Decision of South Bank Academies Remuneration Committee
by email on Friday, 14 December 2018

Circulated to: Douglas Denham St Pinnock (Chair), David Phoenix and Lesley Morrison

This page is intentionally left blank

**Minutes of the meeting of the South Bank Academies Remuneration Committee
held at 4.00 pm on Thursday, 14 September 2017
South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill SW2 1QS**

Present
Douglas Denham St Pinnock (Chair)
David Phoenix
Lesley Morrison

Apologies
Richard Parrish

In attendance
Michael Broadway
Pervena Singh

1. **Welcome and apologies**

   The Chair welcomed directors and London South Bank University HR Consultant, Gary Taylor, to the meeting.

   The above apologies were noted.

2. **Declarations of interest**

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

3. **Minutes of previous meeting**

   The Committee approved the minutes of Tuesday, 11 July 2017.

4. **Matters arising**

   All matter were addressed on the agenda.

5. **Terms of reference**

   The Committee noted its revised terms of reference which had been updated following discussion at the previous meeting. The Committee agreed to recommend the terms of reference for approval to the Board, subject to the inclusion of the following amendments;

   - London South Bank University HR representative to usually attend meetings,

- Quorum of the Committee meeting to remain as two members, one to be independent of South Bank Academies and London South Bank University, and

- The Chair of the Committee to be able to nominate members to the committee

6.   **Company pay policy**

The Committee discussed the company pay policy which included an appraisal policy, performance based increment policy and the discretionary bonus policy. The Committee noted that the bonus scheme will be used in exceptional achievement and rewards will be given on delivery.

The Committee discussed the need to use pay bands at senior level rather than increments, and suggested further discussion with HR. The Committee felt that the length of the pay scale for some role types were too long and suggested this be evaluated.

The Committee suggested the need to align the teachers' pay scale with support staff pay scale.

The Committee discussed the Appraisal Policy and questioned the link between it and the capability policy and procedures and suggested for both policies to be separated.

The Committee commented on the use of definitions for determining overall objective ratings, and proposed use of the terms 'strong, exceed, not met' which allows for individuals who had not met their targets to be rewarded for strong performance.

The Committee approved the overall company pay policy and the appraisal and bonus policies subject to amendments by management based on discussions at the meeting.

7.   **Total remuneration packages for key management personnel**

The Committee noted the total remuneration packages for Key Management Personnel. The Committee were informed that the UTC Principal would be eligible for a bonus this year. Further information following his appraisal will be circulated to each committee members for approval, via email, if required.

Date of next meeting
4.00 pm, on Friday, 8 December 2017

Confirmed as a true record

.... (Chair)

This page is intentionally left blank

**Minutes of the meeting of the South Bank Academies Remuneration
Committee
held at 4.00 pm on Thursday, 14 September 2017
South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill
SW2 1QS**

Present
Douglas Denham St Pinnock (Chair)
David Phoenix
Lesley Morrison

Apologies
Richard Parrish

In attendance
Michael Broadway
Pervena Singh

1. **CEO Appraisal**

   The Committee noted that the CEO is an employee of London South Bank University and is seconded to South Bank Academies. As such, his salary is paid by LSBU.

   The Committee discussed the recent appraisal of the CEO which was carried out by the Chair of the Board. The Committee discussed each objective and the progress made for each one. On satisfaction that most objectives have been met or partly met the Committee supported the recommendation for an 8% bonus to be awarded.

   The Committee noted that, as the CEO's salary is paid by LSBU, the recommendation will be taken to the London South Bank University's Remuneration Committee on 23 November 2017 for its approval.

   {Secretary's note – following review it was decided not to award a bonus to the CEO of SBA due to the challenges which occurred during the year relating to the preparation of the accounts}.

**Date of next meeting
4.00 pm, on Friday, 8 December 2017**

Confirmed as a true record

.... (Chair)

Written resolution of the **South Bank Academies Remuneration Committee**
of London South Bank University
passed on Friday, 8 December 2017

1.   **Approval of bonuses**

The Committee approved the recommendations for the Principal of the UTC
and agreed to award:
- the 1% cost of living increase in line with the rest of the sector, back
  dated to 1st September 2017;
- a one off non-pensionable payment of £4,365 (4.5% of salary), in
  recognition of his work for helping the Trust to open a new school and
  to relocate it into the new building without adverse impact on business
  continuity.

Circulated to:
Douglas Denham St Pinnock
Richard Parrish
David Phoenix
Lesley Morrison

**Signed on behalf of the South Bank Academies Remuneration
Committee**

.... (Chair)

This page is intentionally left blank

	CONFIDENTIAL - RESTRICTED TO MEETING PARTICIPANTS
Paper title:	School Principals' Year End Appraisal Outcomes and Recommendation Remuneration
Board/Committee:	SBA Remuneration Committee
Date of meeting:	27 November 2018
Author(s):	Nicole Louis – SBA CEO
Sponsor(s):	Nicole Louis – SBA CEO
Purpose:	For Approval
Recommendation:	The Committee is requested to note the outcome of the Principals' year end appraisal process and approve the recommendation on Principals' annual pay awards

Executive Summary

Formal end of year appraisals have been completed for each of the school Principals within SBA Trust. The Trust adopted the methodology defined under statutory requirements for head teacher appraisal and this year's reviews were led by Nicole Louis (CEO) with facilitation and guidance provided by an independent expert from Lambeth School Services, Rachel Norman. In addition, two governors from each local advisory board participated in the appraisal meetings; Natalie Ferer (both), Ian Bixley (UTC) and Tony Roberts (UAE).

