

Meeting of the University Academy of Engineering Local Governing Body

4.00 - 6.00 pm on Thursday, 24 May 2018
in University Academy of Engineering - Trafalgar Street, London SE17 2TP

Agenda

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5.	UAE Teaching & Learning Annual Review Report	9 - 14	JT
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No. Item

Pages

Presenter

**Date of next meeting
5.00 pm on Wednesday, 11 July 2018**

Members: Nicole Louis (Chair), Natalie Ferer, Karen Fowler, Samantha Jury-Dada, Lesley Morrison, Tony Roberts, John Taylor, Zakir Matin and Veronica Allen (parent governor)

In attendance: Alexander Enibe



Create your future

**Minutes of the meeting of the University Academy of Engineering Local
Governing Body
held at 4.00 pm on Wednesday, 14 March 2018
University Academy of Engineering - Trafalgar Street, London SE17 2TP**

Present

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

In attendance

Alexander Enibe
Jason Phillipsz (item 7)
Robert Harding (items 8 and 9)

1. Welcome and apologies

The chair welcomed the governors to the meeting.

2. Declarations of interest

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

3. Minutes of previous meeting

The LGB approved the minutes of the meeting held on Wednesday, 15 November 2017.

4. Matters arising

The LGB noted agenda item 7 Self-Evaluation form from the action sheet and requested that the Principal should present it at the next LGB meeting of 24 May 2018.

5. Day 10 (Principal's Presentation)

The LGB noted the Principal's presentation on 'Day 10', which had been developed to deliver UAE's vision and promise.

'Day 10' would be the new structure of the students' timetable for participating in various projects.

The LGB discussed potential areas for collaboration with LSBU where they can provide support, which are being discussed.

The LGB requested to see further information on the Principal proposed projects.

6. **Principal's Report**

The LGB discussed the Principal's report, including the department reviews, new marking and feedback policy, which is being implemented at the school.

The LGB noted that although initial uptake of computing was high, a large number of students were dropping it as a subject for GCSE. The Principal confirmed that there is a need for a computing teacher.

The LGB noted that there are performance issues with some teachers, but this is being addressed.

The Principal confirmed that there would be a mock Ofsted review on Tuesday, 20 March 2018.

7. **Student attainment & progress**

Jason Phillipsz joined the meeting.

The LGB noted the student attainment and progress.

The LGB noted the presentation of the new formatrix system used for measuring the students' performance. The system uses DfE data and statistics to calculate results and is able to accurately determine precisely students' attainment, unlike the previous system that was based on prediction.

Students would be tested twice a year unlike the current model where they are tested every six weeks.

Some gaps in Year 10 performance had been identified.

The LGB discussed the Principal's plan for addressing students' performance.

Jason Phillipsz left the meeting.

8. **Safeguarding Report**

Rob Harding joined the meeting.

The LGB discussed the safeguarding report.

The LGB discussed the safeguarding issues which appear unique to the locality such as, domestic violence, gang culture and child exploitation and FGM (for girls) and neglect/housing. The Designated Safeguarding Lead

confirmed that safeguarding training is currently being done by staff and that they are using links with other schools and getting support from police and local agencies.

9. Preparing Students for Examination

The LGB discussed the preparations students for examinations.

Year 10 had taken mock exams in January 2018 in every subject and the results were good.

The LGB noted the Principal's proposal to use pupil premium funding to initiate tuition programs.

The LGB noted that a longer-term plan is being developed and would be discussed at the next meeting.

Rob Harding left the meeting.

10. School Risk Register

The LGB noted the school risk register.

11. Finance Management Report

The LGB noted that there was no finance management report and that the Business Manager had resigned. Natalie Ferer (Chair of Finance and General Purposes sub-committee) confirmed that the accounts are being prepared and would be available in two weeks and be circulated to the LGB.

The LGB noted that there are temporary staff helping with the SBA finances, and that training is being provided to the staff at the schools to ensure that accounting records are kept properly.

12. Governors visit

The LGB noted the Governor visit reports from Natalie Ferer and Steve French.

13. Update from MAT

The Chair of the LGB informed the LGB that he would be standing down as the Chair and CEO of SBA at the next SBA Board meeting on 22 March 2018. The Chair thanked the LGB for their support and commitment to the schools. The LGB thanked the Chair for setting up the schools and wished him well.

14. Reports from subcommittees

The LGB noted the reports from the subcommittees.

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

Confirmed as a true record

..... (Chair)

**UNIVERSITY ACADEMY OF ENGINEERING LOCAL GOVERNING BODY - WEDNESDAY, 14 MARCH 2018
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	Self-Evaluation form being done as part of the school improvement cycle, to be presented at the LGB meeting of 24 May 2018	24 May 2018	John Taylor	on agenda
5.	Day 10 (Principal's Presentation)	The LGB requested to see more information on what the Principal is planning in relation to 'Day 10' projects for students		John Taylor	verbal update
7.	Student attainment & progress	The LGB requested that the Year 7, 8 and 9 attainment data should be circulated to the LGB instead of progress data		John Taylor	on agenda
9.	Preparing Students for Examination	The LGB requested to see the Principal's plan for addressing students' poor performance in order to be proactive rather than being reactive. The LGB requested to have on agenda and discuss a 5 year plan, which is also linked to the Trust plan in the next meeting of 24 May 2018.	24 May 2018	John Taylor	to clarify
10.	Finance Management Report	Natalie Ferer to circulate the financial management accounts as soon as it becomes available		Natalie Ferer	on agenda

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**University Academy of Engineering South Bank
Teaching and Learning Review**

Headteacher: John Taylor
Reviewer: Philippa Ollerhead
Date: 20th March 2018

Summary of key findings:

Strengths and improvements since the Ofsted inspection:

- The current headteacher has made a resounding impact on teaching and learning, providing the architecture for his senior leadership team to move the school forward.
- Marking and assessment are vastly improved; the assessment system has been designed with teacher workload management in mind. The infrastructure is now in place to ensure this system is being consistently applied in all teaching areas.
- The quality cycle is also much improved, the Headteacher has devised a thorough and robust annual quality monitoring cycle which will ensure that Departmental Heads are being held to account for outcomes and any areas of poor practice are picked up quickly.
- The safeguarding team has been further enhanced, safeguarding and pastoral care in the school are now outstanding.
- Attendance, although below the national average, is well managed. The school are utilising all possible interventions to improve persistent absence.
- Behaviour for learning has improved further, students are now engaged and learning in all lessons observed.
- Teaching practice and pedagogy has improved; questioning and pace are much improved in most areas observed.
- Plans are in place to further improve social awareness and enrichment from September 18 onwards.
- The careers programme is now well developed, all Year 10 pupils have had a one to one careers interview.
- Students continue to be inspiring, the bond and trust between staff and students is "something special" and must be maintained at all costs.
- The academy should now think about sharing their behaviour management and pastoral care philosophy with other schools. Inner city schools would benefit from the experience and expertise that the academy has developed over the last 4 years.

Areas of further improvement:

- Recent assessment has identified that predicted outcomes for Year 10 pupils are on the high side – action has been taken swiftly to fill gaps in student knowledge.
- The next step with teaching and learning is to begin to differentiate. The reviewer recommends introducing a strategy to differentiate resources across the school to enable stretch and challenge over 3 levels (standard – pushing yourself – aiming high).
- Computer Science continues to be weak (and difficult to recruit to). Senior leaders must focus resources on improving teaching in this area.

Effectiveness of leadership and management:

Strengths:

- The new headteacher has made rapid progress taking the school from “Just Good” to solidly good moving towards outstanding in some areas.
- The standard of teaching observed in lessons was consistently good, with excellent pace and much improved questioning.
- The headteacher has created an architecture to enable the competent and experienced senior leadership team to make improvements in each of their responsibility areas.
- The headteacher has implemented a “best practice” approach to quality management, establishing a cycle of activity that ultimately holds departmental heads to account for their progress data and eventually their achievement data.
- Student behaviour during movement time, on corridors and at lunchtime has improved since my last visit.
- Safeguarding and pastoral care go from strength to strength and with the increased staffing capacity are now outstanding.
- Leadership are taking swift action when lesson observations, progress data and student feedback highlight teachers who need to improve.
- The new behaviour management strategy has been received well by the students on the whole; this is undoubtedly due to the trust that the staff have already built with the students.
- Senior leaders are ambitious to make the academy a learning school in which CPD is valued and used to the best advantage of the students.
- Provision for SEN and pupil premium is good, the pupil premium statement on the academy website is excellent, highlighting the impact the funding has had on student outcomes.
- Careers education has been improved and will be further enhanced from this September, meeting statutory requirements from Year 10 onwards.

Governance:

Unfortunately governors did not attend for the meeting scheduled within the review so the reviewer is unable to comment on any improvements to the functionality of the governing body at this time.

- The “Multi-Academy Trust” does not currently facilitate creating economies of scale, sharing of subject expertise and joint CPD across both the UTC and the Academy. The Trust should be supporting the schools to find economic solutions and work together more effectively.

Actions to improve:

- The senior leadership should now focus on embedding recent changes in behaviour management and teaching and learning to ensure that strategies are consistently applied across the school.
- Differentiation should now be introduced to ensure stretch and challenge for all students.
- Plans in place to improve enrichment and social awareness for students should be implemented during the next academic year and tracked to monitor their impact.

Quality of teaching, learning and assessment**Strengths:**

- Teachers have higher expectations of students' behaviour than the last time I visited the school and students have high personal expectations for themselves.
- Assessment has been internally moderated and adjusted down; the academy has developed a strategy to fill gaps in knowledge for Year 10 students.
- Teaching assistants provide good, targeted support.
- Senior leaders are supportive during lesson time, patrolling the corridors and intervening and support if behavioural issues arise.
- Teaching aspirations and pedagogy have improved which has resulted in improved pace and questioning.
- Learning is clearly taking place in most lessons.

Actions to improve:

- Introduce differentiation to all lessons for all subjects.
- Take swift action in computer science to teaching, learning and assessment.

Personal development, behaviour and welfare

Strengths:

- The safeguarding and pastoral care team has been increased; this area of the school is now outstanding.
- Safeguarding procedures are fully compliant across the school.
- The PHSE programme is excellent and covers all statutory topics plus mental health.
- Students feel safe in school and are proud that bullying does not happen.
- Students are articulate, respectful and support each other.
- The introduction of student ambassadors is a triumph for an inner city school; this initiative would not have been successful without an underlying trust between the staff and students.

Actions to improve:

- The plans for Day 10 will improve the enrichment and social awareness programme that the academy offers to the students. Leadership should work to implement this successfully and carefully monitor the impact.
- Attendance is still slightly below the national average, although strategies to improve attendance are robust and consistently applied, leadership should continue to aim for on or above national average.
- Students in the "student voice" interview commented that rewards for P1-3 were not as good as they could be. They felt that students who were very good got rewarded and those that were naughty were dealt with, but more could be done to reward consistently good students on a more frequent basis.

Outcomes for students:

The school has yet to generate any externally validated outcomes for KS4. Internal predictions have recently been adjusted down and strategies are in place to fill gaps in student knowledge in preparation for formal examinations in the summer term of 2019.

My observation of learning and books leads me to feel that core and STEM subjects are being taught well and learning is taking place. Any gaps are being quickly identified and I am reassured and confident that the academy will achieve good results for Year 11 next summer.

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Lambeth Schools Partnership

SCHOOL IMPROVEMENT ADVISER REPORT

School	UEA Southbank
Headteacher	John Taylor
School Improvement Adviser	Rachael Norman
Dates of visit	Autumn: 7/11/17 Spring: 27/03/18 Summer:



Autumn 2017

A1. Outcomes for pupils (2017, within the context of the last 3 years and reference to significant groups)

There is currently a degree of uncertainty about the accuracy of current progress data and the academy's assessment and tracking systems are under review. At the moment data is entered on the system by staff every 6 weeks and students from year 7-10 are assigned a GCSE 1-9 grade. This data shows that 66% of students are making better or expected progress towards their targets (42% green, 24% amber and 34% red) which is probably not an accurate picture. The school is also reviewing its target setting systems and may adopt FFT or a similar system after researching the various options that are available.

The new assessment system will separate formative and summative assessment and there will be 2 summative assessment points per year which will be formally reported to parents and governors. The academy is exploring various approaches to formative assessment and will have some non-negotiables within the system but there will also flexibility for departments to design an approach that is tailored to the specific requirements of their subject. Clear mechanisms will need to be devised to ensure that there is robust quality assurance of assessment in the new system.

Baseline data is currently a mixture SATs, CATs and teacher professional judgement based on work in books. This system is under review.

Once the new system is in place, the academy will be able to capture accurate assessment data and identify trends and patterns as well as tracking the progress of key groups and individuals and putting targeted interventions in place to address underperformance.

At the start of the Spring term, all of year 10 will take a formal exam which will assess topics covered thus far but will be unseen by teachers in advance. Rob Harding is leading on this and is using PIXL and other external providers to facilitate the process. This will enable the Academy to capture crucial, accurate current GCSE data for year 10.

A2. Quality of teaching, learning and assessment

The Principal and the SIA undertook a learning walk.

History year 7:

Expectations of behaviour were clear on the PowerPoint slide and being adhered to. There was clear challenge built into the lesson with the use of a "distinction" column within the assessment criteria. A system of "one page" marking is being trialled which identifies common errors and

misconceptions after reading all students work. A one page feedback sheet is then stuck into books which pinpoints the areas for improvement that apply to each individual and requires follow up actions such as redrafting to improve work and lead to progress. The Head of Humanities is in the process of devising a new marking system/policy and writing the marking section of the academy development plan. English might use a comparative marking system “no more marking”.

Spanish year 9:

The lesson was well pitched and there were clearly high expectations of all students. There was an insistence on high quality responses, for example the teacher asked for an adjective and one was offered to which he replied “too easy who can give me another”. He then went on to ask for an antonym of that word. The teacher was modelling excellent use of vocabulary for the students for example he used the word “loquacious” during his explanation. Behaviour for learning was excellence. Books were either not marked at all or had only been marked once since September.

Science year 8:

The lesson was focussed on “collecting acoustic data”. Books had only been marked once this term and then not marked again since the 19th September. Work was poorly presented and badly set out in several books because the students were not having their work regularly checked. Biology books for another class were looked at and while these were marked more regularly and good feedback was provided, it was rarely responded to by students so the impact on progress was negligible. The marking for literacy policy was being used but corrections were not being made.

Product Design year 12:

The students were working on their individual projects and researching and designing their own lamp. They had produced mind maps, mood boards and client questionnaires as part of their evidence. They were all engaged and focussed and spoke articulately about their projects. There was a studious atmosphere in the lesson.

English year 7:

The students were working on PETAL paragraphs to write about the character of Lady Macbeth. There was insufficient challenge in the lesson as students could opt to copy the teacher example and just add one sentence of their own analysis rather than using the model to write their own paragraph. There was no marking evident in books at all and the progress trackers stuck into the front of books were blank.

Drama:

There was no teaching going on in Drama but we looked at the books and spoke to the teacher. Books in this subject were exemplary. They were all marked regularly and with diagnostic feedback that students had routinely responded to. The teacher had used a variety of assessment sheets and frameworks to reduce the marking workload but these also contained written WWW and EBI individual feedback notes for each student. The teacher was following the literacy marking policy and was using a system of colour coded worksheets to show whether assessment was teacher, self or peer. Every lesson the starter activity contains DIRT time and additional questions for students, so response to marking time was routinely built into lesson planning and was having a clear impact on progress over time as a result. In GCSE lessons, each student receives individual feedback based on assessment criteria and they also swap books to check the quality of green pen responses. The

Drama teacher does her own baseline testing for year 7 at the end of the first module. In year 9 there are 23 students and in year 10 there are 21 students showing this is a popular subject.

Maths year 10:

Books have not been marked at all. The students told me that they are used for notes and are therefore not marked by the teacher who marks assessments instead. This was the same in the lesson being taught by the Head of Maths.

The Principal is creating a professional learning community among the staff and there is a drive for the academy to become an evidence based practice institution. Staff were asked to recommend books for the professional development library and these have all been purchased; there are further plans for book groups to read a common text and then discuss the implications for their practice.

A3. Effectiveness of leadership and management

There are 509 students on roll in years 11-10 and 58 in the sixth form.

52% of students are eligible for the pupil premium.

There are 5 students with a statement or EHC plan.

15% of the intake are LA, 67% are MA and 18% HA.

9 members of the teaching staff left at the end of the last academic year and 18 new teachers started in September including the new Principal. 6 non-teaching staff members left and 11 started in September.

The Academy had an Ofsted Inspection in March 2017. The report identified the following areas for improvement:

What does the school need to do to improve further?

- Develop the quality of teaching and learning to enable the school to achieve its ambitious targets by making sure that:
 - all groups of pupils, including the most able, are fully challenged to make even better progress in subjects
 - changes made to improve the teaching of literacy skills are fully developed.
- Ensure that as the school expands, pupils in all key stages access clear and impartial careers advice and guidance that prepare them well for the next stage of their education.
- Ensure that pupils have appropriate access to a range of social experiences that increase their cultural awareness in preparation for the next stage of their academic lives.

A very rigorous development plan is in the process of being written which addresses the key areas identified for improvement by Ofsted in addition to a range of other objectives and actions. Each

section of the plan is being written by a key leader so they have clear ownership of the plan and there is a model of distributed leadership at the Academy.

Key priorities:

- 1) **Key stage 4 outcomes** including monitoring and interventions: this is key for the academy as it is imperative that they capture reliable current data for GCSE groups and track progress more accurately and effectively.
- 2) **Key stage 5 outcomes:** Another key area as the academy needs to develop a “culture of learning” in the sixth form. From January, Meirion Lewis will take over the role of Head of Sixth Form and is leading on this area of the plan. There is currently significant underachievement in year 13 so this is a key priority requiring urgent action.
- 3) **Quality of teaching:** There is a clear need for the quality of teaching and marking to be consistently good or better across the academy. In order to achieve this, a teaching and learning development cycle has been created by Annette Moses. This is based on 2 pillars: PM cycle and departmental reviews. It is a rigorous system of monitoring and evaluation and will lead to rapid improvements where they are required. Departmental reviews will take place in January 2018 (in future these will take place in December). A learning walk cycle is currently being drawn up. Part of the review process involves evaluating the capacity of middle leaders to accurately self-assess and identify areas for improvement in their areas of responsibility. It is currently difficult to make an accurate judgement about the quality of teaching across the school due to lack of evidence. The quality of delivery appears to be largely good but impact is hard to assess at this point due to lack of marking (so not enough progress over time evident in books) and issues with the accuracy of the current data. There is clearly a need for significant and rapid improvement in the quality of marking in books which has not improved since the last SIA visit and work sample. Basic expectations about the frequency of marking need to be made clear to all and adhered to.
- 4) **Assessment, tracking and reporting:** This is a key area as the current assessment model relies heavily on summative judgements and formative assessment is not developed so is having insufficient impact on progress. There has been grade inflation in some areas and slow progress of some groups and individuals, especially the more able, across the academy.
- 5) **Behaviour for learning:** this is a strength at the Academy and the Principal is undertaking a restructure of student services which will enhance this further so there is greater capacity to support increased student numbers as the academy grows. The vertical tutoring system is working well at present. The new student services model will provide greater value for money and current roles will be enhanced to include social responsibility (community projects both in and out of the academy) and trips and educational visits to encourage ambition and increase opportunities for the acquisition of cultural capital.
- 6) **SEND restructure:** The academy is moving to a model of HLTAs who will be experts in different areas. There will be some in class support but most support will be done through withdrawal to work with individuals and small groups which will have high impact. The 12 agency staff currently employed by the school will be restructured. A significant amount of training will be required as part of this change.
- 7) **Ambition:** this includes educational visits, a programme of guest speakers and improved careers advice and guidance. The SIA recommends that the academy aims to achieve the Investors in Careers Quality Mark as this will help them to structure this work and provide clear, measureable outcomes.

- 8) **Oracy:** Working in partnership with Voice 21 to ensure that students across the academy have high standards of articulacy
- 9) **Community projects:** the academy has engaged the PFA and Community Southwark
- 10) **Curriculum:** The curriculum is under review and the academy is exploring various models. It is likely that the academy will adopt a knowledge based curriculum and a mastery model that suits mixed ability teaching. There will also be some project based learning but this will run as a separate strand and will be constantly reviewed to ensure it is having demonstrable impact on progress and that there is sufficient rigour built into lesson planning. A greater level of challenge will be brought in and the academy is endeavouring to ensure greater levels of active engagement in lessons rather than just securing passive compliance. An engagement lesson observation log taken from “Leadership Dialogues” is being used to assess current levels of engagement among students. Google classrooms is going to be introduced. Through the new curriculum students will have greater agency and decision making power over their learning journey. There will also be a greater emphasis on literacy across the school.

In addition to the SDP, a range of RAPs will be written to secure rapid improvement in key areas such as Computing.

Safeguarding at the Academy is compliant and effective as verified by Ofsted in 2017. A full safeguarding audit will also take place this term to identify any further areas for improvement to ensure that there is a culture of vigilance at the academy and that there is outstanding practice in this area.

A4. Personal development, behaviour and welfare

Behaviour for learning throughout the school is very good. A new system of managing behaviour during lesson changeover and in social spaces has been put in place to good effect and the academy is a calm, peaceful and orderly place.

The total number of incidents of poor behaviour has reduced by 11% compared to this time last year. The ratio of rewards to sanctions is 5:1 which is clearly having an impact and creating a positive learning atmosphere in which students are engaged.

The number of behaviour incidents in year 8 is a concern for the academy as it is 14% higher than the next highest year group. Key year 8 students have been assigned learning mentors by student services to offer them additional support and parental contact has been made. Low level disruption to lessons is rare and the majority of behaviour points are given for “persistent failure to follow instructions”.

Since September there have been 5 fixed term exclusions for a total of 17 days. Internal exclusions have increased by 7% compared to this time last year and SEND students are disproportionately represented in this data (65% of students who have been internally excluded thus far this year have SEND). This is something that the academy has identified as an issue and is addressing as these are largely year 7 students and they will be starting a 4 week transition programme with a specialist

curriculum as a result. Rates of internal exclusion at the Academy remain lower than some neighbouring schools.

Whole school attendance is 94.60%. A new and more experienced attendance officer has recently been employed to try and improve this. Attendance of students with SEND is 89.58%, which is partly attributable to medical appointments. Attendance of FSM students is 93.82% so a new target has been set of 97% and an action plan is in place to support PA students (of which many are also PP). PA figures are too high at 14%.

Spring 2018

SP1. Outcomes for pupils. current school progress data (include proportions of pupils making expected and exceeding expected progress and performance of groups)

70% of students are currently on track to make expected progress in years 7-10. Currently year 10 P8 is -1.40 and A8 is 31.93. Current year 13 value added for academic subjects is +0.40 (A-Level only based on 21 A-Levels taken by 13 students according to the DfE ready reckoner).

There are 98 students in year 10 (68 boys and 30 girls).

	A8	P8
English	6.86	-1.59
Maths	6.2	-1.38
Ebac	9.95	-0.8
Other	8.92	-1.98
Overall	31.93	-1.43

	Students	Percent
5A*-C	32	32.65%
Inc EnMa 4+	25	25.51%
Inc EnMa 5+	7	7.14%
5 grade 5+	13	13.27%
In EnMa	7	7.14%

- Students are -1.43 grades below their final GCSE outcome expected grades which is a difference of 0.5 grades from where they should be according to the old target setting model. This suggests that grades were being overestimated using the previous flight path model.
- The number of strong passes in maths is below expectation
- Students with high prior attainment are not making as much progress as other groups and this becomes more pronounced in the older year groups
- Students in year 10 are making significantly less progress than all other year groups and the trend continues down the school
- Girls are making significantly more progress than boys in most subjects in years 7, 8 and 9 and there is a significant gender gap in favour of girls in Science, English and Humanities, however boys are doing better than girls in maths

- The number of standard and strong passes in Spanish is low as a result of the mark scheme that was used to grade the unseen papers so these results are not a reliable indicator of final outcomes. This result would be higher if other components (not just writing) had been included
- Transition matrices identify which students need interventions and this programme is being coordinated effectively by a member of the SLT
- Pupil premium students (who comprise 47% of the total cohort) are making less progress than non-pupil premium students across all year groups. PP students achieved 1/3 grade less than non PP

Data for years 7-9 is still based on the old assessment system which raises issues about accuracy but despite this there are some key trends emerging.

- Progress of PP students has fallen below that of non PP for the first time in all year groups. The leadership team feel that this is due to the changes in the assessment model which have exposed this as an issue. There is some overlap between PP students and other groups such as BCRB and WBRI
- Year 7 students have not made a good start in core subjects
- Progress is weaker in performing arts subjects
- Student progress in year 7 is better than that of other year groups and there is a cumulative decline. Year 8 students appear to be making better progress than year 9 students and year 9 students appear to be making better progress than year 10 students
- Girls do well in comparison to boys in years 8 and 9 and are in line with boys in year 7
- Year 9 progress in English has declined but has improved slightly in maths
- More able students are making less progress than their middle and lower ability peers which suggests there may be an issue with lack of stretch and challenge. Low ability students make more progress than other groups
- The progress of SEND students is an ongoing concern

Areas for improvement include:

- Increasing the scope of interventions programmes for year 10
- Developing reliable assessment and tracking systems for years 7-9
- Addressing underperformance of specific teachers, subjects and groups of students in years 7-9

A comprehensive interventions programme has been devised for year 10 and this is being led by a member of the SLT. Following the most recent set of exams a mock results day was held as well as parent information sessions. Students have taken part in a “droptions” process, during which they dropped one of their 11 GCSE subjects to enable the school to increase the amount of curriculum time available to teach other subjects. All students have also opted for either double or triple science, they have made this decision for themselves as one of the academy priorities is to ensure that students have genuine agency. Following this process, the whole school timetable was re-written and science now has more curriculum time and all option subjects have at least 3 hours per week.

Interventions are based on question level analysis following unseen examinations and are topic based. All interventions are based on pupil level needs rather than being targeted at particular groups of students. They take place for one hour after school on Tuesdays, Wednesdays and Thursdays (and some on Fridays but that is optional rather than directed time for teachers). Thus far this term, attendance at intervention sessions has been over 100% as they have been attended by those students who have been targeted as well as others who have attended voluntarily.

Interventions in English, maths, science music, history, geography and computer science started in February and after Easter this offer will be widened to include Spanish, engineering, drama, dance and PE. The impact of these interventions will be measured through results from summer examinations and their effectiveness will be reviewed after that.

The next step is to look into sourcing high quality 1:1 tuition for a key group of 20 students (those who are furthest away from the Ff20 end of year 11 targets) which may be from Fleet tutors or Winchmore, but the emphasis is on recruiting tutors who are high quality and can forge strong relationships with students in the longer term.

Interventions are quality assured by SLT line managers and each interventions teacher has submitted a written curriculum plan to the SLT which have been checked against question level analysis data to ensure they are addressing the right knowledge gaps.

Subject teachers also need to ensure they maintain a strong focus in lessons on explicit teaching for the specific demands of each question and examination technique as much as content.

SP2. Quality of teaching, learning and assessment

There has been a move away from a summative assessment system to a more formative approach in year 10 and years 7-9 will be moving to the new system in the summer term. All staff have had professional development sessions to support them in developing their formative assessment techniques. The school has moved from 6 to 2 data drops per year, one in January and the other towards the end of the summer term.

