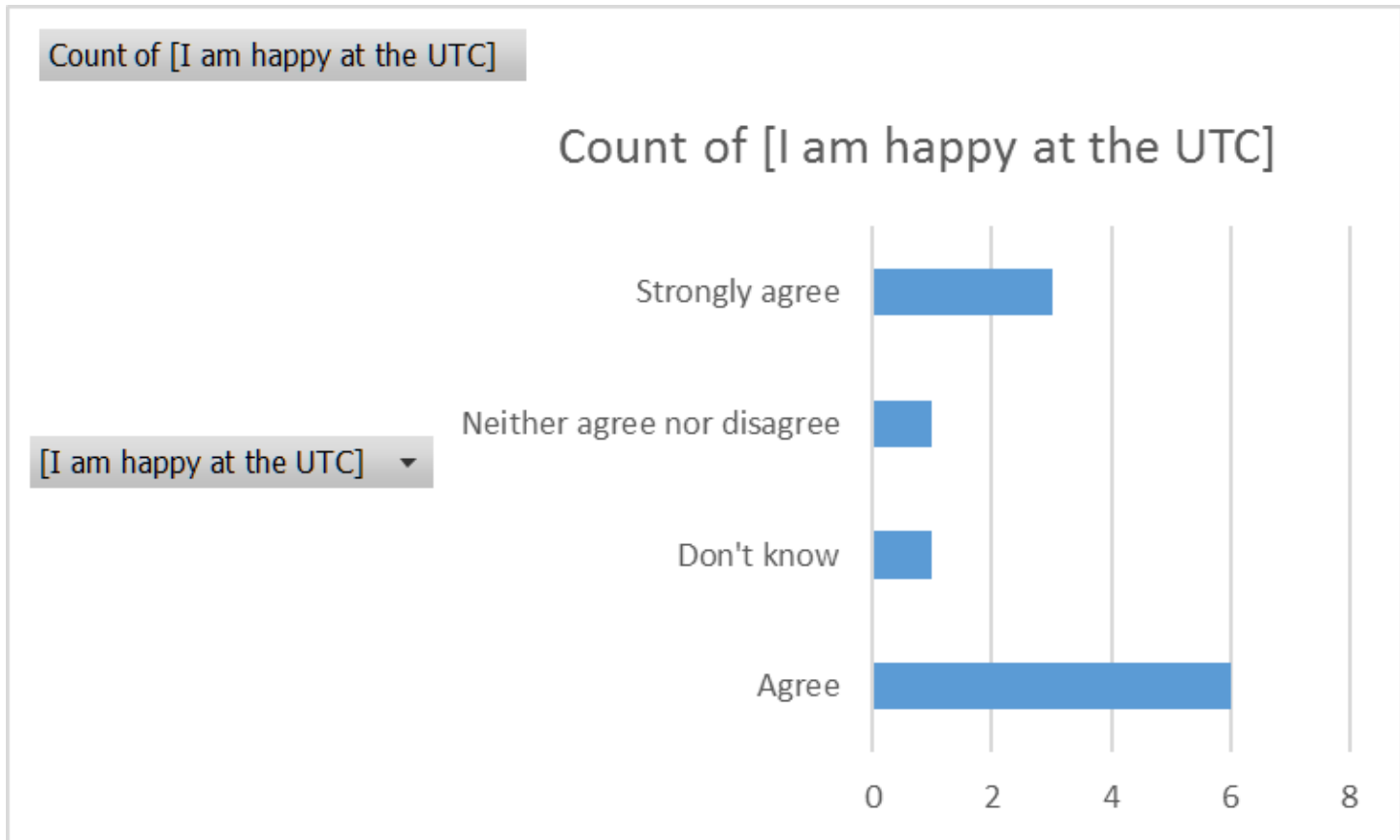
Count of [I am enabled to use technology to enhance my learning]












## South Bank Engineering UTC Governor Visit Report

Name	<b><i>Ian Brixey</i></b>
Date of Visit	17 <sup>th</sup> September 2018
Focus of Visit	Review results analysis with Dan Cundy, Observe activities and general feel of the UTC with the new academic year cohort started.
Classes/staff visited	Attended staff briefing conducted by Dan Cundy and saw some of the new and existing staff. Shadowed Learning Walk by Dan.
<p>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc.</p> <ul style="list-style-type: none"> <li>• Attend staff meeting</li> <li>• Discuss review and challenge some of the results analysis with Dan Cundy for notes to LGB.</li> <li>• Shadowed Dan Cundy on his Learning Walk observing at least 6 different classes, spoke with Mark Ballard new teacher</li> <li>• Observed an engineering class assembling the Greenpower electric car project with Andy Errington as teacher. Spoke to some students in this class.</li> <li>• Toured the new engineering facilities with David Bell</li> <li>• Had lunch during the school lunch period</li> <li>• Spoke briefly with Kam Bains regarding planning for industry inputs.</li> </ul>	
<p>What I have learned as result of my visit</p> <ul style="list-style-type: none"> <li>• Exam results assessed and notes sent to the Chair of LGB</li> <li>• Teacher engagement and enthusiasm appeared good</li> <li>• Student behavior appeared on the whole good and I gained a positive feel of the teaching from the new staff that I saw.</li> </ul>	
<p>Positive comments about the focus</p> <ul style="list-style-type: none"> <li>• A good start to the new academic year.</li> </ul>	
<p>Aspects I would like clarified / questions I have</p> <ul style="list-style-type: none"> <li>• Industry engagement must be better structured and planned by the school well in advance. When is this going to be undertaken?</li> <li>• Is it possible for teachers to gain a better understanding of the activities of the Sponsors and what typical jobs might comprise to help provide greater context to teaching between school curriculum and work life?</li> </ul>	
<p>Ideas for future visits</p> <ul style="list-style-type: none"> <li>• Visits to focus on Link Governor roles due to be established soon.</li> </ul>	
<p>Any other comments</p> <ul style="list-style-type: none"> <li>• None</li> </ul>	

Signed   
(Governor)

Page 99

Signed \_\_\_\_\_  
(Headteacher / Coordinator)

This page is intentionally left blank

## UTC Southbank EA Carolyn Unsted Autumn Term 2018 Visit Report

This report is the department's confidential information and is being shared on the explicit understanding that it may not be released publicly, or any of its contents quoted or paraphrased in any external communications made by the UTC, including to parents. It is the department's expectation that the report is shared with the UTC's senior leadership team, board of governors and the Trust to help inform improvement strategies.

<b>Name of UTC</b>	Southbank			
<b>Date of visit</b>	08/10/18			
<b>EA</b>	Carolyn Unsted			
<b>Official (if attended)</b>	Will Day Brosnan			
<b>LA and RSC region</b>	Lambeth SESL			
<b>Name of Principal &amp; email address</b>	Dan Cundy <Dan.Cundy@southbank-utc.co.uk>			
<b>Name of CoG &amp; email address</b>	Nicole Louis CoG / ICEO <a href="mailto:ceo@southbankat.org.uk">ceo@southbankat.org.uk</a>			
<b>Age range</b>	14-19			
<b>NOR 222</b>	<b>Y10</b>	<b>Y11</b>	<b>Y12</b>	<b>Y13</b>
	41	54	82	45
<b>Estimated numbers for next academic year</b>	50	39	110	70
<b>Attendance</b>	2017-18 KS4 94% KS5 86%			
<b>Persistent Absence</b>	2017-18 39%; 2018-19 to date 13%			
<b>Pupil Premium</b>	44%			
<b>Ratio Boys and Girls</b>	10:3 approx			
<b>% Full (NOR against PAN)</b>	37% PAN 600			
<b>Evidence and sources</b>	<b>Information about the school</b>			
<p>The Principal has made some responses that are included in the report.</p> <p>Meetings with Principal, VPs, DSL, teaching staff, Year 11 and Year 13 students, Sponsor Governor and CEO/CoG.</p> <p>Evidence considered: DfE Safeguarding Review January 2018 Scrutiny of Single Central Register and associated documentation; Principal's Report to Governors June 2018 UTC 2018 performance data; systems and procedures; SEF; Performance tracking and performance management. DfE governance review and SBAT's response</p>	<p>This is the third year of the UTC and the final handover for the last section of the building took place on the day of the visit. The UTC now has the complete suite of engineering and sports facilities available for the first time.</p> <p>The 2018 results were mixed. GCSE outcomes were strong and above national core measures in Basics 4+ and 5+, English, maths and science with some other subjects failing to reach national. Progress indicators are less good. At Post 16 technical subject outcomes, APS 36 particularly Engineering, were strong. Academic subjects APS 13 were not with nearly half the A level grades being U.</p> <p>Recruitment is steady – an additional 36 students this year - with consistent growth to PAN over time part of the strategic plan. Individual meetings with SLT for all applicants has been an effective way to increase the calibre of students joining the UTC. Almost all students from Year 11 stayed into Year 12. Staff recruitment has been effective, with four new staff; two engineering staff are leaving at Christmas and replacement specialist teachers have now been recruited.</p>			