The outcome of each appraisal is provided in a detailed report which is made available to the SBA RemCom. In summary, whilst neither Principal fully achieved all of the objectives set out for Academic Year 2017/18, in both cases the panels determined that a number of objectives were either fully or partially met and that improvements have been made within both schools across a range of measures. It was also noted by the governors and by the independent advisor that some objectives, particularly those relating to target pupil outcomes at KS4 and KS5 and pupil numbers on roll were unrealistic over the defined time period for a number of reasons noted in each appraisal document.

On the basis of the outcomes of each appraisal, it is the CEO's recommendation to make a pay award of one spine point increase for Mr. John Taylor (UAE) and one spine point for Mr Dan Cundy*. It is also recommended to award Mr. Dan Cundy a bonus payment of 2.5% of salary (£2,450) versus a possible bonus award of 5% of salary as per his contract of employment.

Mr. Dan Cundy – UTC

Appraisal Outcome

Based on the formal appraisal process, the review panel determined that Mr. Cundy had fully met two of his four broad objectives and partially met the remaining two. Of the two partially met objectives; Pupil and Staff and Self Improving School System, the governors made the following observations

Objective Category: Pupils and Staff

"Governors feel that this target is partially met in terms of the individual success criteria. Whilst they acknowledge that there are mitigating factors that have been presented to governors throughout the year e.g. issues around the cohort and individual teachers, A-Level results were much lower than expected. Governors feel that the results reflect a great deal of improvement and hard work and that Dan did everything he could to move the UTC forward and they also feel that they need to be more nuanced in their target setting in the future to take contextual factors into account."

Objective Category: Self Improving School System

Governors feel that this target was partially met but that the pupil recruitment target set was probably too high. There are also extenuating circumstances which include market forces, resources and a lack of track record which may have led to results closer to the target. It was acknowledged that Dan and Jackie have been totally focused on trying to grow the school effectively and expand despite financial constraints and a very saturated, competitive market. Staff retention rates have been good and feedback from surveys is positive.

Pay Award

*The proposed spine point increase for Mr. Dan Cundy covers the period of 1st September 2018 to 11th November 2018 only. Effective 12th November 2018, Mr. Dan Cundy assumed the new role of Executive Principal for the Trust whilst continuing as the substantive Principal for the UTC for A/Y 2018/19 only. His remuneration in this post was set at TS47, the first spine point of the new Executive Principal pay scale.

The bonus award for Dan Cundy is proposed at 2.5% of his 2017/18 base salary, equivalent to £2,450

Mr. John Taylor – UAE

Based on the formal appraisal process, the review panel determined that Mr. Taylor had fully met one of his four broad objectives and partially met the remaining three. Of the three partially met objectives; Pupil and Staff, Self Improving School System and Organisational Leadership and Management, the governors made the following observations:-

Objective Category: Pupils and Staff

Governor's evaluation of progress: *Governors feel that this target is partially met as results were mixed. BTEC results were strong but A-Level results were not good and students performed worse than anticipated and there was some subject variability. There was not an equal success rate at BTEC and A-Level so there is a need to be more nuanced in terms of target setting for 2018/19. Governors accept that the target for KS4 was unrealistic so they would like to focus on current progress against a revised target and the impact of interventions put in place to secure the future success of these students. Governors would like further data to show that gaps for key pupil groups are being closed – SEND, more able, WBRI.*

Objective Category: Self Improving School System

Governor's evaluation of progress: *Governors feel that this objective has been partially met. Although some of the individual success criteria have not been met in full, there were clear mitigating factors that led to the plan for enrichment being changed since the original appraisal targets were set and a strong programme is now in place. Governors are reassured that activities continued while a more coherent and comprehensive plan was being developed.*

Objective Category: Organisational Leadership and Management

Governor's evaluation of progress: *Governors feel that this target has been partially met. While year 7 numbers are strong, governors have concerns about the size of the sixth form. They concur that the target of 75 was unrealistic but feel that 19 is significantly below the target even for a sixth form that could only recruit from outside. Governors feel that the number in year 12 is not ideal and that had they anticipated the impact of putting selection criteria in place there could have been more discussion at the LGB about further recruitment strategies that could have been sustained across the year.*

<u>Detail of Proposed Pay Awards on Pay Sale</u>

Role Type	Pay Scale	2017/18	2018/19**	
P	TS38	82,820	**83,230**	
P	TS39	85,850	**86,275**	John Taylor – current spine point
				John Taylor - proposed spine point
P	TS40	88,880	**89,320**	John
P	TS41	91,910	**92,365**	
P	TS42	94,940	**95,410**	
P	TS43	97,970	**98,455**	Dan Cundy - current spine point
P	TS44	101,000	**101,500**	* Dan Cundy - recommended spine point
P	TS45	105,040	**105,560**	
P	TS46	109,080	**109,620**	
End of Principal Pay Scale				
EP	TS47	113,000	**114,695**	
EP	TS48	118,000	**119,770**	
EP	TS49	123,000	**124,845**	
EP	TS50	128,000	**129,920**	
EP	TS51	133,000	**134,995**	
EP	TS52	138,000	**140,070**	

*The proposed spine point increase for Mr. Dan Cundy covers the period of 1st September 2018 to 11th November 2018 only.

This page is intentionally left blank

	CONFIDENTIAL
Paper title:	Principals Appraisals and Objectives
Board/Committee:	South Bank Academies Remuneration Committee
Date of meeting:	27 November 2018
Author(s):	Rachael Norman, School Improvement Advisor Lambeth
Sponsor(s):	Nicole Louis, SBA Interim CEO
Purpose:	To Review/Approve
Recommendation:	To review both the UTC and UAE Principals' Appraisals that were reviewed, appraised and objectives set.