From September 2018 the school is moving from a 3 year to a 2 year KS4 but there will be a soft approach to this with some subjects opting to start KS4 in year 9.

Marking reviews were undertaken in November 2017 across all departments and these highlighted a need for a change in policy. A new marking policy has been developed and implemented by the Head of Humanities (all good middle leaders have been given a whole school responsibility for which they will receive an end of year bonus provided they have contributed to the whole school development plan). The new marking policy requires light marking at least every 6 lessons (marking for literacy and presentation and acknowledgment marking) and developmental marking at least once per half term.

The policy is very clear and contains a rationale, clear aims and expectations around the process of marking. Light marking and developmental marking are clearly defined and in the development of

the policy there has been a focus on high impact/low workload techniques. The appendices contains 7 clear examples of effective marking in different subject areas. Professional development sessions have been provided in order to train staff in the implementation of the new policy and to ensure that expectations are clear. Departments have been given ownership of the process as the policy is flexible and enables different curriculum areas to develop marking models that are tailored to the specific needs of their subjects. This will also lead to stronger accountability for the quality of marking within departments.

SIA/Principal learning walk:

Year 8 Design Engineering: effective use of the engagement for learning policy was leading to strong engagement and behaviour. Questioning needs further development and other aspects of teaching require further improvement. The lesson was very teacher led, which isn't in itself an issue, but as a result of this not all students were active participants in the lesson and were not necessarily making the progress of which they were capable as a result.

Year 8 Design Engineering: Students were working in silence on their Easter box designs on lap tops. Each of them had received clear peer feedback on their nets and they were improving their work in response to this. It was clear that feedback provided had been precise and students knew what their next steps were. Behaviour of all students was excellent.

Year 7 English: this lesson was a cause for concern in terms of extremely low expectations, low level tasks and lack of response to marking. Behaviour was very good. This teacher is leaving the school soon.

Year 10 English: Students were doing an assessment. Excellent marking was seen in books including marking for literacy even on student notes. Good use was made of the literacy top tip stickers. Excellent marking is not always having the impact it could on student progress as students are not routinely responding to it so corrections and re-drafts are not being done and additional questions are not always answered. The teacher needs to ensure she is building sufficient response to marking time into her lessons so the impact of her excellent marking is maximised.

Year 10 maths: this was a split class, students were working in silence while completing their assessments

Year 7 maths books: these were sampled and whilst consistent use was being made of feedback sheets there is a need to refine student comments as these are often not specific and include such phrases as "I need to get a higher grade". Do students understand exactly what they need to do to "get a higher grade" or do they need some further training in how to articulate this in response to marking?

There was no light marking evident in any maths books that were seen so mistakes are not picked up between assessments and presentation in some books is very poor and is not being addressed. Assessments are diagnostically marked and common misconceptions sheets are being used following question level analysis but there is a need for regular light/acknowledgement marking between assessments across the maths department, not least so that they are complying with the school policy.

Since the last SIA visit there have been significant improvements in the quality and quantity of marking and feedback in books and in behaviour for learning across the school. Presentation of work has also improved significantly. A lot of work has been done to ensure greater consistency in marking and feedback but there are still some areas of inconsistency and particular next steps

might include improving the quality and quantity of student response and ensuring light marking is taking place in all subjects including maths.

SP3. Effectiveness of leadership and management

Each department has written their own SEF and departmental improvement plan. The SLT have read all these plans in detail and have provided feedback to Heads of Department.

Department reviews have taken place this term. The reviews are conducted via a rigorous process which includes 2 members of the SLT observing every teacher for a minimum of 30 minutes, a student panel, a marking and feedback review and discussions with the Head of Department as well as additional scrutiny of the SEF and the DIP. Verbal and written feedback are given to the Head of Department and all teachers receive verbal and written feedback following their observations. Feedback to Heads of Department focusses on leadership and management, quality of teaching, engagement for learning and marking and feedback.

A summary of the outcomes of the departmental reviews was written in March. Key findings include:

- A need for Heads of Department to review and re-write their DIPs to address any issues identified in the review. Updated DIPs will be presented to the Principal in a meeting after Easter with the Head of Department and their SLT line manager. Heads of department will then be responsible for implementing actions as part of their appraisal targets
- The majority of teaching across the academy is strong and only 4 teachers have aspects of their practice that require improvement. Each of these teachers will be put on a support plan after Easter which will be tailored to meet their specific needs and after an agreed time the Principal will re-observe them with a view to moving to formal processes if/where necessary
- Engagement in lessons is strong and the new engagement for learning policy has had a positive impact. Some teachers need further support to ensure they are applying the policy consistently so that it becomes embedded in their practice and a member of the SLT is monitoring this
- Marking and feedback have improved since the last SIA visit but there is still some inconsistency in practice and not all subjects are complying with the new marking policy (see learning walk feedback). The SLT are already aware of this and follow up marking reviews for some departments and individual teachers will be taking place to address it
- Not all subjects are setting regular/good quality homework, this will be addressed through the adoption of an online learning platform
- There is still a lack of challenge in some lessons and outcomes data for more able pupils shows that this is having a detrimental impact on their progress. The school's curriculum development programme which will run through the summer term will address this and further CPD will be provided on teaching and learning strategies to provide more challenge for the more able. The Principal is leading a curriculum development programme INSET day on Thursday 29th March and knowledge organisers will be used to map key content. Key questions to be answered include:

- What are we teaching?
- Why are we teaching it?
- How will we know they've learned it?
- How do we teach it?

The Principal has implemented several changes since his arrival at a rapid but realistic pace and these have already had demonstrable impact with some aspects of the academy, such as behaviour for learning, being transformed very quickly as a result. He has evaluated standards at the school accurately and his judgements are verifiable and triangulated. He has a clear understanding of what the school needs to do to improve and his actions are targeted and precise. The UAE school development plan is updated on a regular basis and the SEF is a work in progress. The development plan is strategic and detailed and covers all key elements that the school needs to improve with clearly defined outcomes and milestones. In order for the SEF to complement this document it might be helpful to add a continuum so that leaders can judge precisely where the school is on the journey from good to outstanding – this would be a more nuanced approach which would reflect the other detailed documents the Principal has produced to facilitate school improvement.

SP4. Personal development, behaviour and welfare

The new engagement for learning policy has had a significant impact on behaviour for learning throughout the school. During the learning walk undertaken by the SIA and the Principal, no off task behaviour was observed and the new system was being used consistently and effectively. Student behaviour was excellent in all lessons. The number of achievement points issued far outweighs the number of behaviour points which is a testament to the positive learning culture that has been created through the new policy.

From September 17 to March 18 there have been 29 fixed term exclusions (for a total of 75 days) and 1 permanent exclusion. The school evaluates itself as good for out of class behaviour rating and outstanding for in class engagement in learning. The SIA would concur with the accuracy of this evaluation based on her recent visit and observations. Behaviour in the internal isolation room was very good and students were working in silence.

Attendance is currently 93.69% but this is being skewed by year 12 and year 13 attendance figures.

	Attendance
Year 7	95.72%
Year 8	94.45%
Year 9	94.42%
Year 10	94.75%
Year 12	86.63%
Year 13	83.27%
Overall	93.69%

There is an issue with persistent absenteeism at the school which is being tackled appropriately by the newly appointed attendance officer and the Southwark EWO but rates currently remain high:

	PAs
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Year 7	11
Year 8	20
Year 9	19
Year 10	17
Year 12	17
Year 13	10
Overall	94

Summer 2018

General updates
SU1. Outcomes for pupils: current school progress data (include proportions of pupils making expected and exceeding expected progress and performance of groups)
SU2. Issues arising from the data
SU3. Quality of teaching, learning and assessment
SU4. Effectiveness of leadership and management

SU5. Personal development, behaviour and welfare**SU6. Effectiveness of Early Years provision/16 to 19 study programmes****SU7. School priorities 2017-18****SU8. Agreed support 2017-18****Headteacher's SEF Judgements:**

	Autumn 17	Spring 18	Summer 18
OVERALL EFFECTIVENESS	2	2	
Pupil outcomes	2	2	
Teaching, learning and assessment	2	2	
Effectiveness of leadership and management	2	2	
Personal development, behaviour and welfare	2	2	

Autumn 2017

Date	7/11/17
SIA	R. Jemau
Local Authority Officer	
Spring 2018	
Date	
SIA	
Local Authority Officer	
Summer 2018	
Date	
SIA	
Local Authority Officer	

Question prompts based on the Ofsted framework (updated 23rd August 2016)

OVERALL EFFECTIVENESS

- What is the quality of teaching, learning and assessment?
- Are all key judgements good or outstanding? One of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
- Does the school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enable pupils to thrive?
- Is Safeguarding is effective?

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

- Have leaders and governors created a culture that enables pupils and staff to excel. Are they committed unwaveringly to setting high expectations for the conduct of pupils and staff?
- How would you judge the quality of relationships between staff and pupils?
- Do leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. Are they uncompromising in their ambition?
- Have the school's actions secured substantial improvement in progress for disadvantaged pupils. Is Progress rising across the curriculum, including in English and mathematics?
- Do Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Do Governors shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally?
- Do leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. Do they use this to keep the school improving by focusing on the impact of their actions in key areas?
- Do leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement?
- Is teaching highly effective across the school?
- Do staff reflect on and debate the way they teach? Do they feel deeply involved in their own professional development?
- Have leaders created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils?
- Does a broad and balanced curriculum inspire pupils to learn?
- Does the range of subjects and courses help pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning?
- Are pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, at the heart of the school's work?
- Do leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour? Do leaders, staff and pupils tolerate prejudiced behaviour?
- Is safeguarding effective? Have leaders and managers created a culture of vigilance where pupils' welfare is actively promoted. Are pupils listened to and do they feel safe? Are staff trained to identify when a pupil may be at risk of neglect, abuse or exploitation and do they report their concerns. Do leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan?
- Do leaders' work to protect pupils from radicalisation and extremism? Do leaders respond swiftly where pupils are vulnerable to these issues? Does high quality training develop staff's vigilance, confidence and competency to challenge pupils' views and encourage debate?

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

- Do teachers demonstrate deep knowledge and understanding of the subjects they teach? Do they use questioning effectively and demonstrate understanding of the ways pupils think about subject content? Do they identify pupils' common misconceptions and act to ensure they are corrected?
- Are lessons planned effectively, making maximum use of lesson time and coordinating lesson resources well? Is pupils' behaviour managed effectively with clear rules that are consistently enforced?
- Do teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely? Do they introduce subject content progressively and constantly demand more of pupils? Do teachers identify and support any pupil who is falling behind, and enable almost all to catch up?
- Do teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support?
- Do teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills? Do pupils use this feedback effectively?
- Do teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come?
- Do teachers embed reading, writing and communication and, where appropriate, mathematics well across the curriculum, equipping all pupils with the necessary skills to make progress? For younger children in particular, is phonics teaching highly effective in enabling them to tackle unfamiliar words?
- Are teachers determined that pupils achieve well? Do they encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work? Do teachers have consistently high expectations of all pupils' attitudes to learning?
- Do pupils love the challenge of learning and are they resilient to failure? Are they curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills? Do they thrive in lessons and regularly take up opportunities to learn through extra-curricular activities?
- Are pupils eager to know how to improve their learning? Do they capitalise on opportunities to use feedback, written or oral, to improve?
- Are parents provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected? Are parents given guidance about how to support their child to improve?
- Are teachers quick to challenge stereotypes and the use of derogatory language in lessons and around the school? Do resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience?

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

- Are pupils confident, self-assured learners? Do their attitudes to learning have a strong, positive impact on their progress? Are they proud of their achievements and of their school?
- Do pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view?
- In secondary schools, does high quality, impartial careers guidance help pupils to make informed choices about which courses suit their academic needs and aspirations? Are they prepared for the next stage of their education, employment, self-employment or training?
- Do pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life?
- Do pupils value their education and rarely miss a day at school? Are any groups of pupils disadvantaged by low attendance? Is the attendance of pupils who have previously had exceptionally high rates of absence rising quickly towards the national average?
- Does pupils' impeccable conduct reflect the school's effective strategies to promote high standards of behaviour? Are pupils self-disciplined? How common are incidences of low-level disruption?
- For individuals or groups with particular needs, is there sustained improvement in pupils' behaviour? Where standards of behaviour were already excellent, have they been maintained?
- Do pupils work with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying?

- Do staff and pupils deal effectively with instances of bullying behaviour and/or use of derogatory or aggressive language?
- Does the school have an open culture that actively promotes all aspects of pupils' welfare? Are pupils safe and do they feel safe at all times? Do they understand how to keep themselves and others safe in different situations and settings? Do pupils trust leaders to take rapid and appropriate action to resolve any concerns they have?
- Can pupils explain accurately and confidently how to keep themselves healthy? Do they make informed choices about healthy eating, fitness and their emotional and mental well-being? Do they have an age-appropriate understanding of healthy relationships and are they confident in staying safe from abuse and exploitation?
- Do pupils have a good understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites?
- Does pupils' spiritual, moral, social and cultural development equip them to be thoughtful, caring and active citizens in school and in wider society?

OUTCOMES FOR PUPILS

- Throughout each year group and across the curriculum, including in English and mathematics, do current pupils make substantial and sustained progress, develop excellent knowledge, understanding and skills, considering their different starting points?
- Does the progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll match or is it improving towards that of other pupils with the same starting points?
- Are pupils typically able to articulate their knowledge and understanding clearly in an age-appropriate way? Can they hold thoughtful conversations about them with each other and adults?
- Do pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age? Do pupils in Year 1 achieve highly in the national phonics check?
- For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, is progress above average across nearly all subject areas?
- How many CLA do you have? Are they making progress in line with others nationally?
- From different starting points, is progress in English and in mathematics high compared with national figures? Does the progress of disadvantaged pupils from different starting points match or is improving towards that of other pupils nationally?
- Is the attainment of almost all groups of pupils broadly in line with national averages? If below these, is it improving rapidly?
- Are pupils exceptionally well prepared for the next stage of their education, training or employment and have they attained relevant qualifications? Compared with the national average for all pupils, do higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training? Do these destinations strongly support their career plans?

EARLY YEARS PROVISION

- Is the pursuit of excellence by leaders and managers shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period?
- Does incisive evaluation of the impact of staff's practice lead to rigorous performance management and supervision? Does highly focused professional development improve the quality of teaching?
- Is Safeguarding effective?
- Have there been any breaches of statutory welfare requirements?
- Is children's health, safety and well-being enhanced by the vigilant and consistent implementation of robust policies and procedures?
- Do leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home?
- Is there a highly stimulating environment and exceptional organisation of the curriculum? Does this provide rich, varied and imaginative experiences?

- Is teaching consistently of a very high quality, inspirational and worthy of dissemination to others? Is it highly responsive to children's needs?
- Is assessment accurate and based on high quality observations? Does it include all those involved in the child's learning and development? Is provision across all areas of learning planned meticulously? Is it based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities?
- Are children highly motivated and eager to join in? Do they consistently demonstrate curiosity, imagination and concentration? Are they highly responsive to adults and each other? Do they distract others or become distracted easily themselves?
- Are children developing a good understanding of how to keep themselves safe and manage risks? Do they demonstrate positive behaviour and high levels of self-control, cooperation and respect for others?
- Do children make consistently high rates of progress in relation to their starting points and are they well prepared academically, socially and emotionally for the next stage of their education? Are almost all children, including children who have special educational needs and/or disabilities, disadvantaged children and the most able, making substantial and sustained progress?
- Have gaps between the attainment of groups of children and all children nationally, including disadvantaged children closed or are they closing rapidly? Are any gaps between areas of learning closing?

16 TO 19 STUDY PROGRAMMES

- Do leaders pursue excellence? Have they improved provision and outcomes rapidly and reduced achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development?
- Do leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment?
- Do learners without GCSE grades A* to C in either English or mathematics follow appropriately tailored courses in English and/or mathematics? Do the majority make substantial and sustained progress towards grade C or above?
- Does high quality impartial careers guidance ensure that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future? Do learners understand the options available and are they informed about local and national skills needs?
- Does teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme? Does teaching enables learners who fall behind to catch up swiftly and the most able to excel?
- Are learners confident and do they conduct themselves well? Are they punctual? Do they have excellent personal, social and employability skills and do they undertake high quality non-qualification activities and work experience that matches their needs? Are attendance rates high.?
- Are learners safe and do they feel safe? Are they thoughtful, caring and respectful citizens? Do they take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain?
- Throughout the time spent on their study programmes, do learners and groups of learners make substantial and sustained progress from their starting points? Are rates of retention high for almost all groups of learners? Are any gaps in the progress or retention of groups with similar starting points closing?
- Do almost all learners progress swiftly to higher levels during their study programme? Do almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship?
- Is progress on level 3 qualifications in terms of value added above average across nearly all subjects?

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Principals report to governors

24th May 2018

A handwritten signature in black ink, appearing to read 'John Taylor', with a stylized, cursive script.

John Taylor

1. Safeguarding attendance and welfare
2. Quality of teaching and learning
3. Personal development
4. Learner outcomes
5. Leadership and management
6. Other news

1. Safeguarding, attendance and welfare

Update from Rob Harding.

Attendance and Behaviour is led by Jason Badu and he is line managed by Rob Harding. Attendance and behaviour remains a whole school responsibility for all staff. Safeguarding is led by Rob Harding but it is also a responsibility for all staff including the governors.

Students' attendance to school remains within national expectation, lateness to school is low and behaviour typically in the school is good. Fixed term exclusions compared to national expectations are very low and reported incidents of bullying is also low. The school has only permanently excluded one student, which is very low compared to national average.

Attendance strategic plans and practices have now been embedded by the Attendance Officer. The main focus for behaviour this calendar year has been 'Engagement' in lessons; raising expectations higher in the class room.

Attendance figures	Action taken
<ul style="list-style-type: none"> • Whole school attendance 94% (no change) • Students with SEND 92% (no change) • Students entitled to FSM 94% (no change) • PA figure is being addressed (reduced to 16%) 	<ul style="list-style-type: none"> • New EWO assigned from WPA as requested. The new EWO needs to have a different skill set • Termly reviews by EWO • EWO and Attendance officer continues with joint Action plans to tackle PA students. Legal proceedings have begun with two students. • Mr Lewis has created a new registration system to improve Sixth form attendance.
Behaviour figures	Action taken
<ul style="list-style-type: none"> • Total number of behaviour incidents decreased compared to previous report. (4%) • Current ratio of Achievement points issued compared to behaviour points remain at 4:1 • Year 9 achievement remains higher than other years; including Year 7. Behaviour points for Year 9 is also lower than others. • Number of Year 8 behaviour incidents has reduced from last report (Feb 18). 2% improvement • Number of Year 10 behaviour Points decreased comparable to last report (Feb 2018). • Most common reason for issuing a behaviour point remains as 'Persistent failure to follow instructions' • Since September 42 fixed term exclusions since September, for a total of 102 days • One student has been permanently excluded since September 	<ul style="list-style-type: none"> • 'Engagement for Learning' strategy is being reviewed. • Realignment of leadership roles will bring together behaviour with teaching and learning. • Engagement for Learning incidents figures affecting Behaviour points • Number of students receiving Internal Isolation remains low compared to other local secondary school figures. • Students identified for the new Intervention meetings include key students. • New external mentoring service being used to support identified students

- More students with SEND are being issued an Internal Exclusion (45% of students receiving this sanction have SEND needs).

- We have increased our use of Managed Moves and we are exploring alternative curriculums for others.
- One students has been permanently excluded.

Safeguarding is an important part of a school’s role in the wider community and everyone who comes into the school is responsible for the safeguarding of our children. Every school has a Designated Safeguarding Lead and usually dependant on the size of the school; there is also other trained colleagues to support.

UAE South Bank Safeguarding structure:

- Designated Safeguarding Lead – Rob Harding
- Deputy Safeguarding Leads – Annette Moses, Jason Badu, Ronke Okeya, Dorraine Robinson, Meirion Lewis & Sreepriya Bhowmik
- Governors all have a responsibility for safeguarding within their schools. The Department for Education suggest we have an assigned Governor and Ofsted suggest that every Governor is responsible. Therefore, at UAE South Bank we need to ensure we have one assigned Governor and that all Governors are aware they are also responsible.

Internal referrals are made through a simple email system for staff and students (safeguarding@uaesouthbank.org.uk), all of these referrals are logged, assigned and actioned. If further action is required, then referrals are made externally to Social Services via the Southwark MASH team. We have on average of one internal referral a day and make one referral a fortnight to Social Services. Our school website has a designated section for Safeguarding for further information for families and visitors.

Families that are known to Social Services are categorised based on their risk to the children’s safety. There are four levels; Team Around Child/Universal services (Level 1), Early Help (Level 2), Child In Need (Level 3) or Child Protection Plan (Level 4).

We currently have 12 students at Level 1 (decrease by 2), 14 students at Level 2 (increase by 4), 8 students at Level 3 (no change) and 7 at Level 4 (increase by 2)

We are always wanting to improve the safeguarding measures for our children and the community. We are concerned about the number of students taking risks with poor knowledge in key life areas.

The school continue to be concerned with the safety of our children in the surrounding area; outside of school. From September we are planning to have duty staff patrolling East Street Market (from Walworth Road to Old Kent Road) and we continue to work with the police, community groups and families to improve the situation.

We have employed a part-time school counsellor to increase capacity from half a day to two days. We have also been working with a Mentor to provide more intense support for students with emotional needs for three days a week.

2. Quality of teaching and learning.

Update from Annette Moses

The Department Reviews conducted in February highlighted some department areas that were concerning in terms of management and some teachers who were not adequately meeting the Teachers' standards. Following the reviews, the teacher responsible for coordinating the Teacher Support Plans devised a comprehensive process that would provide identified teachers with a bespoke plan to support and help them develop according to their individual needs. This plan was shared with SLT and after a few recommended changes were made it was implemented. (Please see the Teacher Support Plan documentation)

Three teachers have been identified as needing a support plan. One has had the required initial meeting with the head teacher and has begun his bespoke plan. Another has had the initial meeting but there has been a delay to his plan starting due to authorised absence. The initial meeting for the third teacher has been delayed due to illness.

A copy of the teacher support plan process is attached as an appendix to this report.

Professional learning community

The PLC is progressing well and some teachers are at the point in their project where they are able to share their findings. The professional development session on 8th May was one opportunity to share. Members of staff gave presentations detailing the aim, methodology and their conclusions from their projects. Projects shared were about: The use of oracy to improve the writing skill of year 10 boys, how oracy is used to engage students in lessons and developing an effective one page marking pro-forma. There will be a second PLC project sharing PD next module and then all staff will be asked to complete a brief report about their projects so that we have a record of all the PLC projects completed this academic year and can share these with new staff and each other next year.

3. Personal development

Careers

Update from Meirion Lewis.

We are in the process of appointing a careers leader for September. This appointment will see a significant increase in the opportunities and experiences for Careers education, advice, information and guidance given to students in every year group.

This is a summary of the careers activities which have happened this year.

2017/18 CEIAG programme (detailed)			
	Autumn Term	Spring Term	Summer Term
Year 7		Lendlease coding project (selected students)	Lendlease coding project (selected students)
Year 8		Energy Quest event run by Young Engineers (selected students) Lendlease coding project (selected students)	Engineering workshop on tunnelling (selected students) Lendlease coding project (selected students)
Year 9		Career insight speaker - Professor Martyn Thomas (The future of AI and Cyber security). Selected students	Introductory session with Independent Careers advisor
		Careers in Healthcare - Anthony McGrath (Head of Department for Adult Nursing and Midwifery at LSBU). Half the year group.	Selected vulnerable students have 1 to 1 session with Career advisor
		Career insight speaker (Joshua Dadson - how to get into the film industry/apprenticeships)	Medical Careers day (selected students)
		Visit to Careers Fair at LSBU (run by Southwark Education Business Alliance)	Careers in Healthcare - Anthony McGrath (Head of Department for Adult Nursing and Midwifery at LSBU). Half the year group. Career insight speaker - Chris Goldson (Careers in Media and Marketing)
Year 10	1 to 1 session with Careers advisor	1 to 1 session with Careers advisor	1 to 1 session with Careers advisor
		Career insight speaker - Professor Martyn Thomas (The future of AI and Cyber security). Selected students	Make engineering hot' workshops in conjunction with AFBE-UK
		Solar Car challenge' with LSBU - 30 students	Career insight visit - Year 10 drama students to work with a professional actor. Medical Careers Day (selected students)
Year 11			
Year 12	Visit to 'Skills London' careers fair	Career insight speaker (Project manager for Aylesbury estate regeneration)	Help with UCAS applications/CV writing (supported by LSBU)
	Introduction to 'Unifrog' careers package	Apprenticeship introduction talk	Interview skills workshop (supported by Access Aspirations)
	Business studies visit to Chelsea Football Club to gain an insight into Customer Work Experience (HOK/Costain)	Work experience (Dentist practice/Lendlease/OCN London)	Industry 'speed dating' event (Supported by Access Aspirations)
	Career insight talk - Natalie Ambersley ('Working in the corporate Financial sector')	Career insight speaker (Joshua Dadson - how to get into the film industry/apprenticeships)	
	3 day event with 'Construction Youth Trust'	How to succeed at BTEC' conference	Networking Breakfast for launch of Mayor of London's 'Workforce integration Scheme'. (Selected students)
	Engineering Development Trust/Cundall project (long term sustainability project culminating in a presentation at UCL)	Activity morning with Aecom engineers	Work Experience (Blatchford)
	Make Engineerin hot' mentoring sessions run by AFBE-UK (selected students)	Completion of CSCS card (a professional qualification) by all Engineering students	Make engineering hot' workshops in conjunction with AFBE-UK
Year 13	Refining your personal statement' event (hosted by Aim Higher) UCAS application support and advice Work Experience (Thales)	Work Experience (Tideway) Career insight speaker (Project manager for Aylesbury estate regeneration)	

Student Leadership

Update from Rob Harding

The School Council has now become an autonomous body; as the students create their own agenda, record their own minutes and present major points to the Senior team. Their next major project involves a whole school Recycling competition. A new student body which shows leadership around the school is the newly formed Young Leadership Team. These Year 10 students play a key role in helping with lunch duties and representing the school. These students had to go through a rigorous interview process to be appointed, which mirrored a real life job application. Due to their success, we aim to widen their role and increase their capacity from September.

Sex and relationships education.

Update from Rob Harding

We have assessed that our provision of sex and relationship education does not adequately prepare students to stay safe and healthy. We are working with the Sex Education Forum (part of the National Children's Bureau) to prepare a new SRE curriculum which will be tailored to the local context and will be delivered by trained teachers. This will help to educate and inform students and reduce the chances of them being involved in 'risky behaviour' and empower them to make appropriate decisions when dealing with the behaviour of others and themselves. The new School Nurse has drop-in sessions which have now started, with the school having an improved relationship with the NHS School Nursing service. We will have further discussions with governors, families and students regarding sexual health, advice, contraception and guidance to families and students in the coming months.

4. Learner outcomes

Years 7 to 10

The progress and attainment data for years 7 to 10 has not changed since the last report to Governors in March. We now only collect this data twice a year, in January and in June, following summative tests.

An explanation of the new assessment and reporting model will be covered in agenda item 9.

Year 13

This will also be covered under agenda item 9.

5. Leadership and management

From September Annette Moses will be taking over the line management of the student services team. This will bring the behaviour and pastoral team under the same leadership as the teaching and learning team. One reason for this change to ensure that the student services team are able to support teachers in managing the behaviour of students in lessons through the engagement for learning expectations.