<p>2 Learning walks with senior leaders to a range of lessons</p>	<p>There has been an improvement in the learning approach and atmosphere at the UTC since the last visit with good student behaviour. The Senior Leadership Team remains optimistic for a good Ofsted despite the lack of effective self-evaluation and improvement planning.</p> <p>The Principal said:  <i>“We think we have accurate self-evaluation. We’re collating some evidence to support judgements and will imminently have in-year data to reinforce.”</i></p> <p>Persistent Absence and 6<sup>th</sup> Form Attendance figures for 2017-18 are of concern and need to improve.</p> <p>The South Bank Academies Trust supported by LSBU is following the recommendations of the DfE Governance review with a reorganisation of governance by the new Interim CEO and a new focus on the strategic future of the UTC, due to be completed at the end of this academic year.</p>
---	---

**Summary - progress in addressing agreed actions / next steps from last visit**

Self-evaluation and improvement planning have not been updated or evidences as yet in light of the 2018 results. Ofsted readiness is slowly increasing. Middle leaders are not yet ready for Ofsted and this is identifies as a key focus area. Students’ learning behaviour appeared to be better than the last visit but in some subjects, there was insufficient work available to judge progress over time. Student voice in Year 11 was not as positive as Year 13 student voice, which was very positive. The visit showed that senior leaders and governors have not made safeguarding compliance their priority. With a number of audits and reviews over the last year safeguarding remains a focus but could be a vulnerable area – the SCR was not up to date with information on all governors, there was no safeguarding governor on the day of the visit (now in place) and the transition to CPOMs, whilst helpful, has not yet considered the management of pre-CPOMs information (now in place) and the management of safeguarding files. Recruitment is steady but attracting girls to the UTC has been a priority but not yet as successful as leaders wish. The new Interim CEO/Chair of Governors is taking action and has a plan for developing the UTC long term strategy. The governors are increasing their levels of support and challenge to senior leaders and intend to increase their engagement with students. The S2S support bid is underway but lack of external support for at risk subjects from other secondary schools is slowing the rate of improvement. Attendance is of concern at 94% with PA at 39% at KS4 and Post 16 attendance at 86%. Provision for SEN is improving with the new SENDCo in place 3 days a week. 2018 GCSE Outcomes were strong and almost in line with predictions but progress data was not strong across the board. Post 16 A level outcomes were very poor but Technical subjects were strong. The UTC needs to evidence the reasons for this in its data presentations for every subject. It was unclear from the visit how leaders and teachers are using baseline data and progress data from last year with current data to inform planning and target setting. The triangulation of judgements about the quality of teaching and learning using student data is not in place.

<p><b>Previous visit (or ROM for 1<sup>st</sup> term visits)</b></p>	<p><b>Effectiveness of leadership, management and Governance.</b></p>
<p>Next Steps from previous March 18 visit</p> <ol style="list-style-type: none"> <li>1. Self-evaluation needs to be more robust with next steps as precise, realistic and, when appropriate, numerical targets to support the improvement plan.</li> </ol>	<p>Leaders and governors have a clear vision for the UTC students. Improvements have been made since the last visit in relation to the Trust’s capacity. This has been increased with the appointment of an Interim CEO who remains the chair of governors for the rest of this academic year pending the recruitment of an Independent Chair with an education background. There is strong progress with the new arrangements for governance at the UTC. As part of this reorganisation, recruitment is underway to a Trust Executive</p>

<p>2. The improvement plan continues to need a sharper focus on accountability and governors need to demonstrate their impact on monitoring improvement.</p> <p>3. Senior Leaders should be preparing themselves, the Governors and their staff for Ofsted to place themselves in a strong position for inspection next year.</p> <p>4. The Trust should gain consistency across its schools in relation to robust systems and effective processes in key areas.</p> <p>5. The UTC and the Trust need to take a more proactive approach to the recruitment of girls as this would bring a better balance to the UTC, address the gender imbalance in the engineering sector longer term and would increase numbers.</p> <p>6. The Trust should undertake longer term strategic development planning for the future of the UTC for the next 5 to 10 years in relation to recruitment and viability, age range, curriculum development and qualifications offer, and apprenticeship delivery.</p>	<p>Headteacher role. The existing sponsor governor felt there had been a change in the culture of openness and engagement with UTC governors by the Trust and LSBU. On the day of the visit, there was neither a Safeguarding Governor nor an SEN Governor in place. Since the visit, leaders have acted swiftly and both are now in place. The Interim Chair/CEO does not have an educational background. There is a lack of precision about the challenge by governors to leaders of learning and governors should undertake an evaluation of their own effectiveness to inform their training plan.</p> <p>Senior leaders continue to lead the school with purpose, commitment to the students and enthusiasm. There is an urgent need to move from the operational to the more strategic activities. The SEF lacks substance. It needs sharp analysis and evidence to secure and demonstrate the accuracy of its judgements. There is insufficient narrative about effectiveness of interventions and evidence of improvement in student outcomes during the UTC's journey. Preparation for an Ofsted inspection has been too slow, given it could come at any time.</p> <p>There is a new Director of Development (English Leader) and a clear plan for high quality professional development. The goal is to improve the quality of T&amp;L across the UTC with priorities of marking and feedback, growing professional trust, pedagogic dialogue and taking risks, sharing good practice and action research. Leaders feel the staff has engaged well with this programme of CPD. There are support systems and plans in place for underperforming teaching but according to the Principal there is no RI teaching in the UTC at present. Interventions in at-risk subjects need to be sharper and focused on learning outcomes rather than teaching.</p> <p>There is clear evidence that leaders deal effectively with discriminatory behaviour and make every effort to promote a positive culture of respect and tolerance in the UTC. The atmosphere of learning is more positive than at the last visit and students are now more engaged with their learning.</p> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>▪ Be ready for an Ofsted inspection by supporting governors and middle leaders with accurate information and data for accountability and share an understanding of the quality of education in the UTC.</li> <li>▪ Secure a good SEF that evidences effectiveness of leadership and management over time.</li> <li>▪ Gain confidence in QTL judgements through external validation from other good schools</li> <li>▪ Update the Improvement Plan using clear analysis and evidence, identifying key priorities with precise targets and success criteria for improvement with a particular focus on under-performing groups.</li> <li>▪ Focus on attendance and punctuality for rapid improvement.</li> </ul>
---	---

<b>Previous Visit</b>	<b>Quality of teaching, learning and assessment</b>
-----------------------	---