Executive Summary

Both the UTC and UAE Principals' Appraisals were held in the last week of October 2018. These addressed last year's objectives and also set new objectives for this year.

These are submitted together and are to be reviewed and approved by the Board.

The committee is also requested to note that a new Trust Business Manager (Clym Cunnigton) has been appointed on 30 September 2018 on a salary of £80k.

This page is intentionally left blank

SOUTH BANK ACADEMIES
A Multi-Academy Trust

Principal's Appraisal Review of Objectives for 2017-18	

This is a review of the statement of objectives agreed by the CEO and Chair on behalf of the LGB

Name of school	University Academy of Engineering South Bank
Name of the Principal	John Taylor
Trust CEO and Chair of Local Governing Body	Nicole Louis Natalie Ferer Tony Roberts
External Adviser	Rachael Norman
Date of review meeting	31st October 2018

Principal Appraisal Objectives 2017-18				
Objective 1: Pupils and staff	Success Criteria	Date/ Milestones	Governor Monitoring March 2017: Progress / evidence	John Taylor's self-evaluation Autumn 2018

Students are on track to achieve their aspirational FFT20 target grades	Key stage 4 performance indicators Students are on track to achieve their FFT20 targets in their GCSEs in August 2019. Target P8 score as approved by Trust Board: 0.6 or better Basics (E+M) at least in line with national average More Able students target P8: 1.5 Progress of disadvantaged, SEND, WBRI in line with the other students. Robust, accurate current/tracking data is captured from mock papers in January 2018 and rapid improvement plans and interventions maps are produced in response to this	August 2018	Learning and Teaching Committee Full LGB meetings – analysis of in-year progress data to look at current progress to targets and ensure all pupils are on track to achieve Scrutiny of intervention plans to close gaps Scrutiny of monitoring and evaluation information (work sampling, lesson observations, data, pupil voice) External review reports Trust Quality Assurance Visits	*The progress 8 target of 0.6 is unrealistic and unachievable and was known to be so when this target was set. It has now been accepted that the levels of progress and attainment of our current Y11 were significantly over estimated under the previous two Principals. We now have a progress 8 target of 0.0.* *Evidence of the overestimation of progress is primarily from the GCSE mock examinations taken in January 2018 and in June 2018.* *Our new summative and formative assessment model, tracking processes and intervention plans and actions are all focussed around achieving the maximum possible progress 8 score for our Y11.*
Year 13 outcomes	Key stage 5 performance indicators APS per entry at A-Level is at least in line with 2017 national average			*APS for A level entry was below 2017 national average. More than 33% of students achieved ABB or better at A level or equivalent in BTEC. This can be*

	33% achieving ABB or better at A-Level or equivalent in BTEC. APS per entry for academic qualifications is at least in line with 2017 national averages APS per entry for technical qualifications is at least in line with 2017 national averages Destinations data shows 0% NEETS			*seen in the KS5 Jresults analysis which has been sent to the SBA board.* *APS national average for technical qualifications is not known, this has not yet been calculated and released by the DfE* *Destinations do show 0% NEETS.*

Verbal evidence presented by the Principal during the meeting: *John explained FFt20 targets and P8 to the panel. John explained that the academy has been developing a new method of target setting and that now aspirational but realistic targets have been set that are above the national average. Students have a current P8 score of -1.04. John expressed concern that the targets set during the appraisal process last year were unrealistic for the current year 11. John said that governors should have the expectation that students who have been here during his time as principal will be making good progress. There was discussion about the progress of more able pupils for whom the P8 target set last year was unrealistic and unachievable. More able, SEND and PP students have not been making the progress that they should since year 6 but in 2017/18 the gap has narrowed as a result of robust action plans and targeted strategies that are having clear impact. Challenge is a focus in the school development plan as is SEND. Governors asked for John to provide data/further evidence of the gap closing.*

KS5 – John reiterated that he was only here for a year of their two year programme. The Director of Sixth Form was changed within 2 months of his arrival. Only 21 actual A-Level examinations were sat, most were BTEC. In terms of APS, A-Levels were below national average. A-Level maths was the biggest concern. Leaders discovered that the students doing BTEC engineering that were also entered for A-Level Maths all failed. It was felt that they were unsuited to the A-Level Maths course and this practice will not continue. Those doing Maths as part of the three A-Level pot achieved in line with national averages. There was some subject variability in outcomes in other subjects but cohorts are small so they are not all statistically significant. BTEC results were strong with 20 grades being distinction*, 23 distinctions and 2 merits and 1 student who did not complete the course. There were 0% NEETS (aside from one student on a gap year). 20 out of 21 students got their first choice place of university or apprenticeship. Leaders reduced the number of A-Level courses that students were taking and ensured that students had the right GCSE grades for the courses and that they were making sufficient progress. A high bar for accessing an A-Level course was introduced for the current year 12 which is why there are only 22 students in the year group Those students doing BTEC engineering have the option of doing a L3 maths course to supplement it but they are not taking the A-Level unless they have come

in with a 7+ at GCSE maths. The majority of work is around quality assuring teaching and interventions at KS5. Governors would like to look at further data to see the impact of the actions taken by leaders. Work has been done around moderation with subject teachers as they have been over-predicting. John will share current year 12 data with governors when it becomes available. The success in the BTEC was recognised by governors but there are no national comparators available at present. The BTEC should be above national average.