We have been very busy recruiting staff for next year. We have so far recruited 8 teachers and 2 non-teaching staff. We have another 2 teachers and 17 non-teaching staff to recruit. So far we have only 2 teachers leaving us at the end of the summer term. This is a significant reduction on previous years.

We are on track to complete the vast majority of the school development plan this year. There are two areas which I anticipate will not be completed and will largely move into next year. These are sections 10c. Improving the level of challenge, and section 10e. Agency.

6. Other news

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

Trip to Spain

From Monday 14th to Sunday 20th May 65 of our year 10 students went to Barcelona with 9 teachers led by Janine Stephens, the Head of Languages. At the time of writing we know they have arrived safely and have started their programme of visits and activities in Barcelona. Follow @UAESouthBank on twitter to catch up with what they got up to.

LSBU enrichment clubs

For the past few weeks, staff from LSBU have been running enrichment clubs after school every week making and programming robots and teaching students coding. Over the next few months we will be seeing a significant increase in the level of engagement the students have with LSBU.

Performing Arts

From Rebecca Morgan

Year 9 rehearsals for our production of 'As You Like It' are in full swing. Students are benefiting from having 2 Globe practitioners conducting extensive workshops during enrichment time. Year 9 GCSE students are preparing their scripted pieces which will be performed on Thursday 7th June in front of their parents. This will be the first time they perform in front of a live audience. Recently, 10 Year 7 students partook in an exciting film project; creating an anti-smoking themed film. This has been entered into the Southwark film competition organised by Cut Films. We look forward to the rewards ceremony in June.

Visit from the DfE

Mike Davies (Deputy Director, T-level Development Division) and Casey Malynn (Team leader on Procurement and Licensing in T-level Development Division) for the Department for Education visited the school on Wednesday 3rd May. They spent time talking to year 10 students, sixth formers and the student council. They also visited lessons in the Maths department to look at how they assess the students' knowledge through contextualised projects. Mike and Casey were very complimentary about the work of the school and the students and staff that they met during the visit.

Recruitment into Year 12 for next year

- 54 students have applied for next year
- All students have been contacted and 42 interviews have taken place. Conditional offer letters have been sent out to all but 1 of the students interviewed.
- Those students who have not replied to the interview letters are currently being followed up.

Sports review. March to May 2018

From Andrew Baffour

Peckham Town FC

The football training sessions for girls and boys have been consistent, with club coaches coming into school for Monday and Thursday sessions. The boys still need a little motivation to keep up their attendance, but the girls are regularly coming to be coached (especially the year 7-8 girls team) as they have all stated that they like the games involved in the sessions. A recent game played during training was one to work on their positioning.

Myself and Mr Ntale are regularly providing coaching sessions at Peckham Town FC on Saturdays. Many parents have stated that they do believe the creativity used in the coaching sessions has starting to make the players concentrate more effectively, improve on their fitness and look at working as a unit. This has created a much stronger bond to occur within the club and the school, ultimately pushing towards the goal of using the football club as an academy for students from our school that can play football to a high standard.

Football

The school year for all the teams has been hard of recent as all the teams have been knocked out of their cup competitions, with our only option of games being in a newly created London schools league or by organising friendlies with other schools (an example being the Year 8 boys UAE vs Walworth Academy on Thursday 17th May at Burgess park, with the year 7 team playing against Walworth also at Burgess the following week).

Our annual school football match where year 9 played against year 10 started quite dramatically as year 9 started off the game with a quick goal, but alas, all good things came to an end with the year 10 team winning 5-2, with an unlikely goal from a very interactive student.

In April, the girls year 9 team took part in a London Schools PE and sport tournament at Burgess Park, where we had an excellent start, and managed to climb to the 3rd place playoff sector, before unfortunately losing out. More girls are now seeing this as a time to get involved in the school team.

The girls football teams recently went on a group trip to Borehamwood FC to watch professional ladies playing football as Arsenal FC Ladies played Manchester FC Ladies. The girls managed to see a goal being scored by Manchester City within 10 minutes, but that did not stop Arsenal coming back to win the game 2-1.



Basketball

The boy's year 8+9 basketball team has continued to impress others around them. They recently took part in the London schools PE and Sport tournament at Harris academy boys East Dulwich. Here we sent 2 teams. One team reached the final but unfortunately lost, with our other team losing out in the quarter final.



Table Tennis

Table tennis is continuing to grow with more students appearing at table tennis enrichment. Their most recent tournament (part of our own road to perfection) was to Bacon's College for the London schools PE and Sport tournament, where the team were eventually knocked out in the 3rd place playoff leg. as the next step into taking table tennis as a main sport in the school. We managed to reach both the girls finals, with both girls just falling short of their ultimate goal.

Other sports

With other sports such as cricket, badminton and netball, our focus is now for tournaments for the school to enter into to gain a better understanding and experience for the students against other teams in competitive environments.

More events such as finding trips to view cricket are being looked at, with another goal of going to another BMX tournament still on the cards alongside gaining regular swimming time at the nearby Darwin court swimming centre or the elephant leisure centre. This will be pushed along due to upcoming student exams and the use of the sports hall for the exams cutting short on site school possibilities of PE.

Overall

There have not been any new students able to get into the local South London District Football team.

Year 9 Students who play for the South London District Team are Ade Adeyinka (Midfield), Dillon McGrath-Luker (Midfield) and Moussa Cisse (Defence and Midfield).

Year 10 Students who play for the South London District Team are Hans Mpongo (Midfield and Attack), George Rojas Romero (Defence and Midfield) and Nana Boateng (Midfield).

Players at Academies include Nana Boateng (Yr 10- Millwall FC), Caroline Ogundaju (Yr 9- Fulham FC), Kainen Oragbade (South London District Football team) and Hans Mpongo (Yr 10- Norwich FC). We now have George Romero from Year 10 now undertaking a 6-week trial with Watford FC. Dillon is still regularly looking at gaining trials at multiple clubs.

We are still looking for any end of year trips for the sports teams to show them the professional side of the sport and how the players themselves act whether that be in the limelight of interviews or how they compose themselves and perform in matches.

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Teacher Support Plan Overview

Aims

Through practical and interactive development sessions, participants will build confidence and knowledge as they generate ideas and strategies on how to improve their practice to secure consistently good teaching.

Participants will receive an intensive bespoke learning and support experience that focuses on individual needs. Sessions include observations, practical activities, feedback observation of colleagues and colleague mentoring (coaching).

Eligibility

Teachers identified as not meeting the teaching standards.

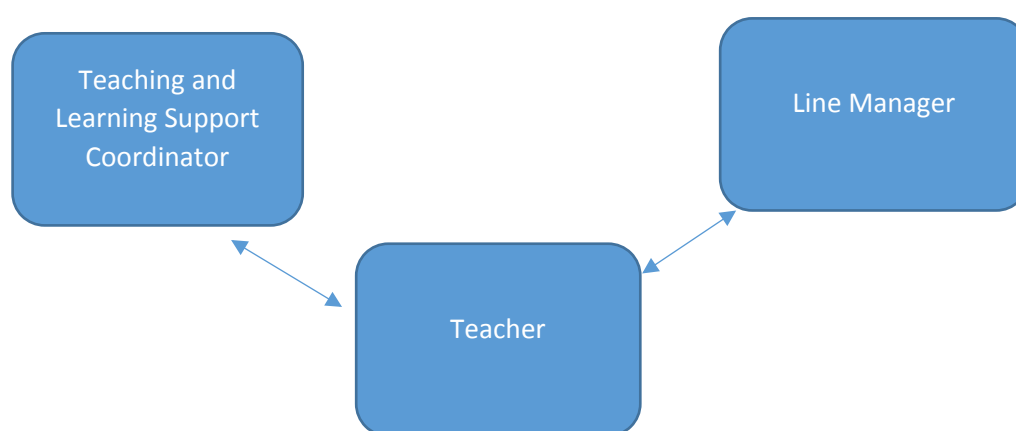
Impact

The end result is a motivated teacher with the tools and expertise to succeed, leading not only to enhanced classroom and student performance, but also higher standards across the school/college. The programme provides an invaluable opportunity for teachers to pick up successful techniques and formulate new strategies to bring back to their own classroom from observing best practice.

Support and Development Network

The school will provide a bespoke learning and support experience that focuses on individual needs.

Who Is Involved?



Teaching and Learning Support Coordinator	Line Manager
<ul style="list-style-type: none"> • To work with HOD and devise the bespoke 'Teacher Support Plan' • To act as a coach/mentor • To facilitate improvements • To meet fortnightly to discuss T&L • To model lessons and outstanding pedagogy • To informally observe lessons and give feedback • To monitor class books/ work and planning 	<ul style="list-style-type: none"> • Responsible for devising the bespoke 'Teacher Support Plan' • To informally observe lessons and provide feedback • To meet weekly and discuss planning, pedagogy and teaching • To scrutinise classwork books and homework • To support the teacher with subject specific coaching

Teacher support plan process

1. Once a teacher has been identified as requiring a support plan, the Headteacher formally meets with the teacher and the member of SLT in charge of Teaching and Learning to outline the plan.
2. The teacher then has a formal initial meeting with their line manager and the Teaching and Learning Support Coordinator to devise a bespoke action plan with an agreed timeframe. The Teacher Support Action Plan is completed, a copy is given to all individuals at the meeting and a copy is put in the teacher's personnel file.
3. The line manager and Teaching and Learning Support Coordinator work together to support the teacher and ensure the activities in the plan are implemented.
4. Midway through the plan a formal interim review is conducted to establish progress with the plan and revise actions as required. The Interim review paperwork is completed, a copy is given to all individuals at the meeting and a copy is put in the teacher's personnel file.
5. At the end of the plan time frame the teacher, line manager and Teaching and Learning Support Coordinator meet again and assess whether the teacher has met the success criteria agreed at the initial meeting.

6. A summary report is written by the Teaching and Learning Support Coordinator detailing the progress made and is shared with the teacher and line manager. The report is then submitted to the Headteacher.

7. The Headteacher conducts a formal observation of the teacher with the SLT i/c Teaching and Learning and then makes a decision about the next steps.

8. The Headteacher formally meets with the teacher and the member of SLT i/c Teaching and Learning to discuss the next steps.

Possible next steps

- Formal end of the support plan
- Extension of the support plan
- Movement onto capability

Teacher Support Programme Action Plan



INITIAL MEETING

	Name of employee					
	Job Role					
	Name of line manager					
	Date of meeting					
Performance concerns - details of the concerns and the bespoke support plan to be put in place to improve overall performance						
Performance Concern	Aspect of Teaching and learning responsibility not being met	Relevant Teachers' Standard to be targeted during support plan	Objective	Success criteria (what will the employee do to improve performance to the required standard)	How will this be evidenced?	Support to be provided to help achieve objective

--	--	--	--	--	--	--

Date set for end of Teacher Support Plan

Teacher comments

Teacher's signature_____

Line manager comments

Line manager's signature_____

Date of interim review



Create your future

TEACHER SUPPORT PLAN INTERIM REVIEW

DATE _____

	Name of employee			
	Job Role			
	Name of line manager			
	Date of meeting			
Performance concerns - details of the concerns and the support plan put in place to improve performance				
Performance Concern	Aspect of Teaching and learning responsibility not being met	Relevant Teachers' Standard targeted during support plan	Objective	Update on progress since initial meeting (state if objective is achieved, partially achieved or not achieved and next steps)

Summary of follow up action based on assessment of performance during support programme so far.				
Teacher Support plan				
Coordinator's Signature _____				
		Summary and next steps		
Teacher comments	Teacher's signature _____			
Line Manager comments	Line Manager's signature _____			

SOUTH BANK ACADEMIES TRUST
Key Performance Indicators - Academy

Outcome Criteria	Ofsted Criteria (See key*)	Key Performance Indicator	Targets				School Lead	Actual achieved		
			2016/17	2017/18	2018/19	2019/20		2016/17	Mar-18	May-18
Student Progress, Attainment and Success	1	Ofsted Inspection outcomes	Good or Better	Good or Better	Good or Better	Good or Better	Principal	Good	Good	Good
	5	Key Stage 4 attainment levels	P8 0.5	P8 0.55	P8 0.6	P8 0.65	Principal	N/A	Current Y10 P8 = -1.4	Current Y10 P8 = -1.5
	3	Teaching quality shown during internal observations	100% Good or Better 35% Outstanding	100% Good or Better 40% Outstanding	100% Good or Better 45% Outstanding	100% Good or Better 50% Outstanding	Principal	74% Good or better, 7% outstanding	Mostly good or better. 3 teachers causing concern.	Mostly good or better. 3 teachers causing concern.
	5	Disadvantaged students, White British boys and Black Caribbean boys	Progress to be in line with all students	Progress to be in line with all students	Progress to be in line with all students	Progress to be in line with all students	Principal	N/A	Pupil premium -1.56 White British -1.39 Black caribbean 1.56	Pupil premium -1.56 White British -1.39 Black caribbean -1.57
	5	More able students	P8 0.5	P8 1.0	P8 1.5	P8 2.0	Principal	N/A		
	5	Key Stage 5 attainment levels - ABB	30%	33%	36%	40%	Principal	N/A	N/A	N/A
Safeguarding and student welfare	4	No of Student exclusions - Permanent and Temporary (annual)	Permanent 0% Temporary 3%	Permanent 0% Temporary 2%	Permanent 0% Temporary 1%	Permanent 0% Temporary 1%	Principal	0% permanent 1.3% temporary	% of what? 24 temp exclusions. 1 permanent exclusion.	42 fixed term exclusions and 1 permanent exclusion.
	4	Whole school attendance record - Minimum % of attendance	96%	96%	97%	97%	Principal	95.70%	94.14%	93.23%
	4	External Safeguarding Audit - No of Critical Incidents identified	0	0	0	0	Principal	0	0	0
	4	External H&S Audut - No of High Risks identified	0	0	0	0	Principal	0	0	0
	4	Student participation in Enrichment programmes including voluntary projects - % of students.	100%	100%	100%	100%	Principal	98% participation. 86% participated on a regular basis.		
Collabarative Development	2	Parent Engagement.	Annual meetings with a minimum of 90% attendance.	Annual meetings with a minimum of 92% attendance.	Annual meetings with a minimum of 94% attendance.	Annual meetings with a minimum of 95% attendance.	Principal	All parents evenings attendance over 80%	Y8 : 65%	Year 9: 67% Year 7: 71%
	2	Feedback from annual Parent and Student (KS4 and KS5) questionnaires - % of Satisfactory returns	90%	92%	94%	95%	Principal	81% Adjusted for latest figures	Not done yet	Not done yet
	2	Shared staff hours across Trust schools	36hrs	72hrs	100hrs	100hrs	Principal	Information pending	0 hours	0 hours

	4	Post 16 students have mentoring/work placements	100%	100%	100%	100%	Principal	100%		
	4	All students to engage in Post 16, Further Education course of study or apprenticeships	100%	100%	100%	100%	Principal	N/A	N/A	N/A
Innovative learning Environment	2	Positive Employer/Industry feedback	90%	90%	90%	90%	Principal	Information pending	How would you measure this?	How would you measure this?
	3	Number of computers/devices per student	1:1	1:1	1:1	1:1	Principal	Information pending	Much less than 1:1	Much less than 1:1
	4	Sponsor-led student projects	3	4	5	6	Principal	Information pending	None	None
	5	No. of students studying University modules	0	3	4	5	Principal	0	None	None
Effective Resource Management	2	Maximum Staff Costs as a % of GAG income	77%	76%	75%	75%	Principal	79%	Unknown - lack of budgetting information	Unknown - lack of budgetting information
	2	Enterprise Income - Self generated income as a % of Total Income	1.00%	1.25%	1.50%	1.50%	Principal	0.01% (We only have information on 1 table tennis letting - the CFO may know more)	0%	0%
	1	Number of Local Governing Body Meetings per Academic Year	5	5	5	5	Principal	5	5	5

*** OFSTED CRITERIA**

Ofsted will make key judgements on the five areas shown below. It is therefore important to make sure that the KPI's given are linked to and can have a positive affect on both the Trust's strategic goals and also the Ofsted judgement criteria. The Ofsted key number is listed next to the relevant KPI.

Description	Key No
Overall effectiveness - the quality and standards of education	1
Effectiveness of leadership and management	2
Quality of teaching, learning and assessment	3
Personal development, behaviour and welfare	4
Outcomes for pupils	5

Agenda item 9. Student attainment and progress.

Part 1.

Report from Meirion Lewis

Summary of A Level and BTEC results summer 2018

1. A Level

Headline figures (from Ready Reckoner)

Value Added score (L3VA)	0.11
Lower confidence limit	-0.45
Upper confidence limit	0.67
Number of A level entries	18

The grades are based upon a combination of Easter Mock Exam results and coursework marks (in Product Design and Computer Science).

Subject value added

Subject name	Value added score (grades)	Lower confidence limit	Upper confidence limit	Number of entries
Mathematics	0.26	-0.59	1.10	9
Physics	-0.23	-1.57	1.11	3
Mathematics (Further)	0.46	-1.87	2.79	1
Computer Studies/Computing	-1.46	-3.01	0.10	2
Biology	2.41	0.26	4.56	1
Chemistry	1.39	-0.82	3.60	1
D&T Product Design	-0.99	-3.01	1.03	1

- The main concerns are Physics, Computer Science and Product Design
- Product Design has one student (████████) and he has been offered an unconditional offer to study Astrophysics at Portsmouth. As a result of this, he has lost most of his motivation and his coursework has suffered as a result. The Product Design teacher has met with parents, put in place a number of agreed, time bonded plans, spent 3 days in school with the student during the Easter Holidays and worked with him after school in an attempt to get the work completed. This has had a limited effect
- Physics has 3 students. One of the students is also ██████████ and he is also having a deleterious effect on the Value added.

- Computer Science has 2 students. The students have struggled with the controlled assessment and have not met agreed deadlines. One of the students ([REDACTED]) has got an unconditional offer to study Computer Science at LSBU and this has affected his motivation.
- Maths students have benefitted from intensive one to one tutoring sessions from an Oxbridge maths student employed by the school.

2. BTEC

Summary of predictions

Grade	Predictions
D*D*D*	0
D*D*D	1
D*DD	5
DDD	0
DDM	5
DMM	3
MMM	3

- The Extended BTEC in Engineering is considered a Technical Baccalaureate and as such does not have a 'Ready Reckoner' Tool so it is impossible to predict an LV3A. However, the teacher predictions (based upon modules completed and mock exam results) are broadly in line with expectations and are likely to result in a slightly positive residual.
- The feedback from the External Moderator been very positive so far with particular focus on the quality of the work produced and the industrial links that have been formed.

Assessment and Reporting

Agenda item 9. Student attainment and progress

Part 2.

Previous Situation in September

Reporting

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- We are using an inherited system that reports 6 times a year
- The system is mainly summative as it reports decimalised grades
- There is a formative element as each module students also receive a development comment relating to the work they have undertaken in that module

Previous Situation in September

Assessment

- Summative assessment consists of one end of year test introduced last year in exam conditions.
- In addition all departments test every module using internally devised tests
- Departments are meant to use a combination of testing and book work to assess students decimalise grade
- Formative assessment takes place as marking. Marking is expected every 5 lessons (2 weeks) for each class. Staff are expected to use ww/ebi to say what is good about the work and what to improve

SWOT analysis

Strengths

- Conveys shared meaning to staff, students and parents
- Regular feedback to parents
- Highlights areas of development
- Decimalised for finer accuracy
- Students work is acknowledged regularly
- Comments to students highlight what to focus on to improve

Opportunities

- Develop a system without having to worry about Ofsted/Governors
- Redirect focus to formative assessment to help students develop and progress quicker
- Keep the summative elements that work well but give time to work towards summative tests so that results are reflective of where students really are
- Manage teacher workload
- Training on formative assessment techniques

Weaknesses

- Shared meaning not understood by parents
- Staff don't measure properly due to time constraints
- Teaching to the test rather than development of skills and concepts
- Comments are too general, not specific enough and unhelpful to students
- Not enough time to provide meaningful comment on 2 week cycle
- Comments don't focus on *how* to improve
- Question analysis of summative testing replacing formative judgment

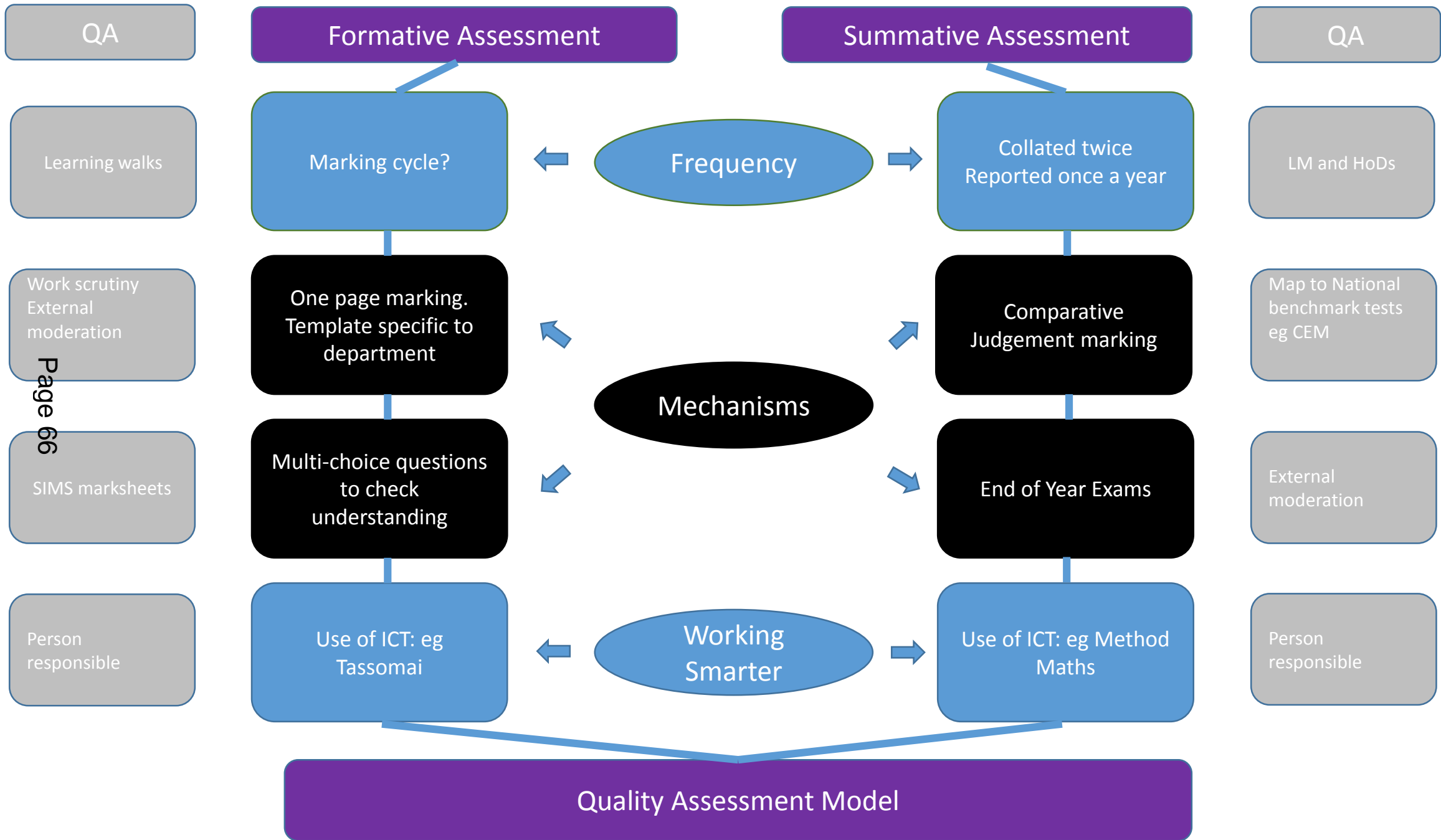
Threats

- Over reliance on summative testing could lead to precise but not accurate judgements?
- High staff turnover and poorer teaching for students
- High quality formative assessment is dependent on QA from SLT and HoDs
- Re-education of parents and governors on how to support students and staff
- Making formative assessment recording easy

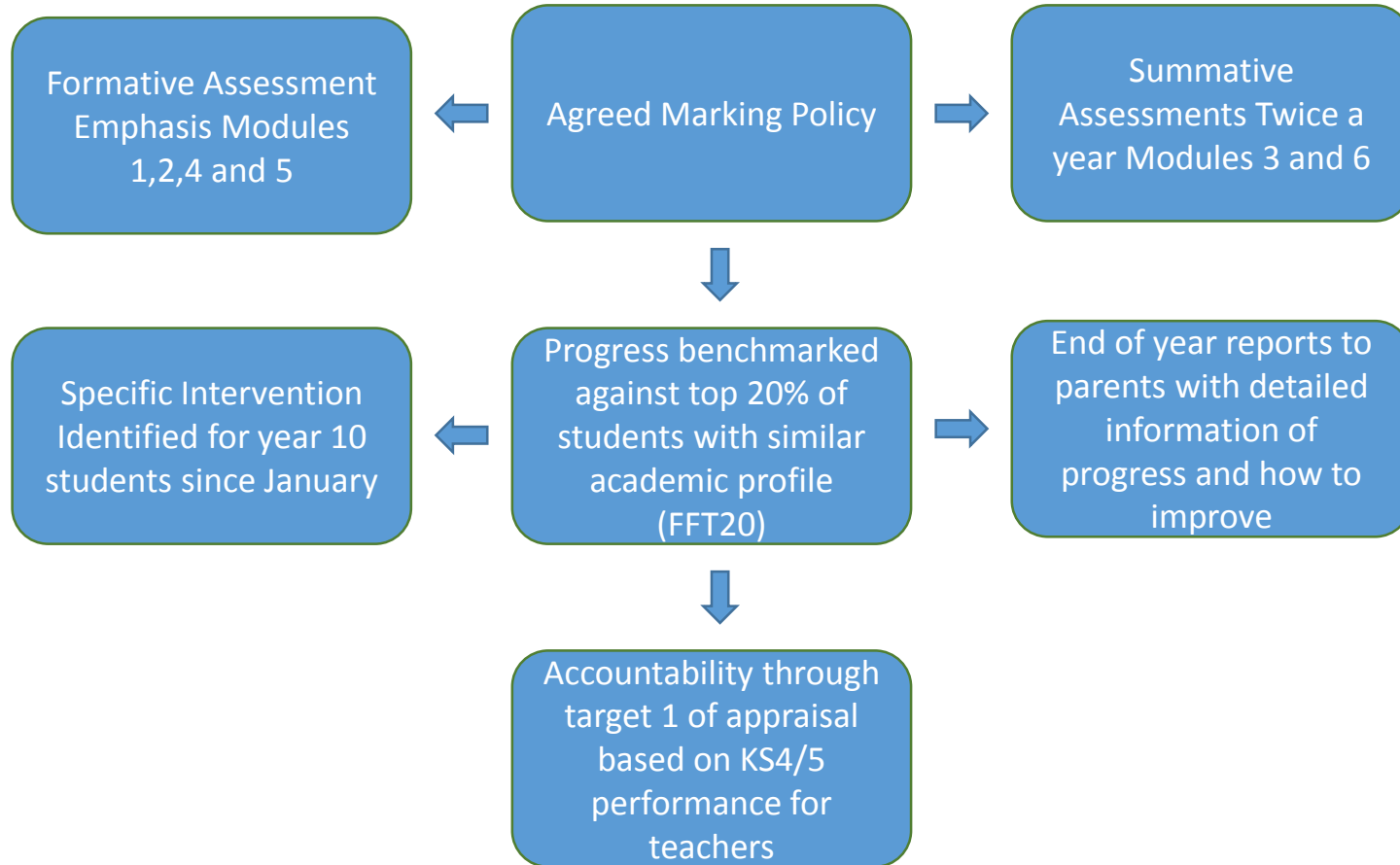
Rationale for change

Assessment

- Summative assessment needs to be accurate but not restrictive in terms of teaching to the test so needs to happen less often
- Formative assessment needs to be prominent and at the heart of good teaching using a variety of forms
- Teachers need freedom to devise their own formative assessment within the marking policy
- Formative assessment should be as close to the teacher student feedback process as possible and not involve convoluted systems



Quality Assessment Model



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UAE School development plan

2017 to 2018

School context					
Number of students on roll	<ul style="list-style-type: none"> • 11 to 16 = 497 • 6th form = 55 • Male/female: 408/144 	Number of students eligible for pupil premium	<ul style="list-style-type: none"> • 262 or 48% 	Number of pupils with a statement of special educational needs (SEN) or education, health and care (EHC) plan. Pupils with SEN.	<ul style="list-style-type: none"> • 5 • 24%
Attendance Unauthorised absence Punctuality (All for Sept 2017 to May 2018)	<ul style="list-style-type: none"> • 93.2% • 2.2% • 92.2% 	Fixed term exclusions Permanent exclusions (Both from Sept 2017 to May 2018)	<ul style="list-style-type: none"> • 42 (for a total of 102 days) • 1 	Out of class behaviour rating. In class engagement in learning rating. (Both self-evaluated)	<ul style="list-style-type: none"> • Good • Good
Percentage of pupils on track to make expected progress Years 7 to 10	<ul style="list-style-type: none"> • 66% 	Current Y10 progress 8 Current Y10 attainment 8 (Both from Jan 2018 exams on work covered so far)	<ul style="list-style-type: none"> • -1.40 • 31.93 	Current Y13 academic value added (A level only, from 21 A levels taken by 13 students, according to DfE ready reckoner)	<ul style="list-style-type: none"> • +0.40
Intake information (% of pupils with low, middle, high prior attainment)	<ul style="list-style-type: none"> • L = 15% • M = 67% • H = 18% 	Most recent OFSTED grade from May 2017	<ul style="list-style-type: none"> • Good (2) 	Staff turnover from Sept 2016 to Sept 2017	Teaching staff: <ul style="list-style-type: none"> • 9 leavers, 18 starters Non-teaching staff: <ul style="list-style-type: none"> • 6 leavers, 11 starters
Achievement gap issues: <ul style="list-style-type: none"> • Students with high prior attainment are not making as much progress as other groups, this becomes more pronounced in the older year groups. • Students in Y10 are making significantly less progress than all other year groups, the trend continues down the school (Y9 making less progress than Y8 etc.) • Girls are making significantly better progress than boys in most subjects in years 8, 9 and 10. • Pupil premium students' progress is below non-pupil premium students' progress in all year groups. 					