<p>Next Steps from previous March 18 visit</p> <ul style="list-style-type: none"> <li>• Establishment, co-ordination and impact of external support for the QTL for at-risk subjects as a priority</li> <li>• Improvements in the consistency of marking and student feedback.</li> <li>• Evidence of student progress from baseline starting points is available in every subject</li> <li>• Governors provide greater evidence based and informed challenge to middle leaders</li> <li>• The Governors consider the key middle leadership appointments needed to make a sustained impact on student outcomes.</li> </ul>	<p>The small size of the Trust limits the amount of teaching and learning support available to the UTC.</p> <p>Leaders judge the quality of teaching and learning to be Good overall with 86% Good or better which they said has been reinforced by this term's learning walks indicating 13% RI. This has not been moderated by an external source - the Principal said: <i>"Yes it has, by Secondary Improvement Advisor, Mock Ofsted, BDT Educational Advisor and other external reviews."</i></p> <p>This is not made explicit in the documentation provided or on the day of the visit. The judgements have not been correlated with student progress and attainment data. There has been insufficient self-evaluation recorded about the QTL in underperforming subjects. The Principal said:</p> <p><i>"Plenty of self-evaluation including exams debriefs with Principal and lead teachers. Needs writing up though as part of our self-evaluation update. Will be completed in coming days."</i> Governors need to provide greater evidence based and informed challenge to middle leaders</p> <p>The introduction of broad student group setting has improved the quality of student learning by reducing poor behaviour and providing appropriate levels of teaching. Year 11 student voice is positive about setting. Leaders feel that as well as improving effectiveness of T&amp;L as class sizes are smaller with finer ability spread. There is some evidence in the books seen of improved marking and feedback but, as yet, there is not enough evidence of student response. Students want to improve their work and new target stickers have been introduced but these are in the early stages and not yet used consistently. The lack of evidence about assessment, marking and feedback in classrooms is a significant gap. There is a high level of focus on literacy in English evidenced by the above national 2018 English outcomes. Much of the teaching seen on the learning walk was very teacher led with some group work for Year 12. Some questioning seen was very good.</p> <p>The reorganisation of the school day will better support students through additional classes and interventions. The focus for this will be PP, SEND and HAP students and those identified as at risk of under-performance. Students' learning behaviour appeared to be better than the last visit but in some subjects, there was insufficient data and work available to judge progress over time. Student voice in Year 11 was not as positive as Year 13 student voice, which was very positive.</p> <p>There has been innovative student project work with the UTC sponsors resulting in external awards for the outreach work done by the sponsor organisations. How this links to core learning could be explored more deeply as this clearly links to the 'UTC'ness' promoted by leaders at Southbank.</p> <p>Next steps:</p> <ul style="list-style-type: none"> <li>▪ Develop evaluative relationships with other secondary schools using the S2S Support Bid.</li> <li>▪ Identify actions to remediate areas for improvement in underperforming subjects.</li> <li>▪ Prepare teachers for an inspection to demonstrate their good teaching and show student progress over time through data and</li> </ul>
--	---



	<p>the availability of students' work and to understand the Ofsted QTLA grade descriptors.</p> <ul style="list-style-type: none"> <li>▪ Review the Post 16 curriculum offer in light of the poor A level results and the local context.</li> <li>▪ Review the student voice survey in relation to QTL and SMSC and enable governors to engage with students about learning.</li> <li>▪ Demonstrate the learning and employability links between project work and the UTC curriculum.</li> </ul>
<p><b>Previous Visit</b></p>	<p><b>Personal development, behaviour and welfare</b> (including whether all safeguarding arrangements are effective)</p>
<p>Next Steps from previous March 18 visit</p> <ol style="list-style-type: none"> <li>1. Senior leaders need to continue to monitor and improve all aspects and details of safeguarding procedures to ensure that there are no unnecessary gaps or omissions in their safeguarding arrangements and information and that the SBUTC is consistently fully compliant.</li> <li>2. Sustain the UTC's attendance at national level.</li> <li>3. Improve the identification of students' needs on entry and plan to meet those needs in learning from Day One.</li> <li>4. Sustain improvements made in safeguarding, attendance and punctuality.</li> </ol>	<p>The visit showed that senior leaders and governors have not made safeguarding compliance their priority. With a number of audits and reviews over the last year safeguarding remains a focus but the UTC could be a vulnerable area as the SCR was not up to date and still showed the previous CEO as being in place. On the day of the visit there had been no safeguarding governor since the CEO left in April 18. Since the visit there is now a safeguarding governor in place. The transition to CPOMs, whilst helpful, has not yet considered the effective management of pre-CPOMs information and safeguarding files. An exemplar student, who was clearly at risk, was not regarded as reaching the file threshold despite YOT involvement and being a persistent absentee. The collection of student safeguarding files has been a priority and these are in the UTC – a real improvement since last year. Another check of these files would be advisable.</p> <p>Leaders did not agree. The Principal said:  <i>"One student has a CP file from previous school – this is in paper form and is updated regularly – new notes on CPOMS are printed and saved into paper file by Deputy DSL. File is fully updated. She is the only Stage 4 student. All other students on the Vulnerable (Safeguarding) Register do have files, these are collated on CPOMS electronically. All pre-CPOMS information and evidence from SchoolBase which as captured last year in Secure Notes is being uploaded into CPOMS document vaults by ½ term. Ten students currently on Safeguarding Register – numbers are small and managed well. The student referred to is on Level1 as classified by DSL; he is a school refuser – social care and YOT say that he is not a safeguarding risk as he is at home, with absence enabled by family. Last meeting 10-10-18 with DSL. Family being taken to court via EWO for non-attendance. File updated and collated on CPOMS. Pre-CPOMS information uploaded."</i></p> <p>The DfE Safeguarding Review in January 2018 said:  <b>START</b>  <i>The record keeping system does not provide a cohesive overview of safeguarding concerns and actions the school have taken to keep children safe. The team are potentially looking to develop electronic records and have been speaking with CPOMS to develop a module that synchronises with SchoolBase.</i></p> <p><i>There is no overview of the vulnerable cohort as there is no register or list of vulnerable children. The DSL and Pastoral Leads were not aware of those children subject to Child Protection (CP) plans.</i></p> <p><i>The team have not made any multi-agency referrals since the UTC opened.</i></p>

***There are issues with file transfer; one of the cases reviewed during the visit who arrived subject to a CP plan did not have a safeguarding file when they joined the school.***

END

Despite these serious shortcomings in the reporting and recording of safeguarding concerns in January 2018 the system continues to fail to record and manage risks around vulnerable children at the UTC.

Leaders do not agree with this. The The Principal said

*“ We do not agree. We have a trained DSL and Deputy DSL; weekly meetings with pastoral team and Principal; monthly feedback to trust and governors on status and actions. CPOMS in place and working well. Overview with actions and review shared and discussed weekly. System operates well to capture risk. Inter-agency work effective and ongoing. Referrals made via MARF re persistent absence and one safeguarding case. Risks minimised and managed well. External reviews since January positive – DfE satisfied with progress after review visit; Lambeth review positive; Mock Ofsted positive; PwC audit positive (October 2018).”*

There is another safeguarding check from the other Trust school planned for December – the reviews need to be high quality and actions as a result of any review need to be actioned and maintained over time.

Attendance for 2017-18 is of concern at 94% (KS4 National 94%) with PA at 39% at KS4 and Post 16 attendance at 86%. Students with significant PA should be viewed as a safeguarding risk. Greater analysis of attendance data will be supported by the recent move to SIMS and now leaders must focus on showing improvement through new approaches this term as the UTC is vulnerable at present.

Leaders felt Year 13 destinations to be strong with all those wanting to go to university succeeding in doing so. Of the 44 students leaving from this first cohort, 25 applied and were accepted to university (57%), 13 chose to pursue an apprenticeship (29%), 6 entered employment (13%).

Leaders identified 6 students who are waiting for the next apprenticeship round to open and are currently in open employment. All Year 13 students had external expert careers guidance and many opportunities for support and advice and a tighter focus on companies' apprenticeship deadlines next year might be helpful.