Governor's evaluation of progress: *Governors feel that this target is partially met as results were mixed. BTEC results were strong but A-Level results were not good and students performed worse than anticipated and there was some subject variability. There was not an equal success rate at BTEC and A-Level so there is a need to be more nuanced in terms of target setting for 2018/19. Governors accept that the target for KS4 was unrealistic so they would like to focus on current progress against a revised target and the impact of interventions put in place to secure the future success of these students. Governors would like further data to show that gaps for key pupil groups are being closed – SEND, more able, WBRI.*

Objective 2: Systems and processes	Success Criteria	Date/ Milestones	Governor Monitoring March 2017: Progress / evidence	John Taylor's self-evaluation Autumn 2018
The quality of teaching is at least good or better across the academy	Quality of teaching, learning and assessment across the academy is at least good	July 2018	Academy self-evaluation	*The quality of teaching, learning and assessment across the academy is good. Evidence of this can be seen in department review reports and in the SIA's termly reports and the annual teaching and learning review report from Philippa Ollerhead.*
Marking and feedback is consistently of high quality and in line with the school's new marking policy.	Marking is regular, formative and identified next steps in learning and leads to progress over time which is verified by summative assessment data		GB meetings and minutes Student feedback Parent feedback	*Marking and feedback has improved over the year, as evidenced in the SIA*

John Taylor Principal Appraisal 2018-19

Page 20

			Outcomes/progress data	*termly reports, but there are still areas of the school where the amount and the quality of the marking and feedback needs to improve further.*
			External validation of academy, internal judgements from the SIA and other external advisors	
			Trust Quality Assurance Visits	*Evidence of the ongoing work done to improve the quality of marking and feedback can be seen in last years, and this year's SDP's, in the department review reports and in the teacher support plans which were initiated last year.*
			Academy monitoring and evaluation activities including work samples and departmental reviews	

Verbal evidence presented by the Principal during the meeting: *External reviews show that quality of teaching is at least good across the academy. Marking and feedback is improving but there are still specific curriculum areas where this needs to improve further. Evidence of ongoing work done to improve the quality of marking can be found in department review reports and the school development plan. Last year there were 3 teachers on bespoke support plans. One teacher passed their plan, another has an ongoing plan and the third failed their plan (due to poor marking) so capability procedures were started and the teacher has chosen to leave. A fourth teacher failed their NQT year.*

Governor's evaluation of progress: *Governors feel that this target has predominantly been met. The quality of teaching is good and although there is still some inconsistency in the quality of marking and feedback this has been robustly addressed and appropriate actions have been put in place which are having impact.*

Objective 3: Qualities & knowledge / the self-improving school system	Success Criteria	Date/ Milestones	Governor Monitoring March 2017: Progress / evidence	John Taylor's self-evaluation Autumn 2018

Achieve school development plan priorities 7, 8, 9 and 10 **7 Ambition** Educational visits, guest speakers programme, University links and engagement **8 Confidence** Oracy **9 Social responsibility** Community projects **10 Project based learning** Curriculum review, improving the level of challenge, on-line learning platform, maintain	Every student in key stages 3 and 4 experiences a minimum number of educational visits per year. An educational visits coordinator has the capacity effectively supports the achievement of this. Students cultural awareness of significantly increased through the educational visits programme All students leave the academy with an oracy skill set that will prepare them for future social, academic and professional possibilities Students can articulate themselves confidently	August 2018	Academy self-evaluation Regular review of academy development plan at full governing board meetings and at committee level (e.g. curriculum committee) External validation of academy, internal judgements from the SIA and other external advisors Academy monitoring and evaluation activities Governor scrutiny of numbers involved in community projects	*Every student in years 7 to 10 now has 6 educational visits per year.* *The Enrichment Project Manager and their Administrative Assistant have the capacity to effectively support this.* *Increase in cultural awareness is not easily measured. The measurement of the outcomes of the Day 10 and Enrichment programme is an SDP priority this year.* *Oracy programme set up and running through a range of activities. Specific Oracy lessons delivered as part of the English curriculum.* *All student from Y7 to Y10 are participating in community projects.* *Need to identify measurements of students ability to articulate themselves confidently.* *The effect on the local community is unclear as yet – it is too early to judge this.*

and raise the standard of literacy across the academy,	All students from year 7-13 engage in a range of community projects each year for an agreed minimum number of hours.			*Enrichment programme manager and assistant effectively deliver this programme.*
	The effect of the academy on the local community is tangible.			*The standard of literacy across the academy appears to be improving from accelerated reader evidence and from lesson observations. New tracking of reading ability is now in place to allow us to judge improvements over time.*
	Two community project coordinators have the capacity to effectively deliver this programme			
	The teaching of functional literacy is improved across all departments			

Verbal evidence presented by the Principal during the meeting: *This refers to school development plan priorities 7-10. The target for years 7-10 is now 6 visits per year and the Principal feels that the current enrichment programme is powerful. Governors asked about the impact of trips attended last year and John explained that he does not have the data for last year to evidence whether every student went on a visit as he was not able to put the right systems in place due to lack of capacity to deliver the plan for reasons beyond his control. John explained the reasons for the timeline relating to this being extended were out of his hands e.g. the departure of the CEO, lack of resources etc. Governors feel that the Principal rightly prioritised improvements in academic standards over enrichment in his first year. There was some further discussion around project based learning and what this is understood to mean by teachers and governors at the school.*

Governor's evaluation of progress: *Governors feel that this objective has been partially met. Although some of the individual success criteria have not been met in full, there were clear mitigating factors that led to the plan for enrichment being changed since the original appraisal targets were set and a strong programme is now in place. Governors are reassured that activities continued while a more coherent and comprehensive plan was being developed.*