UAE School development plan

2017 to 2018

1. Key stage 4 outcomes for students
 - a. KS4 monitoring and interventions (RHG)
 - b. Reviewing number of courses followed by students (JPZ)
2. Key stage 5 outcomes for students
 - a. KS5 monitoring, interventions and the culture of learning (MLS)
 - b. Increase the size of the sixth form (MLS)
3. Quality of teaching and learning
 - a. The teaching and learning evaluation and improvement cycle (AMS)
 - b. The Professional learning community (AMS)
 - c. Marking and feedback (IFN/AMS)
 - d. Improving the engagement in learning (AMS)
 - e. Teacher support plans (GSH/AMS)
4. Assessment, tracking and reporting (JPZ)
5. Behaviour for learning
 - a. Out of classroom behaviour (JBU/RHD)
 - b. Student services restructuring (JTR)
6. Inclusion
 - a. SEND restructuring (JTR)
7. Ambition
 - a. Educational visits (JTR)
 - b. Guest speakers programme (MLS)
 - c. Careers advice, information and guidance (MLS)
 - d. University links and engagement (MLS)
8. Confidence
 - a. Oracy (RLE/AMS)
9. Social responsibility
 - a. Community projects (JTR)
10. Curriculum
 - a. *Project based learning (MLS)*
 - b. *Curriculum review (JSE/JPZ)*
 - c. *Improving the level of challenge (AMS)*
 - d. Online learning platform (NME/JPZ)
 - e. *Increasing agency (AMS)*
 - f. Literacy (RLE/AMS)

Priority 1: KS4 Outcomes**Rob Harding****1a) Key stage 4 monitoring and interventions**

<https://drive.google.com/drive/folders/1ZcNSkPpe7TjZepeWScyLsn8KNEAzte1u?usp=sharing>

Context: Currently have an estimate for P8 measure. We potentially have a group of staff that lack the depth of reliable and confident understanding for current working GCSE grades. The school is due to receive its first P8 measure in September 2019/20 (from the cohort of Y11 2018/19).

Success Criteria: Reliable data on Year 10 to enable the school to effectively track progress of students. School can then confidently intervene with some students to ensure all are on track for a positive P8 judgement.

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Monitoring/evaluation	Resource/cost	Status evidence of status
Create a robust and more reliable assessment process to require teacher assessment grades for current Y10	Draft proposal discussed at SLT 'home day'	19 th Oct 2017	RH to prepare draft	Every department agreed to the implementation of new assessment model	Increased rigidity of predicted outcomes through calendared assessment windows	QA by line managers	Pixel member	Complete Emails, letter to families
	Create a firmer plan to share at HoDs	30 th Oct 2017	RH to prepare and circulate					
	HoDs feedback absorbed into final plan. Plan published.	30 th Nov 2017	JP to monitor through leadership line management meetings	Feedback given by HoDs, vast majority had a 1-2-1 with RH	HoDs empowered and feel equally confident about validity of exams	Line managers to discuss	Time	Complete Emails, meetings notes
	Examination assessment process approved	Dec 2017	RH, JP				Huddle Exam pro, Exam	Complete Emails, Draft Exam

							wizard	timetable
	Y10s sit formal examinations based on current learning to date	8 th Jan 2018	RH, JP			Exam conditions	Exam papers	Completed Exam timetable,
New more robust Data published and scrutinised for action	Y10 Data shared at SLT and scrutinised to formulate hypothesis and possible action	Feb 2018	RH to lead discussion and formulate findings with HoD's	Families and students informed of changes New data published	Students and departments identified and targeted for Intervention. Use of Departmental reviews in conjunction with new Y10 data		SIMS 4Matrix	Completed Data in, reviewed through Interventions started
	Devise an Action plan using Y10 data as the driver to improve identified gaps.	March 2018	HoD's to plan and implement related sections of the Action plan				Time	Completed
Interventions decided, created and started	Through discussions with SLT and HoDs. Departments and students identified for Intervention	March 2018	SLT, HoDs	Students identified and Interventions/support started	Teachers aware of students identified and action to be taken	QA by Line managers		Completed
	Interventions are closely monitored, students tracked and departments reviewed	March 2018	RH to source and distribute resources		HoDs aware of departments with Y10 data concerns. Support/intervention put in place	QA by line managers		further monitoring required

Other subjects examination	Y10s sit further examinations	June 2018				Exam conditions		
Interventions decided, created and started	Through discussions with SLT and HoDs. Departments and students identified for Intervention	April 2018	SLT, HoDs	Students identified and Interventions/support started	Teachers aware of students identified and action to be taken	QA by Line managers		
All subjects examined	All subjects sit final Y10 Exams using new exam model	June 2018				Exam conditions		
Final end of year 2017/18 data collected	Review Lesson Observation information, data and student feedback Summary of observations and student feedback discussed by SLT and in HoDs meeting	June/ July 2018	JP to liaise with HoDs	HoD's increased confidence in what to look for and increased awareness of areas of strength and areas for development in their departments.	Increased awareness of expecting and confidence of HoDs		SIMS matrix, Obs info, Dept review info	

Priority 1: KS4 outcomes**Jason Philipsz****1b. Reviewing number of courses followed by students****Context:**

Upon inception, the academy was set up to encourage separate sciences, computer science and engineering courses to be taught as a core curriculum right up to GCSE in year 11. This meant that most students set out to obtain 11 GCSE's. Changes to Government policy rendered the need for so many courses unnecessary. Coupled with a poor start with regards to teaching and learning in the first two years exacerbated the problem. After a year of recovering lost ground and stability it is still apparent that ground cannot be made up in time and to continue with 11 GCSE's for students would be unrealistic and damaging to their futures. Students need to achieve 8 good grades which will give them a better chance of progressing onto level 3 and A level course and apprenticeships. Diluting their 8 best grades by continuing as we are would be a disservice to our students.

Success criteria:

Students are taking the right amount of GCSE courses appropriate for their ability and are given the right amount of teaching in order to get their best possible grades.

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
Review the existing curriculum for year 10 to track progress and time distribution	Analyse data from Module 6 end of year tests and Module 1	Sept.	JPZ	JPZ to provide module 1 report to governors	SLT and Governors will have a detailed picture of how well students are doing in subjects		done	Evidence points to Grade dilution and general underperformance
	Calculate hours per subject and compare with recommended GLH from course specifications	Sept.	JPZ/JTR		SLT to have an understanding of how many hours each subject has and whether it is enough		done	CS has too few as does Science (combined 2, and separate 3)
Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
Create and share new	Decide which subjects need structural changes	Mon Dec 11th	JPZ/JTR	Rational for subject changes	Staff have an understanding of why	Extra teachers for	Done	

year 10 curriculum structure	and changes to curriculum time allocation for year 10			presented to staff in PD	changes are being made	Science		
	Share option process and rationale with parents	Tues Dec 12th	JTR/JPZ	Letter home to parents	Parents will understand why changes are being made and how they will benefit their children.		Done – parents informed by letter	
	Share ‘droptions’ process with students	Fri Jan 19th	JPZ	Assembly for year 10 students	Students will have a clear understanding of what choices they are being asked to make and how it will benefit them		Done – Y10 assembly about the process	
Assess and communicate how well students are currently doing	Set up GCSE practice exams for year 10	Mon Jan 3 rd -Fri Jan 12th	RHG	Mock papers set independently by KS4 outcomes ‘champion’ to avoid bias	Students will have experienced GCSE exam preparation and conditions	Moderation PD for year 10 marking HoD training on 4matrix to analyse results	Exams completed in January 2018 – based on work already covered in lessons	
	Share results with students formally	Wed 24 th Jan	JPZ	GCSE results day	Students experience what it feels like to get exam results	Exam training for AAE to produce results reports on SIMS		
	Communicate suitability to parents of which subjects to drop and which to continue	Thurs 25 th Jan	JPZ/RHG	Year 10 options information evening	Parents and students are informed with evidence on the best choices to make			
	Report to year 10 parents	Fri 26 th Jan						
Students	Options from given out to	Fri 26 th	JPZ	Students respond	Students have agency			

reduce the number of GCSEs they are taking to ensure higher quality of grade at the end of KS4		Jan		by 1 st Feb	in what they will study for the remainder of KS4. Students will be able to concentrate in getting P8 and A8 scores as high as possible			
	Timetable is rewritten to accommodate Y10 choices	Mon 19 th Feb	JPZ	New timetable ready for M4	Students will have appropriate time allocation per GCSE to maximise outcomes at KS4	JPZ off timetable to write new one		

Priority 2: Key stage 5 outcomes for students

Meirion Lewis

2a) KS5 monitoring, intervention and the culture of learning

Context:

Currently, there is significant underachievement in Year 13 and this needs to be rectified by the end of the academic year to ensure our first set of KS5 results are strong. There is no robust tracking system in place and the reliability of in house assessments is variable so this needs to be addressed as a matter of urgency. The current student culture within KS5 also needs to be addressed as it is not focussed enough on academic achievement and progress

Success criteria:

All students to make expected or better than expected progress at KS5 (based on ALPS)

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/cost	Status with evidence for status	Evaluation
Ensure greater accountability from HoD's	MLS Meet with all HoD's to set out future vision for KS5	By 10 th Nov 2017	MLS HoD's to feed back to their depts	All HoD's to have detailed intervention plans for KS5 students. All HoD's and KS5 teachers will be aware of the attainment targets and current performance	All HoD's and KS5 teachers to have an increased awareness of the progress of their KS5 students and to have structured intervention in place throughout the year.	Time for meetings.	Done Meetings have taken place.	
	MLS to meet with HoD's after every assessment cycle to discuss progress of students and proposed interventions	ongoing	MLS				Ongoing. Meetings currently taking place after Year 13 mock exams.	
Audit and development	Audit of all KS5 Schemes of Learning	Year 13 schemes by	MLS and SLT line		All Schemes of Learning to be fit for purpose. They will be		Ongoing. Year 13	

KS5 Schemes of Learning	by SLT line managers and MLS	End of module 2. Year 12 by end of January	managers to discuss and then SLT to meet with HoD's		closely tied to the Specifications and contain resources which will challenge students to reach A/A* grades. Regular assessment opportunities will also be built in		audit not complete yet.	
	Individual meetings with HoD's and KS5 teachers to review their KS5 Schemes of Learning and discuss areas for development	By end of Module 3	HoD's to plan and implement programme for development of KS5 SoL	Plan to be provided to MLS by end of Module 3			Ongoing	
	Schemes of Learning to be developed according to a set timescale	Dec 2017 – End of Module 4	HoD's and KS5 teachers				To be done	
Improve the reliability of assessment at KS5	Produce KS5 assessment timetable and share with SLT/HoD's	By 17 th Nov 2017	MLS		HoD's to be aware of importance of summative assessments based around past exam questions. HoD's to also be aware of importance of impartial marking and detailed, question level analysis of papers to ensure accurate data on each student and to accurately inform ongoing interventions		Ongoing. Year 13 Jan and Easter mocks have been based upon past papers and reliability is much improved. All departments are now using exam	

							building programmes to construct summative assessments. Formative assessments and question level analysis (along with accompanying intervention) still needs to be improved	
	Meet with HoD's individually to discuss assessment needs and set out criteria for reliable assessment, marking and analysis of papers	End of Nov	MLS/SLT line managers	HoD's producing high quality, consistent summative assessments based on PP questions		Purchase of electronic exam questions for each dept e.g. exampro £600 - £700	Done	
	Audit all assessments in advance/produce modular assessment timetable	See KS5 assessment timetable	MLS	Timetable to be produced 1 week before assessment week by MLS			Ongoing. This took place for both the Year 13 mock exams	
Ensure tracking system is	Rigorous tracking spreadsheet to be set up and individualised	17 th Nov	MLS	HoD's to populate the spreadsheets by Data deadline date on KS5	To enable all stakeholders to have an up to date, accurate overview of the progress of all		Ongoing. Tracker is complete	Ensure tracking

accurate and rigorous	for HoD's			assessment cycle	students, any interventions that have been put in place and the effectiveness of those interventions		but departments are not using it consistently	system is accurate and rigorous
	All KS5 staff and HoD's to have CPD on ALPS and other accountability measurements	By 17 th Nov	MLS		All HoD's and KS5 staff need to be aware of how they are being held accountable and need to understand the various measurements.	Meeting time	Done	
Ensure intervention programmes are targeted (at students and topics) and enable progression	Meet with HoD's to discuss question level analysis of assessments and exemplars of intervention strategies	Meeting w/b 4 th Dec.	MLS	Departments are tracking their interventions effectively and they are able to show rapid improvement as a result of the sessions.	It is essential that all HoD's are confident in question level analysis of assessments as that will form the basis of their interventions. It is also key that they are clear on the need for their interventions to be clear, targeted and effective. They should follow the format of test, short (2-3 sessions) intervention, retest. HoD's will also need to develop accurate tracking systems to monitor the interventions to ensure they are effective.	Meeting time	Ongoing. Meeting has taken place but further training required	
	HoD's to develop high impact intervention programmes within their department		HoD's			Dept time to develop and run these	Ongoing. Intervention programmes are in place	

	along with tracking systems to back them up					enrichment programmes (likely to be after school)	but tracking systems are not embedded in all departments	
Audit and develop quality of Teaching and Learning at KS5	Audit quality of KS5 teaching via joint learning walks with HoD's.	Module 2 and 3	MLS/HoD's/ SLT line managers		<p>To ensure that all KS5 lessons are engaging and challenging as well as being closely tied to the specs and preparing students well for exams.</p> <p>The SoL and lessons should be designed to allow students to access work/knowledge that will enable them to attain A/A* at the end of year 13.</p> <p>All KS5 staff should be confident in designing and delivering these types of lessons.</p>	Cover implications for learning walks	Ongoing. Concerns: Computer Science, Year 12 maths and Year 12 Physics	
	Staff training to increase challenge within KS5 lessons (and anything else arising from audit)	Ongoing throughout the year. Based on a set timetable tailored to each dept	HoD's/MLS	KS5 staff are more confident in delivering challenging lessons that are tailored to meet the needs of the spec and allow students to access A/A* grades in the final exams		Meeting time/ cover implications for peer to peer lesson observations and visits to other schools for CPD	To Do	

	Ongoing cycle of KS5 lesson audit developed by HoD's	Minimum of once every 2 modules	HoD's	HoD's have a clear, focussed overview of KS5 teaching within their depts. And have produced a lesson audit cycle for the year			To Do	
Change the culture of the Sixth Form to ensure it becomes more academically focussed	Rework the space in the Sixth Form so all students are in one, supervised area	Module 2	MLS	Common room to be rebranded as Study area and students are not allowed in any other room in the Post 16 area without staff supervision.	<p>These steps are being put in place to move the culture of the sixth to a more academic, high aspiration one.</p> <p>The students are not focussed enough at the moment and treat their non-contact time as free time to relax with their friends rather than an opportunity to further their knowledge.</p> <p>The outcomes are that all KS5 students are using their non-contact time to work; either in the Sixth Form study area or in classrooms with staff.</p> <p>The Study Area will be a quiet study area fully resourced with journals, text books and resources from the departments, text books and resources from the departments.</p> <p>As a result, a minimum of 90%</p>	Money needed to buy new, more suitable desks etc to convert the common room into a study area (costs TBC)	The 6th Form area has been refurbished and the culture within it is dramatically improved. This now needs to be embedded.	

					of students will be on target or better (ALPS) by the end of module 5			
Increase the supervision in the new KS5 work area	Module 2 (but also need to look at it longer term)	MLS	MLS to be based in the Study area as much as possible. MLS to work with JPZ to see if there is the capacity to timetable staff into the area next academic year.			Staffing implications for next academic year	Done. 6th Form Supervisor now permanently based in the 6th form area.	
Introduce new rules with regards eating and socialising in KS5 area	Module 2	MLS	No hot food to be brought into the school at lunch. Eventual aim is to stop all eating in the sixth form area but currently do not have the capacity in the restaurant during lunch to accommodate the sixth form				Done	
Ensure all students have adequate resources in KS5 area. 'No excuses policy'	By end of module 2	HoD's MLS	All KS5 depts. to supply past papers, extension work and revision materials which will be placed online and hard copies will be in the sixth form study area			P/C costs for resources	Ongoing. Computers and laptops purchased /online resources mainly in place but	

							Dept materials not in 6 th form area yet.	
	Timetable students into the KS5 work area	By end of module 3	MLS				To do	
	<p>Introduce 3 step behaviour intervention policy to KS5:</p> <p>1 Phone call /Letter to families</p> <p>2 Meeting with families followed by student being placed on report to community leader (can be escalated up to MLS)</p> <p>3 Removal from course (due to attendance or behaviour)</p>	By end of module 2	MLS HoD's		<p>Punctuality to school and lessons will be 100% by the end of module 3.</p> <p>All student behavioural incidents will be followed up via the intervention policy and logged with MLS</p>	<p>Production of the letters.</p> <p>Time to meet with parents</p>	Done	
Development of UAE Graduation Certificate.	<p>All students to have minimum of 2 weeks' work experience and gain excellent reference from their placement.</p> <p>The business links need to broaden out</p>	Additional contacts made by end of Module 4. Work experience arranged for	MLS/PY		<p>All KS5 students will have had a minimum of 2 weeks high quality work experience.</p> <p>All students will have positive feedback from their work experience employers.</p>	Time to meet with the respective and set up the links	Ongoing. Most students have had high quality work experience. Links developed in	

	beyond the current Engineering focus. By the end of the year we need to have a minimum of 1 strong contact in the finance, Biomedical/pharma, Law and NHS sectors.	students (may not be completed) by end of module 6					Law and NHS sectors	
	All students need to have completed a minimum of 30hrs volunteering by the end of year 13. Links need to have been made with a minimum of 3 local charities/volunteering agencies and placements arranged for all of current year 12 (either for this year or next)	Contacts to be made by end of Module 4. Programme for 2018/19 in place by end of module 6	MLS		All students to have completed 30 hrs of volunteering during years 12 and 13	Time to meet with the respective and set up the links	To Do	
	Expand the EPQ programme to all year 12 students in Sept 2018. Staff need to be trained up to teach the EPQ. Supportive links need to be made with other schools	Staff identified and trained by end of module 5. Programme of study in place by end of	MLS		EPQ programme of study in place ready to teach in Sept 2018. All Year 12 students in Sept 2018 to begin an EPQ project	Cover implications for staff to visit other schools. Staffing implications for next	To Do. Unlikely to happen	

	<p>that already successfully teach EPQ (Dulwich College?) and LSBU.</p> <p>A structured Programme of Study needs to be in place by August in preparation for 2018/19 and staffing/timetabling issues need to be resolved.</p>	Module 6				<p>year</p> <p>Time to produce Programme of Study</p>		
	<p>All students will have either secured a conditional UCAS offer or secured a higher/degree apprenticeship place.</p> <p>The UCAS/Apprenticeship application support programme needs to be updated to ensure all draft statements/CV's are submitted to community leaders by end of module 6. LSBU have also agreed to support the process so the timetable of</p>	Programme rewritten by end of Module 3. Programme to start Module 4.	MLS	Work with LSBU outreach department to produce a programme of support for Year 12/13 beginning in module 4. This needs to be in place by the end of Jan	All Year 13 students to have either secured a conditional UCAS offer or secured a higher/degree apprenticeship place with a high performing company.	Time to deliver the programme (the students will need to be off timetable for parts of it)	<p>Ongoing. All students who applied to University have firm offers.</p> <p>Apprenticeship applications still ongoing</p>	

	talks and workshops needs to be finalised.							
	All students need to successfully complete the 'Find my voice' Oracy programme (see Literacy development plan for details)	Programme to start with Year 12 during Module 3	RLE MLS	Programme of study to have been developed by the end of module 2	All year 12 students to have successfully complete the 'Find my voice' Oracy programme.	P/C of resources needed to deliver the programme	Ongoing. Start delayed until module 6	

Priority 2: Key stage 5 outcomes for students
2b) Increasing the numbers of students in the sixth form

Meirion Lewis

Context:

Numbers at KS5 are small at present due to the fact that UAE students have not yet reached Year 12 so recruitment is completely external. This is compounded by having no KS5 exam results yet and the majority of local schools having their own Sixth Form.

Success criteria:

Increased numbers into Year 12 in September 2018 (minimum of 50 students in year 12)

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/cost	Status with evidence for status	Evaluation
Marketing of UAE Sixth Form to other schools (recruitment for Sept 2018)	Visiting other schools Post 16 evenings (mainly Lewisham)	Module 2/3	MLS		To have attended a minimum of three schools and spoken to their Year 11 students. To have secured a minimum of 60 applications by the end of Module 6	£100 - £200	Did not occur.	
	Letters and Flyers out to all year 11 students in Southwark and surrounding boroughs to advertise Open evening	January	MLS	Contact to be made with Charmaine by 17 th November and flyers to be ready by end of Module 2 Addresses obtained by the end of module 2	Flyers sent out to minimum of 1000 local addresses by 19 th January	Cost of Flyers and obtaining addresses. Approx. £500 in total	Done	
	Increase online advertising presence: twitter searches, youtube searches, facebook, geographical targeting of adverts	End of Jan 2018	MLS	Speak to Charmaine about strategy. Make link with LSBU -	Ensure all our current platforms are being used in January to promote the open evening.		Partially completed. Twitter used,	

				Seth Stromboli. Working group of staff and KS5 students set up.			Seth Stromboli no longer the LSBU link. After review of previous advertising, resources were diverted to other areas i.e. letters, banners and paper advertising.	
	Banners to advertise Sixth form open evening	End of Module 2	MLS		Minimum of 3 banners placed in prominent places around the local area	Cost of banners (unknown at present)	Done	
	Advertising in targeted areas e.g. outside cinemas, leisure centres, youth clubs?	January	MLS			Advertising costs (unknown at present)	Done via banners	
Internal marketing of UAE Sixth Form (recruitment for Sept	Speak in lower school assemblies about the sixth form and the '7 year journey'	Module 3 onwards	MLS	Liaise with RHG to get dates put in calendar by end of module 2	All students to have had an assembly of the sixth form by the end of module 6		To Do	
	Increased presence in Year 6 Open evening to emphasise	Sept 2018	MLS/AMS		MLS to have an area in the Open evening dedicated to		To Do	

2019)	'7 year journey'				sixth form.			
	Year 10/11 students to have breakfast with KS5 students (one community at a time) to give them the chance to ask questions in an informal setting	Module 6	MLS Post 16 community leaders	The timetable for the breakfasts will be finalised by the end of module 4 Speak to catering company to organise breakfasts	All Year 10 students to have had a breakfast with KS5 students by the end of Module 1 2018	catering costs Unknown at present)	To Do	
	All Year 11 students to be interviewed by a member of SLT about their next steps during module 2 and 3. As a result of this interview, all year 11 students will be given a provisional offer of a sixth form place at UAE	Module 2 2018/19	MLS SLT	Timetable for this to be finalised by the end of Module 1 2018/19	All year 11 students to have been interviewed by a member of SLT by the end of Module 3 and a detailed log of career aspirations/interests and KS5 offers created	Possible cover implications for interviews to take place	To Do	
	Develop a series of joint projects between year 11 and KS5 which will run during modules 2-4 It should have an outcome that benefits either the school community or the wider, local community	Module 2-4 2018/19	MLS	Put together a working group to plan this by the end of Module 3. Plan to be completed by end of Module 6	A stronger relationship between year 11 students and KS5. This could be measured via student voice questionnaire. All year 11 and year 12 students to have completed a cross phase project	Planning time and resources (TBC)	To Do	
	Expand number of subjects on offer at KS5 and develop different 'pathways'	Decisions on changes by end of module 4	MLS JT JPZ	Any changes need to be agreed and formalised by the end of Module 5 as the prospectuses for the following year will be printed during Module 6.	A minimum of 80% of UAE year 11 students who have the required grades to move on to KS5 choose to stay at UAE South Bank. We have to be able to offer the appropriate courses and pathways for our students	Timetabling and staffing implications	To Do	

Priority 3: Quality of teaching and learning
3a) The teaching and learning evaluation and improvement cycle

Annette Moses

Context:

‘Teachers have high expectations of pupils’ work and behaviour. They have good working relationships with pupils, which support teaching and learning very well.’
 (Ofsted 2017)

To ensure that we maintain high quality teaching and learning across the school we need to have a monitoring procedure that not only quality assures teaching and learning but also supports and develops our teaching staff.