The Heartbeat programme is being strengthened by the introduction of a student portfolio of sponsor experiences and learning successes throughout their UTC journey to build student confidence and employability skills.

Next steps:

- Ensure safeguarding is compliant, improving and secure and the UTC is able to keep children safe
- Implement strategic approaches to increase levels of attendance for all students especially those deemed PA or from groups identified as not attending.
- Review the quality and timing of Careers IAG

Previous Visit	Outcomes for children and other learners (include achievement of groups – SEN, EAL PP, more able etc)
<p>Next Steps from previous March 18 visit</p> <ul style="list-style-type: none"> <li>• With external support confirm the accuracy of student data and verify progress from baseline starting points</li> <li>• Leaders use the accurate in-year progress data to triangulate judgements about teaching and learning over time</li> <li>• Use target setting and individual learning plans to accelerate learning for students at risk of under achievement.</li> </ul>	<p>Using the UTC's own data the 2018 GCSE attainment outcomes were in line with or above national (UTC A8 44.7 Nat 44.6, Dis 43.5 Nat 36.9, SEND 31.9 Nat 27.6) and almost in line with predictions. Progress data was disappointing (UTC P8 -0.30 Dis -0.63, SEND -1.45). Whilst P8 is not an effective measure for UTCs due to Year 10 entry, the P8 figures can provide some indications about student groups when viewed in conjunction with the A8 figures. Above UTC average. Data about higher attaining pupils was not available prior to the visit.</p> <p>Post 16 A level outcomes were very poor with nearly half of entries graded as U. Technical subjects were strong especially engineering. The UTC uses ALPS to set targets but was unable to say what their overall ALPS grade was at the visit although leaders said that VA for engineering stood at +0.22 for the one course with comparable measures. The UTC needs to evidence the reasons for the progress indicators in its SEF data presentations for every subject. Leaders said Year 12s are set targets using ALPS methodology based on GCSE. This is mapped back to a flight plan of which staff and students are aware. Year 13 had the same from last year, using the same methodology, which has also been shared with staff and students. It was unclear from the visit how effective this process is in improving student learning, progress and outcomes through tracking and learning goals.</p> <p>There is a wide in-school subject variation in the 2018 outcomes with 'at or above national' in English Maths Science and Engineering to disappointingly below in Computer Science. Greater data analysis by group and teacher has been done with appropriate interventions designed to improve outcomes for 2019. A particular focus on progress from starting points at the UTC is needed, as currently even internal progress figures do not reflect attainment. Pupil premium students were above the national figure for their group. Continued focus on PP and SEND students is needed. Leaders must question whether higher attaining students' needs are being effectively met and middle leaders in the core subjects need to focus on these students. Their achievement may account for progress indicators being lower than attainment would indicate.</p> <p>Next steps:</p> <ul style="list-style-type: none"> <li>▪ With external support confirm the accuracy of student data and verify progress from baseline starting points for both KS4 and KS5.</li> <li>▪ Improve the identification and planning to meet all student needs from Day One.</li> <li>▪ Leaders use accurate in-year progress data to triangulate judgements about teaching and learning over time and identify students whose progress is poor</li> <li>▪ Use target setting and individual learning plans to accelerate learning for students at risk of under achievement especially PP and SEND.</li> <li>▪ Strengthen the data sets that are provided to governors to include <u>all</u> student groups</li> </ul>

This page is intentionally left blank

<b>SAFEGUARDING SELF ASSESSMENT AUDIT (Education) (Under s11 Children Act 2004, s175 &amp; s157 Education Act 2002 requirements)</b>	<b>2018/19</b>
--	----------------

All schools and education settings (Further Education Colleges, Sixth Form centres and alternative education settings) have a legal duty under s175 of the Education Act 2002 to have arrangements in place that Safeguard and Promote the Welfare of Children. Academies, Independent, and Free Schools also have the same duty under s157 of that Act and as detailed in the DfE's statutory guidance 'Keeping Children Safe in Education' (September 2018).

School and education setting have additional statutory duties under s11 Children Act 2004.

This checklist covers the safeguarding requirements set out for s11 audit by Lambeth's Safeguarding Children Board (LSCB).

The purpose of this safeguarding checklist is to formally request and gather the relevant information from all Lambeth schools and education settings on the safeguarding arrangements made in line with s11, s157 and s175 statutory requirements. This information will be used in three ways:

- First: within wider reports to the LSCB on the overall safeguarding arrangements in Lambeth schools and education settings.
- Second: as part of reports to the Lambeth School Improvement Monitoring Group.
- Third: as part of the work programme of the schools' safeguarding managers to support schools and education settings.

Equally schools and education settings will also find the checklist useful as a self-assessment tool to measure and check the arrangements they have in place.

For advice on other aspects of safeguarding please consult the DfE's statutory guidance Keeping Children Safe in Education (Sept 2018), Working Together to Safeguard Children (July 2018), Statutory framework for the Early Years Foundation Stage (March 2014) and The London Child Protection Procedures, 5<sup>th</sup> edition 2017.

The Local Authority has a legal duty to monitor schools' safeguarding arrangements.

This checklist should be signed by the Head teacher and countersigned by the Chair of the Governing Board.

If you have any questions or there are sections that you are unable to complete or do not understand, please contact Sarwan Singh Jandu or Denys Rasmussen safeguarding managers, for advice and support on the email below.

**A completed and signed copy should be scanned and emailed to: [safeguardingchecklistreturns@lambeth.gov.uk](mailto:safeguardingchecklistreturns@lambeth.gov.uk) by Friday 2<sup>nd</sup> November 2018.**

***Please note that this mailbox is monitored for receipt of checklists only and is not for other correspondence.***

<b>School</b>	<b>South Bank Engineering UTC</b>			<b>Date</b>	<b>2<sup>nd</sup> October 2018</b>
<b>Head teacher</b>	Dan Cundy				
<b>Direct number</b>	02077386115	<b>Email</b>	Dan.cundy@souhtbank-utc.co.uk	<b>Signature</b>	
<b>Chair of GB</b>	Beau Fadahunsi				
<b>Direct number</b>	07970950605	<b>Email</b>	beau.fadahunsi@hotmail.co.uk	<b>Signature</b>	

<b>GOVERNING BOARD</b>			
Named safeguarding governor?	Name		Beau Fadahunsi
	<b>Yes</b>	<b>No</b>	<b>Evidence, including any requests for assistance</b>
Have members of the Governing Board signed a “declaration of suitability”/ formal declaration, that s/he is not disqualified from serving as a governor?	x	<input type="checkbox"/>	
Has every member of the governing board (maintained schools) or trustees (academies) completed an enhanced DBS check?	x	<input type="checkbox"/>	
Do the governing board review safeguarding policies, procedures, single central record and receive regular reports on safeguarding matters?	X	<input type="checkbox"/>	
A 128 direction check for governors of maintained schools	<input type="checkbox"/>	<input type="checkbox"/>	

- In the event of an allegation against the Headteacher, it is the Chair of the Governing Board who **must** be responsible for liaising with the LA and making initial enquiries.
- All governors must be asked to sign a declaration stating that they are not disqualified from serving as a governor when elected/appointed - a model disqualification declaration form can be obtained from Lambeth Governor Services ([governor@lambeth.gov.uk](mailto:governor@lambeth.gov.uk)) on request.
- If, in addition to their governance duties, a governor is engaging in regulated activity, s/he also requires a Children’s Barred List check.