Objective 4: Organisational Leadership and Management	Success Criteria	Date/ Milestones	Governor Monitoring March 2017: Progress / evidence	John Taylor's self-evaluation Autumn 2018
Maximise student recruitment Ensure robust system of staff appraisal is in place Resources are deployed effectively and efficiently	Number of Year 7 students recruited is at PAN 150 Number of Year 12 recruited is 75 All staff have clear appraisal targets that are ambitious but realistic and achievable with measureable success criteria 100% appraisals completed before the end of October. Income for 2018/19: £6.3 m Deployment of resources ensures best value for money and clear impact on student outcomes and improvements in quality of provision.	July 2018	Scrutiny of applications and enrolment data Governor's attendance at Academy recruitment Open Events Recruitment strategy/plans regularly monitored and reviewed at GB meetings Data on staff absence is scrutinised by governors Monthly Finance Management Reports reviewed by CEO and CFO	*Year 7 recruitment: 146 students currently on roll.* *Year 12 recruitment: the target of 75 was unrealistic and unachievable given that we did not have a Y11 to move into Y12. We have reduced the number in Y12 to 22 which is the right thing to do for the long term health and achievement levels of the sixth form.* *Income is unconfirmed but is likely to be 6.2 million.* *100% of appraisals have been completed.* *Staff satisfaction survey??* *No termly reviews from CFO – No CFO.*

Page 24

John Taylor Principal Appraisal 2018-19

	All Trust policies and procedures are followed in procurement and expenditure		Staff satisfaction survey results reviewed by LGB Staff exit interviews conducted by Trust staff and reports scrutinised by Governors Internal Audit Termly reviews by CFO	

Verbal evidence presented by the Principal during the meeting: *There are currently 146 pupils on roll in year 7, PAN is 150. Numbers in all year groups are significantly higher than they were this time last year. All staff appraisals have been completed. Leaders deliberately reduced the size of year 12 this year in order to realise the vision of an academic sixth form for A-levels with a vocational path for engineering. There were approximately 40 applicants to year 12 - in previous years, every applicant has been given a place - but strict entry criteria were applied which were met by 19 students. This means the right students are on the right courses and will ensure that they move on to appropriate destinations. The financial audit has not yet been completed. Governors did raise the fact that financial procedures and notably financial regulations for purchasing have not always been followed but now there is a business manager in place there is an expectation that these will be complied with this year.*

Governor's evaluation of progress: *Governors feel that this target has been partially met. While year 7 numbers are strong, governors have concerns about the size of the sixth form. They concur that the target of 75 was unrealistic but feel that 19 is significantly below the target even for a sixth form that could only recruit from outside. Governors feel that the number in year 12 is not ideal and that had they anticipated the impact of putting selection criteria in place there could have been more discussion at the LGB about further recruitment strategies that could have been sustained across the year.*

Training and Development needs

John Taylor Principal Appraisal 2018-19

Internal and external training relevant to Principal's development agreed with CEO

Mentoring from a senior school leader with experience in MATs.

Comments by Reviewee (optional)

Signed: Reviewee

Date: 20th November 2018

Signed: CEO

Date: 20th November 2018

Principal Appraisal

Statement of Objectives for 2018-19

This is a record of the statement of objectives agreed by the appointed governors.

Name of school	University Academy of Engineering
Name of Principal	John Taylor
Names of appointed Governors (Minimum of 2 must attend)	Nicole Louis Natalie Ferer Tony Roberts
External Adviser	Rachael Norman

Date of review meeting	31st October 2018

Objective Setting for 2018-19

Objective	Area of focus	Target	Indicators and measurements
Objective 1: Outcomes	KS4 outcomes	● Progress 8 for Y11 to be a minimum of 0.0 and in the range of 0.0 to 0.29 (0.29 being the Southwark average for 2018) ● Basics (E+M 5+) at least in line with 2018 Southwark averages (47.9%) ● Progress of disadvantaged, more able and SEND in line with the other students ● Reduce subject variability – identify through residuals	● All measurements from published KS4 performance tables, November 2019
	KS5 outcomes	● Number of entries achieving AAB or better at A-Level to be at least in line with the 2018 Southwark average for 2018-19 at 16% ● BTEC outcomes to achieve a positive value add of at least 0.2 ● APS per entry for academic qualifications is at least in line with 2018 (Southwark) averages ● APS per entry for technical qualifications is at least in line with 2018 Southwark averages	● All measurements from published KS5 performance tables, November 2019 ● Internal destination data on number of NEETS

John Taylor Principal Appraisal 2018-19

		- Destinations data shows 0% NEETS - Reduce subject variability – identify through residuals	
Objective 2: Quality of teaching	Teaching and learning across the academy	- Teaching quality (including marking and feedback) to be judged as at least good across the academy. This judgement to be triangulated through assessment data - Outcomes of department reviews lead to clear development objectives - All teachers (except NQTs) judged not to be meeting all the teacher standards to be engaged with a bespoke teacher support plan - Behaviour and engagement in lessons judged to be good or better across the academy	- SIA termly reports in Autumn, Spring and Summer from Rachael Norman and annual teaching and learning report from Philippa Ollerhead judgement on marking and feedback - SIA reports and annual teaching and learning review report from Philippa Ollerhead judgement on teaching - Department review reports and resulting revised department improvement plans (DIPs) - Teacher support plans - SIA reports judgement on behaviour and engagement in lessons
Objective 3: Curriculum	Teacher development and the curriculum.	- Knowledge based curriculum published for teachers, students and parents in all subjects for key stage 3 - Level of challenge in lessons is appropriate to all students, particularly the more able - Enrichment and Day 10 curriculum evidently meeting the academy objectives of developing ambition, confidence and social responsibility in students - All teachers engaged in self-starting, collaborative continuous professional development through the Professional Learning Community (PLC)	- Review of knowledge organisers. - Level of challenge for more able students judged as being appropriate in SIA reports and annual teaching and learning review - Metrics to assess the success of the Enrichment and Day 10 curriculum still to be developed (including participation, engagement with LSBU, careers) - PLC project outcomes. NPQ and Masters course progression. Southwark NQT programme