Success criteria:

All teaching staff are part of a cycle where their performance is assessed against targets. All Heads of Department have additional performance targets based on completion of their department improvement plan

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resource s/ cost	Status with evidence for status	Evaluation
All fully qualified teaching staff are part of the Performance Management (PM) cycle	All fully qualified staff meet with their line manager in module 1 to review the targets for the previous year PM cycle and discuss the evidence.	Sept 2017	Line managers to complete documentation for the staff they line manage. JP (VP) to collate	JP (VP) to provide staff with deadline for completion of PM documents	All fully qualified teaching staff part of the previous year PM cycle complete the process by the end of Module 1.		All PM documents have been moderated by SLT	
	All fully qualified staff meet with their line manager in October to agree targets for the academic year PM cycle.	October 2017	Line managers to complete documentation for the staff they line manage. JP (VP) to	JP (VP) to provide staff with deadline for completion of PM documents. PM documents moderated by SLT	All fully qualified teaching staff have agreed targets for the academic year			

			collate	line managers.				
	All fully qualified teaching staff have 3 formal lesson observations each academic year as part of their PM (one will be part of a department review with a member of SLT)	January 2017 onwards	Line managers alongside member of SLT for the department review.	Line managers should aim to complete one formal lesson observation per term in most circumstances. Formal lesson observations could lead to formal teacher support plans depending on the assessment of the lesson observed.			All fully qualified members of staff have now had at least one formal observation as part of the department reviews	
	All BTs (Beginning teachers) and NQTs are assigned a mentor who they meet weekly.	Weekly meetings	LD (BT) – RL (Mentor/LM) NA (BT) – RL (Mentor/LM) FS (BT) – NM (Mentor/LM) CC (NQT) – JS (Mentor) IFB (LM)	Weekly meetings to provide support and guidance.	All BTs and NQTs supported with weekly targets and teaching development focus. Any intervention required can be quickly identified and implemented.		The all BTs meet with their mentors. One NQT is currently getting additional support from the Southwark NQT team	
Beginner teachers (BTs) and Newly Qualified teachers (NQTs) Have their performance managed as part of the initial teacher training or NQT programme	BTs and NQTS are formally observed in line with their specific programme cycle and once a term by the Teaching and Learning Team leader (AM)	Formal observations by mentors and course assessors	AM(AVP)	Formal meetings with course assessors each term for BTs. Formal report for NQT each term.	Development of BTs and NQTs closely monitored with support		Southwark NQT team is our named provider for the NQT induction year. CC has	

		Termly formal observations by AM					completed 2 successful terms of her induction year. AO is getting additional support as his first term assessment was a cause for concern	
	Each Head of Department (HoD) completes a department SEF and DIP. Completion of the actions in the revised DIP will be included in the HoD PM targets.	November - December 2017	Each HoD will be responsible for completing their SEF and DIP. SLT line managers will oversee the completion as part of the HoD PM	SLT meeting in December to share and moderate the DIPs.	Moderated DIPs are shared with staff – they are put on the shared area in January.		Department SEFs were completed and moderated before the Department Reviews	
Departments to undergo an annual review led by two members of SLT	SLT department line manager and another member of SLT conduct a comprehensive department review.	January – February 2018	SLT department line manager to lead with another member of SLT in support.	Formal meeting at the start of the review to discuss the process, review key documents (SEF, DIP and data analysis), arrange the lesson observations and book scrutiny. All members of the	All departments are rigorously reviewed, this may result in recommendation for revisions to the DIP		The Teaching and Learning cycle is nearing the completion for this academic year. All Departments have	

				department are observed. Books are scrutinised and students spoken to. A report is written and shared at formal feedback meeting.			been reviewed and given feedback. HoDs will now begin the process of	
	Revision of the DIP	After the department review has been carried out	HoD to make revisions as required and share with SLT line manager	<p>A formal meeting is arranged for the HoD with the SLT line manager to present the report and the revised DIP to JT (Head teacher)</p> <p>SLT to review the Department Review report findings and revisions to the DIPs.</p>	HoDs have an effective document to implement improvement in their department and all SLT are knowledgeable about the priorities in all department areas.		Presenting their revised DIPs to John.	

Priority 3: Quality of teaching and learning
3b) To establish a professional learning community (PLC) amongst the student facing staff at UAE

Annette Moses

Context:
 Ofsted commented on our good quality staff development, particularly for new staff and the opportunities we provide for staff to extend and use their expertise. As a growing school we wish to capitalise on this and enhance it moving forward with a culture of scholarship not only among students but also fully established in our staff.

Success criteria:
 All teachers and learning assistants take ownership of their professional development and complete an action research project and share their outcomes with the whole staff, they also read at least book of choice to support their own professional development.

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status with evidence for status	Evaluation
Introduce UAE Professional Learning Community, how it will be structured, the timeframe of the different phases, expectations and how staff involvement will be monitored.	Staff PD session to introduce the PLC. AM	1 st September 2017	AM to prepare and lead session	All staff attend the PD session	Teachers and LAs clear about the purpose and vision of the PLC		Done	
	Timeframe for the PLC research project explained and relation to performance management. AM	PD on 1 st September 2017	AM (AVP) as part of PD session. Line managers as part of the PM cycle.	Teachers and LAs work collaboratively to formalise ideas for projects and share these with AM (AVP) and line managers as part of their PM	Teachers and LAs understand that this is a requirement of their performance management.		Timeframe shared. PM cycle begun but not all Line managers have completed it yet.	
	Lesson study and IRIS introduced as possible mechanisms for the project. AM/IFB	1 st September 2017	AM (AVP) as part of PD session and IFB (T&L team) providing	IFB (T&L team) leads a PD session on IRIS in module 2.			Lesson study introduced when the PLC launched	

			training in Module 2				September 1st Iris PD not completed but IRIS is being trialed by some staff	
	Education Endowment Foundation (EEF) and Teacher Development Trust (TDT) shown as starting place to begin research.	1 st September 2017	AM (AVP)	TDT membership arranged and shared with staff 1 st October 2017			Done	
Monitor PLC projects	PLC planning document pro-forma and guidance shared with teachers and LA's	13 th October 2017	AM (AVP)		Teachers and LAs complete planning documents with time to seek assistance from AM if needed.		Done	Documentation shared at SLT meeting 9 th October 2017
	PLC planning documents completed	3 rd November 2017	All teachers and LAs	PLC planning documents collated by the Teaching and Learning team	Completed PLC planning documents are quality assured by the Teaching and Learning team (AM and IFB) then discussed with SLT. Cover required is planned for and costed.		Planning documents collated. Need to be quality assured by SLT to ensure suitability for PM	
Share findings from PLC projects	PLC Interim review PD session and PM review	February 2018 (to be confirmed)	AM (AVP) to organise and lead PD session.	Date of review session to be confirmed after QA of PLC planning documents with SLT and shared with staff	Teachers and LAs share their interim finding and receive support, guidance and feedback from		Due to timings of Department reviews Interim	

			Line managers to discuss PLC project as part of the PM cycle interim review.	in December 2017	colleagues to improve their projects and/or provide new ideas.		review will have to be in March	
	PLC project findings sharing PD	April/May 2018	AM (AVP) to organise and lead with IFB (T&L team)	Date and Structure of PD to be discussed with SLT and shared with teachers and LAS at the PLC interim review session	Teachers and LAS share their findings with colleagues and discuss how ideas and strategies that showed a positive outcome can be implemented in the classroom to benefit our students. Staff also produce a short written report about their research to be included in the whole school published document.		8 th May was the first of two PLC sharing PDs	
Establish staff CPD reading culture to encourage and enhance professional development and develop culture of scholarship.	Collate a recommended reading book list from staff members	9-13 th October 2018	JT (Principal)	Recommended book list shared with staff 13 th October 2017	Staff can use as part of their PLC project research, or join a reading group. SLT to discuss list and how to encourage and support reading groups.		All staff Completed a reading as part of a PD day and completed a review. This will form part of their PLC contributio	

Priority 3: Quality of teaching and learning						Imogen Fletcher-Blackburn – with Annette Moses		
3c) Marking and feedback								
Context:	Purchase books for a staff CPD section in the LRC beginning with those on the staff recommended list	November 2017	AM (AVP) to coordinate KT (LRC coordinator) to facilitate	Kafi to purchase one copy of each of the books on the recommended book list for the LRC	Teachers and LAs borrow CPD books from the LRC and those from this list to develop the skills and knowledge needed for lessons. Marking is inconsistent and arises in pockets. There needs to be a drive in making it clear to teachers that marking and feedback is part of the learning process. Students are clear in some subjects what is expected of them in their feedback, but also how to respond to teacher feedback, but also how to develop effective self and peer assessment.	£250		
Success criteria:	<ul style="list-style-type: none"> • A review of marking in the academy to form a base line of what marking in the academy is like this year • A marking policy that is updated and given to all staff • A PD that looks at marking and gives examples of effective marking in the academy currently • Departmental reviews that where marking is a key feature of the review in modules 4, 5 and 6 • A build-up of a bank of effective marking techniques which is shared with staff 							

Done

Further purchases are made of the book/s chosen for reading groups

£400

November 2017

Staff CPD section in LRC identified

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/cost	Status with evidence for status	Evaluation
To discover where the academy is currently at with marking in the academy	Marking review to take place	Module 2	Annette	<ul style="list-style-type: none"> Annette to inform staff of the marking review Annette to make up a timetable and share with the SLT and Imogen Annette to create a marking success criteria for what effective marking will look like SLT and Imogen to carry out the marking review Feedback to be given to Annette Annette to feedback to heads of department about their marking 	The outcome will be a comprehensive overview of what marking and feedback is like in the academy so far. It will highlight areas of strength that can be used as examples and also highlight areas of weakness that may need to be helped in the future. This will make it clear what the current standard is the academy is and where we are to build from.	None	Complete – overview with Annette	Following on from the marking review it is clear that marking is a priority for the academy moving forward. There were some strengths, particularly in drama, and some specific teachers in the academy. These teachers will be asked for examples of their marking to feed into the marking policy.
To create a marking policy that is understandable and open to appropriate interpretation. A	Marking review draft 1	2	Imogen	<ul style="list-style-type: none"> Readings engaging with the literature around marking and feedback Research into the marking policies in other schools 	A first draft will have the main aims outlined, and will check for clarity and feedback from SLT to ensure the policy is appropriate and	None	Complete – drafts sent to John and Annette	At the end of the first draft additional readings in the theory was done and responses to

key aim of the marking policy is not to increase workload but to encourage the efficient place of marking within the process of learning in a module.					supported.			the feedback was put in place.
	Marking review draft 2	2	Imogen	<ul style="list-style-type: none"> Adding into the marking policy examples – select teachers from marking review feedback and get examples from them 	A second draft will look for any last minute editions/ tweaks. This will allow for SLT to scrutinise and feedback to the policy.	None	Complete drafts sent to John and Annette	Draft was adapted in accordance to the feedback given to it. Diagnostic feedback was added in.
	Marking review complete draft	First week of module 3	Imogen	<ul style="list-style-type: none"> Include literacy policy Meet with Jason P and Annette to discuss diagnostic marking 	A complete draft will be ready to roll out to all staff. Will involve examples of effective marking already achieved in the school, a timeline/ frequency expectations and summaries of what each type of feedback is.	None	Complete drafts sent to John and Annette	Completed version ready to inform the PD and to be rolled out following engagement. This gives enough warning before departmental reviews.
To share the marking policy with the staff in the academy, with a PD on the rationale behind it, the conversations around marking, examples of marking, and	Run a marking PD after school on Monday for all teaching staff	Module 3	Imogen	<ul style="list-style-type: none"> PD slides to be created – slides to look at the educational arguments about marking and feedback Include discussion time to engage all members of staff and to take on board feedback and comments made Collate a number of 	All staff will be aware of the marking policy and the expectations. Staff will be aware of the departmental reviews taking place and the importance of marking and feedback within these. Staff will have examples given to them of different	None	Complete – Slides shown for PD and completed marking policy handed out	Staff have a hard copy of the marking policy, and an electronic copy of the marking policy and slides.

expectations.				<p>examples to include into the slides and talk about the strengths of these marking examples</p> <ul style="list-style-type: none"> • Draw out the main expectations from the marking policy and discuss them in the meeting PD 	examples so they know what effective feedback is.			
To review the marking policy to ensure that it is being carried out and offer support to areas that are not meeting the expectations	Departmental reviews	Module 4, 5 and 6	Annette and Imogen	<ul style="list-style-type: none"> • Timetable of when the reviews will take place shared with SLT and HoD • Success criteria shared with SLT • Marking audit of the department completed with HoD and SLT member • Feedback given to the department about the department, with marking and feedback audit results included • Support plans put in place if necessary • Marking policy reviewed and updated based on results 	This will give us a picture of what marking looks like in the future following the marking policy. This will then also be able to feed into the marking policy to ensure it is an organic document that is suitable for UAE. This will help identify areas that require additional support as they are not meeting expectations.	None	To begin module 4	
	Support plan with marking workshops in place for staff not fulfilling the	Following the departmental reviews	Annette and Imogen	<ul style="list-style-type: none"> • Staff not meeting expectations identified • Support plan put in place and shared with appropriate staff • Marking workshops put 	Consistency will be evident across the academy, with areas of weaknesses identified and supported.	None	To begin following departmental reviews	

	requirements			on for staff not meeting expectations				
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Priority 3: Quality of teaching and learning
3d) Increasing the engagement in learning

Annette Moses

Context:

In September 2014 Ofsted published a report on low-level disruption in schools, it showed that potentially an hour of learning is lost each day because of this type of behaviour.

At UAE we have some strong experienced teachers and also some teachers who are relatively new to the profession. All students have the right to learn. Currently in the majority of lessons low-level disruption is impacting negatively on the teachers' ability to teach lessons effectively and on student progress.

Success criteria:

Student engagement is improved in lessons and a culture of learning in the classroom is developed where low-level disruption is minimal and all teachers are able to deliver their well-planned lessons effectively to impact positively on student progress.

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status with evidence for status	Evaluation
To improve Engagement and develop an improved culture of learning in lessons.	Engagement in lessons PD for all teachers, community managers and LAs	8/01/18	AMS	PD shared with SLT 4/01/18 prior to session.	All staff involved in the process. Feedback from PD used to compile clear classroom expectations.		Done- PD in SLT drive	
	Classroom Engagement Expectations compiled from staff feedback in PD		AMS	Classroom Engagement expectations shared with SLT and then with staff to get any further feedback- 11/01/18	UAE Classroom engagement expectations written		Done- expectations poster in SLT drive	
	Letter home to parents informing them about the new expectations and	12/01/18	AMS/JBU/JTR	Letter given to students and copy put on	All families informed about the new expectations and how		Done - copy of letter in SLT drive	

Priority 3: Quality of teaching and learning
3e) Teacher support plans

**Giles Smith –
with Annette
Moses**

Context:

Teachers are expected to continually improve their practice to always secure consistently good teaching in line with general teaching standards. Teaching and learning is quality assured and monitored at UAE South Bank according to the Teaching and Learning Development Cycle. This cycle allows for the identification of teachers not meeting the required teaching standards. The Teacher Support Plan is the process to provide bespoke intervention to address teacher’s needs as required.

Success criteria:

Identified teachers successfully apply techniques and strategies devised in collaboration with the Teaching & Learning Coordinator and Line Manager, which lead not only to enhanced classroom and student performance, but also to ensure they fully meet the teacher standards in the agreed timeframe.

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status with evidence for status	Evaluation
Devising the Teacher support plan and process	Research and development of the Teacher support plan process	March 2018	GS and AM	Draft plan process shared with SLT and recommendation added	UAE has a process for implementing the Teacher Support plan		Plan agreed by SLT and put into practice	
Completing the plan process for identified	Teachers identified as needing a TSP meet with JT and AVP Teaching and Learning to explain and	As identified	JT and AM	Meetings conducted	Areas for development according to the Teacher Standards are		Two teachers have had their meetings	

teachers	initiate the plan				identified and passed on to GS to begin the plan		one has had to be postponed due to illness	
	Once information is passed to GS he meets with teacher and their line manager to devise a bespoke support plan with a fixed timeframe	Dependant on meeting with JT	GS, teacher identified and their line manager	Teacher Support plan initial meeting conducted	Teachers on a support plan have a bespoke plan to support them with their individual areas for development		Currently one teacher has begun his support plan. There are two others pending.	
	At the end of the agreed timeframe a report is written by GS and submitted to JT who observes the teacher and assesses if the plan has brought about the necessary improvement, if the plan need to be extended or if the teacher needs to go onto capability	Dependant on the plan timeframe	GS and JT	End of plan report written and submitted to JT	JT makes a judgement about the progress made on the plan and the next steps for the individual teacher		No plans have been completed yet	

Priority 4: Assessment, tracking and reporting

Jason Philipsz

Context:

The current assessment model relies heavily on summative judgments. Formative assessment is not as developed and therefore has limited impact on improving student progression. Frequency of reporting further inhibits teachers developing a formative approach to identifying root causes of barriers to learning. Teachers feel pressured to show students are making progress each module which is unrealistic so over measure performance through summative testing rather than diagnosing through formative assessment. This has led to grade inflation in some subject areas and slower progress of some groups of students particularly the most able across the academy.

Success criteria:

Students will have a clear understanding of what they need to do specifically to improve in each subject as they move through the academic year. They will know what they have mastered and what specific actions they need to do in order to improve overall performance.

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources / cost	Status with evidence for status	Evaluation
Review existing reporting format to check for accuracy reliability and impact on parents	End of year Test grades will be compared to Mod 6 teacher grades to check for discrepancies more than 0.5 grades	7 th Sept. 2017	JPZ	HoDs will provide a rubric to SLT line manager of how grades are arrived at.	SLT and HoDs will have a shared understanding of how summative data is generated each module and how reliable it is		Done.	Depts. Identified and shared with SLT
	HoDs will discuss how they generate grades with their department and Line manager	By 13 th Nov. 2017	HoDs			LM time	Done	Done with RHG and JPZ for year 10 mocks
	Parent survey to assess usefulness to parents	By 13 th Nov 2017	RHG to generate using survey monkey	Parent surveys are issued and at least 100 are completed	SLT will know how well parents value the frequency and format of reporting	Survey Monkey Subscription	Not done.	Decision made by SLT
	Reporting cycle discussed by students	By 17 th Nov 2017	RHG to raise at student council meeting	Student voice is reported back to JPZ	SLT will know how useful module reports are to students		Done	in student council. New model well received by

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resource s/ cost	Status	Evaluation
Design reporting system that is accurate and gives parents useful information about student progress	HoDs to be asked how many times they feel they should be reporting annually and whether it should be solely summative	6 th Nov 2017	JPZ to raise in HoDs meeting. HoDs to discuss in departments	Each departments completes a proforma on proposed formative assessment	Each department will be clear on what information they would like to share about student improvement		Done	General consensus is to move to twice a year reporting
	Discuss with HoDs what formative assessment information would they like to share with parents	6 th Nov 2017	JPZ A summary is collated and shared with SLT			Middle Leaders meeting time	Ongoing	On agenda for next Middle leaders mtg
	Analyse parent feedback and incorporate into reporting model		JPZ to share with parents during PFA meeting	Analysis of parent survey	Reports are easy to understand for parents and they are able to support their child with learning		Not done. Decision made by SLT	Decision made by SLT
Staff PDs on formative assessment techniques	Introduce one page marking to staff. Share benefits and dangers of question level analysis	20 th Nov 2017	ANM to lead inset and enlist IFN, NME and JSE to facilitate	Each department will produce a subject specific template for one-page marking	Staff will feel confident about using formative assessment in place of summative milestones at the end of each module.	Bonus Allowance for IFN	Done	
	Show staff various examples of how multi choice questions can be a powerful diagnosis tool Demonstrate AI version for science using Tassomai	4 th Dec 2017	JPZ to lead inset and enlist IFN, NME and JSE to facilitate	Each department to 'trial' a multi choice approach for one unit of work		Tassomai subscription and launch	Moved to 26 th Feb	Several departments already using. Positive response to PD
Development of diagnostic tools for formative	Each department to adopt a multi choice format or diagnosis tool to check understanding	By 2 nd Jan 2018	HoDs	Each department has a quick and easy way of checking		INSET/Pd time		Signposted to www.dagnosticstests.c

assessment	where appropriate			understanding and diagnoses misconceptions				om
Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resource s/ cost	Status	Resources/ cost
Create a formative assessment Mastery Checklist for every department	Departments asked to adopt and adapt a current PLC for KS4 relevant to exam specification	By 2 nd Jan 2018	HoDs to agree with SLT line manager		Students will have a very clear understanding of what they can do well and what specific actions to focus on. Staff will use formative assessment to inform planning and intervention	Time to work with JLE/ HoDs on Curriculum design	Ongoing	JLE has led 2 curriculum PDs to design and develop new curriculum
	Departments write a relevant PLC for KS3 that is not solely 'goal state' focussed	By 2 nd Jan 2018	HoDs to develop with department				Ongoing	Knowledge organisers being developed
	Write a marksheet for each class based on PLCs at KS3 and KS4 using conditional formatting to show mastery	By 14 th Jan 2018	JPZ to create marksheets based on departmental templates	Marksheets for each class on SIMS filled in by class teachers			Marksheet training for JPZ with John Roberts 2 half days.	Training done. Marksheets created
Develop a shared understanding of measuring Summative assessment	Define agreed meaning of summative testing: sample from a large domain, same conditions, range of difficulty and validity.	Dept. Meeting March 2018	HoDs to agree with department and delegate as appropriate	Every teacher has been trained on how to mark an exam paper/portfolio at KS4 and KS3	Staff have a clear understanding about the purpose of summative testing and how to implement it in their department to make valid inferences about student progression. They are able to do so without		Done	Summative test module 3 and 6. End of year exams QA by SLT
	Comparative marking is explained demonstrated and introduced		GZT to arrange INSET with no more marking	Every teacher has had a chance to comparative mark			Buy in papers?	No.

			contact		increasing workload and wherever possible reduce it.			using exam wizard or use past papers
	Decide whether to use a quality or difficulty model or combination of both to best reflect requirements of SoW		HoDs in conjunction with SLT line manager	End of year summative tests for each year group are created. These reflect GCSE paper structure in year 10 onwards.		Subscriptions to No more marking and Method Maths	Done	

Priority 5: Behaviour for learning
5a) Out of classroom behaviour

Jason Badu
– with Rob Harding

Context:

‘Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils and between staff’ (DFE 2018).

To ensure we introduce a culture where students have high expectations both in class and out. For all students to understand the importance of displaying outstanding behaviour out of the classroom.

Success criteria:

Students behaviour around the building is seen to be outstanding. Students recognise the importance of being calm and moving purposefully around the school. Students are courteous and mature in their interactions with each other, and they show respect for each other and for staff.

There is a reduction in the number of sanctions given for out of class behaviour.

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status with evidence for status	Evaluation
All staff are updated and understand our expectations regarding out of class behaviour.	Deliver a clear and concise PD on behaviour highlighting the importance of improving our out of class behaviour	Sept 2017	JB (LOSS)		All staff have a full understanding of the high expectations set.		Done – expectations of staff are consistent	
					For staff to take responsibility for negative behaviour out of class. Being active around the academy and challenging negative behaviours.		Done – staff issuing S3’s for out of class behaviour	
Set and broadcast New Corridor Expectations	Have visual displays around the academy highlighting clear expectations for all	Sept 2017			To display our school’s expectations regarding out of class behaviour. Constantly reminding		Done – posters visible around the	

	students to see.				students of our expectations.		school	
	Purchase high visual jackets for staff to wear whilst on duty.	Sept 2017			Staff are highly visible and students acknowledge their presence when on duty.	200	Done – Orange jackets visible at all movement times	
Produce a duty rota that clearly indicates where staff are located to monitor students during break, lunch and lesson change overs.	Create and publish a comprehensive and fully functional duty rota that staff understand and use in order to carry out their duties	Sept 2017, updated every module	JB (LOSS) to produce duty rota document. Line managers to ensure staff are on duty.		All staff understand their responsibilities whilst on duty. Staff are on duty on time and actively monitor students. Any changes to the duty rota are discussed and updated.		Done – Duty rota operating and attendance on duty monitored and followed up on by duty lead.	
Behaviour interventions put in place once an analysis of behaviour data is reviewed .	Community mangers trained in order to identify which students need behaviour interventions.	October 2017	Community managers.		Students who have accumulated a significant amount of behaviour sanctions will start an intervention plan lead by their community manager. Community managers will use this to identify which areas of the school needs to be monitored more.		Done – Special intervention group operated for 4 weeks in October/November.	