<b>DESIGNATED SAFEGUARDING LEADS (DSL)</b>						
DSL?	Name	Kam Bains	Role	Vice Principal		
Contact details	Email	Kam.bains@southbank-utc.co.uk	Direct number	0207376115	DSL training date	June 2018
Deputy DSL - one	Name	Delma Russell	Role	Pastoral Manager		
Contact details	Email	Delma.russell@southbank-utc.co.uk	Direct number	0207376115	DDSL training date	Feb 2018
Deputy DSL - two	Name		Role			
Contact details	Name		Direct number		DDSL training date	
				<b>Yes</b>	<b>No</b>	<b>Evidence and/or any requests for assistance</b>
Is the Designated Safeguarding Lead a member of the School leadership team?				x	<input type="checkbox"/>	
If early help is appropriate, does your DSL set up an inter-agency early help assessment?				x	<input type="checkbox"/>	

- A **single** senior member of staff to be appointed as the designated safeguarding lead.
- This will be held on our database and shared with Social Care colleagues in case of emergency contact
- The Designated Safeguarding Lead and Deputies should update their training (Designated Lead Professional training can be accessed via the LSCB) on a two yearly cycle.
- A suitably trained designated person must be on site **at all times** – an important consideration for schools with Children’s Centres, breakfast clubs, after school provision etc.

EDUCATIONAL VISITS COORDINATOR				
School's Educational Visits Coordinator?	Name	Kam Bains	Designation	Vice Principal
Contact details	Email	Kam.bains@southbank-utc.co.uk	Direct number	0207376115
When did your school's Educational Visits Coordinator last receive training?			Date	June 2016

MANAGEMENT OF SAFEGUARDING				
whole-school child protection / Safeguarding (Group 3/Level 2) training (Training should take place on a minimum three yearly cycle)			Date	Sept 2018
Name of agency that provided the training? (From September 2018, child protection / Safeguarding training delivered by external providers requires to be accredited by Lambeth Safeguarding Children Board. Please forward the training pack to SS Jandu or Denys Rasmussen)			Lambeth Schools Services	
	Yes	No	Evidence and/or any requests for assistance	
Have regard to and comply with the requirements of the DfE statutory guidance "Keeping Children Safe in Education" (Sept 2018) when setting out its responsibilities to safeguard and promote the welfare of children?	x	<input type="checkbox"/>		
Know who the current head teachers representing schools on the LSCB Board are?	x	<input type="checkbox"/>	Dominic Bergen	
Methods of communication available to enable all children to express their views about their welfare? What are these?	x	<input type="checkbox"/>	Safeguarding email published	
Ensure that all new staff or staff that miss the whole school training have their child protection training updated? (Dates of catch-up training are available on the Lambeth schools services website)	x	<input type="checkbox"/>		
Have all staff received <u>Part One: Safeguarding information for all staff and Annex A: Further information</u> , of the DfE guidance " <u>Keeping Children Safe in Education</u> " (Sept 2018).	x	<input type="checkbox"/>		
Mechanisms in place to assist staff to understand and discharge their role in safeguarding and promoting the welfare of children? What are they?	x	<input type="checkbox"/>		
Staff undertaken their full <b>mandatory</b> induction, including provision of information on the Child Protection Policy, Behaviour Policy (including staff), the safeguarding response to children who go missing from education, and the role of the designated lead (including the identity of the designated safeguarding lead and any deputies?	x	<input type="checkbox"/>		

Does the staff behaviour policy include the acceptable use of technologies, staff/pupil relationships and communications (the use of social media)?	x	<input type="checkbox"/>	
Do staff receive safeguarding and child protection updates (e.g. e-bulletins, email and staff meetings)?	x	<input type="checkbox"/>	
Ensure children are taught about safeguarding (including on-line) through teaching and learning opportunities as part of providing a broad and balanced curriculum?	x	<input type="checkbox"/>	
Arrangements in place to ensure that pupils know how to raise concerns about their safety/welfare? What are these?	x	<input type="checkbox"/>	
Hold more than one emergency contact number for each pupil?	x	<input type="checkbox"/>	
Where a pupil leaves the school/college, does the DSL consider if it would be appropriate to share any child protection information in advance of the child leaving?	x	<input type="checkbox"/>	
Arrangements and policies in place to enable staff to meet the needs of children who require intimate care, for example, in Children's Centres, Nursery and for children with SEND?	x	<input type="checkbox"/>	
Do all staff who work within the Early Years Foundation Stage statutory requirements receive regular supervision?	<input type="checkbox"/>	<input type="checkbox"/>	
Take reasonable steps to monitoring visitors and volunteers or those using the premises during school time? What are they?	x	<input type="checkbox"/>	ID badges and signing in system
Are volunteers, not engaged in regulated activity, supervised at all times?	x	<input type="checkbox"/>	
Provide appropriate safeguarding information to temporary staff and volunteers prior to their commencement of work? What information is given?	x	<input type="checkbox"/>	Leaflet at reception
Staff understand that early help means providing appropriate support as soon as a problem emerges and share information with the designated safeguarding lead?	x	<input type="checkbox"/>	
If the school provides a pupil with an alternative provision, do you obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment.	x	<input type="checkbox"/>	
Notify the local authority if a child is being privately fostered? ( <i>child under the age of 16 (under 18 if disabled) is provided with care and accommodation by a person who does not have parental responsibility</i> )	x	<input type="checkbox"/>	



<b>CHILD PROTECTION</b>			
When your Child Protection Policy was last reviewed?	<b>Date</b>	Sept 2018	
	<b>Yes</b>	<b>No</b>	<b>Evidence and/or any requests for assistance</b>
Do senior members of staff attend CP conferences and core group meetings?	x	<input type="checkbox"/>	
Do you submit a written reports for CP conferences?	<input type="checkbox"/>	<input type="checkbox"/>	
How are your child protection /Safeguarding policies made available to parents	x	<input type="checkbox"/>	
All staff members aware of how to raise concerns to the designated safeguarding lead and to make a referral to social care?	x	<input type="checkbox"/>	
Is your Child Protection Policy reviewed annually?	x	<input type="checkbox"/>	
All child protection files kept separately and securely from pupil files?	x	<input type="checkbox"/>	
Ensure that pupils with child protection plans are known to relevant staff?	x	<input type="checkbox"/>	
Do you have a policy and procedures with regard to dealing with peer on peer abuse and how do you ensure that staff understand these? (bullying, physical abuse, sexual violence and sexual harassment, sexting, etc)	x	<input type="checkbox"/>	
Ensure that all teachers are aware that in the course of their work if they discover an act of Female Genital Mutilation (FGM) has been carried out on a girl under the age of 18 they must report this to the police?	x	<input type="checkbox"/>	Safeguarding CPD
Arrangements and a policy for meeting the needs of pupils with medical conditions in line with <u>DfE statutory guidance on supporting pupils at school with medical conditions</u> ?	x	<input type="checkbox"/>	
Does your Child Protection Policy reflect that children with SEN and disabilities can face additional safeguarding challenges such as additional barriers when recognising abuse and neglect in this group of children?	x	<input type="checkbox"/>	
Are all safeguarding and child protection concerns, discussions and the reasoning for the decisions made, recorded in writing?	x	<input type="checkbox"/>	
Keep a working chronology of events on the front page of each child's child protection files/on-line file?	x	<input type="checkbox"/>	
Have effective arrangements for safeguarding pupils who are educated wholly or partially off-site, for eg, at a FE college, alternative educational provision?	<input type="checkbox"/>	<input type="checkbox"/>	NA
If your school uses outside providers for before school, after school, weekend or holiday provision and these are not overseen by a senior leadership team member, are transfer of control agreements in place for <b>all</b> these other bodies providing such services?	<input type="checkbox"/>	<input type="checkbox"/>	NA

- A model policy on managing the needs of pupils with medical conditions is available from the Safeguarding Team – please email [sjandu@lambeth.gov.uk](mailto:sjandu@lambeth.gov.uk) or [drasmussen@lambeth.gov.uk](mailto:drasmussen@lambeth.gov.uk)
- A transfer of control agreement, is a legal document setting out the arrangements, terms and conditions etc. whereby the governing board transfers control of part of the school premises to a third party user. If the school lets out premises to outside organisations, such agreements are very important in determining liability etc.