John Taylor Principal Appraisal 2018-19

		● Further develop the USP of the school as an engineering specialist provision	
Objective 4: Organisational leadership and management	Student recruitment and school development plan.	● 150 students recruited into Y7 for October census 2019 ● 75 students recruited into Y12 for October census ● School development plan (SDP) effective and completed ● Develop a strategy to increase the proportion of girls applying to join the academy ● Produce a Sixth Form plan that looks at the range of subjects, selection criteria etc. and establishes a viable model that secures future financial sustainability	● SIMS reports at time of census ● SIA judgement on SDP in Autumn 2018 ● All actions in SDP completed by end of July 2019

Interim Appraisal Review Date: 1st April 2019

Training and Development Needs 2018-19

Additional HR support

Coaching from David Boyle – Dunraven Trust

Objectives agreed between the appointed Governors and the Principal

Signed: *(signature)* (CEO) Date: 20th November 2018

Signed: *(signature)* (Principal) Date: 20th November 2018

John Taylor Principal Appraisal 2018-19

This page is intentionally left blank

Principal Appraisal

Review of Objectives for 2017-18

This is a review of the statement of objectives agreed by the appointed governors.

Name of school	Southbank UTC
Name of Principal	Dan Cundy
Trust CEO and Chair of Local Governing Body	Nicole Louis Ian Brixey Natalie Ferer
External Adviser	Rachael Norman
Date of review meeting Date Evaluation Form completed	29th October 2018

Principal Appraisal Objectives 2017-18

Objective 1: Pupils and staff	Success Criteria	Date/ Milestones	Principal self-review comment	Additional information
Year 11 and Year 13 outcomes are at least in line with national averages.	**Key stage 4 performance indicators** Progress 8 greater than 0 Attainment 8 at least in line with 2017 Above National Average Basics (E+M) at least in line with 2017 Above National Average Progress of more able pupils P8 1.0 Progress of disadvantaged, SEND, WBRI Is in line with the progress of other pupils All pupils make good progress (70% 3 LoP, 30% 4LoP) from KS2 to KS4. **Key stage 5 performance indicators** APS per entry A-Level At least in line with 2017 N/A % achieving AAB or better at A-Level At least in line with 2017 N/A APS per entry academic At least in line with 2017 N/A APS per entry technical qualifications At least in line with 2076 N/A APS per entry general qualifications at least in line with 2017 N/A Destinations data shows 0% NEETS	August 2018	Progress 8 -0.30, below 0 Attainment 8 above national average ✓ Basics above national average ✓ More able Progress 8 below Disadvantaged and SEND progress below 3/4 levels of progress no longer measured APS below national average AAB well below (note intake) APS per entry below national Technical qualifications above national average ✓ 0% NEET ✓	Progress 8 not a key measure for UTCs; problematic given UTC has influence over only 2/5 years. Other subjects above national average at GCSE: Science, Engineering, English More able -0.72 Disadvantaged -0.24 to national (but above average Attainment 8 score) SEND -1.02 to national (but above average Attainment 8 score) Note Attainment 8 and Progress 8 both above UTC average Av grade E+: below national in attainment (note weak cohort by entry) Av grade Distinction- on new specification BTEC L3 See supporting sheet

		100% of teaching is at least good		86% Good+ teaching, one inadequate Unqualified teacher departed; 100% of qualified teacher teaching at least good ✓	
		Attendance is at least 96%		Attendance 94%	

Further evidence presented by the Principal during the meeting: KS4 good in terms of attainment, P8 is a problematic measure for UTCs and is not commonly used but -0.3 was below prediction, average and expected outcomes. Group sizes are small so not statistically significant but there was a gap for most able as well as disadvantaged and SEND (who did better in terms of attainment than progress). Governors asked about Computing. This was well below average and expectations. It was the first year of a brand new course and in other schools there is a more selective cohort whereas at the UTC all students take the course. There was a 25% controlled assessment aspect which was completed and students achieved well but there was a national leak so this aspect was discounted. Work has been done to analyse exam results in Computing and put measures in place. Teachers have been observed and there is a much greater focus on teaching test techniques this year and ensuring the students are examination ready. Governors asked about comparisons to national averages in the 2017/18 targets and asked whether these targets should have been set around UTC national averages rather than national averages. The Principal said that he prefers to be judged against national averages and not over contextualise as that can lead to low expectations but that this should be done with some appreciation of the unique characteristics of UTCs. Governors asked about the reason for the SEND/disadvantaged gap. The Principal hypothesised that this is due to undiagnosed SEND and said that the UTC have become increasingly skilled at identifying SEND. Again, cohort size is key here as there were only 4 students with SEND. Governors asked about KS5. This is a more mixed picture and the technical qualification were very good and the right courses were identified in a skilful way. A-level results (E+) were well below national. Analysis suggests that this might have been due to accepting students onto A-Level courses who were not really suited to those pathways in order to boost numbers when the UTC opened. Also lacking in financial and curricular capacity to move students to the right courses once they were identified as being on unsuitable pathways. Also students were performing well in topic tests but did not perform so well in the terminal exams and the tests were not cumulative.