<p>Priority 5: Behaviour for Learning 5b) Restructuring student services</p>	<p>Student Services lead in managing data for their individual community,</p>				<p>Student Services are able to identify where the concerns are and</p>		<p>More emphasis and guidance</p>	<p>John Taylor</p>
<p>Context: The staffing structure of the school does not have the capacity to be effective in the past. The current student numbers. This will be exacerbated as the school grows. The student services and teachers for lower cost, which increases the impact of this work.</p>	<p>looking at trends and areas of concern and supporting behaviour for learning, behaviour management, and pastoral support. This will be exacerbated as the school grows. The student services and teachers for lower cost, which increases the impact of this work.</p>				<p>judge whether the pastoral support does not have the capacity to be effective in the past. The current student numbers. This will be exacerbated as the school grows. The student services and teachers for lower cost, which increases the impact of this work.</p>		<p>needed on the support to be spent on supporting behaviour from community managers –</p>	
<p>Success criteria:</p>							<p>Jan 2018</p>	
<p>1. Have in operation a fully staffed student services structure that serves the needs of the school as it grows to 900 students.</p>							<p>Two recent</p>	
<p>2. The student services team must have built in the capacity to meet the schools plan for student's engagement in community projects and educational visits for students</p>	<p>Use an external reviewer to assess the work done and judge where we are as a school</p>	<p>April 2018</p>	<p>JB (LOSS)</p>		<p>A report identifying clearly what our current behaviour is and what areas we need to improve.</p>		<p>External Reviewers have referred corridor behaviour as improved</p>	

3. The structure adheres to the guidelines of the trusts pay policy and roles are remunerated in line with other roles with similar levels of responsibility, and the financial cost is sustainable.
4. The pastoral support in the academy aligns with the vertical community structure.
5. The student services team are integrated into the annual evaluation and improvement cycle for all departments in the school

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/cost	Status with evidence for status	Evaluation
Produce a costed structure which is agreed with CEO and CFO.	Produce a staffing structure, benchmark the cost and prepare a cost breakdown.	October 2017	JTR	Structure produced	Structure effective in delivering priorities for pastoral support, community projects, attendance and educational visits	Staffing cost increase	Done – see structure plan	Structure working for pastoral support. Still unknown how effective this is at delivering on community projects and educational visits priorities
	Agree the structure with Rao and Claire	October 2017	Rao/Claire/JTR	Structure agreed	New structure costed, budgeted for and agreed	£10,000 increase in staffing cost this academic year, reducing annually as a % of income.	Done. See financial planning sheet and new structure document.	
Appoint staff to the positions and develop accountability lines and measures	Produce job descriptions.	November 2017	RHD/JTR	Job descriptions signed off by Rao	Student services team working to JD's which accurately reflect their responsibilities	Nil	Staff interviewed and appointed	
	Advertise and appoint staff to the roles.	November 2017	JTR	Staff appointed to start during December	Student services team working to job descriptions before the start of 2018	Staffing cost increase of £10,000 this academic year	Done	
	Agree lines of SLT responsibility	October 2017	JTR	Written into SLT roles and responsibilities	SLT line managers hold staff to account	Nil	Agreed SLT responsibilities with AMS	

Priority 6: Inclusion				sheet			and RHD	John Taylor
6a) Restructuring of SEND	Agree performance indicators	December 2017	AMS/RHD	Performance indicators written into PM targets and referred to in LM meetings	Focus on meeting performance indicators	Nil	Initial thoughts done – need to develop performance indicators in Module 4.	
Context:	As the school expands the number of students with identified special educational needs will increase significantly. Added to this there is also a growing number of students in the school for whom English is an additional language. To ensure that these students are all receiving high quality support in lessons, and appropriate and effective intervention when extracted from lessons we need to realise a new structure for the SEND department.							
Success criteria:	The SEND department is fully staffed according to the proposed new structure. All students with SEN and EAL are receiving effective in class support and extracted support. This is evidenced in the progress that they are making compared to students with no SEN or EAL.							
Develop the self-evaluation and improvement process and integrate this into the school's annual cycle.	Student services department self-evaluation	Module 4 - 2018	JBU	Department self-evaluation completed	JBU uses self-evaluation to inform improvement plan and then department review	Nil	In process, early stages (detailed SWOT analysis)	
	Interim department review	Module 4 - 2018	JBU/RHD	Process agreed Review completed	Review informs improvement plan	Nil	Booked for June 2018	
	Full department review	As part of department review cycle 2018/19	JBU/RHD				Booked for December 2018	

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status with evidence for status	Evaluation
Agree new structure and recruit staff to the roles.	New structure developed and agreed with CEO, costed with CFO.	October 2018	JT	Roles advertised	HLLA's in post from January 2018. Assistant SENDCO in post from February 2018	This should be cost neutral over 3 years given projected increase in SEN top up funding.	Structure agreed and roles advertised across the trust, and in the TES for the Assistant SENDCO	
	Assistant SENDCO and HLLA's appointed.	December 2018	JT	Staff appointed				
Build the CPD programme to increase the capacity of staff in their new roles as HLLA's	HLLA's meet with SBK to identify development needs and training	Jan 2018	SBK	Needs identified	HLLA's are on clear pathways to develop their capacity and knowledge in their specific roles, better supporting students.	Cost varies for each HLLA, up to £2000 for recognised training leading to appropriate qualifications	Needs identified	
	HLLA's meet with JTR to discuss appropriate training	Jan 2018	JTR	Courses and other CPD accessed				Meetings done – training being accessed
	External guidance provided to support development of new roles	Jan 2018 to April 2018	JTR/SBK	EAL consultant engaged and working in school. Other similar for C and I, C and L and SEMH.				Plans for development of the roles and responsibilities of the HLLAs in place
Develop SEND department SEF and DIP relevant to the new structure	RHG and SBK develop the SEND self-evaluation and department improvement plan with MBF.	March/ April 2018	RHG/SBK	SEF and DIP completed	SEF and DIP reviewed by SLT	N/A	Paper work created, review not yet booked	

<p>Priority 7: Ambition 7a) Educational visits</p>	<p>date and process agreed with SLT, Rob Harding, SENDCO and</p>	<p>April 2018</p>	<p>JT/RHG/SBK/MBF</p>	<p>Review date in diary</p>	<p>Department improvement actions are rigorous and</p>	<p>N/A</p>	<p>John Taylor - with Annette Moses</p>	
<p>Context The South Bank Department is located in the heart of London with a greater range and volume of educational and cultural opportunities, venues and events which can be accessed to these experiences outside of school. The ambition of our students is central to the school's vision. Ambition is one of the three core characteristics we aim to develop in all our students. Ofsted report of May 2017 under 'What does the school need to do to improve further' it states that we should:</p> <ul style="list-style-type: none"> Ensure that pupils have appropriate access to a range of social experiences that increase their cultural awareness in preparation for the next stage of their education and monitored in SENDCO/RHG line 	<p>Assistant SENDCO Departments in the heart of London with a greater range and volume of educational and cultural opportunities, venues and events which can be accessed to these experiences outside of school. The ambition of our students is central to the school's vision. Ambition is one of the three core characteristics we aim to develop in all our students. Ofsted report of May 2017 under 'What does the school need to do to improve further' it states that we should:</p> <ul style="list-style-type: none"> Ensure that pupils have appropriate access to a range of social experiences that increase their cultural awareness in preparation for the next stage of their education and monitored in SENDCO/RHG line 	<p>May 2018 May 2018</p>	<p>JT/RHG RHC</p>	<p>Greater range and volume of educational and cultural opportunities, venues and events which can be accessed to these experiences outside of school. The ambition of our students is central to the school's vision. Ambition is one of the three core characteristics we aim to develop in all our students. Ofsted report of May 2017 under 'What does the school need to do to improve further' it states that we should:</p> <ul style="list-style-type: none"> Ensure that pupils have appropriate access to a range of social experiences that increase their cultural awareness in preparation for the next stage of their education and monitored in SENDCO/RHG line 	<p>specific to the identified needs of the department. The ambition of our students is central to the school's vision. Ambition is one of the three core characteristics we aim to develop in all our students. Ofsted report of May 2017 under 'What does the school need to do to improve further' it states that we should:</p> <ul style="list-style-type: none"> Ensure that pupils have appropriate access to a range of social experiences that increase their cultural awareness in preparation for the next stage of their education and monitored in SENDCO/RHG line 		<p>RED RED RED</p>	
<p>Success criteria: Every student in key stage 3 and key stage 4 and management to effectively support the achievement of this. Students cultural awareness is significantly increased through the educational visits programme.</p>	<p>management meetings. Every student in key stage 3 and key stage 4 and management to effectively support the achievement of this. Students cultural awareness is significantly increased through the educational visits programme.</p>	<p>experiences in a minimum number of educational visits each year. An 'educational visits coordinator' has the capacity to</p>	<p>in a minimum number of educational visits each year. An 'educational visits coordinator' has the capacity to</p>	<p>as part of appraisal for SENDCO</p>	<p>as part of appraisal for SENDCO</p>			
<p>Objective</p>	<p>Actions, including CPD</p>	<p>Date</p>	<p>Responsible</p>	<p>Milestones</p>	<p>Outcomes</p>	<p>Resources/cost</p>	<p>Status with evidence for</p>	<p>Evaluation</p>

Priority 7: Ambition
7b) Guest speakers programme

Meirion Lewis

Context:

UAE South Bank is located in the heart of London, a city with access to a greater range of speakers (from a wider range of professions and specialisms) which can broaden the experience and horizons of our students than any other on Earth. Many of our students are not exposed to these experiences outside of school. Increasing the ambition of our students is central to the school's vision. Ambition is one of the three core characteristic we aim to develop in all our students. In the Ofsted report of May 2017 under 'What does the school need to do to improve further' it states that we should:

- Ensure that pupils have appropriate access to a range of social experiences that increase their cultural awareness in preparation for the next stage of their education.

Success criteria:

Every student in key stage 3, 4 and 5 experiences in a minimum number of Guest speakers each year. Admin support to be appointed to help with the programme. Students cultural awareness is significantly increased through the educational visits programme.

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status with evidence for status	Evaluation
Develop the Guest speakers programme	Visit other schools	December / January 2017/18	MLS	Schools visited	Increased understanding of what is possible and efficient systems	Cover costs	To Do	
	Develop tracking spreadsheet for Guest speakers	December / January 2017/18	MLS/Admin assistant	Tracking sheet produced and students access to speakers is logged.	Ensure that all students are exposed to a variety of speakers during their time at UAE		Done	
	Agree numbers of speakers per student per year on a variety of topics.	January 2018	MLS	Engagement expectations agreed	Planned speakers meet engagement expectations	tbc	Every student should access a minimum of 1 speaker per module when the programme	

							is fully up and running	
	Produce plan for Guest Speakers programme	March 2017	MLS/Admin Assistant	Programme of Speakers will begin before this but it will take time to guild up a contact bank	Students engage with speakers and begin to network in areas of interest.	tbc	Ongoing. Links have been made with Speakers for Schools (Professor Martyn Thomas has given a talk on 'The Future of AI')	
	Budget for Guest speakers agreed.	March 2017	JTR/C. Viner	Estimates produced. Budget agreed	Staff given responsibility for budget line	tbc	To Do	
	Produce programme for Guest speakers for 2018/2019	June 2018	MLS	Programme forms part of the school timetable	Ready to go in September	tbc	Ongoing	
Measure the effect of the programme on the cultural awareness of students.	?	?	?	?	?	?	?	?

Priority 7: Ambition
7c) Careers advice, information and guidance

Meirion Lewis

Context:

UAE South Bank is located in the heart of London, a city with a greater range and volume of educational and cultural opportunities, venues and events which can broaden the experience and horizons of our student's than any other on Earth. Many of our students are not exposed to these experiences outside of school and are unaware of the opportunities that exist in an increasingly Globalised society. Increasing the ambition of our students is central to the school's vision. Ambition is one of the three core characteristic we aim to develop in all our students.

In the Ofsted report of May 2017 under 'What does the school need to do to improve further' it states that we should:

'Ensure that as the school expands, pupils in all key stages access clear and impartial careers advice and guidance that prepare them well for the next stage of their education.' In light of the new statutory Government guidelines the CEIAG programme must be linked to the 8 Gatsby Benchmarks

Success criteria:

All students are provided with clear and impartial careers advice and guidance and are fully aware of all the options available to them when they leave school.

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status with evidence for status	Evaluation
Develop the CEIAG programme in respect of the 8 Gatsby Benchmarks	Visit other schools	December / January 2017/18	MLS	Schools visited	Increased understanding of what is possible and efficient systems	Cover costs	Done. Visited Chelsea academy	
	Appoint a Careers leader	Sept 2018	JT/MLS	Job spec to be developed	To meet the new statutory guidelines	Salary	Ongoing. Advert has out	
	Publish School careers programme for 2018/19 on the school website	July 2018	MLS	Programme to be written by May 2018 and then approved by Governors	Parents, students teachers and employers are able to understand the aims of our programme (Gatsby Benchmark 1)	Time	Ongoing. Draft produced.	
	To appoint (or train up from within) a dedicated careers advisor	Sept 2017	MLS	CEIAG coordinator appointed	All students have access to impartial and clear careers advice (Gatsby	Cost of advisor	Done	

					Benchmark 2)			
Purchase a recognised online careers programme	February 2018	MLS	Meetings with various providers	Online programme purchased and students trained on how to use it. (Gatsby Benchmark 2)	Cost of programme	Ongoing. Unifrog is in place for Post 16 but we still need another for KS3/4.		
To ensure that there is a robust system in place for collecting and organising all students careers data	March 2017	MLS/Admin assistant	System in place	All students CEIAG provision is tracked and monitored. (Gatsby Benchmark 3)		Ongoing. Currently being developed with J Oyedele		
To ensure that intended and actual destination data is collected regularly and systematically.	July 2018	MLS/JOE	System to be in place by May 2018 and trialled with Year 12 and 13 by Mid-June	The school collects and maintains systematic records of pupils' experiences of careers and enterprise activity (Gatsby Benchmark 3)	Time to build programme and collect data	To do		
To ensure a minimum of 1 meaningful employer encounter is in place for every year group in 2018/19 and written into the CEIAG programme	July 2018	MLS	To have contacted potential employers and got agreement for 3 year groups by end of May	All pupils should have encounters with employers and employees that result in them understand the workplace and potential career paths better. (Gatsby Benchmark 5)	Cost of bringing in employer/ employer programmes	Ongoing. Still need encounter for Year 7 and 11 and whole of Year 8.		
To ensure a minimum of 1 meaningful University encounter (with LSBU?) is in place for every year group in 2018/19 and written into the CEIAG	July 2018	MLS	To have contacted LSBU and got agreement for 3 year groups by end of May	Careers provision should cover further and higher education as well as potential professions. Pupils should have	Time to arrange encounters	Ongoing. Draft timetable provided with LSBU		

	programme				encounters with these organisations whilst at school. (Gatsby Benchmark 6)			
Evaluate the impact of the CEIAG programme								

Priority 7: Ambition
7d) University links and engagement

Meirion Lewis

Context:

UAE South Bank is located in the heart of London, a city with a huge range of Higher Educational establishments and diverse industries keen to engage with young people from a diverse background. We are also sponsored by LSBU and we need to develop this link further in order to benefit our students. Many of our students are not exposed to these experiences outside of school and increasing the ambition of our students is central to the school's vision. Ambition is one of the three core characteristic we aim to develop in all our students.

Success criteria:

Every student in key stage 3 and key stage 4 experiences in a minimum number of meaningful Higher Education and Industry experiences each year. All students in KS5 are supported to achieve the University place or apprenticeship of their choice.

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status with evidence for status	Evaluation
Develop the University links and Engagement programme	Visit LSBU to agree opportunities available to our students.	December / January 2017/18	MLS	LSBU visited	Programme of outreach opportunities agreed	Cover costs	Ongoing. Draft programme produced but dates still to be finalised.	
	Develop tracking spreadsheet for University links and engagement programme	December / January 2017/18	MLS/Admin assistant	Tracking sheet produced and students access to Higher education and Industry is logged.	Ensure that all students are exposed to a variety of experiences during their time at UAE		Done	
	Agree numbers of visits per student per year to HE and Industry	January 2018	MLS	Engagement expectations agreed	Planned experiences meet engagement expectations	tbc	Every student should access a minimum of	

							1 HE/Industry visit per year when the programme is fully up and running	
Produce plan for University links and Engagement programme	March 2017	MLS/Admin Assistant	Programme of will begin before this but it will take time to guild up a contact bank	Students engage with Universities and Industry and begin to network in areas of interest.	tbc		Ongoing. Year 9 and 10 students have been involved in a number of projects with TfL in the Autumn. LSBU have run numerous sessions for Post 16 students including UCAS sessions and interview practice. Outline programme produced	
Budget for University and Engagement programme agreed.	March 2017	JTR/C. Viner	Estimates produced. Budget agreed	Staff given responsibility for budget line	tbc		To Do	
Produce programme for University links and Engagement for 2018/2019	June 2018	MLS	Programme forms part of the school timetable	Ready to go in September	tbc		Outline programme produced	

Priority 8: Confidence						Rebekah Lee		
8a) Oracy	?	?	?	?	?	- ? with Annette Moses	?	
Measure the effect of the programme								
Context: on the national curriculum outlines that pupils should develop their spoken language skills across all subjects. The DfE conceptualises the importance of promoting high standards of 'articulacy'.								
of students.								

At UAE South Bank, OFSTED identified that pupils 'use talk very well to articulate their learning before they begin to record their ideas' and that 'most pupils are confident at debating'. There are currently pastoral opportunities for talk on Fridays during community debate time. Some opportunities for Oracy are noticeable in the Teaching and Learning at UAE South Bank school however in some areas/ departments this needs to be improved.

A main area for improvement at UAE South Bank is our pupils' application of Oracy. Presently, students lack confidence in their verbal communication. There are fewer opportunities for Oracy during teaching. The student cohort across all years struggle with being able to adapt their idiolect, the use of colloquial language, informal language and nonstandard English finds it way around the school and in the classroom. Stronger Oracy measures need to be implemented throughout Key Stages 3-5.

Success criteria:

- For all students to leave UAE South Bank with an Oracy skill set that will prepare them for future social, academic and professional possibilities.
- For students to be able to articulate themselves confidently.

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
To improve how Oracy is currently implemented in Teaching and Learning.	An introduction to Oracy- CPD provided for all staff to establish effective teaching of Oracy.	04.09.17	RLE	Provide Oracy resources for teachers RLE to run PD sessions for all staff	Increased teacher/student awareness of national issues relating to Oracy. Analysis of UAE South Bank Ofsted Report in relation to Oracy.	£320	Done	Voice21 identified that teachers across the curriculum are using Oracy strategies effectively within teaching.
	Oracy Learning walls around the school to instil a purposeful Oracy setting.	01.09.17	RLE/ KTS	RLE/KTS/RMN to erect learning walls around the school.	To create a greater awareness of the Oracy Framework- physical/ cognitive/ linguistic/ emotional across the school.	Materials £100	Partially complete	RLE/ KTS
	Frequent Oracy and Literacy Assembly inc. Community slides	11.09.17	RHG & RLE to assign staff	Delegate and plan for further community sessions For RHG to lead and present Oracy community slides	Raise Oracy awareness amongst students To instil an Oracy culture in staff and students across the school/years. To highlight the importance of	Nil	Partially completed	RMN research. RLE assemblies to all years. RLE still to arrange with third party debate/ speakers companies.

				<p>RMN to delivery Oracy debate assembly</p> <p>RLE to deliver an Introduction to Oracy Assembly.</p>	<p>appropriate talk.</p> <p>RMN PLC research.</p> <p>To ensure students and staff are aware of 'The Mode Continuum'- methodologies in talk.</p>			
	To create an Oracy Policy for the school	01.12.17	RLE & AMS	<p>To plan and produce an Oracy policy (draft) in line with the school's policies.</p> <p>To contribute staff input to the policy and adapt according to feedback- PD.</p>	<p>To implement an Oracy standard across the school.</p> <p>To raise awareness of the power of Oracy.</p>	Nil	To do	RLE to adapt and produce Policy in line with school policies.
To develop an Oracy partnership with Voice21 for 2017-2018 academic year to provide	How to use Oracy in the classroom PD	06.11.17	Voice21 to lead & RLE to support	<p>RLE to organise and liaise with SLT and Voice 21</p> <p>RLE to organise PD session and</p>	<p>For teachers to have a wider understanding of Oracy</p> <p>To precisely gauge how Oracy is currently</p>	Inc. in partnership fee	Done	<p>Voice21 delivered inset to whole school.</p> <p>RMN/IFN/SLT</p>

<p>high-quality resources for teaching staff and to improve the confidence of teaching Oracy at all key stages.</p>				<p>breakdown of audit</p> <p>For Voice 21 to conduct two Oracy audits.</p>	<p>taught within the curriculum.</p> <p>To benchmark overall effectiveness of teaching of Oracy through Cambridge Assessment/ Talk toolkit.</p>			<p>conducted Oracy Learning walks with Voice21.</p>
	Voice21 Partnership	Academic year 17-18	RLE	<p>To organise the Voice 21 Oracy resources and distribute to staff accordingly.</p> <p>To meet with HODs to share effective Oracy practise.</p> <p>To collaboratively plan with HODs- introducing Oracy objectives in to lessons.</p>	<p>To instate a pedagogical link to Oracy and enhance resources at UAE.</p> <p>To improve the teaching of Oracy throughout the school.</p> <p>To create stronger Oracy cross curricular links.</p>	£3,000	In progress	<p>Next steps created based on Oracy audit.</p> <p>RLE/GMH/JBU-scheduled to go to school21 for training.</p>
<p>To continuously provide opportunities for Oracy in all years through improving the</p>	Year 10 Jack Petchey Speak Out Challenge	13.10.17	<p>Julia from JP to lead</p> <p>RLE and RMN to support</p>	<p>To organise event and deliver in main hall.</p>	<p>To raise the confidence of public speaking in some year 10 students.</p> <p>To evaluate the confidence of students</p>	Nil	Done	<p>RLE data analysis-questionnaires for students-70% of the students felt more confident</p>

planning of Oracy within pastoral areas of the school.					when speaking publically.			in speaking publically.
	Year 9 &10 ESU Speaking competitions	15.11.17	RLE/ CBL/RMN	To select students To arrange transport to the event To promote the event around the school	To make links with other schools To establish a relationship with ESU To raise the confidence of public speaking in year 9&10.	Nil	Done	RLE- ESU competitions are underway. RLE presently running ESU enrichments.
	To create an Oracy workshop programme for Key stage 3 &4.	Through out the year	RLE/JBU	Students taken of timetable to take part in Oracy workshops. JBU/RLE to visit School21- to observe how students communicate outside of the classroom.	To improve the non-verbal communications of students. To identify the issues with how students speak in the playground and around the school. To educate students on speaking with purpose.	Nil	To do	
Year 10 ESU Debate/ Debate enrichment- Debate Mate	Module 1&2 Comp- 18.11.1	RLE/ CBL	To create a debate programme SOL to be taught in English	Improve how students debate- using ESU resources.	Nil	Done	RLE- English curriculum.	

		7		To challenge the most able speakers-enrichment				
	Implement stronger pastoral links to Oracy	All year	RHG, JBU &RLE	To create a generic Oracy success criteria to be used in all communities. To plan more opportunities for Oracy in community time. For RLE to support how community leaders use Oracy effectively.	To combine talk and learning in community time. To raise the confidence of talk in students. To provide greater opportunities for structured talk.	Nil	In Progress	RLE/RHG have incorporated stronger Oracy provisions pastorally- frameworks introduced.
To enhance and raise the confidence of the Oracy skillset of all students, in all years.	Oracy Ambassador Programme	Module 2- through out the year	RLE	To create a selection process to identify the ablest speakers at KS4. To train Oracy ambassadors to support the T&L in class.	To enhance the rhetoric of able students at KS4.	£200	To do	
	Provide a range of opportunities for talk-inc. role	Through out the	RLE/RMN/ English	To implement Oracy Objectives in	To improve the Oracy level of students in KS3 &4 through assessment	£100	In Progress	

	play/debate/presenting in English/Drama.	year	Teachers	<p>lessons.</p> <p>To create Oracy resources to be used in English/Drama lessons.</p> <p>To train English teachers to use Oracy effectively in class</p> <p>To implement the Cambridge Spoken language toolkit.</p>	and formative strategies.			
To evaluate and improve the verbal communication of 6th formers through implementing a successful Oracy programme and training 6th Form	'Find your voice' programme	Begins module 3- continues throughout the year	RLE/KTS/MLS	<p>To create a success criteria/outcome programme for students in 6th Form.</p> <p>To deliver sessions on speaking in public/presentations/mock interviews</p>	<p>To improve the talk of 6th formers</p> <p>To prepare 6th formers for later academic opportunities in life.</p> <p>6th Formers- certification of mastery in Oracy.</p>	£300	In Progress	RLE/KTS/JOA-6 th form programme

Teachers.	'Find Your voice' Assemblies	As above	RLE/KTS/MLS	RLE to plan and prepare with MLS-KTS to support.	To conceptualise the need of excellent Oracy in wider life.	Nil	To do	
	Pastoral emphasis-training of 6 th form Community leaders	As above	RLE/KTS/MLS	MLS to train community leaders-RLE to support.		Nil	To do	RLE/MLS
	6 th Formers Co-teaching community time	Module 2	RLE/KTS/RHG	To select students in the 6 th form- MLS To assign 6 th formers to communities To support students in delivering sessions. MLS to monitor 6 th formers' attendance of programme.	To raise the confidence of talk in 6 th formers To instil pupil led lessons in community time.	Nil	Done	MLS- 6 th formers lead/support the teaching in community time.
To implement, raise and monitor student application of Oracy in all years by creating a	Lead of English to monitor, track and analyse data.	Through out the year	RLE	RLE/ English Teachers to assess the spoken language of all students Ayo to create a	To be able to target and support the progression of students' spoken language.	FREE	In progress	Aim: 90% of merit-distinction in all years.

generic success criterion for Oracy to be used in all subjects.				database on sims for Oracy English teachers to submit data on to sims				
	To delegate an Oracy specialist within the English/drama department and in other departments.	Through out the year	RLE	RLE to deliver a ML meeting and ask HODs to choose a representative from each learning area, whom is responsible for Oracy. RLE to coach and support Teachers in order for them to report back. AMS to adapt lesson obs/plan templates to incorporate Oracy.	To strengthen the Oracy resources in each subject area.	FREE	In Progress	
To improve the amount of colloquial language used in the	Word Jail/ Word Liberation/ Word of the Week/ word of the day in English.	Module 1- to run through out the year	RLE/KTS/CBL	RLE to design templates for classrooms	To engage and motivate students to be mindful of classroom talk	£200	Done	RLE in learning walks. HODs questionnaire.

classroom and around the school by promoting the use of standard English.				<p>CBL to liaise with RHG for WOW</p> <p>CBL to create WOD in English</p> <p>RLE to train teachers on how to use resources.</p>	<p>To enhance the vocabularies of all students.</p> <p>To eliminate the use of slang in the classroom.</p> <p>To improve the teacher/student & student/student dialogue.</p>			
	Classroom talk CPD	Module 3	RLE/ IFN	<p>RLE/IFB to collaboratively plan a PD and deliver to all staff- IRIS.</p> <p>IFN to record Teachers using Oracy in the classroom.</p>	<p>Establish teaching triads to share excellent practise of Oracy</p> <p>In recording Oracy practise, teachers can identify what qualifies as outstanding Oracy practise.</p>	£100	In Progress	RLE/IFN to conduct training.
	The Spoken language unit in English	The end of module 2	RLE & English teachers	<p>RLE to create a medium term plan on analysing spoken language</p> <p>English teachers to deliver</p>	<p>To emphasise the importance of Standard English and adapting idiolects for contexts.</p>	Nil	Done	RLE- English curriculum

<p>To create a consensual agreement relating to Oracy by implementing an Oracy policy applicable for all years, in which all staff use and parents are aware of.</p>	<p>To create an Oracy policy.</p>	<p>Module 3</p>	<p>RLE/JTR/AMS</p>	<p>RLE to create an Oracy policy.</p> <p>RLE to request feedback from teachers- to have input in the policy.</p>	<p>To create an agreement between all staff, in regards to Oracy in order to benchmark and understand the benefits of effective Oracy.</p>	<p>Free</p>	<p>To do</p>	
<p>To ensure all teaching staff/ support staff model standard English & model effective paralinguistic features.</p>	<p>SLT highlight the importance of modelling Standard English</p>	<p>Through out the year</p>	<p>RLE</p>	<p>RLE/SLT/JBU/SS to monitor the application of language use out of the classroom.</p> <p>JBU/RLE to visit school 21- to look at models used in flagship school.</p>	<p>To enhance student language in formal contexts/ to improve the language use of students around the school</p>	<p>Inc. Voice21 partnership</p>	<p>In progress</p>	<p>RLE/JBU scheduled visit.</p>
	<p>To deliver a PD/ assembly on Spoken communication.</p>	<p>Through out the year</p>	<p>RLE/JBU</p>	<p>RLE to liaise with RHG- module 5.</p>	<p>To improve the communication of our students in all areas of the school.</p> <p>To improve the use of</p>	<p>Nil</p>	<p>To do</p>	

					paralinguistic features amongst our student body.			
To support Oracy within the home in order to strengthen the language acquisition of our students.	Family Learning sessions	Module 3 & 6	RLE/AMS/KTS	RLE to organise. KTS to support. RLE to deliver the session on language within the home.	To educate, provide resources for parents to use within the home to improve language acquisition. To strengthen	£400	In Progress	
To improve the teaching and learning of Oracy in all subject areas and identify/evaluate if effective Oracy practise contributes to progression on a wider scale.	Oracy Coaching	Through out the year	RLE	RLE to create Oracy Coaching programme to support teachers.	To support teachers with their application of Oracy strategies.	Nil	In Progress	
	Oracy Learning walks	Through out the year	Voice 21/ RLE/SLT	To monitor the effectiveness of Oracy strategies within the classroom.	To monitor the effectiveness of Oracy practise within the school.	Nil	In progress	Conducted by SLT
	I Love Oracy Week	Module 4	RLE/ KTS/RMN SLT/ ALL STAFF	RLE to organise and produce a breakdown of the week KTS to support resourcing for the event	To encourage an Oracy culture across the school. To improve the confidence and provide opportunities for students to speak confidently.	£150	To do	

Priority 9: Social responsibility
9a) Community projects

John Taylor
– with Rob Harding

Context:

A developed sense of social responsibility is one of the three characteristics we aim to develop in all our students. A founding principle of the school was that it should be ‘transformational for the community’ within which it sits. One way we will achieve both these aims is to develop a series of community projects. These will involve project on site in the school community, off site in the local community and for some in the wider community.