<b>CHILDREN LOOKED AFTER (CLA)</b>					
		<b>Yes</b>	<b>No</b>	<b>Evidence and/or any requests for assistance</b>	
Have a designated teacher to promote the educational achievement of children who are looked after and post CLA?		x	<input type="checkbox"/>		
Have a process in place to ensure that the designated teacher for CLA and post CLA to work with the virtual school head around funding, progress and identified needs in the child's personal education plan?		x	<input type="checkbox"/>		
Do appropriate staff have information about the legal status, contact arrangements and the care arrangements for CLA?		x	<input type="checkbox"/>		
Does the designated teacher for CLA have the contact details of the child's social worker?		x	<input type="checkbox"/>		
Does the designated teacher attend the regular virtual school training?		<input type="checkbox"/>	x		
Name of designated teacher	Kam Bains	Email	Kam.bains@southbank-utc.co.uk	Direct number	02077386115

<b>CHILD SEXUAL EXPLOITATION (CSE) ; CHILD ON CHILD SEXUAL VIOLENCE &amp; SEXUAL HARASSMENT</b>					
		<b>Yes</b>	<b>No</b>	<b>Evidence and/or any requests for assistance</b>	
Does your Designated Safeguarding Lead monitor pupils who may be at risk of CSE with reference to 'The London Child Sexual Exploitation, operating protocol'?		x	<input type="checkbox"/>		
Use the Lambeth CSE Risk Matrix Screening Tool when assessing whether a child is at risk of CSE?		x	<input type="checkbox"/>		
Is a risk and needs assessment created whenever there is a report of sexual violence/harassment?		x	<input type="checkbox"/>		
Are staff aware that children going missing from education on repeat occasions can act as a warning sign of sexual abuse or sexual and criminal exploitation?		x	<input type="checkbox"/>		
Has a senior member of staff attended training on CSE?		<input type="checkbox"/>	x	Date:	
If yes	Name:	Designation:			
How many CSE referrals had the school made to Children's Social Care in		0			

the 2017 – 2018 academic year?

- *It is likely that professional risk assessments by a social worker will be required where there is a report of sexual violence*
- *The LSCB Strategy and Policy on Child Sexual Exploitation and the LSCB's Risk Matrix Tool for CSE can be found on the LSCB website: [www.lambethscb.org.uk](http://www.lambethscb.org.uk). Please contact the CSE Coordinator, Cathy Henchion, if you need further advice: [chenchion@lambeth.gov.uk](mailto:chenchion@lambeth.gov.uk), 020 7926 8569*

## FIRST AID

	Yes	No	Evidence and/or any requests for assistance
Does your school have a First Aid Policy?	x	<input type="checkbox"/>	
At least one fully stocked first aid kit for each site?	x	<input type="checkbox"/>	
An appointed person to take charge of first aid arrangements?	x	<input type="checkbox"/>	
Monitor first aid training and ensure refresher training over three-yearly cycles? Delivered by an HSE approved trainer and includes CPR and resuscitation techniques for children.	x	<input type="checkbox"/>	
If you have an early years setting are staff trained and certified in paediatric first aid and does the training comply with the Statutory framework for the early years foundation stage (EYFS 3.25)?	<input type="checkbox"/>	<input type="checkbox"/>	
If your early years setting do you have <b>sufficient</b> certified paediatric first aid trained staff (Annex A, pg. 36 – EYFS) (at least one person must be on the premises and available at all times when children are present, and must accompany children on outings)?	<input type="checkbox"/>	<input type="checkbox"/>	
A protocol for requesting and receiving the ambulance service?	x	<input type="checkbox"/>	

- *Regulations regarding first aid and adults see <http://www.hse.gov.uk/pubns/indg214.pdf>*
- *Schools need to comply with HSE regulation on first aid for staff members <http://www.hse.gov.uk/firstaid/legislation.htm>*

## USE OF REASONABLE FORCE

	Yes	No	
School's behaviour policy include the use of reasonable force?	x	<input type="checkbox"/>	
A system for reporting any significant incident of use of force or restraint to the parent(s)/carer(s) of the pupil? (This is no longer a statutory requirement but is regarded as good practice).	x	<input type="checkbox"/>	
Do you plan proactive behaviour support through drawing up Individual behaviour plans for children with SEN or disabilities or with medical conditions and agreeing them with parents/carers.	x	<input type="checkbox"/>	

- It is a statutory requirement that schools publish their complaints procedures on their website

<b>COMPLAINTS, ALLEGATIONS &amp; WHISTLEBLOWING PROCEDURES</b>			
	<b>Yes</b>	<b>No</b>	<b>Evidence and/or any requests for assistance</b>
A formal complaints policy & procedures accessible on the school website?	x	<input type="checkbox"/>	
Procedures for dealing with allegations of abuse by staff (including volunteers and contractors) and by other pupils?	x	<input type="checkbox"/>	
Appropriate whistleblowing procedures in place for concerns to be raised with the school/college senior leadership team?	x	<input type="checkbox"/>	
Are the whistle blowing procedures reflected in staff training and staff behaviour policies?	x	<input type="checkbox"/>	
Alert staff to other whistle blowing channels open to them, if they feel their concerns are not being addressed or they are unable to raise with their senior management team?	x	<input type="checkbox"/>	

- The NSPCC helpline is available for staff. Tel: 0800 028 0285, email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

<b>SAFETY</b>			
	<b>Yes</b>	<b>No</b>	<b>Evidence and/or any requests for assistance</b>
Ensure safety policies that include an acceptable use of digital technology policy linked to the school's behaviour/discipline policies for children and staff?	x	<input type="checkbox"/>	
Ensure that all staff, pupils, volunteers & visitors are aware of and comply with the policy? How do you do this?	x	<input type="checkbox"/>	
Ensure that children are taught about online safeguarding as part of a broad and balanced curriculum.	x	<input type="checkbox"/>	
Schools digital technology have appropriate filters and monitoring systems in place?	x	<input type="checkbox"/>	

<b>RADICALISATION and EXTREMISM</b>			
	<b>Yes</b>	<b>No</b>	<b>Evidence and/or any requests for assistance</b>
Completed your Prevent checklist and risk assessment, considering any specific risks there might be to your school, e.g. community tensions, religious or political tensions, etc?	x	<input type="checkbox"/>	
Developed a partnership with the Prevent Education Officer (e.g. through a	x	<input type="checkbox"/>	

Prevent audit/ general visit / referral/ training).			
---	--	--	--

Have a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences? Would you like further resources on this?	x	<input type="checkbox"/>	
Received training on radicalisation & extremism - Workshop to Raise Awareness of Prevent (WRAP) by the Prevent Education Officer?	x	<input type="checkbox"/>	Date: 24 <sup>th</sup> Sept 2018

- A Prevent Self-Assessment Tool, a Risk Assessment Grid and Prevent training and advice are available from [prevent@lambeth.gov.uk](mailto:prevent@lambeth.gov.uk)

<b>SAFER RECRUITMENT</b>			
	<b>Yes</b>	<b>No</b>	<b>Evidence and/or any requests for assistance</b>
Who is your registered body for carrying out schools DBS checks?	Essex County Council		
Does the school have Safer Recruitment Policies and procedures in place?	x	<input type="checkbox"/>	
Have appropriate staff received Safer Recruitment training to ensure at least one trained person is a member of the recruitment panel?	x	<input type="checkbox"/>	
Does the school always scrutinise candidate's employment history and references prior to the interview?	x	x	References are collected during the process and some may arrive before interview. All are collected before any offer of employment is made.
Are concerns relating to previous employment and references followed up before the appointment is confirmed?	x	<input type="checkbox"/>	
Ensure the validity of the reference (from a senior person with authority and not a colleague)?	x	<input type="checkbox"/>	
Keep copies of documents used to verify the person's identity, right to work and the required qualifications on the personnel file?	x	<input type="checkbox"/>	
Completed an enhanced DBS and barred list check for all staff in regulated activity? (Ensure viewing the original DBS certificate)	x	<input type="checkbox"/>	
Where there is a positive disclosure on a DBS certificate, does the school/setting formally risk assess that disclosure?	x	<input type="checkbox"/>	
Ensure that a teacher prohibition order check is carried out for all teachers and anyone else who has a 'teaching' role?	x	<input type="checkbox"/>	
Ensure that declarations are received from relevant Early Years and before/after school staff (up to age eight) and their line managers that they are not disqualified under the Childcare Act 2006 and Childcare (disqualification) Regulations 2009?	<input type="checkbox"/>	<input type="checkbox"/>	NA