Governor's evaluation of progress:

Governors feel that this target is partially met in terms of the individual success criteria. Whilst they acknowledge that there are mitigating factors that have been presented to governors throughout the year e.g. issues around the cohort and individual teachers, A-Level results were much lower than expected. Governors feel that the results reflect a great deal of improvement and hard work and that Dan did everything he could to move the UTC forward and they also feel that they need to be more nuanced in their target setting in the future so they take contextual factors into account.

Dan Cundy Principal Appraisal 2018-19

Objective 2: Systems and processes	Success Criteria	Date/ Milestones	Principal self-review comment	Additional information
The UTC is Ofsted ready and self-evaluation judges the UTC to be at least good in all areas ready for inspection in 2018/19	Quality of teaching, learning and assessment is at least good	July 2018	Self-evaluation grades below QTL good ✓	
	Behaviour, personal development and welfare is at least good		Behaviour, PD and welfare good ✓	
	Leadership and management is at least good		L&M good ✓	
	Outcomes are at least good		Outcomes good ✓	
	There is consistency of standards across the UTC		Consistency of standards although computer science outcomes below at GCSE and A level: actions in place to address for 2019 ✓	
	External validation of standards through DfE monitoring visits give positive, qualitative feedback with many areas of strength identified.		DfE visits positive ✓	

Further evidence presented by the Principal during the meeting: The Principal feels that the UTC is good in all areas (with the exception of A-Level outcomes). They have self-evaluated accurately and have plugged any gaps in the quality of provision. Attendance is below national average but above the UTC average and in line with the year 10/11 average nationally and above for disadvantaged. There was a thorough safeguarding review in Feb and all issues raised were rapidly addressed. There have been a series of DfE and SIA visits which have verified the judgements of the UTC and show that leaders know the school well. Attainment gaps need be closed and the SEF and development plan need to be updated to reflect 2017/18 outcomes. The Principal feels the UTC is performing to a "good" level. Governors asked about the

capacity of the leadership team and how that has impacted on this objective. The Principal said that this is more about middle leaders and lead teachers who are all very inexperienced so there is a gap in terms of succession planning and the capability of middle leaders to drive school improvement. The UTC is also slightly hampered by having a small non-teaching staff team.

Governor's evaluation of progress:

Governors feel that this target has been met and they highlighted the range of external evidence and assessments that have verified that the school is Ofsted ready. Governors feel that the school is Ofsted ready in that leaders have either done what is needed or they know what they still need to do in terms of actions to be taken to ensure the school achieves "good".

<table>
<tr>
<th>Objective 3:
Qualities & knowledge / the self-improving school system</th>
<th>Success Criteria</th>
<th>Date/
Milestones</th>
<th>Principal self-review comment</th>
<th>Additional information</th>
</tr>
<tr>
<td>Student recruitment strategies are successful, applications to the UTC are high into year 10 and Year 12 conversion rates are high. Student enrolment targets:
Year 10: 80
Year 12: 120</td>
<td>Enrolment of 80 in year 10 and 120 in year 12 for September 2018 start</td>
<td>August 2018</td>
<td>42 into Year 10 and 82 into Year 12; total student number at 222 (census October 2018) well above 186 in 2017</td>
<td>Strong surplus budget due to lean curriculum and staffing model</td>
</tr>
<tr>
<td></td>
<td>20% turnover (to be looked at on a case by case basis)</td>
<td></td>
<td>Majority of UTC Year 11 retained into Year 12 ✓</td>
<td></td>
</tr>
<tr>
<td>Recruitment and retention of high quality staff</td>
<td>Staff well-being surveys reflect high levels of satisfaction and morale</td>
<td></td>
<td>Staff surveys positive ✓</td>
<td>Latest survey October 2018</td>
</tr>
</table>

Further evidence presented by the Principal during the meeting: The student recruitment target was not met in numerical terms although the UTC has grown significantly. The Principal says that raw numbers are not where they would like but the UTC remains financially viable. The retention rates from year 11 into year 12 were good and above others nationally. Staff retention was good. Governors asked about whether the target of 200 was too high for a UTC and they recognised that there are market forces at play here as well.

Page 37

Governor's evaluation of progress:

Governors feel that this target was partially met but that the pupil recruitment target set was probably too high. There are also extenuating circumstances which include market forces, resources and a lack of track record which may have led to results closed to the target. It was acknowledged that Dan and Jackie have been totally focused on trying to grow the school effectively and expand despite financial constraints and a very saturated and competitive market. Staff retention rates have been good and feedback from surveys is positive.

Objective 4: Organisational Leadership and Management	Success Criteria	Date/ Milestones	Principal self-review comment	Additional information
Income in line with the target student numbers 100 % Appraisals of all staff including the support staff in place in line with the policy. UTC finances managed in line with the approved budget. Data and documentation to Governing Board as required	GAG income in proportion to the target student numbers into Year 10 and Year 12. Other income consistent with the categories of students who are entitled to additional support. Year-end outturn positive. All papers, reports and data with analysis submitted to Governors in time for Governors' meetings.	August 2018	Income above ESFA projections – adjustment in-year 100% of staff PMR appraisals in line with policy UTC finances managed as effectively as possible (10% surplus in year) All documentation supplied to governing board as requested	Noting lack of Business Manager

Further evidence presented by the Principal during the meeting: Last year there was a lack of business support but the UTC achieved a sizeable surplus that leaders would have preferred to spend to deploy resources to improve outcomes but this was difficult as they did not have a clear picture of UTC finances. Governors discussed the budget surplus. Governors asked questions about staff appraisal systems and the common target setting model and how this is quality assured.