Success criteria:

All students from year 7 through to year 13 will engage in a range of community projects each year for an agreed minimum number of hours.

The effect of the school on the local community will be tangible.

Two ‘community project coordinators’ will have the capacity and management to effectively deliver this programme.

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status with evidence for status	Evaluation
Develop the community projects and educational visits programme	Appoint 2 community projects organisers as part of student services team	December 2017	JTR	Job description written Appointment made	Structural capacity to support a significantly increased educational visits programme	2 * 20% of community managers salary	Community managers appointed – Alice and Gloria	
	Engage the PFA	October 2017	JTR	Meeting with PFA parents	Key parents engaged with supporting the community projects programme	Nil	Jenifer Lawrence and Jane Wallace engaged during October 2017	PFA have sourced key contacts and met with JTR, very supportive as of November 2017
	Meet with community Southwark and other local community organisations	October 2017	JTR	Meeting with Community Southwark. Meeting with	Relationships built to source projects out of school	Nil	Productive meetings held on 3 rd October and	

				Notting Hill housing trust.			8 th November	
	Produce plan for educational visits programme for summer term 2017	March 2017	Whoever is appointed	Pilot programme of on-site and off-site projects starts in first week of summer term	Students engage in on site and off site community projects	tbc	Done	
	Produce plan for community projects programme for summer term 2017	March 2017	Whoever is appointed	Programme of educational visits starts in first week of summer term	Students engaged in visits programme, teachers engaged in building programme into SOWs	tbc	Done	
	Budget for educational visits and community projects agreed.	March 2017	JTR/C. Viner	Estimates produced. Budget agreed	Staff given responsibility for budget line	tbc	RED	
	Produce programme for educational visits for 2018/19	June 2018	Whoever is appointed	Programme forms part of the school timetable	Ready to go in September	tbc	RED	
	Produce programme for community projects for 2018/19	June 2018	Whoever is appointed	Programme forms part of the school timetable	Ready to go in September	tbc	RED	
Measure the effect of the community projects on the local community.	?	?	?	?	?	?	?	?

Priority 10: Curriculum
10b) Curriculum review

**Jon Searle -
with Jason
Philipsz**

Context:

The DfE is encouraging schools to be more ambitious and independent in curriculum design and move away from teaching to the exam culture that has evolved over the past 10 years or more. This ties in with the academy's founding principles of project, thematic learning and giving students agency in what they learn. We want to deliver a broad and balanced curriculum that values STEM subjects whilst ensuring students have access to the right courses and the right number of courses which will allow progression in life and further education. Students will learn from a knowledge based curriculum based on what teachers think they need to know.

Success criteria:

Decide on a model for progression through KS3 and KS4 including options

Students have appropriate study time proportional for each subject and the number of GCSEs within it

Curriculum PD's explore and decide the feasibility of different curriculum design principals e.g. enquiry based, exam focussed, objective based, skills based, knowledge based and decide on a set of design principles. Format is not prescriptive as every subject is different

Schemes of learning are developed for KS3 and KS4 and referenced with text books so that there is five-year plan of learning progression is in place for every subject

Students have opportunities for A level progression and Ebac and are allowed to choose freely during the option process making informed decisions based upon accurate summative and formative assessment

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status with evidence for status	Evaluation
Decide on Curriculum subjects and structure and 5 year progression model	Review current model. Research recommended GLH for each subject.	Jan 2018	JPZ	Agree KS3, KS4 delineation Each subject will have appropriate curriculum time allocated for 2018-19 by March 2018	Option process is decided for current year 8 and 9 and what choices they will make and when Teachers will be able deliver significant progression for students over 5 years	SLT meeting	Done	Subject specialism in Hums and Creative Arts to take place for current year 8 and Droptions for year 9 to ensure best outcomes for students in KS4

Recruit staff based on curriculum model	Calculate number of teacher hours and staffing needed based on curriculum design and new intake	Jan 2018		Staffing approved by governors and A2R given	Correct resourcing agreed to staff curriculum	11 new teachers recruited on mains scale M1-M6 equivalent	Done	
	Recruit new Staff based on A2R	April-May 2018	JPZ	Staff in place for September by end of June 2018	Staff able to deliver curriculum hours as projected by curriculum model		Ongoing -	Successful so far. Recruitment has run smoothly this year. Very few staff leaving
Decide on what type of curriculum we want	Research various models	Jan 2018	JPZ JTR JSE	SLT decision based on findings of research	SLT know what type of curriculum we want to have	SLT meeting time	Done	Debate around skills vs knowledge Staff agree that knowledge is key but skills need to be included
	Consult and share with staff on what we have found out and what our next steps are	March 2018	JTR, JSE	Staff PD to disseminate findings	Staff have a clear understanding of what type of curriculum we want to deliver for students	Staff PD with JSE	Done	
Populate curriculum with content	Staff adapt or rewrite curriculum to include knowledge based on what they think students should know	March 2018-July 2018	HoDs	Staff PD to discuss what content they should be teaching	Subjects review their Schemes of Work	Staff PD with JSE	Done	Knowledge organisers play a key role in helping teachers understand how they will teach skills after they have required requisite knowledge
	Staff sequence the order of what is being learnt	April –July 2018	HoDs	Staff PD to discuss knowledge organisers and their use	Subjects develop knowledge organisers to supplement Schemes of Work	Staff PD	Ongoing	

Priority 10d. Online learning platform.

**Nick Moore with
Jason Philipsz**

To setup, maintain and train staff in the use of a learning platform with full functionality for students and teachers which is accessible from anywhere at any time, including use of emails, sharing of files and links and effective communication with students and parents for homework and revision purposes.

Context:

The Academy uses MS Office within school (and on teachers' laptops if taken home) for creation of documents by teachers and students in preparation for lessons and homeworks as well as within lessons. These documents are, for the most part, stored on local drives or on the shared drive. A minority of teachers and students use the online solution offered by Office 365 to share files more efficiently, but with some reduction in functionality.



A formal homework timetable has been in place since last academic year, with different subjects using different platforms for setting homework, as well as physical printed sheets.


The Academy is in need of a single, central conduit through which all communication and file-sharing takes place, all homework is set and efficiency of these processes is maximised. This platform should be cloud-based and be accessible and effective for all stakeholders; leaders, teachers, students and parents. It should be able to meet all of the Academy's requirements with respect to communication, file-sharing and homework/revision and be the go-to for everyone at the Academy.

Success criteria:

- All curriculum resources, lesson activities and homeworks accessible to all stakeholders at all times in all locations with internet access.
- Teachers are confident in the use of the platform and able to quickly set homeworks, communicate with classes and parents, as well share files in a truly dynamic fashion.
- Subject leaders keep all curriculum files in a clear structure on the platform, and share the appropriate resources with the appropriate stakeholders.
- Students access the platform *every day*, both in school and at home; completing homeworks, checking lesson resources and communicating with their teachers.

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/cost	Status	Evaluation
To decide on what we want from our learning platform, choose a relevant solution and initiate contact with all relevant parties involved in setup.	Meeting to assess current situation and platform options moving forward.	Nov '17	JT, JP, NM	-Arrange meeting. -Conduct meeting. -Make summary action plan.	-Office 365 mostly unused. -Not suitable HW platform. -Google Classrooms is highest-functioning learning platform.			
	Establish contact with google classrooms	Dec '17	NM, DM ^c	-Setup account name. -Verify domain. -Liaise with IT service provider.	-IT service provider changeover; North Palant meeting arranged.			

	Observe embedded google classrooms practise in local Southwark school, through SSLP/ direct contact.	Jan '18	NM, DP	-Highlight school on DP's advice. -Arrange suitable date and book cover.				
	Meeting with Dave Fitzpatrick; JT, JP, NM; explore SIMS & RM integration, garner technical requirements.	Dec '17	JT, JP, DP, NM					
	Meet with DH-M ^c to plan technical bits, e.g. email changeover if necessary, SIMS integration, google drive storage (and payment).	Jan '18	NM, DMc	-Feedback on DP meeting. -Plan for North Palant/RM Unify. -Arrange administrator access details.	-Shared admin user access. -DP to advise on RM Unify and email migration.	Potential cost for google drive storage space?		
Prepare school infrastructure, hardware and software to host a learning platform	Migrate email, have SIMS link through RM Unify, admin console functional on google classrooms; liaise on necessary steps.	Jan-Feb '18	NM, DMc, DP, JT	-Arrange DP visit for email migration. -Arrange North Palant visit re: RM Unify/email migration.				
	Access, test and familiarise with platform.	Feb '18	NM	-Access admin console. -Create test classes, teachers, students and parents.				
	Meet with SLT to begin to plan PD.	Feb '18	NM, SLT	-Prepare examples of usage of platform. -Outline expectations of PD.				

Implementation and training of staff (with focus on HW).	Initial PD.	Feb '18	NM	-Prepare PD slides. -Prepare demonstrations using e.g. classes/ students/ parents.				
	1:1 meetings as appropriate.	Feb – Mar '18	NM, BF, JP	-Highlight individual teachers in need of support. -Arrange 1:1 meetings.				
	2 nd PD with example activities from teachers.	Apr '18	NM, Various teachers.	-Begin highlighting 'experts'. -Prepare appropriate demonstrations.				
	LWs focussed on GC usage in lesson/ interviews of students in lessons.	w/c 7 th May and w/c 21 st May	NM, BF, JP	-Arrange timings. -Inform staff. -Plan logistics.				
	Final LWs to ascertain volume of embedded practise.	w/c 18 th June.	NM, BF, JP	-Arrange timings. -Inform staff. -Plan logistics.				
Working with MLT to establish curriculum sharing structure.	Meet with HODs.	5 th Mar	NM, BF, JP	-Highlight teething problems. -Ascertain teacher in need of support.				
	Final meeting to ascertain volume of embedded practise/plan interventions.	25 th June.	NM, BF, JP	-Arrange meeting. -Compile intervention list if appropriate.				
Launch with parents	Present at PFA.	PFA Meeting Module 5.	NM	-Prepare slides. -Deliver.				

	Letter home.	4 th June.	NM, JP, JT	-Ensure all logins in order. -Draft letter for approval. -Forward to office for intouch/printing.				
Evaluation/Next Steps	Meeting.	w/c 2 nd Jul	NM, BF, JT, JP	-Highlight any 'loose ends'. -Evaluate impact/performance. -Plan next steps for 2018-19 if appropriate.				

Priority 10f: Literacy

Rebekah Lee with
Annette Moses

To maintain and raise the standard of Literacy across UAE South Bank school.

Context:

The teaching of Literacy at UAE combines both functional and critical Literacy; UAE South Bank aims to conceptualise Literacy by drawing on experiences of the world and school together.

National Literacy Issues:

- Around 16 per cent, or 5.2 million adults in England, can be described as "functionally illiterate".
- According to a National Literacy Trust survey, young people's reading frequency is also in decline.
- The new draft curriculum for English for primary schools (2012) includes a strong emphasis on the teaching of spelling, grammar and punctuation (SPG), a focus that may well be prominent when the secondary curriculum is reviewed.
- The new Teachers' Standards (2012) requires all teachers to "demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English."

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FE:

Teachers must 'promote high standards of Literacy [...] whatever the teacher's subject.'

'All teachers should have a better understanding of the role literacy plays in their subject... and...[this will] enable them to understand how improved reading, writing and speaking and listening skills would help them make more progress in their own subject'

UAE South Bank OFSTED Report:

- Pupils' writing skills show improvement in the organisation and structure of their work over time.
- Pupils' spelling and use of technical features are weaker.

Evidently, the Literacy of UAE South Bank students mirror national issues, there is a decline of reading frequency within Key stage 3 and 4. Geographically, our student demographic illustrates that there is a Literacy vulnerability within the constituency in which our students live.

Success criteria:

- **All pupils leave UAE South Bank literate.**
- **To improve the teaching of functional Literacy in all departments across the school.**

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
<p>To improve how Marking For Literacy is currently applied across the curriculum through monitoring and evaluating the effectiveness of literacy feedback in each department of the school.</p>	Improved Marking For Literacy Key for across the curriculum	04.09.17	RLE to create and provide MFL keys for Teaching staff.	<p>RLE to redraft the Marking For Literacy Key</p> <p>For RLE to inform Staff of changes and provide strategies to support the improvement of Feedback and marking in regards to Literacy.</p>	<p>All teachers to display new Marking For Literacy key</p> <p>English teachers to train students to Mark For Literacy (MFL).</p> <p>For all students to have a MFL Key on all exercise books and to use the MFL key effectively in lessons.</p>	£400	Done	RLE to monitor that all staff have placed the MFL keys on books.
	Generic Marking For Literacy stickers for all teachers to use across the curriculum.	04.09.17	RLE to organise. KTS & English Teachers to support.	RLE and English teachers to analyse the common functional literacy errors in English, inferring the Literacy needs of students.	<p>To create an awareness of the importance of MFL.</p> <p>To enhance how teachers MFL and to instil a sense of student</p>	£500	Done	RLE to ensure all teachers use the MFL keys effectively.

					responsibility.			
Marking for Literacy across the curriculum PD.	15.01.18	RLE	RLE to compile a range of MFL examples across the curriculum. RLE to plan and run a PD to all staff to illustrate effective MFL and how to support Literacy in class.	To improve the effectiveness of MFL across the school. For teachers to be able to identify and support all stages of student application of Literacy.	No Cost	Done	Delivered by RLE.	
Marking and feedback audit	Module 2	SLT/ IFN	AMS to feedback to all HODs.	To analyse the Literacy Feedback and Marking from all staff. To evaluate the effectiveness of the MFL provisions.	No Cost	Done	Feedback from SLT.	
To Create LWS (Literacy Writing Strands) and LRS (Literacy Reading Strands) for whole school use.	04.09.17	RLE to create and deliver in inset.	RLE to establish appropriate functional Reading and Writing Strands that will be used across the whole school.	For teachers to implement Literacy strands in to T&L. To specifically identify the functional Literacy ability of our students.	£50 printing costs.	Done	HODs Literacy questionnaire / PD session.	

<p>To implement a successful Literacy model across the school and ensure that all teachers use it consistently within Teaching and Learning.</p>	<p>Staff PD- including Literacy policy.</p>	<p>04.09.17</p>	<p>RLE to deliver KTS and English Teachers to create folders for all staff with Literacy resources.</p>	<p>RLE to create a Literacy model and policy.</p> <p>To inform all staff of Literacy Policy/model in PD.</p> <p>To create an awareness of Literacy issues that impacts our students.</p> <p>To provide relevant Literacy pedagogy for all staff</p>	<p>To emphasise the importance of Literacy in all subjects- 'All teachers are teachers of Literacy'.</p> <p>To create an awareness of the Literacy issues in the school/borough/ national</p>	<p>£400</p>	<p>Done</p>	<p>Questionnaire for all staff</p> <p>Student survey analysis.</p>
<p>To support, track and monitor students with low literacy attainment in all years by providing quality Literacy</p>	<p>Literacy intervention- 1 on 1 support- Literacy groups</p>	<p>Througho ut the year</p>	<p>SBK to support SEND students- LSAs to deliver support sessions.</p> <p>RLE to provide Literacy resources/</p>	<p>SBK to target SEND students who struggle with basic functional Literacy.</p>	<p>To improve the Literacy application of Low Attaining Literacy students.</p>	<p>£400</p>	<p>In Progress</p>	<p>SBK/RLE</p>

resources and strategies.			lessons to support. RLE to train Las- Literacy.					
	To run targeted reading intervention- Touch typing (technical spelling) and Literacy box programme for low literacy attainers in year 7 &8.	Throughout the year	RLE/KTS/ Reading volunteers.	RLE to identify through English data. RLE to create groups- train KTS/ RV to deliver sessions. KTS to assess- formative/summative.	To support LAPs Literacy students.	£100	In progress	RLE/KTS
Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status	Evaluation
To consistently improve positive attitudes towards Literacy in all years by providing engaging wider school activities at Key	Young writers competitions	Throughout the year	RLE/CBL	RLE to establish relationship with YWs For RLE to access resources To train CBL on how to access,	Provide greater Literacy opportunities for students. To challenge HAPs students. For students to gain	Nil	In progress	10 students published so far- aim for 100 students throughout the year.

Stage 3/4.				<p>teach and support competitions</p> <p>To liaise with RHG to promote to all communities.</p>	<p>a certification/publication.</p>			
	Caught You Reading	Throughout the year	KTS	<p>KTS to create tokens for teachers.</p> <p>AYO to create a logging system on sims.</p> <p>KTS to promote to staff/students in PD, briefing and community time.</p> <p>KTS to create Caught You Reading certificates.</p>	<p>To instil a positive reading culture within the school.</p> <p>To inspire students to want to read.</p>	£200	In progress	<p>KTS to monitor, track and log.</p> <p>RLE to share with communities- to analyse AR data.</p>
	Year 9 book recommendation scheme	Module 2/4	RLE	RLE to identify HAPs Yr9 students	To inspire year 9 students to read more frequently.	£40	Done	RLE to QA.

					To challenge HAPs Literacy students.			
To improve how Literacy is currently measured by implementing a successful database to track and monitor Literacy in Key stage 3 &4.	To create emerging/developing/ securing/ mastering database on sims to be used by all teachers to support/challenge the Literacy of students.	Module 3	RLE/English Teachers	<p>RLE & English Teachers to assess all students in all years in English.</p> <p>AYO to create a database on sims.</p> <p>RLE to moderate with English teachers and identify whether students are E-M in Literacy.</p> <p>RLE to analyse the data of students</p> <p>RLE to create PD to train teachers on how best to support all Literacy levels.</p>	<p>To improve how the school identifies, tracks and monitors students' Literacy in all years.</p> <p>To focus on progressing students to Securing/Mastering Levels of Literacy.</p>	Nil	Done	RLE/Ayo/ JPZ
To consistently encourage a Reading For	Accelerated Reading Programme- Year 7/8 & some Year 9.	Academic Year 17-18	KTS to monitor- RLE to oversee.	KTS/ English Teachers to asses, track and monitor	To ensure all students read books appropriate to level.	£1000	Done	KTS to continue to train English

Pleasure culture across all departments and provide high-quality provisions for pupils across the school.			English Teachers to implement.	Yr 7 & 8 students KTS to order/ train staff on using AR. KTS to inform all staff and students on what AR is and the benefits of it.	To improve the reading progress of students. To enhance comprehension/ vocabulary levels of students.			Teachers. RLE to analyse and track the AR data.
	Caught You Reading	Academic year 17-18	See above	See above	See above	See above	See above	See above
	To continue with our Literacy partnerships- CLIC partnership/ National Literacy trust	Academic year 17-18	RLE	To create a partnership with CLIC/ NLT and integrate resources in to LRC/ English. RLE to create training opportunities for English teachers/LRC.	To strengthen understanding of national/local Literacy issues within schools.	£200	Done	RLE
To frequently implement outstanding Literacy practise in	English teachers to implement Literacy centred tasks/ homework tasks.	Throughout the year	RLE/ MES- English Teachers	MES- weekly spellings- m key stage 3.	To provide more opportunities for Literacy in English.	Free	Done	RLE to QA through learning walks, marking

<p>English and encourage students to be responsible for their own application of Literacy across all subjects.</p>				<p>RLE- Literacy homework.</p> <p>MES- to visit SSLP schools.</p>	<p>To raise the achievement of functional Literacy across all years.</p>			<p>audits and tracking.</p> <p>SSLP communication network.</p>
<p>To enhance and improve the confidence of the teaching of Literacy by coaching teachers across the school.</p>	<p>Literacy Coaching programme</p>	<p>Throughout the year</p>	<p>RLE/ Specific teachers/ English teachers</p>	<p>RLE to create/ target teachers to be a part of the Literacy coaching programme.</p> <p>English Teachers to link with areas and share subject knowledge.</p>	<p>To create stronger curricular links with Literacy.</p> <p>To improve how Literacy is delivered across the school.</p>	<p>Free</p>	<p>To do</p>	<p>RLE</p>
<p>To improve all students' application of functional literacy skills, focusing on technical writing skills</p>	<p>To delegate Literacy overseers in learning/pastoral areas.</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>
	<p>Inset- A Practical approach to Literacy.</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>
	<p>Touch typing programme</p>	<p>Module 5</p>	<p>RLE/MED</p>	<p>RLE to order Touch typing</p>	<p>To improve the technical accuracy</p>	<p>£340</p>	<p>To do</p>	<p>RLE</p>

<p>through improving the Literacy provisions in all subject areas.</p>	<p>& spelling Bee.</p>			<p>programme</p> <p>MED to liaise with other schools in Southwark</p> <p>To plan and organise a spelling bee with SSLP schools.</p>	<p>application of writing in all KS.</p>			
<p>To enhance the teaching of literacy across the curriculum</p>	<p>Literacy audit</p>	<p>04.09.17</p>	<p>RLE to Prepare and Lead</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>
	<p>I love Literacy Week</p>	<p>Module 3</p>	<p>RLE/SLT to support</p>	<p>RLE to create a bank of resources for teachers</p> <p>RLE to create a timetable for workshops/ assemblies with all students.</p>	<p>To promote the importance of Literacy across the school.</p> <p>To support in raising the standard of how Literacy is taught across the curriculum,</p>	<p>£200</p>	<p>To do</p>	<p>RLE</p>

**South Bank Academies
Risk Register - Academy**

Area	Risk	Impact description	Probability assessment	Impact assessment	Combined risk level	Mitigating actions	Reisdual Risk	Owner	Last reviewed	Date for next review	Status	Change
Compliance	Inadequate level of expertise and challenge on Local Governing Body leading to ineffective local governance.	Failure to achieve mission and objectives of the School/Trust. Poor decision making and information flow.	1	3	3	Appropriate recruitment process for governors. Representation of the Trust on local governing bodies. Annual review of local governing bodies including skills audit.	3	Trust Board/Chair of LGB	Dec-17	Mar-18	Open	→
Compliance	Serious breach of health & safety regulation or disability legislation occurs	Risk of litigation and Reputational risk.	3	3	9	Policies and procedures consistent with relevant legislation. Independent audit on Health and Safety and Policies. Regular reports to the board. Adequate insurance cover.	9	Principal	Apr-18		Open	↑
Safeguarding	Safeguarding incident at one of the schools.	Risk to reputation locally and nationally, DfE and HSE intervention depending on seriousness of the event.	2	3	6	Experienced full time SENDCO as member of staff. All staff and governors are given safeguarding and prevent training. All students and staff complete e-safety training and firewalls are in place to secure all ICT networks.	6	Principal	Apr-18		Open	↑
Finance	Changes to Funding via Government policy	Potential loss in income and threat to viability.	2	3	6	Monitoring of Government policy, Long term forecasts monitored by LGB, Financial expertise at Operational and Trustee level. Robust system of internal controls.	3	CFO/CEO	Dec-17	Mar-18	Open	↑
Staffing	Failure to recruit key teaching and support staff posts. Inadequate capacity to review quality fo work.	Staff not able to carry out their duties, poor management and decision making, poor quality of teaching and learning leading to poor student outcomes. Inadequate Ofsted grading leading to reputational risk.	2	3	6	Thorough recruitment programme with all relevant staff trained, comprehensive professional development, Strong Appraisal system. Competitive remuneration and career development.	3	Principal	Apr-18		Open	→
Staffing	Inadequate number of teaching and support staff within the Academy.	Inadequate teaching and learning and student support leading to poor student outcomes. Unsatisfactory Ofsted grading leading to poor outcomes	2	3	6	Monthly monitoring of staffing, independent exit interviews carried out by Trust for all staff, timely recruitment processes to attract and retain competent staff.	3	Principal	Apr-18		Open	↑
Pupils	Failure to recruit sufficient number of pupils in to Year 7.	Reduction in pupil led income which could lead to cash flow or long term financial problems. Potential damage to the Academys reputation.	1	3	3	Trust and Academy Marketing capacity & delivery and effective admissions processes. Monthly monitoring of pupil numbers. Work with local primary schools to ensure the Academy remains a first choice.	3	Principal	Apr-18		Open	→
Pupils	Failure to recruit sufficient number of pupils in to Year 12.	Reduction in pupil led income which could lead to cash flow or long term financial problems. Potential damage to the Academys reputation.	2	3	6	Increase trust and Academy Marketing capacity & delivery and effective admissions processes. Monthly monitoring of student numbers. Work with secondary schools with no post 16 offer.	3	Principal	Apr-18		Open	→
Pupils	Poor students outcomes.	Poor examination results could cause a reputational and financial risk. Detrimental to student futures/careers. Academy's reputation at risk.	2	3	6	Teaching and Learning constantly monitored and reported. Termly attainment reporting sent to management and pupils. Incoming students assessed for suitable attainment levels. Principal reports to local governing body. Practice Ofsted inspections and quality insurance visits.	3	Principal	Apr-18		Open	→

Infrastructure	Land and Buildings are fit for purpose.	Damage to property due to poor maintenance could cause disruption to business continuity and cause damage to pupils learning and School reputation	1	3	3	Maintenance programme in place assessed and monitored by Principal and forwarded to Trust. Adequate budgets for building maintenance are provided. Regular site checks by facilities team and external audits.	3	Principal/Trust Business Manager	Apr-18		Open	→
Infrastructure	Failure to safeguard academy assets from theft or damage by third party	Damage to building and assets. Health and safety risk to students and staff. Reputational damage and poor learning outcomes.	1	2	2	Academy has adequate security systems and budgetary allowance for upkeep and maintenance. Asset registers at each establishment are monitored and audited regularly. Adequate insurance is provided.	2	Principal	Apr-18		Open	→
Reputation	High profile event in the school affects Trust overall	Risk to reputation nationally and locally to the school and the trust.	1	3	3	Academy has a Critical Incident plan which is regularly assessed listing a delegation of duties in the event of an emergency situation.	3	Principal/CEO	Apr-18		Open	→

Risk Calculation	Probability		
	1 low	2 medium	3 high
Impact			
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



Self Evaluation Form

2017 - 18

School context													
Number of students on roll	<ul style="list-style-type: none"> • 11 to 16 = 497 • 6th form = 55 • Male/female: 408/144 	Number of students eligible for pupil premium	<ul style="list-style-type: none"> • 262 or 48% 	Number of pupils with a statement of special educational needs (SEN) or education, health and care (EHC) plan	<ul style="list-style-type: none"> • 5 	Pupils with SEN needs.	<ul style="list-style-type: none"> • 24% 						
Attendance	<ul style="list-style-type: none"> • 93.2% 	Fixed term exclusions	<ul style="list-style-type: none"> • 42 (for a total of 102 days) 	Out of class behaviour rating	<ul style="list-style-type: none"> • Good 	Unauthorised absence	<ul style="list-style-type: none"> • 2.2% 	Permanent exclusions (Both Sept 2017 to May 2018)	<ul style="list-style-type: none"> • 1 	In class engagement in learning rating (Both self-evaluated)	<ul style="list-style-type: none"> • Good 	Punctuality (All for Sept 2017 to May 16 th 2018)	<ul style="list-style-type: none"> • 92.2%
Percentage of pupils on track to make expected progress Years 7 to 9	<ul style="list-style-type: none"> • 66% 	Current Y10 progress 8	<ul style="list-style-type: none"> • -1.40 	Current Y13 academic value added (A level only, from 21 A levels taken by 13 students, according to DfE ready reckoner)	<ul style="list-style-type: none"> • +0.40 	Current Y10 attainment 8 (Both from Jan 2018 exams on work covered so far)	<ul style="list-style-type: none"> • 31.93 						
Intake information (% of pupils with low, middle, high prior attainment)	<ul style="list-style-type: none"> • L = 15% • M = 67% • H = 18% 	Most recent OFSTED grade from May 2017	<ul style="list-style-type: none"> • Good (2) 	Staff turnover from Sept 2016 to Sept 2017	Teaching staff:								
					<ul style="list-style-type: none"> • 9 leavers, 18 starters 	Non-teaching staff:							
					<ul style="list-style-type: none"> • 6 leavers, 11 starters 								



Overall effectiveness: [2]

Evidence:

SIA report. November 2017. SIA judged overall effectiveness as 2.