Gain written confirmation that the supply agency complies with 'Keeping Children Safe in Education, Sept 2018', safer recruitment statutory guidance?	X	<input type="checkbox"/>	
Check the identity of supply staff with appropriate photographic ID?	x		
Gain confirmation of the supply agency that there are no positive disclosures on the certificate and subsequently carry out your own risk assessment where there is a positive disclosure?	X	<input type="checkbox"/>	
School contractors (supply agencies, IT consultants, caterers, and cleaners etc.) give written assurances that they have appropriate policies and procedures to protect children and that staff are recruited using appropriate vetting and safer recruitment practice? <i>(whose work provides regular contact with children, require an EDBS certificate)</i>	x	<input type="checkbox"/>	
Check the identity of contractors and their staff on arrival?	X	<input type="checkbox"/>	
Check for a 128 direction for any person taking part in the management of an independent school, including academies and free schools?	X	<input type="checkbox"/>	
Follow the recommended 3 year DBS check renewal policy?	x	<input type="checkbox"/>	
Evidence of permission to work in the UK, for those who are not nationals of a European Economic Area (EEA) country?	X	<input type="checkbox"/>	
Check information about any teacher sanction or restriction that a European Economic Area (EEA) professional regulating authority has imposed, using the 'teacher services system'?	X	<input type="checkbox"/>	
Overseas criminal records checks made where appropriate?	X	<input type="checkbox"/>	

### **SINGLE CENTRAL RECORD (SCR) – (minimum requirement for staff on premises at any particular time))**

	<b>Yes</b>	<b>No</b>	<b>Evidence and/or any requests for assistance</b>
Identity checks - record names, addresses and dates of birth of all staff (Children's Centre staff, supply staff, temporary staff & volunteers) ; the required professional qualifications ; the required professional qualifications; prohibition from teaching checks; Barred list checks (Not required for supervised volunteers not engaged in regulated activity); enhanced DBS check/certificate for all staff. ( <i>Certificate number, issue date, expiry date</i> ); Right to work in the UK; Further checks on people who have lived or worked outside the UK including European Economic Area check; A 128 check for management positions of independent schools (including free schools and academies)	x	<input type="checkbox"/>	

- A template for the SCR is available from the schools safeguarding team.

<b>SAFER RECRUITMENT TRAINING</b>			
Please set out below the details of all <b>staff and governors</b> who have undertaken Safer Recruitment Training:			
<b>Position (Headteacher, Governor etc.)</b>	<b>Name</b>	<b>Date of Training</b>	<b>Training provider</b>
Principal	Dan Cundy	Sept 2016	NSPCC
Vice Principal	Kam Bains	Sept 2016	NSPCC
Assistant Vice Principal	David Bell	Sept 2017	NSPCC
HR Manager	Jacqui Collins	Sept 2017	NSPCC

*It remains a legal requirement that any recruitment panels appointing paid school staff and volunteers should include at least one person who has been trained in Safer Recruitment. Training can be booked via the Lambeth School Services website: [www.lambethschoolservices.co.uk](http://www.lambethschoolservices.co.uk).*

*Online safer recruitment training is also provided by the NSPCC: <http://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course/>*

Page 120

## ATTENDANCE/ABSENCE PROCEDURES AND CHILDREN WHO GO MISSING FROM SCHOOL

	<b>Yes</b>	<b>No</b>	<b>Evidence and/or any requests for assistance</b>
A system of first day calling when pupils are absent?	x	<input type="checkbox"/>	
Make the appropriate referral to the council's attendance team, for pupils who do not attend school for ten consecutive school days?	x	<input type="checkbox"/>	
Make enquiries to ascertain the family's whereabouts and make the child missing from education referral to the Lambeth inclusion team for pupils who do not attend school for twenty (20) consecutive school days?	x	<input type="checkbox"/>	

- *Lambeth inclusion team: [inclusion@lambeth.gov.uk](mailto:inclusion@lambeth.gov.uk); Telephone: 02079266928*
- *The LSCB's Safeguarding Children Missing from Care, Home and Education Guidance: [www.lambethscb.org.uk](http://www.lambethscb.org.uk)*
- *Legislation on off-rolling of pupils: <http://www.legislation.gov.uk/uksi/2006/1751/regulation/8/made>*



	INTERNAL
Paper title:	Governance update
Board/Committee:	UTC School Advisory Board
Date of meeting:	07 November 2018
Author:	Alexander Enibe, Clerk to the School Advisory Board
Sponsor:	Nicole Louis, Chair SAB
Purpose:	For Information
Recommendation:	The board is requested to note the governance update

## Executive Summary

Following the UTC SAB meeting on 19 September 2018, the SAB local governors have agreed the following link governors' roles:

- Beau Fadahunsi - Safeguarding
- Joanne Young - Special Educational Needs (SEN)
- Ian Brixey - Careers/ Employment engagement
- Ed Arthur - Curriculum
- Leona Ross - Parent
- Tony Roberts - Health & Safety / HR
- Vacant – Pupil Premium

## Governance update

- Link governors (discussion on priorities and focus for the year and capacity building where required)
- SBA and SAB Chairs' recruitment update
- SBA Executive Principal recruitment update

This page is intentionally left blank

South Bank Academies  
Risk Register - UTC

Area	Risk	Impact description	Probability assessment	Impact assessment	Current risk level	Mitigating actions	Previous Risk level	Owner	Last reviewed	Date for next review	Status	Change	Notes
Compliance	Inadequate level of expertise and challenge on Local Governing Body leading to ineffective local governance.	Failure to achieve mission and objectives of the School/Trust. Poor decision making and information flow. Ofsted outcomes below good.	1	3	3	Governance review complete including feedback. SAB operating, link governors in place, minutes reflect challenge mor effectively	3	Trust Board/Chair of LGB	Oct-18	Dec-18	Open	→	
Compliance	UTC not ready for GDPR requirements coming into force on May 25th	Potential fines for non-compliance	1	2	2	Policy updated and published. Online training undertaken by SLT; audit taking place internally; secured services of external Data Controller - Judicium	4	Trust	Oct-18	Dec-18	Open	↓	Internal audit of data ecosystem to be updated.
Compliance	Serious breach of health & safety regulation or disability legislation occurs	Risk of litigation and Reputational risk.	1	3	3	Policies and procedures consistent with relevant legislation. Independent audit on Health and Safety and Policies complete. Regular reports to the board. Adequate insurance cover. Site supervisor to be appointed. Internal capacity increased	3	Principal	Oct-18	Dec-18	Open	→	LSBU-led audit of H&S complete
Safeguarding	Safeguarding incident at the UTC.	Risk to reputation locally and nationally, DfE, Ofsted and HSE intervention depending on seriousness of the event.	2	3	6	DSL fully trained and on SLT/ pastoral managers trained. Audit recommendations (DfE and Lambeth) in place. All staff and governors are given safeguarding and prevent training. Network monitoring to be introduced.	6	Principal	Oct-18	Dec-18	Open	→	Safeguarding systems and procedures tighter following DfE review; subsequent DfE monitoring and Lambeth audit positive. CPOMS in place.
Finance	Changes to Funding via Government policy	Potential loss in income and threat to viability. Withdrawal of Transitional Funding. Fair Funding Formula impacts.	2	3	6	Strategic engagement with DfE and ESFA. Monitoring of Government policy, Long term forecasts monitored by LGB, Financial expertise at Operational and Trustee level. Robust system of internal controls.	6	CFO/CEO	Oct-18	Dec-18	Open	→	Climate of uncertainty with regard to longevity of UTC-specific transitional funding: no announcement post 2019-20. Uncertainty over funding formula change and implementation. Recent meeting with DfE helpful in relation to securing employer commitment.