Governor's evaluation of progress:

Governors feel that this target has been met. The Principal has been particularly strong at preparing detailed reports, sometimes at short notice, for LGB and Southbank board meetings. There is a recognition that there has been a challenging lack of business support to the school which has led to conservative spending in order to ensure it remained within its ESFA funding budget which it managed to do with an in-year surplus? Governors feel that there has been a great deal of financial integrity exercised by the school and spending has been prudent.

Dan Cundy Principal Appraisal 2018-19

Training and Development needs: Principal self-review comments

- Mentoring from David Boyle to continue – Did not continue: Dunraven pulled out from S2S programme due to capacity issues
- External courses to be sought as appropriate – None completed. Aiming for NPQEH 2018-19
  A professional coach to be funded by the trust – not supplied

Principal Appraisal **Statement of Objectives for 2018-19**	

This is a record of the statement of objectives agreed by the appointed governors.

Name of school	Southbank UTC
Name of Principal	Dan Cundy
Names of appointed Governors (Minimum of 2 must attend)	Nicole Louis Ian Brixey Natalie Ferer
External Adviser	Rachael Norman
Date of review meeting	29th October 2018

Objective Setting for 2018-19

The following performance objectives were agreed and set.

Objective 1: Outcomes (student progress and attainment)

Success Criteria:
- *Good progress made from CATS baseline - 90% of students to reach CATs-generated targets; 30% to exceed.*
- *KS4 progress 8 to be no less than 0 with a reduction in variation between subject areas as compared to 2018 data. KS5 positive VA for both A-Level and Technical qualifications in range of 0 – 2.*
- *Good progress from baseline of key groups SEND/Disadvantaged/more able. All key groups to be in line with all students*
- *Destinations – 0% NEETS*
- *Attendance –better than average for UTCs nationally, at least 95%*
- *Accurate predictions – No subject more than 10% from predicted grades at 4+ (GCSE), P+ (BTEC) and E+ (A level)*

Objective 2: Further development of unique UTC characteristics, culture and values

Success Criteria:
- *Employer engagement/projects – 100% of students have access to at least 2 employer engagement opportunities per year.*

- *Development of employability skills – all students to be supported to actively develop their employability skills and for these to be recorded and tracked using the UTC's HEARTBELT system.*
- *Appropriate pathways actively sought and offered into university, apprenticeships and employment.*

Objective 3: The school is operating and maintaining a level that is at least Good

Success Criteria:
- *The quality of provision, teaching, learning and assessment, curriculum, leadership and management (including middle leadership) and outcomes are solidly good – evidence triangulated with DfE, Secondary Improvement Advisor, BDT Education Advisor visits*
- *All necessary policies, systems and processes are in place and are robust and rigorous*
- *There is **consistency** across the school in terms of quality of provision e.g. marking and feedback are consistently of a high standard (including student response) and has clear impact on student progress and there is evidence of progress over time in books*
- *The majority of teaching at UTC is consistently good or better, with 100% of qualified staff teaching at a consistently good standard and at least 45% teaching at a standard which is outstanding*
- *There are effective and accurate assessment/tracking structures and processes in all departments that identify underachieving students and enable appropriate interventions to be put in place*
- *Lesson planning is excellent and meets the needs of all learners*
- *Behaviour for learning is consistently good and low level disruption is rare*
- *Leadership at all levels (especially middle leadership) is consistently strong*
- *All aspects of safeguarding are effective, there is a culture of vigilance at the school and pupils report that they are safe and feel safe*
- *There is a culture of high expectation and outcomes for all pupils, but especially the most disadvantaged/SEND*
- *The SEF is evaluative and evidence based and judgements are accurate and can be triangulated with books, data and other measureable outcomes*
- *The School Development plan identifies clear areas for improvement that dovetail with the SEF*

Objective 4: Financial Sustainability

- *Recruitment – 20% growth on prior year in the number of new students recruited into Year 10 and Year 12. At least 75% of Year 11 students continuing into year 12 resulting in a target roll of 308*
- *Working with the CEO and the Trust Business Manager, evaluate and determine the optimum model for financial sustainability – Production of a considered, evidence-based, timely report considering and recommending potential models*
- *Operating with financial prudency (remaining within budget, having the right financial controls in place as delegated by the trust, complying with financial regulations of the trust)*

Interim Appraisal Review Date

Monday 1st April 2019

Training and Development Needs 2018-19

Objectives agreed between the appointed Governors and the Principal.

Signed: _(signature)_ (CEO) Date: 20th November 2018

Signed: _(signature)_ (Principal) Date: 20th November 2018

	CONFIDENTIAL
Paper title:	SBA CEO Objectives 2018/19
Board/Committee:	SBA Remuneration Committee
Date of meeting:	27 November 2018
Author(s):	Richard Flatman, SBA Interim Chair
Sponsor(s):	Richard Flatman, SBA Interim Chair
Purpose:	For Approval
Recommendation:	The Committee is requested to approve the performance objectives 2018/19 for the interim CEO of SBA

Executive Summary

SBA will continue to operate with an interim (Part Time) CEO for the academic year 2018/19 who will oversee all SBA operations and support the successful on-boarding of the new Executive Principal, Business Manager and HR Managers to deliver in their respective areas of responsibility.

The CEO has been assigned the following objectives for academic year 2018/19 which the Committee is asked to approve

Objective 1.
Improve student attainment and progression rates within MAT (as per the detailed objectives which are set out for each school for KS4 and KS5 attainment and progress)

Objective 2.
Enhance the number and range of value add opportunities for students by leveraging the group and employer partnerships

Objective 3
Ensure that the Trust delivers on its financial plan as agreed by the SBA Board

This page is intentionally left blank