Areas for improvement:

-

Effectiveness of leadership and management: [2]

Evidence:

SIA report. November 2017. SIA judged effectiveness of leadership and management as good.

SIA report. March 2018. "The Principal has implemented several changes since his arrival at a rapid but realistic pace and these have already had demonstrable impact with some aspects of the academy, such as behaviour for learning, being transformed very quickly as a result. He has evaluated standards at the school accurately and his judgements are verifiable and triangulated. He has a clear understanding of what the school needs to do to improve and his actions are targeted and precise. The UAE school development plan is updated on a regular basis and the SEF is a work in progress. The development plan is strategic and detailed and covers all key elements that the school needs to improve with clearly defined outcomes and milestones. In order for the SEF to complement this document it might be helpful to add a continuum so that leaders can judge precisely where the school is on the journey from good to outstanding – this would be a more nuanced approach which would reflect the other detailed documents the Principal has produced to facilitate school improvement."

Annual review report. March 2018:

- The new headteacher has made rapid progress taking the school from "Just Good" to solidly good moving towards outstanding in some areas.
- The standard of teaching observed in lessons was consistently good, with excellent pace and much improved questioning.
- The headteacher has created an architecture to enable the competent and experienced senior leadership team to make improvements in each of their responsibility areas.
- The headteacher has implemented a "best practice" approach to quality management, establishing a cycle of activity that ultimately holds departmental heads to account for their progress data and eventually their achievement data.
- Student behaviour during movement time, on corridors and at lunchtime has improved since my last visit.
- Safeguarding and pastoral care go from strength to strength and with the increased staffing capacity are now outstanding.
- Leadership are taking swift action when lesson observations, progress data and student feedback highlight teachers who need to improve.
- The new behaviour management strategy has been received well by the students on the whole; this is undoubtedly due to the trust that the staff have already built with the students.
- Senior leaders are ambitious to make the academy a learning school in which CPD is valued and used to the best advantage of the students.
- Provision for SEN and pupil premium is good, the pupil premium statement on the academy website is excellent, highlighting the impact the funding has had on student outcomes.
- Careers education has been improved and will be further enhanced from this September, meeting statutory requirements from Year 10 onwards.



School development plan. A comprehensive SDP with SLT and other senior staff owning each section, updated regularly and referred to in SLT strategy meetings.

The teaching and learning improvement cycle, in conjunction with teacher support plans and the 'Professional Learning Community', provides a holistic and coherent approach to T and L improvement which sits at the heart of all teachers' work.

Areas for improvement:

- Develop a SEF that allows leaders to judge precisely where the school is on a continuum from Good to Outstanding.
- The senior leadership should now focus on embedding recent changes in behaviour management and teaching and learning to ensure that strategies are consistently applied across the school.
- Differentiation should now be introduced to ensure stretch and challenge for all students.
- Implement plans to improve enrichment and social awareness for students and track to monitor their impact.

Quality of teaching, learning and assessment: 2

Evidence:

SIA report. November 2017. SIA judged quality of teaching and learning as 2.

SIA report. March 2018. SIA judged quality of teaching and learning as 2. "Since the last SIA visit there have been significant improvements in the quality and quantity of marking and feedback in books and in behaviour for learning across the school. Presentation of work has also improved significantly. A lot of work has been done to ensure greater consistency in marking and feedback but there are still some areas of inconsistency and particular next steps might include improving the quality and quantity of student response and ensuring light marking is taking place in all subjects including maths."

Annual review report. March 2018. "The current headteacher has made a resounding impact on teaching and learning, providing the architecture for his senior leadership team to move the school forward. • Marking and assessment are vastly improved; the assessment system has been designed with teacher workload management in mind. The infrastructure is now in place to ensure this system is being consistently applied in all teaching areas. • The quality cycle is also much improved, the Headteacher has devised a thorough and robust annual quality monitoring cycle which will ensure that Departmental Heads are being held to account for outcomes and any areas of poor practice are picked up quickly."

Lesson observations:

- Every teacher was observed with a formal lesson observation by 2 members of SLT during the department reviews in February and March 2018. Most of the observed teaching was good or better. All teachers were given feedback on how to improve.

Marking and feedback:

- SIA reports – The November SIA report highlighted that the schools marking and feedback policy was not being followed
- Summary of November marking review – Many teachers and subject areas were not consistently adhering to the school marking policy.
- Summary of Feb/March marking review - Although the quality of marking and feedback had improved since the last SIA monitoring visit it is still a minority of departments where all teachers are consistently adhering to the new marking and feedback policy.

Engagement for learning – see personal development, behaviour and welfare section.

Challenge:

- Student voice and lesson observations from the department reviews shows that in many lessons across a number of departments the level of challenge is not high

Assessment:

- New assessment model implemented with Y10 from January. Planned for implementation with Y7 to Y9 in July. FFT 20 targets now used with Y10. Assessment model providing reliable data with increased focus on frequent formative assessments.

Curriculum:

- Curriculum review underway. Knowledge organizers being developed for key stage 3.
- Project based learning and contextualized learning. Requires improvement. This is patchy across the curriculum, Maths being the main area of strength.



Areas for improvement:

- 4 teachers identified as needing extra support to improve their practice.
- Computer science. Address concerns over quality of teaching and leadership in this subject.
- Marking and feedback – not all teachers and departments adhering to the school policy.
- Challenge – students generally are not being challenged enough in Design and Engineering. High ability students are not being challenged consistently in a number of lessons in years 7 to 10.
- Curriculum – continue with the curriculum review and the focus on knowledge. Realise the opportunities for contextualized projects through the Day 10 programme. Develop contextualized learning in subject lessons.

Personal development, behaviour and welfare: [2]

Evidence:

SIA report. November 2017. SIA judged personal development, behaviour and welfare as 2.

SIA report. March 2018. "The new engagement for learning policy has had a significant impact on behaviour for learning throughout the school. During the learning walk undertaken by the SIA and the Principal, no off task behaviour was observed and the new system was being used consistently and effectively. Student behaviour was excellent in all lessons. The number of achievement points issued far outweighs the number of behaviour points which is a testament to the positive learning culture that has been created through the new policy. "

Annual review report. March 2018. "The safeguarding team has been further enhanced, safeguarding and pastoral care in the school are now outstanding. • Attendance, although below the national average, is well managed. The school are utilising all possible interventions to improve persistent absence. • Behaviour for learning has improved further, students are now engaged and learning in all lessons observed."

Out of class behaviour improved significantly with the launch of the out of class behaviour expectations and management in September 2017 – validated by governor visits and SIA visit. The improvement is not sustainable without the LA's fulfilling their role and this being monitored by the student services team. This needs to be addressed.

Engagement for learning – good overall. In 32 out of 38 observed lessons during the department reviews, engagement for learning processes were being followed and expectations achieved.

Safeguarding – outstanding. Safety of students going to and from school is not good.

Attendance – The level of persistent absenteeism is too high.

Careers – requires improvement. Careers provision is provided for all students but this is not yet meeting the Gatsby benchmarks.

Ambition – requires improvement. Guest speakers programme is developing.

Confidence – requires improvement. Opportunities to participate in performance have increased.

Social responsibility – requires improvement. Links with community groups have been developed. Student led charity activity is successful.

Agency – requires improvement. Young Leadership Team is successful. Student Council is also successful.

Sex and relationship education – inadequate.

Other PSHE – Good. Assemblies and community time ensure coverage.

Areas for improvement:

- Ensure all teachers are following engagement for learning processes and expectations are being met.
- Develop the effectiveness of the student services team in supporting behaviour and relationships in and out of lessons.
- Consolidate the student services team and the teaching and learning team to ensure consistency and collaborative working practice.
- Develop the role of the isolation manager. Increase rehabilitation and reduce repeat visits to isolation from identified students.
- Develop a strategy to increase safety of students travelling to and from school.
- Reduce the level of persistent absenteeism across the school.
- Develop the careers programme for students in all year groups. Appoint a careers leader before Sept 2018. Develop the work experience programme for KS4 students.
- Ambition. Appoint the Enrichment Programme Manager before July 2018. Roll out the educational visits programme through Day 10. Increase the number and reach of the guest speakers programme. Realise the plans for increased engagement with LSBU. Ensure increased participation in Enrichment activities. Engage the 'Access Project' to improve higher education destinations of very high ability students.
- Confidence. Further develop participation in performance, utilizing a performing arts assistant. Develop an outdoor and adventurous education programme.
- Social responsibility. Realise the plans for community tasks in and around the school through the Day 10 programme. Increase the focus on moral development in assemblies and community time content.
- Agency. There is a clear need to develop the culture of students' agency over their learning throughout the school.
- Sex and relationship education. Develop an outstanding programme with the Sex Education Forum to be delivered by trained teachers. Develop the role of the school nurse in supporting students.



Outcomes for children and learners: [3]

Evidence:

SIA report. November 2017. SIA judged outcomes for children and learners as good.

Projected year 11 outcomes require improvement. Year 10 mock examinations: Progress 8 = -1.4. Achievement 8 = 31.9

70% of year 7 to year 9 students making expected progress (though we do not consider the model used to be reliable or helpful to teachers).

Year 10 intervention programme. Engagement levels are high.

Areas for improvement:

- Increase scope of intervention and tutoring programmes for Y10 and Y11 students.
- Develop reliable assessment and tracking systems for years 7 to 9
- Address underperformance from specific teachers, subjects and groups of students in years 7 to 9



The effectiveness of sixth form provision: [2]

Evidence:

SIA report. November 2017. SIA judged the effectiveness of sixth form provision as 2.

Projected year 13 outcomes are good. Year 13 academic: January mock A level results give a value added for A level of +0.4. Year 13 vocational: Jan mock: 10 distinctions, 4 merits, 3 pass grades. All predicted MMM or better in Nov 2017.

Year 12 and year 13 intervention through Math's tutoring is successful.

Destinations: 20 students applied for University including Russel Group universities. (19 students have had at least one conditional offer, 4 of which are from UCL. 1 student is still waiting to hear). 1 student has been offered a place on a graduate training programme with Deloitte and Touche (Harvey Burton). 2 students have applied for apprenticeships based upon their work experience over the last two years in the engineering sector

Areas for improvement:

- Increase scope of intervention programme for year 12 and year 13

Question prompts based on the Ofsted framework (updated 23rd August 2016)

Overall effectiveness

- What is the quality of teaching, learning and assessment?
- Are all key judgements good or outstanding? One of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
- Does the school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enable pupils to thrive?
- Is Safeguarding is effective?

Effectiveness of leadership and management

- Have leaders and governors created a culture that enables pupils and staff to excel. Are they committed unwaveringly to setting high expectations for the conduct of pupils and staff?
- How would you judge the quality of relationships between staff and pupils?
- Do leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. Are they uncompromising in their ambition?
- Have the school's actions secured substantial improvement in progress for disadvantaged pupils. Is Progress rising across the curriculum, including in English and mathematics?
- Do Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Do Governors shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally?
- Do leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. Do they use this to keep the school improving by focusing on the impact of their actions in key areas?
- Do leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement?
- Is teaching highly effective across the school?
- Do staff reflect on and debate the way they teach? Do they feel deeply involved in their own professional development?
- Have leaders created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils?

- Does a broad and balanced curriculum inspire pupils to learn?
- Does the range of subjects and courses help pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning?
- Are pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, at the heart of the school's work?
- Do leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour? Do leaders, staff and pupils tolerate prejudiced behaviour?
- Is safeguarding effective? Have leaders and managers created a culture of vigilance where pupils' welfare is actively promoted. Are pupils listened to and do they feel safe? Are staff trained to identify when a pupil may be at risk of neglect, abuse or exploitation and do they report their concerns. Do leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan?
- Do leaders' work to protect pupils from radicalisation and extremism? Do leaders respond swiftly where pupils are vulnerable to these issues? Does high quality training develop staff's vigilance, confidence and competency to challenge pupils' views and encourage debate?

Quality of teaching, learning and assessment

- Do teachers demonstrate deep knowledge and understanding of the subjects they teach? Do they use questioning effectively and demonstrate understanding of the ways pupils think about subject content? Do they identify pupils' common misconceptions and act to ensure they are corrected?
- Are lessons planned effectively, making maximum use of lesson time and coordinating lesson resources well? Is pupils' behaviour managed effectively with clear rules that are consistently enforced?
- Do teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely? Do they introduce subject content progressively and constantly demand more of pupils? Do teachers identify and support any pupil who is falling behind, and enable almost all to catch up?
- Do teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support?
- Do teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills? Do pupils use this feedback effectively?
- Do teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come?
- Do teachers embed reading, writing and communication and, where appropriate, mathematics well across the curriculum, equipping all pupils with the necessary skills to make progress? For younger children in particular, is phonics teaching highly effective in enabling them to tackle unfamiliar words?
- Are teachers determined that pupils achieve well? Do they encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work? Do teachers have consistently high expectations of all pupils' attitudes to learning?
- Do pupils love the challenge of learning and are they resilient to failure? Are they curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills? Do they thrive in lessons and regularly take up opportunities to learn through extra-curricular activities?
- Are pupils eager to know how to improve their learning? Do they capitalise on opportunities to use feedback, written or oral, to improve?
- Are parents provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected? Are

parents given guidance about how to support their child to improve?

- Are teachers quick to challenge stereotypes and the use of derogatory language in lessons and around the school? Do resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience?

Personal development, behaviour and welfare

- Are pupils confident, self-assured learners? Do their attitudes to learning have a strong, positive impact on their progress? Are they proud of their achievements and of their school?
- Do pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view?
- In secondary schools, does high quality, impartial careers guidance help pupils to make informed choices about which courses suit their academic needs and aspirations? Are they prepared for the next stage of their education, employment, self-employment or training?
- Do pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life?
- Do pupils value their education and rarely miss a day at school? Are any groups of pupils disadvantaged by low attendance? Is the attendance of pupils who have previously had exceptionally high rates of absence rising quickly towards the national average?
- Does pupils' impeccable conduct reflect the school's effective strategies to promote high standards of behaviour? Are pupils self-disciplined? How common are incidences of low-level disruption?
- For individuals or groups with particular needs, is there sustained improvement in pupils' behaviour? Where standards of behaviour were already excellent, have they been maintained?
- Do pupils work with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying?
- Do staff and pupils deal effectively with instances of bullying behaviour and/or use of derogatory or aggressive language?
- Does the school have an open culture that actively promotes all aspects of pupils' welfare? Are pupils safe and do they feel safe at all times? Do they understand how to keep themselves and others safe in different situations and settings? Do pupils trust leaders to take rapid and appropriate action to resolve any concerns they have?
- Can pupils explain accurately and confidently how to keep themselves healthy? Do they make informed choices about healthy eating, fitness and their emotional and mental well-being? Do they have an age-appropriate understanding of healthy relationships and are they confident in staying safe from abuse and exploitation?
- Do pupils have a good understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites?
- Does pupils' spiritual, moral, social and cultural development equip them to be thoughtful, caring and active citizens in school and in wider society?

Outcomes for pupils

- Throughout each year group and across the curriculum, including in English and mathematics, do current pupils make substantial and sustained progress, develop excellent

knowledge, understanding and skills, considering their different starting points?

- Does the progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll match or is it improving towards that of other pupils with the same starting points?
- Are pupils typically able to articulate their knowledge and understanding clearly in an age-appropriate way? Can they hold thoughtful conversations about them with each other and adults?
- Do pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age? Do pupils in Year 1 achieve highly in the national phonics check?
- For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, is progress above average across nearly all subject areas?
- How many CLA do you have? Are they making progress in line with others nationally?
- From different starting points, is progress in English and in mathematics high compared with national figures? Does the progress of disadvantaged pupils from different starting points match or is improving towards that of other pupils nationally?
- Is the attainment of almost all groups of pupils broadly in line with national averages? If below these, is it improving rapidly?
- Are pupils exceptionally well prepared for the next stage of their education, training or employment and have they attained relevant qualifications? Compared with the national average for all pupils, do higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training? Do these destinations strongly support their career plans?

Early years provision

- Is the pursuit of excellence by leaders and managers shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period?
- Does incisive evaluation of the impact of staff's practice lead to rigorous performance management and supervision? Does highly focused professional development improve the quality of teaching?
- Is Safeguarding effective?
- Have there been any breaches of statutory welfare requirements?
- Is children's health, safety and well-being enhanced by the vigilant and consistent implementation of robust policies and procedures?
- Do leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home?
- Is there a highly stimulating environment and exceptional organisation of the curriculum? Does this provide rich, varied and imaginative experiences?
- Is teaching consistently of a very high quality, inspirational and worthy of dissemination to others? Is it highly responsive to children's needs?
- Is assessment accurate and based on high quality observations? Does it include all those involved in the child's learning and development? Is provision across all areas of learning planned meticulously? Is it based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging

activities?

- Are children highly motivated and eager to join in? Do they consistently demonstrate curiosity, imagination and concentration? Are they highly responsive to adults and each other? Do they distract others or become distracted easily themselves?
- Are children developing a good understanding of how to keep themselves safe and manage risks? Do they demonstrate positive behaviour and high levels of self-control, cooperation and respect for others?
- Do children make consistently high rates of progress in relation to their starting points and are they well prepared academically, socially and emotionally for the next stage of their education? Are almost all children, including children who have special educational needs and/or disabilities, disadvantaged children and the most able, making substantial and sustained progress?
- Have gaps between the attainment of groups of children and all children nationally, including disadvantaged children closed or are they closing rapidly? Are any gaps between areas of learning closing?

16 to 19 study programmes

- Do leaders pursue excellence? Have they improved provision and outcomes rapidly and reduced achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development?
- Do leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment?
- Do learners without GCSE grades A* to C in either English or mathematics follow appropriately tailored courses in English and/or mathematics? Do the majority make substantial and sustained progress towards grade C or above?
- Does high quality impartial careers guidance ensure that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future? Do learners understand the options available and are they informed about local and national skills needs?
- Does teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme? Does teaching enables learners who fall behind to catch up swiftly and the most able to excel?
- Are learners confident and do they conduct themselves well? Are they punctual? Do they have excellent personal, social and employability skills and do they undertake high quality non-qualification activities and work experience that matches their needs? Are attendance rates high.?
- Are learners safe and do they feel safe? Are they thoughtful, caring and respectful citizens? Do they take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain?
- Throughout the time spent on their study programmes, do learners and groups of learners make substantial and sustained progress from their starting points? Are rates of retention high for almost all groups of learners? Are any gaps in the progress or retention of groups with similar starting points closing?
- Do almost all learners progress swiftly to higher levels during their study programme? Do almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship?



- Is progress on level 3 qualifications in terms of value added above average across nearly all subjects?

Paper title:	March 2018 Management Account
Board/Committee	University Academy of Engineering Local Governing Body
Date of meeting:	24 May 2018
Author:	Michael Okelola, Interim Accountant
Purpose:	To Note
Recommendation:	The Board is requested to note the attached management accounts and commentary

Summary:

Summary of results

The consolidated 2017/18 - year to date (YTD) financial position for University Academy of Engineering - UAE shows a surplus of £120k against a budget surplus of £31k. This is primarily due to underspend on operating expenditure.

	YTD £'000			Full Year £'000		
	Actual	Budget	Variance	Forecast	Budget	Variance
Income	2,790	2,910	-120	4,788	4,908	-120
Staffing cost	1,774	1,684	-90	3,014	2,859	-154
Operating Expenditure	895	1,195	300	1,355	1,886	531
Total expenditure	2,669	2,879	210	4,369	4,746	377
Surplus/(Deficit)	120	31	90	419	163	257

Background

The report attached shows the financial position for the periods from September 2017 to March 2018.

To ensure all income and expenditure are accurately recorded in the accounting system and timely management accounts produced, a number of measures have been introduced to improve financial controls and procedures, such as:

- 1) Monthly bank reconciliation
- 2) Timely input of invoices to PSF
- 3) Income and expenditure verified to source documents and accounting system

- 4) Segregation of duties
- 5) Monthly management review
- 6) Month end close checklist

However, there are still a few concerns with inaccurate transaction posting to the accounting system and some outstanding issues from prior academic / financial years. Such as duplicate invoice posting and payment, work is still ongoing to establish the impact on the accounting records and corrective measures needed.

Overall, the improvements in financial controls and procedures will provide assurance needed, that the accounting records at period end give a true and fair reflection of the financial position of the UAE.

Forecast

The forecast for the full year to August 2018, is based on adjusting the full year budget with the year to date variance. Forecast staffing cost is higher than budget due to the additional cost for agency staff.

Income and Funding

ESFA funding are reviewed and booked each month. The funding remittances are also agreed to the bank statement.

The ESFA one-off capital grant for the UTC establishment is not included in the income and expenditure data presented above.

Staffing cost

Staffing cost spend to date is £1,774k compared to budget of £1,684k, representing an overspend of £90k. The overspend is as a result of teaching staff restructure, the school has sourced both agency teaching staff and support staff to cover vacancies created by the restructure. Agency staffing cost for the rest of the year is not expected to be as high as it was in the first 3 months of the academic year, but the school expects to continue incurring agency staff cost until the end of the academic year. Plans are currently on going to start the process of recruiting full time teaching staff by the start of the 2018/19 academic year.

Operating Expenses

Operating expenses YTD shows underspend of £300K compared to budget; this is mainly due to higher than expected budget for fixed assets acquisitions and non-IT equipment cost. Capital expenditure relating to the UTC is excluded from these figures and offset by the reimbursement from the ESFA. Other cost that impact the YTD figures includes, central management cost between the UAE and Trust included in the budget but YTD charge is nil.

The budgeted central management cost for UAE is £152k (c 3.5% of GAG income), it is expected that this cost will be charged to the school before the end of the academic year.

Cashflow

The cashflow status of the academy is reviewed centrally by the Trust to ensure there is adequate funds to cover its operational activities.

Recommendation

The board is requested to note the attached management accounts and commentary.

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Management Accounts Report for 7 months to March 2018



	ACA - University Academy of Engineering											
	CURRENT PERIOD				YTD TOTALS				FULL YEAR			COMPARATIVE
	PY Actual	Actual	ACA BUDGET 17-18	Variance	PY Actual	Actual	ACA BUDGET 17-18	Variance	PY Actual	ACA BUDGET 17-18	Forecast	ACA BUDGET 17-18
Income												
A0 - GAG funding	297,971	389,520	377,420	12,100	2,689,419	2,750,032	2,755,087	-5,055	3,353,758	4,642,180	4,637,125	4,642,180
A2 - Other Govt Grants	13,453	0	7,000	-7,000	30,098	0	49,000	-49,000	66,094	84,000	35,000	84,000
A4 - Other Income	8,043	20,564	15,191	5,373	51,239	39,624	106,337	-66,713	80,792	182,295	115,582	182,295
Total Income	319,466	410,084	399,611	10,473	2,770,756	2,789,656	2,910,424	-120,768	3,500,644	4,908,475	4,787,707	4,908,475
Expenditure												
Staffing Expenditure												
B0 - Teaching Staff	104,014	157,320	159,679	2,359	683,986	1,072,646	1,157,752	-85,106	1,043,134	1,956,143	1,871,037	1,956,143
B1 - Educational Support Staff	12,879	34,365	21,074	-13,291	92,105	201,367	147,518	53,849	156,951	252,888	306,737	252,888
B2 - Premises Staffing	6,854	4,422	5,223	801	47,641	34,610	36,555	-1,945	78,876	62,670	60,725	62,670
B3 - Admin Staffing	16,418	31,275	28,776	-2,499	110,409	173,464	201,432	-27,968	262,048	345,312	317,344	345,312
B5 - Agency Staff	81,859	30,520	20,209	-10,311	325,066	292,140	141,463	150,677	552,691	242,508	458,185	242,508
Total Staffing Expenditure	222,024	257,902	234,961	-22,941	1,259,207	1,774,227	1,684,720	89,507	2,093,700	2,859,521	3,014,028	2,859,521
C0 - Maintenance of Premises	3,038	56,700	6,896	-49,804	115,369	145,039	48,272	96,767	85,184	82,752	116,616	82,752
C1 - Other Occupational Costs	74,049	89,107	21,531	-67,576	149,179	172,344	156,723	15,621	193,267	264,375	280,976	264,375
D0 - Educational Supplies and Services	19,282	52,102	68,655	16,553	101,337	187,279	480,585	-293,306	175,515	823,849	320,461	823,849
E0 - Other Supplies and Services	47,076	46,678	258,808	212,130	371,526	294,725	485,938	-191,213	319,313	675,212	484,443	675,212
F0 - ICT Costs (Non Capital)	11,014	2,074	0	-2,074	16,849	33,808	0	33,808	33,621	0	73,808	0
G0 - Staff Development	9,517	6,944	3,333	-3,611	62,584	61,928	23,331	38,597	76,258	40,000	78,597	40,000
H0 - Other GAG Expenses	0	0	0	0	0	0	0	0	-45,708	0	0	0
I0 - Depreciation	0	0	0	0	0	0	0	0	212,779	0	0	0
Total Other Expenditure	163,977	253,605	359,223	105,618	816,844	895,124	1,194,849	-299,725	1,050,229	1,886,188	1,354,901	1,886,188
Total Expenditure	386,001	511,507	594,184	82,677	2,076,051	2,669,350	2,879,569	-210,219	3,143,929	4,745,709	4,368,929	4,745,709
Surplus / (Deficit) excl. Capital	-66,534	-101,423	-194,573	93,150	694,705	120,306	30,855	89,451	356,716	162,766	418,778	162,766

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Agenda item 15

Internet safety report

May 24th 2018

Report from Rob Harding and Jason Badu

Online Safety

The school continues to monitor and keep safe students' online activity at school. We use Securus to monitor and intervene with students when key words or phrases are used online in school. The only recent online activity in school that has caused concern has been a small number of students using school email inappropriately (using it to 'chat' to each other, instead of for work purposes). All students receive regular 'Online Resilience' lessons to widen their knowledge and give them skills to keep them safe online. PC Farage (our School Officer) has recently given talks to all Year 7 students on 'Sexting' and online bullying. Our families are also informed through our Monthly Safeguarding updates. Our main concern comes from social media via students' mobile devices. SnapChat remains the most challenging forum to police as communication occurs outside of school hours. Problems are brought into school, which are investigated and dealt with by Student Services. Mobile phones remain banned on school site and are confiscated immediately if seen by staff.

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