Staffing	Failure to recruit key teaching and support staff posts. Lack of financial resource to fully staff required positions in structure.	Lack of strength in teaching leading to lower than expected outcomes from students. Lack of capacity to sustain improvements in T&L. Lack of leadership capacity. Lack of development of UTC-specific elements. Inadequate Ofsted grading leading to reputational risk.	2	3	6	Thorough recruitment programme with all relevant staff trained, comprehensive professional development. Strong Appraisal system. Competitive remuneration and career development. External validation visits to triangulate leaders' judgements and identify additional needs. Good calibre new staff recruited as replacements.	6	Principal	Oct-18	Dec-18	Open	→	Still vacancy for site staff.
Staffing	Inadequate calibre of teaching and support staff within the UTC.	Inadequate teaching and learning and student support leading to poor student outcomes. Unsatisfactory Ofsted grading leading to poor outcomes.	1	3	6	Strong internal systems; management monitoring and support; staff development programme. Strategies to retain strong staff and move on underperformers	6	Principal	Oct-18	Dec-18	Open	→	N/A
Pupils	Failure to recruit sufficient number of pupils in to Years 10 and/or 12.	Reduction in pupil led income which could lead to T&L, attainment and long term financial problems. Potential damage to the UTCs reputation.	3	3	9	Increase in trust and UTC marketing capacity & delivery and effective admissions processes. Interviews and 'keep warm' events. Monthly monitoring of student numbers. Work with secondary schools and other partners. Strong recruitment of current UTC Y11 into Y12.	9	Principal	Oct-18	Dec-18	Open	→	Student numbers 2018-19 over low estimate at 222. Financially viable in line with curriculum and staffing plan.
Pupils	Poor student outcomes.	Poor examination results could cause a reputational and financial risk. Will generate data potentially impacting on Ofsted grading. Detrimental to student futures/careers. UTC's reputation at risk.	2	3	6	Teaching and Learning constantly monitored and reported. Termly attainment reporting sent to management and pupils. Strategic intervention led by data analysis. Principal reports to local governing body. Mock Ofsted inspections and quality assurance visits.	6	Principal	Oct-18	Dec-18	Open	→	Attainment 8, basics, English, science, maths and engineering all close to or above national average. L3 engineering strong; A level performance poor. Destinations very strong.
Infrastructure	Land and Buildings are fit for purpose.	Damage to property due to poor maintenance or lack of suitable site staff could cause disruption to business continuity and cause damage to pupils learning and School reputation	1	2	3	Maintenance requirements assessed; planning in place for site support. Adequate budgets for building maintenance are provided. Support from LSBU in place.	4	Principal/Trust Business Manager	Oct-18	Dec-18	Open	↓	Currently good site support through builders during construction phase but no site team on staff; some maintenance issues to be addressed at 12 months from occupation.

<b>Infrastructure</b>	Failure to safeguard UTC assets from theft or damage by third party	Damage to building and assets. Health and safety risk to students and staff. Reputational damage and poor learning outcomes.	1	2	3	UTC has adequate security systems and budgetary allowance for upkeep and maintenance. Asset registers are monitored and audited regularly. Adequate insurance is provided.	4	Principal	Oct-18	Dec-18	Open	↓	In permanent building higher level of security both physical and system-based. Secure by Design entry and exit. Asset register and internal systems.
<b>Reputation</b>	High profile event in the school affects Trust overall	Risk to reputation nationally and locally to the school and the trust.	1	3	3	The UTC has a Critical Incident plan which is regularly assessed listing a delegation of duties in the event of an emergency situation.	3	Principal/CEO	Oct-18	Dec-18	Open	→	N/A

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

Key - Areas

Compliance

Safeguarding

Finance

Staffing

Pupil Levels

Infrastructure

Reputation

This page is intentionally left blank

	CONFIDENTIAL
Paper title:	Register of Business Interests
Board/Committee	South Bank Engineering UTC School Advisory Board
Date of meeting:	7 November 2018
Author:	Alexander Enibe, Clerk to the School Advisory Board
Purpose:	To update the School Advisory Board on declaration of Interests of the governors
Recommendation:	The School Advisory Board is requested to note

## **Executive Summary**

Under South Bank Academies Scheme of Delegation local governors are required to complete a register of their business and personal interests (including any post or office held by them), which shall be renewed annually.

Any Local Governor who has any duty or personal interest that conflicts or may conflict with his or her duties as a Local Governor shall:

- disclose that fact to the SAB as soon as he or she becomes aware of it. A Local Governor must absent himself or herself from any discussions of the SAB in which it is possible that a conflict will arise between his or her duty to act solely in the interests of the UTC or the Academy and such duty or personal interest;
- withdraw from any meeting for that item unless expressly invited to remain in order to provide information;
- not be counted in the quorum for that part of any meeting; and
- withdraw during the vote and have no vote on the matter.

The following are the declared interests of the governors. The School Advisory Board is requested to note the register, which will be published on the UTC's website.

This page is intentionally left blank



## South Bank Engineering UTC Register of Interests 2018-19

### LOCAL GOVERNORS

Nicole Louis					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
London South Bank University	University	Chief Customer Officer	May 2017		
Ian Brixey					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
Skanska UK plc	Construction	Employee	2003		
Dan Cundy (Principal)					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
None					
Joanne Young					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
King's College Hospital Foundation Trust	NHS	Contracts & Quality Manager Medical Engineering & Physics			
Natalie Ferer					

<b>Organisation with which connected</b>	<b>Sector</b>	<b>Relationship with organisation</b>	<b>As of date</b>	<b>Notes</b>	<b>Noted by LGB</b>
London South Bank University	Education	Financial Controller			
<b>Richard Parrish</b>					
<b>Organisation with which connected</b>	<b>Sector</b>	<b>Relationship with organisation</b>	<b>As of date</b>	<b>Notes</b>	<b>Noted by LGB</b>
Archbishop Tenison's Church of England High School, Croydon	Secondary School and Sixth Form	Headteacher	Sept 2005		
Wightman and Parrish Ltd	Cleaning and other supplies	Shareholder in family business	Lifelong		
<b>Ed Arthur</b>					
<b>Organisation with which connected</b>	<b>Sector</b>	<b>Relationship with organisation</b>	<b>As of date</b>	<b>Notes</b>	<b>Noted by LGB</b>
PricewaterhouseCoopers	Professional Services	Management Consultant			
<b>Tony Roberts</b>					
<b>Organisation with which connected</b>	<b>Sector</b>	<b>Relationship with organisation</b>	<b>As of date</b>	<b>Notes</b>	<b>Noted by LGB</b>
London South Bank University	Education	Deputy Director of Technician Services			
<b>Ruth Smith</b>					
<b>Organisation with which connected</b>	<b>Sector</b>	<b>Relationship with organisation</b>	<b>As of date</b>	<b>Notes</b>	<b>Noted by LGB</b>
To update at meeting					
<b>Beau Fadahunsi</b>					
<b>Organisation with which connected</b>	<b>Sector</b>	<b>Relationship with organisation</b>	<b>As of date</b>	<b>Notes</b>	<b>Noted by LGB</b>

Merton Voluntary Service Council	Voluntary	Head of Development and Funding Advice			
<b>Leona Ross</b>					
<b>Organisation with which connected</b>	<b>Sector</b>	<b>Relationship with organisation</b>	<b>As of date</b>	<b>Notes</b>	<b>Noted by LGB</b>
To update at meeting					

This page is intentionally left blank